CARA generic template

Emerging Fig-ures Citizen Science Project

- This generic template is provided to support schools in implementing the Managing risks in school curriculum activities procedure.
- The CARA planner must be used in conjunction with this guideline for the specific school context, considering additional risks, hazards and controls and including environmental, facility, equipment and student considerations.
- Depending on the scope of this activity, other risk assessments may be required when planning. Curriculum activities encompassing more than one CARA guideline must comply with the requirements of all CARA guidelines appropriate to the activity.
- For activities conducted at a non-Department of Education venue, and/or when engaging external expertise, request written risk assessment advice and attach it to this CARA record.
- For activities conducted off-site, schools must comply with the School excursions procedure and International school study tours procedure.
- For activities conducted as part of representative school sport programs, schools should consult with Queensland School Sport.

Activity scope

Describe the details of the curriculum activity as it applies to the school's three levels of planning.

Students will be supervised to explore their local environment, either on or off school property at the discretion of the supervising teacher, to locate one or more species of fig trees. The tree location and characteristics will be lodged as an iNaturalist observation through a school-managed iNaturalist account, and the tree will be monitored for the presence of nearly-ripe figs. Once suitable figs are observed they will be collected under teacher supervision and placed in a sealed zip-close plastic bag to monitor for the emergence of fig-associated wasps. Bags with wasps present will be placed in a suitable refrigerator to slow/stop fig-associated wasp movement, and the insects and a sample of the fig will be placed in tubes pre-filled with non-toxic propylene glycol preservative and posted to UQ for genetic and morphological analysis.

Inherent risk level[1]

		CONSEQUENCE if an incident were to occur				
		INSIGNIFICANT Injury requiring no treatment	**MINOR** Injury requiring first aid treatment	**MODERATE** Injury requiring medical treatment	**MAJOR** Injury requiring specialist medical treatment or hospitalisation	**CRITICAL** Injury resulting in loss of life or permanent disability
LIKELIHOOD of an incident occurring without control measures in place	**ALMOST CERTAIN** Expected to occur in most circumstances	Medium	Medium	**High**	**Extreme**	**Extreme**
	LIKELY Will probably occur in most circumstances	Low	Medium	**High**	**High**	**Extreme**
	POSSIBLE Might occur occasionally	Low	Medium	**High**	**High**	**High**
	UNLIKELY Could happen at some time	Low	Low	Medium	Medium	**High**
	RARE May only occur in exceptional circumstances	Low	Low	Low	Low	Medium

Inherent Risk level	Low risk: ☒	Medium risk: ☐	High risk: ☐	Extreme risk: ☐

Activity requirements

[1] *The **inherent risk level** is determined before any control measures are put in place. Refer to the CARA planner.*

Students

- Schools must consider age, maturity and skill level of students when planning curriculum activities. Adjustments are required for students with disability to support access and participation in the curriculum. Consult with the parents/carers of students with disability, or when appropriate the student, to ensure risks related to their child's participation in the activity are identified and managed.
- Schools must consult current student medical information and/or health plans in accordance with the Managing students' health support needs at school procedure. Record information about any student condition (e.g. physical or medical) that may inhibit safe engagement in the activity and include specific support measures within emergency procedures.
- The school's sun safety strategy must be followed if participating outside.
- Follow the *Managing excessive heat in schools* guidelines on hot days.

Emergency and first-aid

- Emergency plans and injury management procedures must be established for foreseeable incidents (e.g. separation from group, fire/evacuation).
- Adult supervisors must have:
    - emergency contact details of all participants
    - a medical alert list and a process for administering student medication;
    - communication equipment suitable to conditions (e.g. mobile phone) and a process for obtaining external assistance and/or receiving emergency advice;
    - an appointed emergency contact (e.g. the Principal).
- Safety procedures must be determined for the location (e.g. roll marking, process to rapidly communicate emergency advice to adult supervisors of impending severe events) and are to be informed by available safety information (e.g. venue/expert advice, manufacturer's instructions, product labels, vendor SDS and SOP) .
- Access is required to First aid equipment and consumables suitable for foreseeable incidents.
- For participants with known allergies, schools must comply with the Supporting students with asthma and/or at risk of anaphylaxis at school procedure and the school's Anaphylaxis Risk Management Plan, including an adult supervisor of the activity with anaphylaxis training.
- An adult with current emergency qualifications for foreseeable incidents is required to be quickly accessible to the activity area.

Induction and instruction

- Induction is required for all adult supervisors on emergency procedures, safety procedures and correct techniques. If the activity is conducted at an off-site facility, induction is to be informed by advice provided in consultation with expertise at the venue.
- Instruction is required for students on safety procedures and correct techniques (e.g. preventing injury).

Consent

- Parent consent is required for all activities conducted off-site. For activities conducted on-site, parent consent is required for extreme risk activities and strongly recommended for high risk activities conducted on-site.

Add additional Activity requirement details

Supervision

Principals make final supervision decisions for the activity. Sufficient adult supervision must be provided to manage the activity safely (including emergency situations).

- For activities with students with a medical condition or disability that may impact on safety during the activity, consultation with parents is required prior to allocating supervision to determine the impact of students' disability on safety during the activity.
- The number of adult supervisors required to fulfil emergency and supervision roles must consider the nature of the activity, students' ages, abilities and specialised learning, access and/or health needs.
- Before the activity, all adult supervisors:
    - must be familiar with the contents of the CARA record
    - must assess weather conditions, and obtain accurate information on tides, depths, currents and other expected water conditions (if applicable) prior to undertaking the activity, inspecting the intended location in order to identify variable risks, hazards and potential dangers.
- During the activity, all adult supervisors:
    - **must** be readily identifiable
    - **must** closely monitor students with health support needs
    - **must** comply with control measures from the CARA record and adapt as hazards arise
    - **must** suspend the activity if the conditions become unfavourable (e.g. poor visibility, extreme temperatures, thunderstorms).

Add additional supervision details

Dynamic Risk Management:

- Supervisors will continuously assess the activities for emerging risks and adapt control measures as needed.
- Supervisors will suspend activities if conditions become unsafe, such as during poor visibility, extreme temperatures, or thunderstorms

Supervisor qualification

Principals make final decisions in determining supervisor capability (competence, relevance and currency) and are responsible for encouraging and enabling school-based activity supervisors to raise their qualifications to improve safety standards.

- All adult supervisors must comply with the Working with children (blue card) procedure and be able to identify, and respond to, risks or hazards that may emerge during the activity.
- A registered teacher **must** be appointed to maintain overall responsibility for the activity.
- At least one adult supervisor is required to be:

Low risk level

- A registered teacher with knowledge of the activity and its potential hazards
  or
- An adult supervisor, working under the direct supervision of a registered teacher, with competence (knowledge and skills) in the activity.

Medium risk level

- A registered teacher with competence (knowledge and skills) in teaching the activity
  or
- An adult supervisor, working under the direct supervision of a registered teacher, with qualifications in the activity or similar.

Add additional supervisor qualification details
Emerging Fig-ures team teachers have prepared and trialled the activities.

Inherent level of risk is dependent on where activities take place. Observation and collection of specimens on school property likely represent low risk level, with excursions off school property representing a medium risk level, and should be supervised by staff accordingly.

Facilities and equipment

The qualified adult supervisor of the activity, in consultation with the principal, determines the requirements for facilities and equipment appropriate to the local context.

- Consult *Chemicals in curriculum activities* for support in assessing the risks of chemicals used with/by students in curriculum activities.
- If a CARA record is required in OneSchool, a summary of chemicals, plant, equipment and/or materials used in the activity must be provided by entering directly onto the CARA record in OneSchool or by attaching a summary. Sample templates are provided on *Chemicals in curriculum activities* and *Plant, equipment and materials in curriculum activities*.
- Location must be suitable for the activity being undertaken, including sufficient space, adequate lighting and ventilation to ensure safe participation and that safety rules and procedures can be followed. This may be in a specialised facility (e.g. laboratory) or other suitable location (e.g. incursion, field trip). Undertake a reconnaissance of new or infrequently used locations to ascertain suitability.
- Designated areas for the activity, spectators and vehicles are established (e.g. safety/exclusion zones considering buildings, pedestrians, members of the public, vehicles and other activities).
- Participants must wear Personal protective equipment as relevant (e.g. enclosed footwear).
- Equipment must be sized to match the ability and strength of students and used in accordance with the manufacturer's instructions.
- If privately owned equipment is being used, Principal approval and owner consent/insurance details must be obtained prior to the activity.

Add additional facilities and equipment details

Equipment:

- The preservative supplied in the collection tubes, propylene glycol, is non-toxic, and approved for use from K-12.

Environmental Considerations:

- Supervisors will ensure that the facilities and equipment are suitable for the environmental conditions, including weather, terrain, and any other relevant factors.
- Measures will be taken to ensure the safety of students in outdoor settings, including adherence to the school's sun safety strategy and the Managing Excessive Heat in Schools Guidelines.
- Students and staff must only collect fig samples that can safely be reached while both feet remain on the ground. No climbing or jumping is to be used during fig sample collection.
- Note that the sap of some species of fig tree can contain latex or latex-like substances that could cause a reaction in individuals allergic to latex. Anyone with a known latex allergy should not come in contact with fig trees or their products.

Hazards and control measures

Information on managing common hazards and risks in the school environment can be found at Hazards and risks.

Add rows to the tables as necessary.

Considering environmental hazards	Planned control measures
Fig-associated wasps	• Fig-associated wasps are unlikely to be encountered when making observations of fig trees or collecting figs. • After fig-associated wasps emerge from collected figs, cooling of fig-associated wasps in a refrigerator while still inside plastic zip-close bags reduces chance of wasp movement when being transferred from bag to preservative tubes • Fig-associated wasps are too small (2mm in length) to pose any stinging or biting risk to humans and would be difficult to handle directly. All transfers are to take place using plastic forceps or similar equipment to further reduce risk of interaction.
Other insects and wildlife	• Instruct students not to feed wildlife and how to respond to approaching wildlife. • Adhere to established practices regarding the use of insect repellent, as outlined in Insect viruses and allergies.
Latex content of the sap of some fig tree species	• Students and staff with known latex allergies must not directly touch any fig tree products including but not limited to figs, branches, leaves, or fig-associated wasps that emerge from collected figs.
Weather conditions (e.g., heat)	• Follow the school's sun safety strategy and ensure students wear hats, sunscreen, and protective clothing. • Adhere to the Managing Excessive Heat in Schools Guidelines on hot days. • Schedule regular breaks in shaded areas and ensure students have access to water at all times while outdoors
Considering facilities and equipment hazards	**Planned control measures**
Uneven or slippery surfaces	• Conduct a field check to identify and manage surface hazards. • Clear the field site surface of loose items or debris as needed. • Avoid participation on surfaces that are slippery, unduly rough, or chopped up
Figs located at significant height above ground level	• Fig samples must only be collected from branches that can be accessed while participants have both feet placed in a flat, stable configuration on the ground. • No fig samples are to be collected from heights which require participants to climb or balance on a single foot. • Fig collection can only take place under the direct supervision of a suitable staff member.
Laboratory equipment	• Ensure all equipment is used in accordance with the manufacturer's instructions. • Provide students with safety instructions and demonstrations for using laboratory equipment (including zip-close plastic bags, sample tubes, plastic forceps and scissors). • Adhere to general laboratory safety procedures (such as no consumption of food or drinks when interacting with laboratory equipment) and ensure students are supervised by qualified personnel
Considering students	**Planned control measures**
Exhaustion, fatigue	• Schedule regular drink breaks and ensure water is available for all participants.
Medical conditions or allergies	• Consult current student medical information and health plans in accordance with the Managing Students' Health Support Needs at School Procedure. • Ensure supervisors have access to a medical alert list and are trained in administering student medication. • Comply with the Supporting Students with Asthma and/or at Risk of Anaphylaxis at School Procedure and the school's Anaphylaxis Risk Management Plan

Behavioural Issues	• Instruct students on expected behaviour and rules for all activities, including outdoor fig tree exploration and laboratory sessions. • Monitor students for changes in mental health (e.g., fatigue, interpersonal conflicts, etc) and provide emotional and medical support as required. • Address breaches of expected behaviour promptly.

Monitoring and Review *(to be completed during and/or after the activity.)*	**Yes**	**No**
Have additional hazards been identified?	☐	☐
Were the control measures effective?	☐	☐
Are further or different actions required?	☐	☐
Details:		

CARA completed June 2026.

Chemicals in curriculum activities

When planning to use chemicals during curriculum activities with students, schools are required to comply with the department's Chemical management and Managing risks in school curriculum activities procedures.

Consumer chemicals are products packaged for use in a household or office and pose low risk to students when used according to the product label.

All other chemicals in the workplace are to be determined as either non-hazardous or hazardous.

Hazardous chemicals[3] are chemicals that are hazardous in themselves (by type or by quantity), generate hazardous substances/materials (e.g. reactants, chemical waste products) during the activity, and/or have hazardous clean-up/waste disposal processes.

Curriculum activities requiring CARA records in OneSchool[2] *must include safety information about all workplace chemicals used with/by students in the activity. This information is to be included by entering the information directly onto the CARA record in OneSchool or by attaching a summary document.*

To ensure the hazards and control measures of chemicals being used by/with students in curriculum activities are being recorded schools are to utilise the risk assessment information from the *Chemwatch* manifest to determine hazards and control measures for each chemical.

Further support

Risk assessment and management training and advice	Contact your school's Health and Safety Advisor (HSA) or Health and Safety Representative (HSR); or Contact your Regional Senior Health and Safety Consultants (*Health and safety* tab).
Managing chemicals in schools	Consult the Chemical management procedure and support website or email HSW@qed.qld.gov.au
Completing Curriculum Activity Risk Assessment (CARA) records	Contact the CARA team at CARA@qed.qld.au
Safety advice of historical incidents	Consult the Safety and Hazard Alerts

[2] All curriculum activities must be recorded in the three levels of planning, typically unit plans, however high and extreme risk curriculum activities conducted on-site also require a CARA record to be completed in OneSchool. Consult your school-based CARA process for documentation requirements for medium risk activities conducted on-site.
All off-site curriculum activities require CARA records to be completed as part of the Excursion Planner in OneSchool.

[3] Hazardous chemicals commonly used in curriculum activities include some fertilisers, scheduled poisons, veterinary products, cleaning/sterilising agents, paints, dyes, adhesives, fuels, lubricants, propellants, gases, fumes, acids etc.

Chemicals in curriculum activities

1. **Consumer chemicals** pose low risk to students when used according to label instructions and in line with normal household/office use. All consumer chemicals must be managed according to the product label and are not required to be added to *Chemwatch*.

- In this case, the CARA risk level may be **low**, **medium**, **high** or **extreme** and is determined by the other risks/hazards of the curriculum activity.

  However, consumer chemicals must be added to *Chemwatch* when they are:
  - not used according to label instructions; or
  - beyond normal household/office use.

> *Beyond normal household/office use* means the chemical is used more frequently, in greater quantities or for different purposes other than intended. Similarly, the chemical has transferred/decanted into other containers.

When consumer chemicals are added to Chemwatch, they are to be considered as *Workplace Chemicals*.

2. Workplace Chemicals

Consult the hazard category from the Chemwatch manifest

<table>
<tr><th>NON-HAZARDOUS</th><th>LOW</th><th>MODERATE</th><th>HIGH</th><th>EXTREME</th></tr>
<tr><td colspan="3">These chemicals pose a low risk to students.</td><td colspan="2">These chemicals pose an unacceptable risk to students at this stage.
Further management of the risk is required prior to conducting the curriculum activity.</td></tr>
<tr><td colspan="3">These chemicals pose a medium risk to students.</td><td colspan="2">Conduct (and have approved) an ILO (Health exposure) risk assessment with the aim to reduce the risk band to the lowest risk level
ILO risk level
<table>
<tr><th>MIN.
THE RISK 0 Minimum</th><th>LOW
THE RISK 1 Low</th><th>MOD.
THE RISK 2 Moderate</th><th>HIGH
THE RISK 3 High</th><th>EXTREME
THE RISK 4+ Extreme</th></tr>
<tr><td colspan="3">↓ ↓ ↓</td><td>Consider substituting the chemical with an alternative (less hazardous) chemical or plan an alternative activity.
If an alternative cannot be found, complete a SOP and adhere to it during activity.</td><td>STOP
These chemicals still pose an unacceptable risk to students.</td></tr>
<tr><td colspan="4">The CARA risk level may be medium, high or extreme.</td><td rowspan="3">An alternative, lower risk chemical must be found.</td></tr>
<tr><td colspan="4">Consider all other risks/hazards of the curriculum activity to determine the CARA risk level.</td></tr>
<tr><td colspan="4">Manage the chemical risk in the activity according to the Chemwatch ILO health risk assessment, SOP (if used), product label and any workplace instructions</td></tr>
</table></td></tr>
<tr><td colspan="3">The CARA risk level may be low, medium, high or extreme.</td><td colspan="2">The CARA risk level may be medium, high or extreme.</td></tr>
<tr><td colspan="3">Consider all other risks/hazards of the curriculum activity to determine the CARA risk level</td><td colspan="2"></td></tr>
<tr><td colspan="3">Manage the chemical in the curriculum activity according to the pre-purchase chemical risk assessment, product label and the SDS.</td><td colspan="2"></td></tr>
</table>

Summary of chemicals

Curriculum activities requiring[4] CARA records in OneSchool must include information about the chemicals used in the activity. When complete, this document may be uploaded as an attachment to the CARA record in OneSchool for the activity.

Add rows as required.					*Chemicals requiring an ILO risk assessment may state "As per ILO health risk assessment" or similar in these columns.*		
Chemical name	**Conc.**	**Approx. quantity**	**Initial *Chemwatch* hazard rating**	**Final ILO risk assessment level**	**List the hazard statements from the SDS (section 2). Do not include hazard codes.**	**Primary route of exposure** Include all that apply • Skin, eyes contact. • Inhalation. • Injection.	**Controls planned from SDS**
Propylene glycol	95%	1 mL in each of 10 sample tubes	Non-Hazardous and Non-Dangerous Goods	Propylene glycol presents a low toxicity hazard.	• General hazard statement: Not classified as dangerous goods according to the Australian Dangerous Goods Code (ADG). • Classified as non-Hazardous according to the Globally Harmonised System of classification and labelling of Chemicals (GHS) including Work, Health and Safety regulations, Australia. Classification of the substance or mixture	• Skin, eyes contact. • Inhalation.	• Typical occupational exposure is unlikely to lead to harmful effects. • Material does not readily form a vapour at room temperature. It must be heated or misted before inhalation exposure would occur. • Natural ventilation adequate • Prolonged contact is essentially non-irritating to skin. A single prolonged skin exposure is unlikely to result in the material being absorbed through skin in harmful amounts. • In case of skin contact: Wash off with soap and plenty of water. • May cause mild eye irritation with some immediate, transitory stinging, lacrimation, blurred vision, redness, blepharospasm, and mild transient conjunctival hyperaemia. Effects are expected to be temporary. • If in eyes wash out immediately with water.

Acknowledgement of practice:

✓ **Control measures** from the appropriate chemical risk assessment, product label and the SDS are complied with.

☒ The **CARA risk level** and **safety procedures** for the curriculum activity have been informed by the appropriate chemical risk assessment, product label and SDS.

This information is to be reviewed and amended (if necessary) when subsequently conducting the same curriculum activity.

[4] All curriculum activities must be recorded in the three levels of planning, typically unit plans, however high and extreme risk curriculum activities conducted on-site also require CARA records to be completed in OneSchool. Consult your school-based CARA process for documentation requirements for medium risk activities conducted on-site.
All off-site curriculum activities require CARA records to be completed as part of the Excursion Planner in OneSchool.

Uncontrolled copy. Refer to the Department of Education Policy and Procedure Register at https://ppr.qed.qld.gov.au/pp/managing-risks-in-school-curriculum-activities-procedure to ensure you have the most current version of this document.

