Educators are expected to be aware of the element of risk and to respect the standard of care owed to students and their parent/legal guardians. When planning a Complex Field Trip use this form to analyze all known and perceived hazards that are associated with the trip.
For each activity identify the hazards that exist. For every hazard identified use the table below to assess the Likelihood/Consequence (L/C)* of that hazard occurring and the mitigation strategies you plan to use. A score of 1 is low, 4 is high.
Please attach additional pages if you require more space. Please see examples for guidance.

| Activity | Hazard | Likelihood | Consequence |
| :--- | :--- | :--- | :--- |
| Cooking | Food Waste | 2 |  |
| Mitigation |  |  |  |
| - meal planning done at school prior to trip to help with appropriate proportions |  |  |  |
| - Leave no trace camp ethics taught and promoted |  |  |  |
| - containers to carry out left overs/eat the next day |  |  |  |


| Activity | Hazard | Likelihood | Consequence |
| :--- | :--- | :--- | :--- |
| Using Fire Boxes | 1 |  |  |
| Mitigation |  |  |  |
| -Provide fire gloves for manipulating fire boxes |  |  |  |
| -Explicit guidelines for behaviour around fires |  |  |  |
| -Trip leaders will be the only ones heating/cooking things on fire boxes |  |  |  |


| Activity | Hazard | Likelihood | Consequence |
| :--- | :--- | :--- | :--- |
| Driving support truck | Vehicle traffic not aware of bikers resulting in <br> collision | 1 | 4 |
| Mitigation |  |  |  |
| - travel with four-ways flashers on when traveling with group of cyclists, <br> - have a sign on back of truck saying "bikers ahead" <br> - Truck stays behind group as much as possible while traveling on roads with traffic |  |  |  |


| Activity | Hazard |  |  |
| :--- | :--- | :--- | :--- |
| Washing dishes | illness contracted from unclean surfaces | 1 | Likelihood | | Consequence |
| :--- |
| Mitigation |
| -Require students to wash all dishes nightly |
| -use 3 different wash basins: one for pre-rinse one for washing with soap and one for rinsing with bleach in it |


| Activity | Hazard | Likelihood | Consequence |
| :--- | :--- | :--- | :--- |
| Food Preparation | 1 |  |  |
| Mitigation |  |  |  |
| -Meal planning and instruction on food care for camping <br> -Use coolers to store food <br> -High-risk food like uncured meat must be pre-cooked and dehydrated |  |  |  |


| Activity | Hazard <br> Support Vehicle <br> Vehicle Breakdown limits access to <br> evacuation and group gear | 1 |
| :--- | :--- | :--- | :--- | | Likelihood |
| :--- | | Consequence |
| :--- |
| Mitigation |
| - check safety equipment on the bus/vehicle |
| - contact administration for another vehicle if needed |
| - have administration contact parents if delay is expected |


| Activity | Hazard | Cold water immersion/hypothermia | 2 |
| :--- | :--- | :--- | :--- | | Consequence |
| :--- |
| Bird watching at Tagish Narrows |
| Mitigation |
| -Point out hazard |
| -Stay back from shore while watching birds |


| Activity | Hazard | Likelihood | Consequence |
| :---: | :---: | :---: | :---: |
| Visiting Chooutla Residential School site with CTFN | Emotional triggers of students during visit | 2 | 2 |
| Mitigation |  |  |  |
| -Debrief visit at the end of the day with students and leaders <br> -Ensure there are appropriate supports from CTFN or CAIRS during and after the visit |  |  |  |


| Activity | Hazard <br> Cutting wood | Likelihood | Consequence <br> 3 |
| :--- | :--- | :--- | :--- |
| Mitigation | 2 |  |  |
| - tips on how to use a knife will be given. For example how to cut a bagel safely and how to carve a piece of wood |  |  |  |
| - fire wood cut in day light |  |  |  |
| - ONLY leaders split wood, students allowed to use saws but not axes |  |  |  |
| - have kindling ready for the next morning |  |  |  |

