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 |  |  |  |
| :--- | :--- | :--- | :--- |
| any outdoor | Hazard <br> temperature | Likelihood <br> 3 | Consequence <br> Mitigation |
| - students to adhere carefully to the gear list/ students wear non-cotton clothing at camp but wet suit during the day <br> - monitor group for hypo or hyperthermia <br> - each student is to carry extra clothes, a thermos with hot drink or soup and lots of food. <br> - students needs to care for each other and notify an adult if a student seems too cold in the evening or at night. |  |  |  |


| Activity | Hazard | Likelihood | Consequence |
| :--- | :--- | :--- | :--- |
| any outdoor | 3 | 3 |  |
| Mitigation |  |  |  |
| - students adhere carefully to the gear list |  |  |  |
| - students to wear shell jacket and pants, gloves/mitts and hats as indicated by teacher in charge |  |  |  |
| - seek shelter under trees or set up shelters (tarps/tents) to wait out storm if necessary, install tarps over tents |  |  |  |
| - have a flexible schedule, which allows coming back home earlier or later if continuous. |  |  |  |


| Activity | Hazard <br> any outdoor <br> heavy wind | Likelihood | Consequence |
| :--- | :--- | :--- | :--- |
| Mitigation | 3 |  |  |
| - ongoing assessment of wind hazard relative to river or to road state and tree safety in area <br> - items in camp to be weighted down at all times to avoid blowing away <br> - install tarps around the group fire pit to cut down the wind. <br> - Have a flexible schedule. |  |  |  |


| Activity | Hazard <br> any outdoor <br> windchill | Likelihood | Consequence |
| :--- | :--- | :--- | :--- |
| Mitigation | 3 |  |  |


| Activity | Hazard | Likelihood | Consequence |
| :--- | :--- | :--- | :--- |
| any outdoor | UV exposure | 4 | 2 |


| Activity | Hazard | Likelihood | Consequence |
| :--- | :--- | :--- | :--- |
| any outdoor | 1 | 4 |  |
| Mitigation |  |  |  |
| - group taken off water or open areas if thunderstorm approaches |  |  |  |
| - in a storm, students to avoid tallest surrounding objects and squat on packs, sleeping pads |  |  |  |


| Activity |  |  |  |
| :--- | :--- | :--- | :--- |
| any outdoor | Hazard <br> bear encounter | Likelihood | Consequence |
| Mitigation |  |  |  |
| - group food and smellies stored 50m away from tents if possible <br> - students must always go to bathroom with a buddy and make noise when entering area <br> - all tents grouped in designated area <br> - all cooking done in designated area 50m from tents if possible <br> - no smellies in tents |  |  |  |


| Activity | Hazard <br> con't above | Likelihood | Consequence |
| :--- | :--- | :--- | :--- |
| Mitigation |  |  |  |
| - students educated in bear safety practices prior to trip |  |  |  |
| - teacher in charge and chaperones carry bear spray and bangers |  |  |  |
| - stay together as a group; bear attacks on groups of 4 or more are extremely rare |  |  |  |
| - give a bear plenty of space if encountered |  |  |  |


| Activity | Hazard | Likelihood | Consequence |
| :--- | :--- | :--- | :--- |
| any outdoor | other wildlife (non-bear) encounter | 1 |  |
| Mitigation |  |  |  |
| - students educated in moose safety prior to trip |  |  |  |
| - camp kept clean and free of attractants |  |  |  |

