

Select a Role:

Person 1: Describe in detail an accident they were involved in. Choose an accident that is complex and involves multiple people.

Person 2: Ask the interview questions to uncover a detailed timeline of events.

Person 3: Draw the flow of events on the butchers paper. Make it detailed and large enough to show to the rest of the group. You should also ask questions that come to mind.

Interview questions (Person 2 asks Person 1):

1. Describe the incident in your own words.
2. At the time of the incident:
 - What activity was being undertaken?
 - How many people were present (i.e. instructors, participants, teachers, volunteers, others), and who was participating in the activity?
 - What was the weather like?
 - What equipment was being used?
 - Where adequate resources (equipment/staff) available to support the activity?
 - Was adequate information available to support the activity (e.g. weather reports, maps, information on participant allergies, illnesses)?
 - Were there any constraints that shaped how the activity proceeded (e.g. equipment or staff shortages)?
 - Were appropriate communications taking place between activity centre staff?
 - Are there any other details you feel are relevant to the situation?
3. Prior to the incident: Are there things that happened prior to the incident itself that you think influenced behaviour in a way that enabled the incident to happen? For example,
 - Did any events on the day contribute to the incident?
 - What preparation or planning was undertaken to support the activity?
 - Was this type of incident predicted in training or planning for the activity?
 - Did other similar incidents occur prior to the one being reported?
 - Were there flaws with the training programs, procedures, risk management systems etc. used by your organisation?
 - Were activity programs sufficiently well designed?
 - Are there any other details you feel are relevant to the situation?

4. After the incident:

- What was the outcome of the incident or why was it considered a near miss?
- What treatment was provided at the scene?
- Was evacuation required? How did evacuation occur?
- Did treatment/evacuation run smoothly?
- Were adequate resources available for treatment/evacuation?
- Are there any other details you feel are relevant to the situation?

5. Consider whether any of these factors played a role.

Activity Equipment and Resources Documentation Equipment, clothing and Personal Protective Equipment Food & drink Medication	Activity Environment Animal & insect hazards Infrastructure & terrain Trees and vegetation Water/Weather conditions
Activity Leader/ Activity Participants/ Other People in Activity Group (e.g. teachers, parents, volunteers) Communication, instruction & demonstration Compliance with procedures, violations & unsafe acts Experience, qualifications, competence Judgement and decision-making Mental and physical condition Planning & preparation Situation awareness Supervision/leadership of activity	Group Factors Communication within group Group composition Group dynamics Group size Late arrival of group Teamwork Time pressure
Other People in Activity Environment (e.g. members of the public, emergency services) Communication Compliance with procedures, violations & unsafe acts Experience, qualifications, competence Judgement and decision-making Mental and physical condition Planning & preparation Situation awareness	Supervisor/Field Managers Activity or Program design Communication Compliance with procedures, violations & unsafe acts Experience, qualifications, competence Judgement and decision-making Mental and physical condition Planning & preparation for activity Supervision of activity leaders and other staff Supervision/oversight of programs/activities
Higher-level Management Communication Financial constraints Judgement and decision-making Organisational culture Policies and procedures for activities and emergencies Risk assessment and management Staffing and recruitment Supervision of staff Supervision/oversight of activities and programs Training and evaluation of staff	Schools Communication Dropping off/picking up participants Judgement and decision-making Legal responsibility for safety of staff and students Planning and preparation for activity/trip Policies and procedures Teacher/student ratio
Local Area Government Auditing Communication Funding and budgets Legal responsibility for safety within the council area Policies and procedures	Parents/Carers Communication Dropping off/picking up participants Judgement and decision-making Legal responsibility for safety of child Planning and preparation for activity/trip
Regulatory bodies and professional association Accreditation/licensing Auditing Communication Curriculum of outdoor education/recreation qualifications Funding and budgets Interactions with government	State and Federal Government Communication Funding and budgets Infrastructure and land management Policies and legislation

