

In centre Activity - Risk Assessment & Benefit Analysis

Cooking

Ongoing activity in School holidays throughout 2019

Address: At Girraween Centre, 216 Targo Road Girraween

Proposed activities: Cooking in Centre

Proposed Area: Kitchen Area – Main Room

Number of Children attending: max number enrolled (Licensed for 130 children)

Number of Educators: minimum 2 educators Max 9

Educator to child Ratio: 1 educator: 15 children

Checklist: -

First aid Kit

RISK BENEFITS LINKED TO MY TOP OUTCOMES: -

Play is great for children's well-being and development. When Planning and providing play opportunities, the goal is not to eliminate risk, but to weigh up the risks and benefits.

(MYTOP – "My time our place – framework for school age care in Australia, 2011)

Outcome 1 – Children have a strong sense of Identity = Cooking allows children to have a feeling of belonging to a group and confidently explore and engage with social environment, establishing and maintaining trusting relationships with other children and educators, demonstrating that *'children feel safe, secure, and supported'* (1.1). Cooking assists children to *'develop their autonomy, inter-dependence, resilience and sense of agency'* (1.2) as it provides an opportunity for children to work collaboratively with others and to display a willingness to achieve something at the best of their ability. It will provide children with a new challenge and allow them to recognise their achievements in developing cooking skills, and teaches children to keep trying when faced with challenges and their first attempt is not successful. It will allow educators to opportunity to motivate, challenge and encourage children to succeed and make choices and appropriate decisions. This activity will assist children to *'develop knowledgeable and confident self-identities'* (1.3) through providing the opportunity for them to be recognised and respected for the efforts made and from celebrating and sharing contributions made by themselves and others to group projects, giving them a sense of pride and confidence in their own ability and identity.

Outcome 2 – Children are connected with and contribute to their world = Cooking will allow children to learn how to negotiate roles, space and relationships in play experiences with one another, and build on their own social experiences to explore other ways of being. This activity at the service will allow us to promote a sense of community within the school age care setting, through children negotiating space, contribute to decision making about the use of this space and express opinions on matters that affect them. This all allows *'Children to develop a sense of belonging to groups and communities and understand the reciprocal rights and responsibilities necessary for active community participation'* (2.1). This activity will provide a platform for children to share their culture and family traditions within the centre, giving all children the opportunity to develop understandings about the diversity of culture, heritage and tradition, drawing on similarities and differences between their own culture and that of their peers. Allowing children to *respond to diversity with respect'* (2.2), with children being able to explore culture, traditions and heritage within our centre community and the wider community at the service.

Outcome 3 – Children have a strong sense of Wellbeing = Cooking ensures *'children become strong in their social and emotional wellbeing'* (3.1) through children demonstrating the confidence to take on new challenges, take considered risk and work collaboratively with peers. A sense of wellbeing is helped to be developed when children develop a sense of resilience and are able to cope with the frustrations and the unexpected. Through allowing children to participate in cooking activities at the service, children will be provided with an opportunity to take responsibility and be mindful of their own safety and that of peers and provide children with confidence and independence, this will contribute to their sense of becoming, wellbeing, identity, and development. Educators will be present to ensure that while children are challenged they affirm children efforts, to have knowledge, understanding and respect for each child and support children to persevere when faced with a challenge. In addition a strong sense of wellbeing will be maintained through *'children taking increasing responsibility for their own health and physical wellbeing'* (3.2). Children will be having fun, manipulating tools and equipment and demonstrate increasing competence, confidence and skills through manipulating equipment and tools, with the assistance, encouragement and guidance of educators and peers. In taking responsibility for their own wellbeing all children will be able negotiate the environment, ensuring their safety and wellbeing as well as that of peers, and develop fine motor skills.

Outcome 4 – Children are confident and involved learners = Cooking provides the opportunity for ‘*Children to develop dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity*’ (4.1) as well as allow ‘*Children to use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating*’ (4.2). Cooking will challenge children’s belief in their own ability, and encourage children to explore, experiment and take appropriate risks. Cooking allows children an opportunity to persevere when they find a task difficult and experience satisfaction in their accomplishments. It will allow children to experience a positive sense of self and sense of belonging, developing confidence that will allow children to experiment and explore new ideas. Woodworking provides an opportunity for children to show leadership, as well as follow the directions of others when working on group develop problem solving skills when things don’t necessarily go to plan. Through ongoing exposure to cooking experiences it will allow children to apply past learning to new situations and make connections between experiences, connections and processes. Cooking allows educators to support children’s learning and help children to explore multiple solutions to problems and promote different ways of thinking. Ensuring children are able to ‘*transfer and adapt what they have learned from one context to another*’ (4.3).

Outcome 5 – Children are Effective Communicators = Cooking will provide an opportunity for children to both listen to peers and communicate ideas, which will assist children to have a sense of belonging amongst their peers as well as self-confidence. It will provide an opportunity to express ideas and feelings as well as listen to the ideas and feelings of others. It provides a great opportunity for children to interact socially with others in a relaxed environment. Cooking will provide children with the opportunity to convey and construct messages and ideas with a purpose and growing confidence. All this demonstrating that ‘*children interact verbally and non-verbally with others for a range of purposes*’ (5.1) Children will also have the opportunity to ‘*engage with a range of texts and gain meaning from these texts*’ (5.2) through children engaging with written recipes to follow directions, or document the process used to develop their own recipe or learning process.

Activity/Hazard	Risk (use matrix)	Risk Control	Who	When
Floor → Slip hazard	Moderate	<ul style="list-style-type: none"> ✓ Ensure children take care and only walk throughout the kitchen area. ✓ Children are informed of the rules for no running. ✓ Educators be aware of spills or slip hazards and take measures to clean up or rectify issues immediately. 	All educators “ “ “ “	On Activity Day “ “ “ “
Hot Stoves and Ovens	High	<ul style="list-style-type: none"> ✓ Educators to ensure children are listening to instructions at all time. ✓ Educators to be actively supervising children in the kitchen. ✓ Bad behaviour will not be tolerated; any child being silly, not listening or misbehaving in any way will not participate in the cooking experience. ✓ Educators to ensure that there is signage up informing children the oven is on and is hot and that children are not to be standing or working close to the oven. ✓ If children are stirring or assisting with the stove top cooking then they are only to do so under the direct supervision of an educator. No child should be at the oven who is not under the direct supervision of an educator. 	All educators “ “ “ “ “ “ “ “	On Activity Day “ “ “ “ “ “
Sharp Knives and implements	High	<ul style="list-style-type: none"> ✓ No running in arena rule enforced and children are reminded throughout. ✓ Children to be advised to be aware of what they are doing and listen and follow safety and usage instructions. ✓ Educators to be actively supervising children in the kitchen to ensure correct and safe use of knives. 	All educators “ “ “ “ “	On Activity Day “ “ “ “ “
Boiling Water	High	<ul style="list-style-type: none"> ✓ Zip Drive at Venue is placed up high and no children should not have access to this or be instructed to use this. ✓ Educators to be actively supervising children in the kitchen to ensure that children are not near hot water. 	All Educators “ “	On Activity Day “ “

Activity/Hazard	Risk (use matrix)	Risk Control	Who	When
Bumping into objects	Low	<ul style="list-style-type: none"> ✓ Ensure work benches stay clear and clean. ✓ Educators to ensure appropriate behaviour from children. 	All educators	On Activity day
Allergies - food	High	<ul style="list-style-type: none"> ✓ Ask parents prior to planning cooking activities to detail any allergies, or food restrictions on booking form. Then chase up management plans and Medications required. ✓ Ensure all educators are informed of allergies and food restrictions of children in our care on days that cooking activities are to take place. These are to be documented in the SIM. ✓ Ensure that we have first aid, asthma and anaphylaxis is certified staff present on day and time of activity. ✓ Ensure appropriate medication is available at the service on day for children who are booked into our care. ✓ Ensure educators are vigilant in minimising risk on the day and ensuring children are not, to the best of our ability, exposed to known allergens. ✓ Alternate recipes and ingredients are to be sought and implemented to ensure that children with food allergies can still participate in the activity. 	Vac Care Coordinator “ “ “ “ Shift Supervisor All Educators Educational Leaders	Prior to activity taking place “ “ “ “ On Excursion Prior to activity taking place

Plan Prepared By: Rachael Bajo

Position: Vacation care Coordinator/Assistant Coordinator

Date: 20th May 2019