



**PATHFINDER SPECIALIST AWARD**



**SROBWG008 / SROODR005**



**Guide Bushwalks in Tracked or**



**Easy Unmarked Tracks / Guide**

**Outdoor Recreation Sessions**

**Resource Material**

**April 2010**



Resource material for the Pathfinder Specialist Award.

The Resource Material, Review Booklet and Assessment tools were produced by the Seventh-day Adventist Church Youth Ministries of the South Pacific Division (SPD). The original material was supplied by Colin Ottery. John Wells led in the reshaping and rewriting with the assistance of a number of other experienced leaders; an editorial team brought the task to completion. We wish to express our deepest thanks to them all.

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## Orientation

Welcome to the Resource Material for SROBWG008 Guide Bushwalks in Tracked or Easy Unmarked Tracks and SROODR005 Guide Outdoor Recreation Sessions.

### Purpose

This unit covers the knowledge and skills required to plan and conduct a non-instructional outdoor activity session for participants. The activity session would be within a context of limited supervision, within clearly defined contexts, eg, site-specific situations, with the guide or leader conducting activities on programs and performing other associated tasks. Persons at this level may work as an assistant with a more experienced leader in potentially non-routine or more complex activities.

### The Resource Material

The Resource Material contains the essential information to meet the competencies outlined for this unit. It should help you to:

- Gain a comprehensive understanding of putting together a session plan.
- The elements that need to be considered when putting together a session plan.
- Prepare for the PSA training/review/assessment program.

A basic Review Booklet has been developed for this unit. It contains a small number of worksheets that, once completed, provide evidence that you understand the material. The Review Booklet needs to be completed before the assessment and forms part of the requirements to gain competence in this unit.

Note: If you have any questions, please consult your District Director or your local Conference/Mission Youth Department.

### What Additional Resources Do I Need?

- Any outdoor equipment, as necessary.

### What Do I Need to Bring for the Training/Review/Assessment Program?

- Resource material (if received beforehand).
- Review Booklet (completed, if required).
- Pencil/pen.
- Any other resources or equipment as specified by your Assessor.

### How Will I Be Assessed?

At the Conference/Mission training/review/assessment program your competency will be assessed by one or more of the following methods:

- Written/oral questioning.
- Completed Review Booklet.
- Simulation activities.
- Project/assignment.
- Practical demonstration.

## **Reassessment Process**

- You will be given the opportunity for reassessment if you are not found competent.
- There will be no limit to the number of opportunities for re-assessment.

## **Appeal Process**

If you are not satisfied with your assessment you can:

- Discuss the issue with your Assessor.
- Discuss the issue with your District Director.
- Request the mediation of another Assessor.
- Report your concern to the Conference/Mission Youth Director.

## **Consistency in Performance**

Final assessment of this unit must be after the demonstration of planning and guiding three different outdoor recreation sessions.

## Unit Outline

The Unit Outline below summarises the requirements (Elements) of this unit. Each Element requires completion of various tasks (Performance Criteria).

|           |                                   |
|-----------|-----------------------------------|
| SROODR005 | Guide Outdoor Recreation Sessions |
| OPS       | Outdoor Recreation                |

**DESCRIPTION:** This unit has been developed for the Outdoor Recreation Industry Training Package. It has been adapted to meet the needs of activities conducted within the framework of the Adventist Youth Ministries. The material has been presented for delivery using the Competency Based Training (CBT) method.

This unit covers the knowledge and skills required to plan and conduct a non-instructional outdoor activity session for participants.

| Element                                   | Performance Criteria   |
|---|--|
| 1. Collect information to plan a session. | 1.1. Identify sources of information required to plan a session.<br>1.2. Collect as much relevant information as possible.<br>1.3. Ensure information collected is as up-to-date and comprehensive as available sources allow.<br>1.4. Ensure consideration is given to the full range of participants' needs.<br>1.5. Respect participants' and organisations rights to confidentiality.<br>1.6. Advise participants of any obvious reasons why they should not participate in a given session.<br>1.7. Refer participants with special requirements beyond own level of responsibility to a competent person/agency.   |
| 2. Produce a session plan.                | 2.1. Ensure the plan includes aims relevant to identified needs.<br>2.2. Ensure the plan includes tasks to meet the aims and is realistic to the participants and the resources available.<br>2.3. Demonstrate how the plan takes account of all collected information and situational variances.<br>2.4. Assess and confirm that session and participant specific risks are within acceptable limits.<br>2.5. Ensure the plan conforms to legislation, health and safety requirements and accepted good practice, taking into account age and stage of development of participants.<br>2.6. Demonstrate how the plan enables everyone to take part to the best of their ability, according to their needs and avoids discrimination or stereotyping.<br>2.7. Seek agreement on the plan with staff, participants and organisations, where relevant. |
| 3. Resource a session.                    | 3.1. Arrange a venue, equipment and resources appropriate for the session, the participants and their abilities.   |

|   |  |
|---|--|
|   | <p>3.2. Modify and/or check condition of equipment for use by different participant groups, where appropriate.</p> <p>3.3. Check resources for availability and safety prior to issuing.</p> <p>3.4. Arrange, where necessary, financial resources for the session.</p> <p>3.5. Ensure arrangements make the best use of available resources and minimise damage to the chosen environment.</p> <p>3.6. Demonstrate how arrangements are sufficiently flexible to allow the activity to be modified to meet particular needs.</p> <p>3.7. Confirm arrangements and resources with the appropriate staff, organisations and participants.</p> <p>3.8. Provide advice to participants on physical resource requirements for the session.</p>   |
| 4. Maintain participants' physical welfare. | <p>4.1. Assess participant status and condition as suitable for the session immediately prior to commencement.</p> <p>4.2. Monitor influencing factors on the performance of the group or individual.</p> <p>4.3. Modify session, where necessary, based on assessment of the conditions, participant status, facilities and equipment.</p> <p>4.4. Conduct activities within the session at a level and pace to suit the capabilities of individuals and/or the group.</p> <p>4.5. Identify participant conditions which may cause harm, distress or embarrassment on overnight or extended activities and implement strategies to reduce participant harm/distress or reduce the impact of the condition on other participants.</p> <p>4.6. Provide information to participants on preventative measures against common injuries, wound, conditions and complaints encountered whilst participating in outdoor activities.</p> <p>4.7. Identify and respond to known participant medical conditions.</p> |
| 5. Maintain a positive social environment.  | <p>5.1. Meet participants punctually and make them feel welcome and at ease.</p> <p>5.2. Discuss aims and objectives of session with participants and encourage them to set realistic goals.</p> <p>5.3. Balance group and individual needs and monitor continuously.</p> <p>5.4. Encourage group co-operation, participation and interaction.</p> <p>5.5. Establish group norms and standards and take appropriate action to address issues of equity, gender, ethnicity and emotional well-being.</p> <p>5.6. Balance levels of real and perceived risk, where relevant, in accordance with group and individual goals and abilities.</p> <p>5.7. Apply negotiation and conflict resolution strategies to deal with potential problems.</p> <p>5.8. Apply recognition and positive feedback to engender motivation and enjoyment.</p> <p>5.9. Deal with any decisions over participant behaviour, disagreements or conflicts in a fair, prompt and firm manner.</p>                                      |
| 6. Establish effective communication.       | <p>6.1. Establish communication strategies between all group members, where relevant to the activity.</p> <p>6.2. Communicate instructions in a manner suitable to the participants and ensure instructions are clear, accurate and contain all relevant information.</p>  |



|   |  |
|---|--|
|   | <p>6.3. Encourage participants to seek clarification of information when necessary.</p> <p>6.4. Communicate feedback on session technique and correct usage of equipment at an appropriate time to raise the participant's self-esteem and motivation.</p>   |
| 7. Ensure participant safety.               | <p>7.1. Ensure personal skills are at an adequate level to engender participant confidence and to determine and maintain participant safety.</p> <p>7.2. Identify and note current standing practices for emergency procedures and deal with situations outside of the normal routine in accordance with organisation's procedures.</p> <p>7.3. Brief participants on safe and responsible behaviour and make them aware of rules, codes, organisational/health and safety requirements, restrictions and the need to minimise damage to equipment and the environment.</p> <p>7.4. Organise participants into manageable groups with levels of supervision appropriate to situational variances and legislative requirements.</p> <p>7.5. Demonstrate "warming-up" of participants with appropriate and safe exercises relevant to the proposed session.</p> <p>7.6. Monitor compliance with regulations and restrictions continuously.</p> <p>7.7. Monitor location of participants as appropriate to the session.</p> <p>7.8. Set out equipment in a safe manner appropriate to the session and monitor participants for correct equipment usage and compliance with safety procedures.</p> <p>7.9. Distribute safety equipment effectively within the group.</p> <p>7.10. Identify potential hazards and assess risks continuously during the session and confirm as within acceptable limits in accordance with risk management policy and procedures.</p> <p>7.11. Ensure personal competencies with respect to topics and skills within the session are at a level to enable correct demonstration of skills, accurate provision of information and to engender the confidence of the participant(s).</p> |
| 8. Prepare participants to end the session. | <p>8.1. Allocate sufficient time for "cooling-down" and discussion with participants.</p> <p>8.2. Collect and check issued equipment for damage and wear.</p> <p>8.3. Provide participants the opportunity to give feedback and identify further needs.</p> <p>8.4. Return the environment/facility to a condition acceptable for future use.</p> <p>8.5. Supervise participants' departure in a manner appropriate to the situation.</p>  |
| 9. Evaluate the session.                    | <p>9.1. Determine the parameters for evaluation.</p> <p>9.2. Ensure the evaluation includes the views of participants and other staff taking part.</p> <p>9.3. Offer and receive feedback and suggestions constructively.</p> <p>9.4. Identify areas where personal performance could be improved and agree on ways of obtaining improvement.</p>  |

## Introduction

This unit will assist in preparing leaders to guide a non-instructional outdoor recreation session. The unit also addresses the important elements involved in before, during and after the session. No outdoor recreation session should take place without considering the elements outlined in this unit.

Consider the biblical story of Abraham:

The LORD said, "Go get Isaac, your only son, the one you dearly love! Take him to the land of Moriah, and I will show you a mountain where you must sacrifice him to me on the fires of an altar." So Abraham got up early the next morning and chopped wood for the fire. He put a saddle on his donkey and left with Isaac and two servants for the place where God had told him to go. (*Genesis 22:2-3 CEV*).

God had a plan for an "outdoor session" that involved Abraham and Isaac. He gave Abraham the information that he needed to commence the activity. Abraham considered the available information, made plans and, after collecting resources that they would need, they set off.

Three days later Abraham looked off in the distance and saw the place. They left the servants, put the wood on Isaac's shoulder, carried the hot coals and the knife. Isaac asked "Where is the lamb for the sacrifice?" "My son," Abraham answered, "God will provide the lamb."

Abraham built an altar and placed the wood on it. Next, he tied up his son and put him on the wood. He then took the knife and got ready to kill his son.

But the LORD's angel shouted from heaven, "Abraham! Abraham!" "Don't hurt the boy or harm him in any way!" the angel said. "Now I know that you truly obey God, because you were willing to offer him your only son."

Abraham looked up and saw a ram caught by its horns in the bushes. So he took the ram and sacrificed it in place of his son.

Abraham named that place "The LORD Will Provide." And even now people say, "On the mountain of the LORD it will be provided." (*Genesis 22:4-14 CEV*)

Throughout the outdoor session, God continued to maintain Abraham and Isaac's physical welfare. Abraham and Isaac, because of their trust in God, were able to maintain a positive social environment, despite the emotional turmoil they were experiencing.

God established effective communication when it was needed most and ensured Isaac's safety.

A ram was provided as a means for Abraham to offer a sacrifice to God and put an end to the outdoor session (apart from walking home again!)

As Abraham evaluated his experience, he could see that God had indeed provided for him and blessed him.

Any outdoor recreation session, whether bushwalking, caving, camping, abseiling etc, requires the same process of preparation, maintenance, finalising and evaluation. One should not just decide to take anyone outdoors without collecting all the necessary information, planning and

resourcing the session, maintaining their physical welfare and social environment, communicating effectively, ending the session, collecting feedback and then evaluating the session.

## CHAPTER ONE: Collect Information to Plan a Session

Why do people want to do outdoor recreation sessions? Because they expect to enjoy the experience, learn new skills and be challenged. They have expectations and needs they want to have met in the process of participating in the session.

Much of it comes back to planning. If bad decisions are made during the planning process it is highly likely that the desired outcomes will not be met. It is, therefore, important that outdoor leaders make good decisions in the planning process through collecting informations. Some major benefits of collecting information include:

- Activities meet the needs of the participant group including:
  - ◆ Physical needs;
  - ◆ Emotional needs;
  - ◆ Psychological needs;
  - ◆ Individual needs.
- Information can identify the rules or codes that affect the session;
- Individuals can experience personal growth;
- The program is person centred (not activity centred)
- The program is interesting;
- Determining the equipment needed;
- Helps plan for situational variances;
- Assists in the selection of a suitable leadership team.

### Information to Collect

In order to make good decisions while planning an outdoor recreation session, outdoor leaders need information. Adequate information is vital to the success of any outdoor session! Adequate information needs to include the following:

- The individual:
  - ◆ Name
  - ◆ Contact details
  - ◆ Emergency contacts
  - ◆ Medical details
  - ◆ Fitness levels/abilities
  - ◆ Dietary requirements
- The club:
  - ◆ Aims and objectives
  - ◆ Age of group members
  - ◆ Gender of group members
  - ◆ Cultural background / ethnicity
  - ◆ Previous experience
  - ◆ Enthusiasm levels
  - ◆ Special needs of the club or individuals within the club
  - ◆ Approximate numbers involved
  - ◆ Financial position
  - ◆
- Specifics of the outdoor recreation session:

- ◆ Site / location / facility
- ◆ Flexibility of the program
- Rules or codes covering the activity:
  - ◆ Health and Safety
  - ◆ Land / facility manager
  - ◆ Participant organisation
  - ◆ Organisation conducting the activity
  - ◆ Regulatory or peak body
- Other influencing factors:
  - ◆ Weather and other environmental conditions
  - ◆ Temperature range
  - ◆ Time of day
  - ◆ Level of fatigue
  - ◆ Resources and availability of equipment

## Identify Sources of Information

Accessing the correct and up to date information is a vital aspect of preparation for any outdoor activity.

Information about the club can best be obtained from the leaders. In order to obtain the information you will have to ask for it. Possible sources of information will include:

- Personal information from participants
- Questionnaires
- Talking to group leaders
- Observing body language
- Recorded information in club files
- Application Forms

Other information can be obtained from various sources including:

- Organisations manuals
- National park officers and information centres
- Colleagues
- Contacting relevant organisations and agencies
- Internet / newspapers / magazines

It is important to be aware that information may not always be easy to gather. Be aware that some collected information may be inaccurate, out of date, not as comprehensive as required and may be confidential. This faulty information, if ignored, may cause the program to be less successful than anticipated. The challenge for outdoor activity leaders is to have the most accurate and up to date information possible.

The table on the following page outlines possible sources of information, possible inconsistencies, and strategies to reduce or overcome these problems.

## Methods of collecting information to plan to Guide Outdoor Recreation Sessions<sup>1</sup>

| Information required about participant group | Source of information  | Possible inconsistencies about gathered information  | Strategies to reduce or overcome possible inconsistencies of information   |
|--|--|--|--|
| Aims and objectives of clubs                 | <ul style="list-style-type: none"> <li>• Ask the Pathfinders</li> <li>• Questionnaire</li> </ul>   | <ul style="list-style-type: none"> <li>• Club leaders may have unclear aims</li> <li>• Individual goals may differ</li> </ul>  | <ul style="list-style-type: none"> <li>• Clarify and discuss personal aims</li> <li>• Provide a varied program</li> </ul>                            |
| Age of group                                 | <ul style="list-style-type: none"> <li>• Ask group coordinator</li> <li>• Questionnaire</li> <li>• Application Form</li> </ul>   | <ul style="list-style-type: none"> <li>• Leaders may not wish to reveal their age</li> <li>• Inaccurate information</li> </ul>   | <ul style="list-style-type: none"> <li>• Gather enough information about the general age group</li> </ul>  |
| Size of group                                | <ul style="list-style-type: none"> <li>• Ask Club leader</li> </ul>  | <ul style="list-style-type: none"> <li>• Last minute additions or withdrawals</li> </ul>   | <ul style="list-style-type: none"> <li>• Confirm the numbers a day prior to the program</li> <li>• Include a flexible program</li> </ul>             |
| Gender of group                              | <ul style="list-style-type: none"> <li>• Ask club leaders</li> <li>• Application Form</li> </ul>   | <ul style="list-style-type: none"> <li>• Imbalance of gender</li> <li>• Last minute additions or withdrawals</li> </ul>  | <ul style="list-style-type: none"> <li>• Flexible program</li> <li>• Confirm bookings</li> </ul>   |
| Cultural background                          | <ul style="list-style-type: none"> <li>• Ask Club leaders</li> <li>• Resource local ethnic organisations to gain greater understanding of their beliefs and rituals</li> </ul>   | <ul style="list-style-type: none"> <li>• Inappropriate to assume all people from one culture are the same</li> </ul>   | <ul style="list-style-type: none"> <li>• Clarify and discuss possible differences</li> </ul>   |
| Special needs                                | <ul style="list-style-type: none"> <li>• Ask club leader</li> <li>• Questionnaire</li> <li>• Application Form</li> <li>• Resource libraries, agencies to gain an understanding of limitations and abilities</li> </ul> | <ul style="list-style-type: none"> <li>• Information may be inaccurate</li> <li>• Information may be confidential</li> <li>• Information may be difficult to obtain</li> </ul> | <ul style="list-style-type: none"> <li>• Respect the confidentiality of the Pathfinders and leaders</li> <li>• Provide a flexible program</li> </ul> |

<sup>1</sup> Adapted table © 1999 Crown State of New South Wales through the Department of Education and Training. Used by permission.

|   |  |   |   |
|---|--|---|---|
| Previous experience and abilities of participants | <ul style="list-style-type: none"> <li>• Discuss with participants prior to program</li> <li>• Ask club leaders</li> <li>• Awareness of various abilities within the group</li> <li>• Application Form</li> </ul>  | <ul style="list-style-type: none"> <li>• Variety of experience and skills within the group</li> </ul>                               | <ul style="list-style-type: none"> <li>• Clarify the leaders understanding of their level of experience</li> <li>• Incorporate leaders expertise in the program</li> </ul>                                      |
| Enthusiasm of participants                        | <ul style="list-style-type: none"> <li>• Ask club leader</li> <li>• Body language as they arrive</li> <li>• Ask them about previous experiences in group discussion</li> </ul>   | <ul style="list-style-type: none"> <li>• Information may be difficult to obtain</li> <li>• Information may be inaccurate</li> </ul> | <ul style="list-style-type: none"> <li>• Observe body language</li> <li>• Outline objectives of the program</li> <li>• Gather input from pathfinders</li> </ul>   |
| The environment                                   | <ul style="list-style-type: none"> <li>• Contact state National Parks authority for restrictions, maps and minimal impact</li> </ul>   | <ul style="list-style-type: none"> <li>• Information may be difficult to obtain</li> <li>• Information may be inaccurate</li> </ul> | <ul style="list-style-type: none"> <li>• Visit location prior to program</li> </ul>   |
| Background knowledge on activity areas            | <ul style="list-style-type: none"> <li>• Visit location prior to activity to ensure you have a good knowledge of the area and facilities</li> </ul>  | <ul style="list-style-type: none"> <li>• Location may be too far away to access prior to activity</li> </ul>                        | <ul style="list-style-type: none"> <li>• Consult experts who have utilised the area previously</li> </ul>   |
| Organisations procedures and risk management plan | <ul style="list-style-type: none"> <li>• Obtain a copy of the risk management plan</li> <li>• Read it, understand it and know how to implement it</li> <li>• Ensure that your program complies</li> <li>• Complete Activity Notification Form</li> </ul> | <ul style="list-style-type: none"> <li>• Information may be difficult to obtain or may be non existent</li> </ul>                   | <ul style="list-style-type: none"> <li>• Reconsider your position in working with this organisation</li> <li>• Check your own insurance policy</li> <li>• Help draw up a plan if they don't have one</li> </ul> |
| Organisations aims and objectives                 | <ul style="list-style-type: none"> <li>• Obtain a copy of your organisations aims and objectives. This will provide you with the background information on the direction in which your program should be run</li> </ul>                                  | <ul style="list-style-type: none"> <li>• Information may be difficult to obtain</li> </ul>  | <ul style="list-style-type: none"> <li>• Be clear on your programs aims and clarify them with your organisation</li> </ul>  |

## Why People Participate In Recreation

Consider the reasons why people choose recreational activities. Reasons include:

- To feel challenged
- To relax
- To unwind
- To socialise
- To have fun
- To develop new skills
- To expand knowledge
- To take a risk / seek adventure
- For health and wellbeing
- To share a common interest
- To be creative
- Because they are good at it

These reasons, and more, are what people value in recreation. These can be identified as leisure needs.

Recreational choices are often determined by leisure needs. If the participant feels that their leisure needs are not met, they may not choose to take part in the activity again.

## Identifying Club Needs

According to "Responsive Management", a needs assessment is a systematic exploration and analysis of "the way things are" and "the way things ought to be." A need is not a want or desire, but rather a gap between the current situation and the desired situation.

Previously outlined are the requirements and means of collecting information. By analysing the collected information it should be possible to determine "the way things are" and "the way things ought to be". A program can then be developed that will meet the recreational needs of the participant.

Remember to:

- Ask the person
  - ◆ The most obvious and easiest method (if you have access to club leaders prior to the activity taking place).
  - ◆ Responses will be influenced by positive or negative previous experiences and limited by the person's knowledge of available activities.
  - ◆ Use questionnaires and surveys of individuals and clubs.
  - ◆ Fill out an Application Form.
  - ◆ Focus on "activity needs" rather than the activities themselves.
  - ◆ Remember that some people may have language barriers in expressing themselves.
- Watch the person
  - ◆ Take note of body language.
- Ask other people
  - ◆ Group leaders, Pathfinder leaders, parents, teachers, friends, etc.
  - ◆ May be useful for people with language barriers.
  - ◆ Usefulness limited by how well they know the person, and the activities they have previously participated in.
- Provide a variety of activities
  - ◆ A choice of activities can allow them to make choices.



- ◆ Need to be appropriate to the group.
- ◆ Limited by available time and resources.
- Keep yourself up to date
  - ◆ Knowledge of participant groups and individual trends may be accessed through various media such as magazines, newspapers, TV, radio.
  - ◆ Need to be a member of a Pathfinder Club or organisation.
- Confirm information points which are not clear.

it is important to meet the needs of the whole club. This can be a challenge given that individuals have a wide range of needs that must be met.

Many activities in outdoor recreation are based on groups. Working in groups provides opportunities for:

- Social activity
- Fun/enjoyment
- Learning from other group members
- Support from other group members
- Group dynamics such as enthusiasm
- Group and individual development and growth

## Individual Needs

Imagine a fit, healthy, energetic 17 year old boy with a great passion for the outdoors, and a bed-wetting problem. Imagine the distress and embarrassment that he would face if his problem became common knowledge on a weekend hiking expedition.

Other problems that many people suffer from include:

- Severe snoring
- Nightmares
- Sleep walking / sleep talking
- Home sickness
- Drug / alcohol dependency
- Fear of heights / darkness / spiders

These kinds of issues need to be identified well before the activity so that management strategies can be put into place. Talk to the individual, parents, leaders and other professionals to find the best methods of controlling the impact of the problem on the individual and other group members who are taking part in the activity.

When group and individual needs have been identified, then the program for the outdoor recreation session can be developed to suit the participant's needs

## Confidentiality

Sensitive information is likely to be collected from participants when obtaining information for the trip. For example:

- Medical information
- Address
- Age
- Contact phone numbers

- Financial details (eg. credit card details)

This information should only be passed on to those who need to sight it in order to fulfil their role. For example medical information should only be distributed to a nurse, first aid officer or emergency medical person. It is essential that the confidentiality of those who have entrusted this information to you is not breached.

Some suggestions for maintaining confidentiality include:

- Restricting access to personal documentation.
- Keeping files in a secure location.
- Destroying medical files by shredding if no longer needed.
- Obtaining consent from the individual before disclosing their information to a third person.
- Only using the information for the purpose that it was collected.

## Special Circumstances

There may be some individuals who should not be doing a particular activity for a variety of reasons. In these cases it is up to the activity leader to approach the club leader or Pathfinder and advise them of the reasons why they should not participate and are not able to be accepted on the activity.

If it is a “grey area” then it would be appropriate to advise the person of your objections, including potential difficulties and dangers as fully as possible. They should be aware of the possible impact on themselves, other individuals and the group if they are not able to cope. The person would then be able to make an informed decision on their ability to participate. A signed consent and release form should always be obtained before accepting participants in any activity.

If there are individuals or groups who require specialist knowledge or skills beyond your level of responsibility, they should be referred to a competent individual within the organisation, or to another organisation which is more able to assist with their special needs.

## Equipment Needs

Outdoor leaders need to make sure they take into account all the equipment they need to use and ensure it is ready for the activity. Proper handling, maintenance and storage of equipment is essential to the longevity and in particular the safety of those using it.

Good equipment practices include:

- Storing the equipment appropriately.
- Ensure equipment is handled correctly and with proper safety precautions when in use.
- Ensure equipment is in proper working order after it is used and before being stored.
- Conduct regular checks to ensure the equipment is ‘in date’.
- Complete equipment logs, as necessary, before and after the activity.

## CHAPTER TWO: Produce a Session Plan

When all the required information has been collected and analysed to identify group and individual needs, then a session plan can be produced that aims to meet the identified needs.

In Goal Setting there is an instrument known as SMART that is useful in many aspects of life, including creating a session plan.

- **S – Specific, significant, stretching.**  
The session plan must be specific and should meet specific needs that have been identified. “Go for a walk in the bush” is too vague. “Hike along the Bibbulman track (WA) from Brookton Hwy to Mt Dale” is specific. This is beneficial for your own planning to ensure you have accounted for all the details that need to be organised as well as for the purpose of informing your staff and participants.
- **M – Measurable, meaningful, motivational.**  
Club needs and session plans must be measurable so we can see if they have been met. “Have Fun”, is difficult to measure (apart from smiles on faces). “Achieve six abseils using three types of descenders” is both specific and measurable.
- **A – Attainable, achievable, acceptable, action-orientated.**  
It is important to know the capabilities of yourself, your organisation, the club and individuals. Setting session plans that have impossible goals for pathfinders will create a negative experience and lead to a lack of self esteem and lack of motivation to try again.
- **R – Realistic, relevant, reasonable, rewarding, results-orientated.**  
Measurable goals must never be too easy or too difficult. Asking new abseiling participants to abseil a multi-pitch descent is not going to work. If we have stages of realistic goals of starting on a “baby” slope and working towards the multi-pitch descent then participants will have a much greater chance of achieving the final goal.
- **T – Time bound, timely, tangible, trackable.**  
The session plan must be bound to available time constraints. Time limits for sessions need to be measurable, attainable and realistic.<sup>2</sup>

### Situational Variances

It is stated that “the best-laid plans of mice and men often go awry”. When conducting outdoor activities, one certainty is that outdoor leaders need to allow for unpredictable factors. Some of these factors include:

- Weather
- Level of fatigue
- Health
- Injuries
- Environmental conditions, eg. Heat, cold, condition of site / location
- Equipment failure

Some of these factors are more predictable than others. For example, the weather forecast can be checked by phoning the weather bureau, internet, newspapers, radio, etc.

<sup>2</sup> <http://www.projectsmaart.co.uk/smart-goals.html>

Condition of site / location can be checked by contacting the booking officer, park ranger, etc. or by inspecting the site a day or two before the activity (depending on distance, etc).

Health / fitness levels can be obtained from club leaders or Pathfinders prior to the activity.

The session plan needs to take account of foreseeable situational variances that may occur, and should outline options that allow for problems that can occur.

For Bushwalking activities the following things need to be planned for:

- Select an appropriate bushwalking objective for the fitness level and skill level of the group
- Obtain the appropriate maps and develop a Navigational Data Sheet<sup>3</sup> that highlights the main issues to be faced on the bushwalk.
- Obtain permission for the activity from the landowners
- Pre-tell the club what they need to bring as individuals. (This can be part of the Application Form) Things such as:
  - ◆ Appropriate clothes for the weather conditions
  - ◆ Hat
  - ◆ Water
  - ◆ Footwear
  - ◆ Food
  - ◆ Emergency supplies
  - ◆ Head light & spare batteries
  - ◆ Shell gear
- If it is an overnight campout, then leaders need to include extra things such as:
  - ◆ Accommodation – tent, fly, ground sheet
  - ◆ Sleeping equipment – sleeping bag, inner bag, sleep mat, sleeping clothes
  - ◆ Cooking gear – stove, fuel, cooking utensils
  - ◆ Toiletries - medication

## Risk Assessment

A risk assessment must be carried out on every occasion an activity is run, not just the first time the activity is run or the first time the site is used. It must be undertaken to ensure that session and club specific risks are within acceptable limits.

It is not acceptable to just “assume” that because the activity has been done before, that it is OK to do it now. There may be changes in:

- The specific activity
- The site / location
- Industry / peak body regulations or levels of acceptable risk
- Club or individual risk factors

Risk must be taken into consideration not only prior, but during and after the activity. There may be risks that become evident during the activity that were overlooked or not anticipated in the planning stages.

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<sup>3</sup> This is presented in SROBWG002 Demonstrate Bushwalking Skills in Difficult and Trackless Areas / SRONAV002 Navigate in Difficult and Trackless Areas

Remember that as the activity leader, you have a “duty of care” to participants for their health and safety. Legislation, accepted good practice, age and stage of development of participants all must be taken into consideration.

The processes for conducting a risk analysis is covered in the module SRXRIK001 Undertake Risk Analysis of Activities found within the PLA training units and also in SRXEMR001 Respond to Emergency Situations found within the PSA training units.

## **Flexibility of Programming**

Nobody likes to be discriminated against. When the Pathfinders have a wide range of competence levels at an outdoor recreation session leaders need to include as many as possible to the best of their ability. A session plan that accommodates only the fittest, brightest, slimmest people discriminates against the less fit, less bright, and less slim people should be avoided.

The solution is to ensure that there are alternatives available in the program that allow for all to participate to the best of their ability.

Situations that may require flexibility are:

- Special needs;
- Fitness levels;
- Skill levels;
- Weather conditions.

These situations can be accommodated by:

- Regular breaks to accommodate slower members;
- Different activities for varying skill levels;
- Different roles for different members;
- Back-up activities for changes in weather.

## **Consultation**

Before the session plan can be implemented, it is necessary to consult others. This process reduces the chance of any conflict arising. The following groups and individuals (where relevant) should be given enough information about your session plans to allow them to make informed decisions about the suitability of the plans:

- The local club leaders.
- Other staff involved in the activity.
- Conference Youth Department personal.
- Participants.
- The parents of participants.

Be prepared to receive feedback and therefore modify the session plans as required.

## CHAPTER THREE: Resource a Session

There are many factors to be considered when working out the resources required for an outdoor recreation session. These factors include:

- Location
  - ◆ Consider the skill levels of staff and participants when choosing the location. Some sites may require specialist staffing.
  - ◆ How familiar are you and the other staff with the location? Are you sure that it is suitable for your planned activity? Do you understand the risks related to the site?
  - ◆ Have you considered emergency options for the venue? Where is the nearest doctor or hospital? What communications options are available, or how far must you travel to be able to contact anyone in case of emergency?
  - ◆ Are permits required to use the venue?
  - ◆ Have you considered the environmental impact of the activity? Should the activity be modified to minimise the environmental impact on the chosen venue?
- Equipment
  - ◆ Food – Is food required? Who will be providing it?
  - ◆ Water – How much is needed? Consider the worst case usage and then take extra.
  - ◆ Clothing and Gear – Do Pathfinders need to bring special clothing or gear? Should they be provided with a clothing and gear list?
  - ◆ Where equipment is provided, is it suitable for the entire club? Has it been checked for safety?
- Personnel issues
  - ◆ What will happen if participants have forgotten something?
  - ◆ Has the session been resourced with an adequate number of qualified staff? Vital to maintain the right ratio for the activity. In bushwalking it is no greater than 1:10 for Pathfinders.
  - ◆ Qualifications are important for some landholders. This is why the Pathfinder Training Curriculum has been brought into line with national expectations in Australia and New Zealand.
  - ◆ Do other staff members fully understand the activity and their roles in the activity? Could they take your place as activity leader if needed?
  - ◆ Have pathfinders been adequately briefed and trained for the activity?
  - ◆ Do individuals have special needs? How can the program ensure that their special needs will be met?
- Transport
  - ◆ How will pathfinders get to or from the activity? Is transport provided? Do they have directions to the venue?
- Financial considerations
  - ◆ Have all costs for the activity been included?
  - ◆ How will the club pay costs associated with the activity?

- ◆ What is the cost to pathfinders and how can they pay?
- ◆ Have the entry / permit fees been paid?
- ◆ Is special insurance cover needed for the activity?

## CHAPTER FOUR: Maintain Physical Welfare

Maintaining the physical welfare of the group is vital to the success of any activity. Situations like the following should be avoided where possible. Everything seems to be going smoothly for a time until somebody says, "I just can't do this anymore:

- I'm recovering from a hernia operation ...
- My asthma is getting bad and I forgot to bring my puffer ...
- I was expecting to be hiking on flat ground ...
- I'm too scared to go in the water ...

The correct solution to this kind of problem is to avoid them before they happen. The key is information. Participants need to know what to expect and you as a leader need to have current medical and skills information about participants. More information on effective communication is outlined in Chapter 5.

Medical information should be collected on a form. Even if pathfinders have previously completed medical information forms, it is essential to have a system in place which will collect any relevant new medical information.

### Continuous Monitoring

Even after the best plans have been made, the best resources sourced and every contingency thought of, there will still be occasions where things will go wrong! For example:

- A sudden change of the weather
- People getting tired after a long hard day
- Blisters, scratches, bruises
- Heat exhaustion
- Hypothermia
- Dehydration
- Issues with the site

These factors, and more, need to be continuously monitored so that they can be identified before they become a problem. Communicate with club leaders and pathfinders, ask them how they are going, watch their body language. Remember that people are often unwilling to admit that they are struggling physically or mentally until they reach failure point. The issues need to be addressed in the early stages to prevent minor problems turning into major dramas. It is also true that if one group member is having problems, it is likely that others will be struggling too.

Be prepared to modify the session if required based on your assessment of the conditions including: physical condition of the club members, environmental factors and equipment.

Conduct the activity at a pace which suits the capabilities of all individuals. It should be the slowest individual who sets the pace for the entire group. More energetic group members can be a problem as they always want to be going faster. Give them extra tasks such as checking navigation, or bringing up the rear to keep an eye on the slower group members. Consider using the more energetic people as "pack horses", transferring some weight from slower group members to the fitter ones.



When taking rest stops, remember to start timing the stop from when the last group member arrives. Often the first to arrive are eager to go as soon as the last people arrive, but this situation is quite unsatisfactory. The last to arrive are often the tireddest in the group and need the rest stop more than the faster, more energetic group members.

## Managing Injuries and Complaints

This section is not designed to be a substitute for a first aid manual. The responsibility of the activity leader is to be aware of these kinds of problems and inform pathfinders or leader of preventative measures before problems arise. The purpose of this section is to highlight some of the problems that may arise during outdoor recreation sessions, and make leaders aware of their responsibilities.

While taking part in outdoor recreation sessions, it is quite likely that members of a group will suffer from various medical problems and injuries, especially if appropriate precautions are not taken. Problems include:

- Blisters, abrasions, lacerations, puncture wounds
- Burns, sunburn
- Stings, insect bites
- Hypothermia – fall in body temperature – leads to collapse or frost bite to extremities
- Hyperthermia – rise in body temperature – leads to heat illnesses such as heat exhaustion and heat stroke
- Dehydration
- Sprains and strains
- Gastrointestinal problems

To learn more about diagnosis, prevention and treatment of the medical conditions highlighted here, please consult a good first aid book.

While taking part in activities, the leader should constantly be aware of the conditions and monitor the group so that timely warnings can be given to the group, and appropriate precautions taken, to prevent injuries and medical conditions developing. If problems have already occurred then early treatment may help to prevent the problems getting worse.

It is likely that some group members will suffer from known medical conditions. These conditions should be listed in the medical history for applicants and leaders should have the opportunity to become familiar with symptoms and treatment. Known medical conditions could include:

- Diabetes
- Asthma
- Allergies
- Epilepsy
- Angina
- Migraines

In the event of a major medical problem, the leader will need to take control of the situation, ensure a safe environment for all other group members, assess the seriousness of the problem and take action to manage the problem. The leader may delegate some or all of the tasks to

other better qualified or willing and able group members, but must ensure that delegated tasks are carried out in an appropriate manner.

The leader must continue to manage the problem until the group member has fully recovered, or has reached medical aid and transferred the responsibility to others.

## **Administering Medication to Others**

Leaders who don't have medical qualifications should not normally administer medication to others. Generally accepted principles are:

- Prescription medicines should only be taken or used by the person for whom they were prescribed
- It is generally considered acceptable to assist others to self-administer their own medication, or over-the-counter preparations which appear appropriate to the circumstances, if the person asks for assistance
- Always check whether the person has taken the medication previously and whether they have any allergies before allowing or assisting in medication use
- Check that the medication is being used in accordance with directions
- Check what other drugs or medications the person is taking at the same time.

## **Recording First Aid Care**

It is essential to clearly, concisely and factually record all information regarding medical complaints and first-aid treatment given. Records are necessary to ensure:

- Ongoing treatment of patient condition can be properly monitored
- Requests for outside assistance can include necessary information
- If there is a later dispute, relevant records can be provided

Records must remain confidential and details should only be given to persons who require it (eg. when seeking medical assistance, transferring responsibility for patient to medical team, etc.)

## **First Aid Kits**

Pathfinder groups should have ready access to an effective first-aid kit. The type of equipment in the kit will vary depending on factors including:

- The type of activity
- Physical location
- Access to doctors' surgeries, ambulance, hospital, etc.
- Access to effective communications
- Weight / space considerations

## CHAPTER FIVE: Maintain a Positive Social Environment

One of the main objectives of guiding an outdoor recreation session is creating positive memories. Anticipation builds as pathfinders prepare for the activity. The orientation creates the mood and invites them to enter the journey of self discovery through the outdoor activity.

The introduction to the activity is a very important part of creating the atmosphere; this highlights the leaders responsibility to be enthusiastic. The activity should bring the pathfinders together. Whether the activity extends for an afternoon or for a full whole week, the introduction is important.

The outdoor leader's enthusiasm and professionalism illustrates the quality of the experience. This is achieved by being ready at the advertised time, having a positive attitude and wearing appropriate clothes. These elements provide an image of a trustworthy leader who knows what they are doing.

The welcome needs to be more than just a 'great to see you', 'hope you have a great time'. It should include:

- A friendly and interesting personal style.
- An outline of the purpose of the session.
- An outline of the program.
- An introduction of the staff and their roles.
- An introduction of the participants if they don't know each other. This helps with group dynamics.
- A relational mixer so the pathfinders can get to know each other.
- An introduction to the rules of the activity. These need to be more specific for the younger groups. The relational golden rule would normally apply found in Luke 6:31, "Do for others as you would like them to do for you" (NLT), this principle builds mutual respect, provides privacy, and maintains healthy relationships. It is the core foundation of functional groups. Consideration should also be given to issues of equity, gender, ethnicity and emotional well-being.
- Highlight the risks involved and precautions that must be taken.
- Remind them of the importance of Slip, Slop, Slap and Slurp.
- Check that they have the required equipment for the activity and remind them of proper use and handling.
- Outline the emergency procedures and identify the first aid officer/s.
- Outline any specific dangers that they need to be aware of. For example, if they are canoeing they need to be told that Life Jacket needs to be fitted correctly and worn at all times so it is effective if they capsize.
- Encourage them to minimize the risk, help each other, look after the environment and have a great time.

All of this needs to be communicated carefully, using simple language and where possible, with a hint of humour. Give opportunity for feedback, answer questions, encourage everyone to have a great time.

## Perception of Risk

There are several types of risk that have been identified:

- *Absolute Risk* is defined as "the uppermost level of risk which could be present, before the impact of any safety measures or controls are considered".
- *Real Risk* is the absolute risk, adjusted by the effect of safety controls and measures.
- *Perceived Risk* is the individual's subjective assessment of the risk present. The perceived risk will vary depending on the individual, their experience, fears, emotional well-being, peer support, trust of leaders, etc.

It is likely that inexperienced pathfinders will have a perceived risk of an activity that will overestimate or underestimate the real risk. The pathfinders who have a low perception of risk may need to be supervised carefully to ensure that their actions don't injure themselves or others. Pathfinders who have a high perception of risk will need to be encouraged and have their fears reduced to allow them to enjoy the activity.

## Levels of Interest

A range of interest levels have been identified:

- Boredom – the level of challenge is way to low to even interest participants
- Interest – low level of interest
- Adventure – Participants feel that they have achieved something special. The demands of the activity and their coping skills are well matched
- Peak Adventure – the highest levels of adventure have been met
- Fear – the participant is concerned about the challenges and their ability to cope
- Terror – the participant is so concerned about their ability to survive the activity that it inhibits their ability to act appropriately, and places them in danger of ongoing psychological problems after the activity is finished.

Levels of interest have much to do with levels of skill, experience and perception of risk. Pathfinders with a low level of skill or experience will probably find easy activities have a high level of perceived risk, and a high level of interest. Highly skilled and experienced pathfinders will probably find the same activity boring.

The challenge of activity leaders is to match the activity to the skill and risk perception levels of participants so that they experience an "adventure" or "peak adventure" level of interest. Low levels of "fear" are probably unavoidable for some first time pathfinders on adventure activities. "Terror" should always be avoided.

## Conflicts

Conflicts have the potential to affect an activity. The effect can range from the enjoyment being taken out of the activity to causing a serious accident. This section will briefly define some potential conflicts as well as the desired outcomes if conflicts arise during an outdoor recreation session.

There may be participants who are known to be disagreeable, who have unrealistic expectations of the session or who have had disagreements before. These individuals may be identified prior to the activity due to past behaviour.

There may be occasions where it is necessary to deal with participants who are behaving in an unacceptable manner during the activity. They could be involved in bullying, taking unnecessary risks, or distracting other participants from their activity, thus placing them at risk.

Each situation will have unique circumstances however there are a few approaches that should assist in a functional resolution:

- Deal with the participants concerned in a fair, prompt and firm manner.
- Consult all parties concerned and arrive at a consensus where possible.
- Inadequate behaviour can be dealt with by isolating the participant for a certain time. Ensure they are adequately supervised to ensure they do not cause themselves more trouble.

Effective leaders should:

- Be aware of the social interactions within the group. Potential problems may be identified even before the activity begins.
- Be people-centred rather than activity-centred.
- Hold the safety and wellbeing of the group above the activity goals.
- Be able to modify the activity goals as necessary to reach a solution to the conflict.

Conflict can never be prevented or avoided completely however, positive recognition and reward for good behaviour and achievement is often more effective over punishment for poor behaviour. The focus is placed on the positive behaviour, taking attention away from the negative behaviour. Recognition of achievement and positive feedback can be a useful tool to aid with group and individual motivation and overall enjoyment of the activity.

## **Establish a Spiritual Element**

Begin and end the activity with a prayer. Maintain morning and evening worships during the activity. At various moments during the activity, point out specific features that highlight the evidence for creation and God's handiwork. In the outdoor setting pathfinders can easily experience the world of the Creator.

Creating a spiritual element aids the outdoor experience in several ways for example:

- Prayer and worships are an excellent way to start and end the activity or day. It is expected of leaders by pathfinders
- A worship is a great way to pull the group together and to share plans for the day
- Sharing spiritual thoughts that are appropriate to the adventure and the group helps to internalize their own beliefs
- The evening worship is an excellent opportunity to review the events of the day and to gauge where the group are at spiritually. Pathfinders will often bring up spiritual thoughts after a great activity.

## CHAPTER SIX: Establish Effective Communication

Communications skills could easily be a complete module of study by itself. This resource makes the assumption that the reader has the background knowledge and skills for effective communication.

Effective communication strategies need to be used at all stages of a session.

- Before the session leaders should have communicated with pathfinder staff, parents and organisations to:
  - ◆ Obtain information to determine pathfinder needs
  - ◆ Seek agreement on the plan with conference and club leaders, and other, organisations where needed
  - ◆ Arrange venue, equipment, resources
  - ◆ Arrange finances
  - ◆ Confirm arrangements and resources with conference and club staff, parents, and pathfinders.
  - ◆ Information sheets for pathfinders and parents / guardians
  - ◆ Trip itinerary
  - ◆ Newsletter
  - ◆ Medical and Consent & Release forms completed by pathfinders and parents / guardians
  - ◆ Welcome and pre-activity briefing
- During the session there will be activity specific communication. Pathfinders may need pre-briefing on the meanings of the communications so that they have a clear and accurate understanding. Communication types may include:
  - ◆ Verbal instructions
  - ◆ Activity sheets
  - ◆ Whistles / horns
  - ◆ Hand / arm signals
  - ◆ Radios
  - ◆ Phones
  - ◆ Leaders need to ensure that pathfinders receive feedback on their performance, techniques and correct use of equipment. This will aid in motivation and learning.
- Following the session there may be more communications required:
  - ◆ Post-session briefing – discussion with pathfinders about their achievements during the activity
  - ◆ It is usual to provide pathfinders with the opportunity to provide feedback, which can be used in evaluating the session.

### Information Sheets

Outdoor activity leaders must provide relevant information to pathfinders and parents/guardians before the activity. The information needs to provide sufficient level of detail to allow the pathfinder to be fully prepared for the activity and to allow parents/guardians to give *informed consent*.

Information sheets should inform pathfinders and parents of:

- The type of activity that participants will experience
- When and where the activity will be
- The level of skill they require
- Physical Fitness levels required
- The risks involved
- Transport arrangements
- Lists of gear pathfinders need to provide
- Cost, if any, and how it should be paid
- Medical forms
- Emergency contact information (pathfinder and leaders details)
- Other information as required
  - ◆ Food, clothing lists
  - ◆ Leadership qualifications and names

Provide contact details and encourage people to make contact if they have any questions, concerns or comments.

Remember not all people have good comprehension of written English. Leaders may need to find alternate methods of giving information to some people. eg. Telephone contact, personal visits, meetings with interpreters (language, hearing / visual impaired, etc.)

## **Informed Consent**

*Informed Consent* means that the person signing the consent form understands what they are consenting to. Both pathfinders and parents need to understand the nature of the activities the club will be doing, the risks involved, the level of skill required by pathfinders and the level of supervision to be provided.

Consent forms should authorise the leader to organise emergency medical treatment for participants, with the parent agreeing to pay associated costs. Consent forms should also authorise participants being excluded from the activity in the event of serious misbehaviour.

## CHAPTER SEVEN: Ensure Individual and Group Safety

Rule number 1. "The safety of the group is the first and foremost responsibility of the leader." There can be no more important achievement of an outdoor recreation leader than to bring the pathfinders home safely.

The first and most important aspect to be considered regarding "ensuring individual and group safety" is the leaders own personal skill level. Are the outdoor leaders skills at an adequate level so they can ensure the safety of the group? Are they capable of being a group member on the type of activity that they are considering leading? Do they struggle with tasks that will need to be completed? (pitching a tent, coping with bad weather...). If the leaders seem to be struggling and unable to cope, then the pathfinders will soon begin to lack confidence in them. On the other hand, a leader who is confident and demonstrates competence in providing information and demonstrating the skills required in an activity will gain the confidence of the group. In short, an outdoor leader should not even consider leading a group until they are comfortably able to participate in the activities they will be leading.

### Emergency Procedures Policy

Before setting out on an outdoor recreation session, leaders need to have an emergency procedure plan if there is an emergency of some kind.

The Adventist Outdoors (AO) committee is the organisation that the Pathfinder organization operates under. AO manuals, procedures and forms are available at:

<http://www.adventist.org.au/rms/outman.nsf>

Consider section 1.4 of the Adventist Outdoors manual "Bushwalking Guidelines"

#### 1.4 Emergency Strategy

*An emergency strategy must be devised from the risk assessment to manage foreseeable incidents and minimise their escalation.*

*Trip leaders, including assistants, and a non-participating contact, either within each organisation or otherwise, must be aware of the emergency strategy.*

*The emergency strategy for a bushwalking trip must be specific to each walk and will contain;*

- ◆ *Emergency access and emergency escape routes (where possible).*
- ◆ *Emergency contact details for key organisations (Land manager and police) and how they are best contacted (mobile phone, satellite phone, radio).*
- ◆ *Planned start and finish time of the walk.*
- ◆ *The emergency trigger time for the non-participating contact to inform emergency services (on failure of group to return/check-in).*
- ◆ *Specific communication being carried by group.*
- ◆ *Strategies adopted peculiar to specific areas being visited. (eg the rock scramble mentioned within 1.3)*

*The trip leader must communicate with the relevant external contact at designated time/s. Upon failure to do so the external contact will notify the police (trigger time).*



Note that the manual specifically states that "*An emergency strategy must be devised ...*". The manual for Abseiling also requires an emergency strategy plan to be developed which reflects the requirements for each site.

It would be very difficult to manage a serious incident if the necessary information was not readily available. It would also be wise for the outdoor activity leader and the external liaison to have contact details readily available for all pathfinders, staff and next of kin. It is vital that the entire group needs to be aware of this information in case the leader becomes incapacitated and others have to assume command.

## Managing Risk Factors

Risk is studied in the unit SRXRSK001 Undertake Risk Analysis of Activities which is part of the Pathfinder Leadership Award. In this module we will briefly recall some of what has been outlined.

Risks can be divided into categories of People, Equipment and Environment. Note that the following discussion is a generalisation and will not necessarily be correct for all situations.

In managing the 'people factor' there are several things that need to be considered.

- Organise the pathfinders into manageable group sizes with appropriate levels of supervision. It is easier to control two small groups than one large group.
- Brief pathfinders on safe and responsible behaviour. They need to:
  - ◆ Be aware of rules and standards of behaviour that are acceptable in this situation.
  - ◆ Understand that breaking the rules could cause hazardous situations and possible damage to equipment and the environment.
  - ◆ Understand the consequences of breaking the rules, for example, being excluded from the activity.
- Demonstrate appropriate "warming up" exercises with pathfinders in order to minimise muscle strains and sprains.
- The group need to understand specific skills for the activity (Bushwalking)
  - ◆ Appropriate distance between walkers
  - ◆ Watching of foot placement in awkward situations
  - ◆ Zig-zag down or up steep slopes
  - ◆ Avoid knocking stones down slopes
  - ◆ Help each other in specific risk situations
- Monitor the pathfinders continuously to ensure that they are adhering to the rules and boundaries.

Equipment risks can be managed by:

- Selecting correct equipment appropriate for the activity
- Setting out equipment in a safe manner
- Ensuring that pathfinders have access to and correctly use the equipment
- Storing the equipment in the correct manner as recommended by the manufacturer
- Destroying and disposing of the equipment at the end of its design life if applicable

Environment risks require a risk assessment to identify specific potential hazards for the site. Controls need to be put in place to manage the potential hazards. Continuous monitoring is

required to make sure that potential hazards remain under control and any new hazards are identified and controls put in place.

Selecting and maintaining a temporary site requires the following considerations;

- Select a site that is safe. Be especially aware of falling tree branches
- Select a protected site from the weather
- Select a site that has minimal environmental impact from camping
- Avoid using environmental impacting practices such as:
  - ◆ establishing a fire place
  - ◆ clearing tent sites
- Restore the campsite to its pre-camp state when you leave.

## CHAPTER EIGHT: Prepare Participants to End the Session

Venturing into the outdoors is a privilege that most people experience on rare occasions. Regardless of the specific adventure into nature, whether it be a camp, an abseil experience, a caving adventure, pathfinder, teen or Duke of Edinburgh expedition; they all end too quickly. The time comes when the pathfinders need to change their focus from the activity toward the conclusion of the activity. It is the role of the leader to bring some form of closure to the activity.

Some elements to consider are:

### 1. Monitor Safety

Safety issues increase as the activity draws to a close. The group is functioning well together and the pathfinders become increasingly confident as the activity draws to an end. There could be pressure to complete the final part of the activity and idea of safety can be a distant thought. At this time staff should be particularly observant due to the increased possibility of an accident.

### 2. Time to Conclude

It is advisable to change the focus slowly. If pathfinders are doing a physically active adventure, they need time to physically cool down.

### 3. Return & Check Equipment

Participants should return, clean, check and record all equipment used. Equipment that is missing or requires repair should be noted and appropriate actions taken.

### 4. Check the Site

An environmental check of the site should be conducted, so the impact of the activity can be kept to a minimum. The site should be left as good if not better than when the group arrived.

### 5. Reflect on the Lessons Learned

When leaders are debriefing a Pathfinder or group activity, it is valuable to reflect on the 'take home lessons' they gained from the experience. Review what has been achieved. If there was a training focus within the adventure, comments regarding further training opportunities need to be shared. It is good to advertise where future adventures would be hosted and be open for suggestions about ways the event could be improved.

### 6. Acknowledge the Support of the Staff

Acknowledge the contribution that the staff have had to the success of the day. Thank them publically.

### 7. Affirm the Pathfinders

Affirm the achievements of each Pathfinder and the completion of the activity. It is a great opportunity to also praise positive behaviour and attention to safety, as applicable.

### 8. Include a Spiritual Element

Share a spiritual thought and a prayer of encouragement. Each outdoor session is a special memory event and this may be the only time this particular group may be together.

9. Provide an Opportunity for Evaluation

Provide opportunities for pathfinders and club staff to give feedback on the session. This could include suggestions on the communication process before and during the session or the way in which the session was conducted.

10. Supervise Departure

Supervise the departure of pathfinders as they leave the site. An outdoor or club leader's duty of care may extend beyond the activity, until group members are picked up by parents / guardians.

## CHAPTER NINE: Evaluate the Session

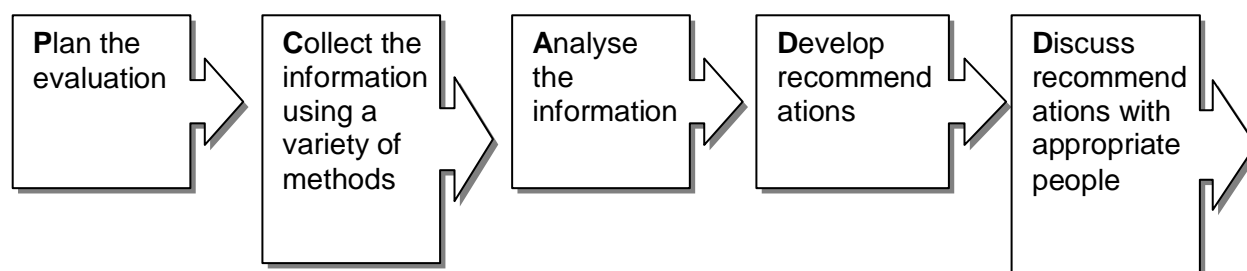
This part of an outdoor recreation session is easy to forget as some leaders just presume that everything seemed to go all right. But leaders may be misjudging the situation thereby doing a disservice to the organisation they represent. It is much better to take the time to prepare and conduct a formal evaluation. This should be done as part of concluding the session.

Programs are evaluated for many reasons:

- To reflect on the goals and objectives of a program and how they were achieved.
- To learn from the positive and negative aspects of a program.
- To identify the resources used and evaluate their effectiveness.
- To reflect on the aims of the club or group and how they were achieved.
- To make recommendations for future programs.
- To document a program to attract possible funding.
- To provide credibility to the Pathfinding organisation when its programs are taken seriously.
- To highlight any risks that may not have been taken into consideration in the planning stages.

The process of evaluating can be summarised into five main steps.

### Five Step Evaluation



### Evaluation Criteria

During this stage leaders need to define the specific purpose of leaders evaluation. In clarifying the purpose leaders are also defining the perimeters of their evaluation, for specific outcomes.

There are many elements leaders might choose to evaluate:

- aims and objectives of the program
- goals of the participants
- planning and preparation
- resources and equipment
- venue
- staff/participant ratio
- skills and expertise of staff
- activities- variety/enough/too much/appropriate
- feedback from participants
- number of participants involved
- publicity and promotion

- spiritual experience
- personal development

Leaders also need to consider who is going to be involved with the evaluation process. Do the leaders require support from other staff? Will all of the participants be involved in the evaluation or just a sample of them? Who is going to be involved with analysing the data, writing a report and making recommendations at the end of the program?

## **Understanding Organisational Evaluation Criteria**

It is important to be aware of any relevant policy with relation to evaluation procedures. Many organisations expect leaders to include an evaluation of the aims of the program and goals of the participants. For the purposes of the church, the main evaluation will apply to the local pathfinder club or local conference youth department personnel. In some cases, for example a conference/mission Camporee or expedition, they require leaders to give feedback, not only to the Youth Department but also to the church at large. It may be worth submitting an article for publication in the local news letter or the South Pacific Record.

## **Methods of Evaluating**

Once you have decided on the purpose of your evaluation you must then select the evaluation methods that are most appropriate to use according to your group and the type of information you want to gather. By using a variety of methods you will ensure that the feedback you get will be more accurate.

Evaluation is ongoing so the information should be gathered throughout. For instance, a leader may seek feedback from the pathfinders prior to and during an activity, or they may get an indication from other staff about the program whilst it is running.

In the table below are some examples of different evaluation methods. Each method has some positive and negative aspects of using that particular approach.

## Methods of Evaluation

| Evaluation Method                   | Positives  | Negatives/Constraints  |
|-------------------------------------|--|--|
| <b>Video tapes</b>                  | <ul style="list-style-type: none"> <li>• great way of replaying things you may have missed</li> <li>• useful to analyse what has happened</li> </ul>       | <ul style="list-style-type: none"> <li>• participants may feel very uncomfortable being taped</li> </ul>   |
| <b>Photographs</b>                  | <ul style="list-style-type: none"> <li>• excellent visual way of reviewing the program</li> </ul>  | <ul style="list-style-type: none"> <li>• photographs don't always tell the full story</li> <li>•</li> </ul>  |
| <b>Observation</b>                  | <ul style="list-style-type: none"> <li>• non-verbal language can be useful</li> <li>• easy to see if a task is done appropriately</li> </ul>               | <ul style="list-style-type: none"> <li>• non-verbal responses assessed inaccurately</li> <li>• observer may seem intrusive</li> </ul>                                    |
| <b>Questionnaire</b>                | <ul style="list-style-type: none"> <li>• once it is prepared it saves time and is efficient</li> <li>• can be used several days after a program</li> </ul> | <ul style="list-style-type: none"> <li>• questions may be misinterpreted</li> <li>• questionnaire may be too long</li> <li>• can be time consuming to prepare</li> </ul> |
| <b>Group discussions</b>            | <ul style="list-style-type: none"> <li>• can be fun</li> <li>• people can bounce ideas of each other</li> <li>• great way to debrief</li> </ul>            | <ul style="list-style-type: none"> <li>• can be time consuming</li> <li>• need to be a good facilitator</li> <li>• strong personalities may dominate</li> </ul>          |
| <b>Informal or formal interview</b> | <ul style="list-style-type: none"> <li>• allows room for individual response</li> <li>• can assess non-verbal responses</li> </ul>                         | <ul style="list-style-type: none"> <li>• time consuming</li> <li>• individual may feel uncomfortable</li> </ul>  |
| <b>Attendance records</b>           | <ul style="list-style-type: none"> <li>• easy way to get facts</li> <li>• attracts funding</li> </ul>  | <ul style="list-style-type: none"> <li>• limited evaluation - numbers does not necessarily mean a good program</li> </ul>  |
| <b>Performance records</b>          | <ul style="list-style-type: none"> <li>• easy way to measure success and skills developed of participants</li> </ul>                                       | <ul style="list-style-type: none"> <li>• skills developed does not necessarily mean an enjoyable program</li> </ul>  |

In addition to selecting the most appropriate evaluation methods for a specific group and purpose, leaders need to consider the local context. Does your church or club organisation

prefer videos, displays and photos or would they prefer a written report? What about the pathfinders themselves? Are they willing to be video recorded or fill out a lengthy questionnaire?

When asking questions, whether it be in group discussions, interviews or questionnaires, it is important to think about wording, in order to get a response that will be the most useful. It can be helpful to get someone to do a practice run on the evaluation questions to ensure that they are effective.

Some things to consider when wording questions include:

- questions being worded clearly
- allow enough time to complete the questions
- open-ended questions that provide the participant with the opportunity to verbalise the response in their own words
- multiple choice questions
- ranking scale
- do they address the purpose of the evaluation

## **Using the Information Gathered**

Information that has been analysed provides constructive feedback to the program staff and also to the organisation. This includes a continual improvement on the delivery of the programs offered, ensuring that the needs of participants are being met. In doing so, the program should become more attractive to future clubs and groups and may increase opportunities for funding or sponsorship.

When talking about analysing information and gaining results from questionnaires and surveys the emphasis is really on analysing data and statistics.

There are a few points to consider when reviewing the information. Ensure that all data used is relevant without ignoring the information that some may wish to hide. It is also a good idea to keep peoples responses anonymous unless they have requested otherwise.

## **Preparing a Report**

Record all the results and format them into an order from which you can draw conclusions. There are many ways that leaders could do this depending on the types of information gathered and the methods that are used. Below is an example of a method of recording results. Leaders should choose a way that best suits their needs.



Number of Participants: 20

|                                  | <b>Not at all</b> | <b>To a moderate extent</b> | <b>Very much so</b> |
|----------------------------------|-------------------|-----------------------------|---------------------|
| Learnt a new skill               | 1                 | 15                          | 4                   |
| Enjoyed the activity             | 0                 | 11                          | 9                   |
| Achieved their aims & objectives | 1                 | 4                           | 15                  |

As well as keeping facts and figures it is useful to support findings with comments, photos or video recordings. Use a variety of these methods to help to build a broad and reliable picture about the information gathered.

Once a realistic evaluation has been completed it should be easy to write a report about the activity. A common way to write reports includes the following format:

- Introduction: a brief discussion about the background of the program, goals and objectives of the program and an outline of the activities included
- Objective: what are the objectives to be achieved in this evaluation
- Methods: list the methods used to evaluate the program
- Results: description of the results of the evaluation
- Conclusions: summary of the results and the conclusions drawn
- Recommendations: develop recommendations about the activities that are worthwhile and changes that need to be made.

By using this format to write the report, leaders will find that it helps to gather the information in a logical and understandable manner.

## **Developing Recommendations**

Any recommendations made should relate directly to the purpose of the evaluation. The results should answer the questions the leaders set out to discover. Using the results of the evaluation, a leader should be able to determine the activities that should be incorporated into future programs and what changes need to be made. The recommendations may include changes to staff, venue, activities, sequencing of events, the variety of activities, weather and or dates.

## **Presenting the Recommendations**

Determine those who will receive the recommendations so as to know the best method of delivering the results. Leaders may require evidence of data to help support their recommendations. Would the use of statistics, graphs, and other forms of hard data be appropriate? Comments, videos and summaries of discussion groups may also be included for interest sake?

## Conclusion

In order to guide outdoor recreation session the various elements of successful planning and organizing the activity have been outlined. Leading an outdoor activity should be a very fulfilling experience not only for pathfinders and local club staff, but also for the trained personnel who are leading and guiding the event. By a process of thorough planning, advertising and preparation, outdoor leaders will build confidence into the younger attendees as well as help them to appreciate the amazing world of creation. It is to this end that any outdoor adventure should focus. Competent outdoor leaders not only build skills in pathfinders, but also build friendship that last as they inspire and equip pathfinders through their adolescent years.

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## Appendix 1: Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment.

In addition, the following variables may be present for SROBWG008 Guide Bushwalks in Tracked or Easy Unmarked Tracks:

| Range Statement  | Categories   |
|--|--|
| <b>Participant needs</b>                                 | [all categories] <ul style="list-style-type: none"> <li>• physical</li> <li>• emotional</li> <li>• psychological</li> <li>• individual</li> <li>• group</li> <li>• individual within group</li> </ul>  |
| <b>Participants</b>                                      | [all categories] <ul style="list-style-type: none"> <li>• includes but is not limited to <ul style="list-style-type: none"> <li>◆ experienced</li> <li>◆ inexperienced</li> <li>◆ adults</li> <li>◆ children</li> <li>◆ school or youth groups, tourists, club members and general public</li> <li>◆ variety of different ethnic backgrounds</li> <li>◆ participants with special needs</li> </ul> </li> </ul> |
| <b>Common injuries, wound, conditions and complaints</b> | [all categories] <ul style="list-style-type: none"> <li>• lacerations</li> <li>• blisters</li> <li>• puncture wounds</li> <li>• abrasions</li> <li>• burns</li> <li>• gastrointestinal problems</li> <li>• stings</li> <li>• dehydration</li> <li>• sprains and strains</li> <li>• sunburn</li> </ul>  |
| <b>Communication strategies</b>                          | [all categories relevant to activity] <ul style="list-style-type: none"> <li>• verbal</li> <li>• whistles</li> <li>• hand/arm signals</li> <li>• radios</li> <li>• phones</li> </ul>   |
| <b>Conditions</b>  | [all categories] <ul style="list-style-type: none"> <li>• may include but not limited to</li> </ul>  |

|                             |  |
|-----------------------------|--|
|                             | <ul style="list-style-type: none"> <li>◆ snoring</li> <li>◆ bed wetting</li> <li>◆ nightmares</li> <li>◆ sleep walking</li> <li>◆ home sickness</li> <li>◆ drug taking and alcohol consumption</li> </ul>  |
| <b>Emotional well-being</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>● feelings</li> <li>● state of mind</li> <li>● perception of risk</li> <li>● self-esteem</li> </ul>   |
| <b>Equipment</b>            | <p>[all categories]</p> <ul style="list-style-type: none"> <li>● safety requirements, eg, first aid kit and protective clothing</li> <li>● session-specific participant requirements</li> <li>● session-specific group requirements</li> <li>● equipment required by the session organiser</li> </ul>  |
| <b>Evaluation</b>           | <p>[all categories]</p> <ul style="list-style-type: none"> <li>● original aims and objectives</li> <li>● participant satisfaction</li> <li>● suitability and safety of facilities and equipment</li> <li>● content, structure and processes of the activity</li> <li>● personal and group objectives</li> <li>● personal performance</li> </ul>  |
| <b>Hazards</b>              | <p>[all categories]</p> <ul style="list-style-type: none"> <li>● environmental</li> <li>● people/human (behaviour)</li> <li>● product/equipment and their use</li> </ul>   |
| <b>Influencing factors</b>  | <p>[all categories]</p> <ul style="list-style-type: none"> <li>● includes but is not limited to <ul style="list-style-type: none"> <li>◆ weather</li> <li>◆ time of day</li> <li>◆ level of fatigue</li> <li>◆ health</li> <li>◆ injuries</li> <li>◆ environmental variables, eg, heat, cold, condition of site/location</li> <li>◆ participant abilities</li> </ul> </li> </ul>                                 |
| <b>Information</b>          | <p>[all categories]</p> <ul style="list-style-type: none"> <li>● organisational aims</li> <li>● expectations and aspirations of participants</li> <li>● numbers, ages and gender of participants</li> <li>● previous experience of participants</li> <li>● special requirements</li> <li>● basic rules or codes covering the activity including health and safety issues</li> <li>● medical condition</li> </ul> |

|   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>• the session environment</li> </ul>  |
| <b>Known participant medical conditions</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• includes, but is not limited to <ul style="list-style-type: none"> <li>◆ diabetes</li> <li>◆ asthma</li> <li>◆ allergies</li> <li>◆ epilepsy</li> <li>◆ angina</li> <li>◆ migraines</li> </ul> </li> </ul>  |
| <b>Physical resources</b>                   | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• food</li> <li>• water</li> <li>• clothing</li> <li>• personal equipment</li> <li>• safety equipment, eg, sun protection, personal first aid requirements, medication</li> </ul>   |
| <b>Regulations and restrictions</b>         | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• imposed, recommended or enacted by <ul style="list-style-type: none"> <li>◆ land/facility managers</li> <li>◆ organisation conducting activity</li> <li>◆ regulatory or peak body</li> <li>◆ Occupational Health and Safety legislation</li> </ul> </li> </ul>  |
| <b>Resources</b>                            | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• physical</li> <li>• human</li> <li>• financial</li> <li>• transport and related logistical requirements</li> </ul>  |
| <b>Session</b>                              | <p>[one category]</p> <ul style="list-style-type: none"> <li>• does not include drills, tasks and activities with the aim of skill development or enhancement in order to perform competitively or independently, and may be <ul style="list-style-type: none"> <li>◆ a task, game, activity or exercise in which the extent of instruction is minimal and covers only that which is required to allow the participant to participate safely and effectively</li> <li>◆ a component of a sequenced program of individual sessions</li> </ul> </li> </ul> |
| <b>Session plan</b>                         | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• aim <ul style="list-style-type: none"> <li>◆ date and time</li> <li>◆ physical, human and financial resources</li> <li>◆ activity stages or structure</li> <li>◆ logistics</li> <li>◆ information requirements</li> </ul> </li> </ul>   |
| <b>Situational variances</b>                | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• staff and participant abilities and experience</li> <li>• environmental conditions</li> </ul>   |

|                               |  |
|-------------------------------|--|
|                               | <ul style="list-style-type: none"> <li>• age of participants</li> <li>• type of group</li> <li>• participant gender</li> </ul>   |
| <b>Sources of information</b> | [all categories] <ul style="list-style-type: none"> <li>• individuals</li> <li>• organisations</li> <li>• participants</li> <li>• recorded information</li> <li>• parents</li> </ul> |
| <b>Special requirements</b>   | [all categories] <ul style="list-style-type: none"> <li>• age</li> <li>• medical condition</li> <li>• physical condition</li> <li>• ethnic origin</li> <li>• gender</li> </ul>       |
| <b>Venue</b>                  | [one category] <ul style="list-style-type: none"> <li>• outdoor site/location</li> <li>• indoor facility</li> </ul>  |

In addition, the following variables may be present for SROODR005 Guide Outdoor Recreation Sessions:

| <b>Range Statement</b>   | <b>Categories</b>   |
|--------------------------|---|
| <b>Communication</b>     | [all categories] <ul style="list-style-type: none"> <li>• verbal</li> <li>• whistles</li> <li>• hand signal</li> </ul>  |
| <b>Contextual issues</b> | [all categories] <ul style="list-style-type: none"> <li>• time of day</li> <li>• season</li> <li>• weather</li> <li>• experience of participants</li> <li>• age of participants</li> <li>• physical health of participants</li> <li>• number of staff</li> <li>• transport</li> <li>• personal experience</li> <li>• length of trip</li> <li>• personal requirements</li> <li>• safety requirements</li> <li>• terrain</li> </ul> |

|                                    |  |
|------------------------------------|--|
| <b>Equipment</b>                   | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• footwear</li> <li>• backpack</li> <li>• hydration system</li> <li>• food and water</li> <li>• eye protection</li> <li>• ropes</li> <li>• walking aids</li> <li>• sleeping bag</li> <li>• tent</li> <li>• torch</li> <li>• maps and compass</li> <li>• safety equipment, eg, first aid</li> <li>• watch</li> <li>• appropriate clothing</li> <li>• cooking appliance and utensils</li> </ul>                                 |
| <b>Hazard</b>                      | <p>[all categories relevant to location]</p> <ul style="list-style-type: none"> <li>• loose rocks</li> <li>• tree roots</li> <li>• temperature extremes</li> <li>• slippery or unstable terrain</li> <li>• stinging trees and nettles</li> <li>• snakes</li> <li>• crocodiles</li> <li>• biting insects</li> <li>• dense vegetation</li> <li>• flooding</li> <li>• wind</li> <li>• soft ground or mud</li> <li>• lightning</li> <li>• vertical exposure</li> <li>• river crossing</li> </ul> |
| <b>Safety and rescue equipment</b> | <p>[all categories]</p> <ul style="list-style-type: none"> <li>• repair kit</li> <li>• first aid kit</li> <li>• ropes</li> <li>• knife</li> <li>• communication equipment</li> </ul>   |



## Appendix 2: Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.

The following refers to the the unit SROODR005 Guide Outdoor Recreation Sessions:

|   |  |
|---|--|
| <p><b>Critical aspects of evidence to be considered</b></p> | <ul style="list-style-type: none"> <li>• Assessment must confirm sufficient knowledge of the factors influencing the planning and conduct of an outdoor recreation session for participants using a particular facility or location</li> <li>• Assessment of performance should be over a minimum of three (3) different occasions with three (3) different participant groups covering all prescribed categories from the Range Statements in an outdoor recreation activity</li> <li>• Assessment must confirm the ability to apply this knowledge and appropriate techniques to             <ul style="list-style-type: none"> <li>◆ different participant needs</li> <li>◆ different session aims</li> <li>◆ different types of participant groups</li> </ul> </li> </ul>  |
| <p><b>Interdependent assessment of units</b></p>            | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s)             <ul style="list-style-type: none"> <li>◆ SRXFAD001A Provide essential first aid</li> <li>◆ SRXRIK001A Undertake risk analysis of activities</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>◆ Activity specific competencies in outdoor recreation, where required</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)             <ul style="list-style-type: none"> <li>◆ SRXGRO001A Facilitate a group</li> <li>◆ SRXEMR001A Respond to emergency situations</li> </ul> </li> </ul>   |
| <p><b>Required skills and knowledge</b></p>                 | <ul style="list-style-type: none"> <li>• Required knowledge             <ul style="list-style-type: none"> <li>◆ Duty of Care requirements when dealing with participants</li> <li>◆ Relevant Occupational Health and Safety legislation pertaining to the conduct of activities and care of participants</li> <li>◆ Organisation's policy and procedures for planning and conducting an outdoor recreation session for participants</li> <li>◆ Organisation's hierarchy and individual responsibilities within the hierarchy</li> <li>◆ Activity specific Codes of Practice and guidelines for identified activities to ensure session is conducted according to these practices and guidelines</li> <li>◆ Site/facility requirements to ensure an outdoor recreation session for participants is conducted appropriately</li> <li>◆ Activity aims and participant goals in order to ensure the outdoor recreation session meets them</li> <li>◆ Knowledge of the time and resources available within the organisation</li> </ul> </li> </ul> |

|                              |  |
|------------------------------|--|
|                              | <ul style="list-style-type: none"> <li>◆ Group dynamics with respect to stages of group formation</li> <li>◆ Leadership styles in order to adjust presentation according to dynamics of the group</li> <li>◆ Decision making and conflict resolution strategies for dealing with group and individual situations</li> <li>◆ Sources of information on participant needs and expectations in order to effectively plan an outdoor recreation session for participants</li> <li>◆ Legislation relevant to confidentiality to ensure compliance when planning and conducting an outdoor recreation session for participants</li> <li>◆ Factors affecting group and individual needs to ensure this information is included when planning the session</li> <li>◆ Reasons for participant participation in an outdoor recreation activity to ensure this information is included in planning for an outdoor recreation session for participants</li> <li>◆ Health and other reasons affecting ability to participate in an activity</li> <li>◆ Risk analysis processes in order to evaluate the risk of planned outdoor recreation activities</li> <li>◆ Activity specific knowledge of identified planned outdoor recreation activities</li> <li>◆ Safe and appropriate dress and equipment for the outdoor recreation session</li> <li>◆ Basic warm up and cool down activities appropriate to the session/activity</li> <li>◆ Points to look for when checking equipment</li> <li>◆ Standards that equipment should meet</li> <li>● Required skills <ul style="list-style-type: none"> <li>◆ Activity specific skills for identified planned outdoor recreation activities</li> <li>◆ Organisational skills to coordinate resources necessary for planned outdoor recreation activities</li> <li>◆ Questioning skills in order to determine appropriate outdoor recreation activities to meet participant needs</li> </ul> </li> </ul> |
| <b>Resource implications</b> | <ul style="list-style-type: none"> <li>● Physical resources - assessment of this unit of competency requires access to <ul style="list-style-type: none"> <li>◆ a real outdoor recreation environment with real participants (not peers)</li> <li>◆ resources and venue specific to the outdoor recreation activity/session</li> </ul> </li> <li>● Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) should <ul style="list-style-type: none"> <li>◆ be competent in this unit but preferably be competent in the unit at the level above, i.e., competent in activity-specific "guiding" units of competency</li> </ul> </li> </ul>  |

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|                                   | <ul style="list-style-type: none"> <li>◆ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>◆ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area</li> <li>◆ have attained the National Competency Standards for Assessment: BSZ401A, BSZ402A and BSZ403A</li> </ul>  |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>● Due to issues such as the diverse range of potential participants, this unit of competency must be assessed over a minimum of three (3) different occasions with three (3) different participant groups in order to ensure consistency of performance over the Range Statements and contexts applicable to preparing and conducting outdoor recreation sessions for participants</li> </ul>  |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>● This unit of competency must be assessed in the context of an outdoor recreation activity or session with a range of real participants (not peers)</li> <li>● The environment should be safe and free from complicated or non-routine hazards other than those normally found in an outdoor recreation activity setting</li> <li>● This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes</li> <li>● Where performance is not directly observed and/or is required to be demonstrated over a “period of time” and/or in a “number of locations”, any evidence should be authenticated by colleagues, supervisors, participants or other appropriate persons</li> </ul> |

The following refers to the unit SROBWG008 Guide Bushwalks in Tracked or Easy Unmarked Tracks:

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| <b>Critical aspects of evidence to be considered</b> | <ul style="list-style-type: none"> <li>● Assessment must confirm sufficient knowledge of guiding a bushwalk with participants in tracked or easy untracked areas not exceeding personal abilities on trips that may require overnight arrangements in the workplace</li> <li>● Assessment of performance should be over a minimum of three (3) different occasions with different groups and to include a range of seasons, covering all prescribed categories from the Range Statements applicable to guiding bushwalks for participants</li> <li>● Assessment must confirm the ability to apply this knowledge and appropriate techniques to <ul style="list-style-type: none"> <li>◆ apply knowledge of factors affecting the conduct of a safe and enjoyable activity for participants</li> <li>◆ conduct bushwalking programs at a number of different locations to suit <ul style="list-style-type: none"> <li>▪ different participant needs</li> <li>▪ different activity aims</li> </ul> </li> </ul> </li> </ul> |
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|  | <ul style="list-style-type: none"> <li>▪ different types of participant groups</li> <li>▪ different activity duration</li> <li>▪ different environmental conditions</li> </ul>   |
| <b>Interdependent assessment of unit</b> | <ul style="list-style-type: none"> <li>• This unit must be assessed after attainment of competency in the following unit(s) <ul style="list-style-type: none"> <li>◆ SROBWG002A Demonstrate bushwalking skills in difficult or trackless areas</li> <li>◆ SRXRIK001A Undertake risk analysis of activities</li> <li>◆ SRONAV002B Navigate in difficult or trackless areas</li> <li>◆ SROODR005A Guide outdoor recreation sessions</li> </ul> </li> <li>• This unit must be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> <li>◆ Nil</li> </ul> </li> <li>• For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s) <ul style="list-style-type: none"> <li>◆ SRXGRO001A Facilitate a group</li> <li>◆ SRXGRO002A Deal with conflict</li> </ul> </li> </ul> |
| <b>Required knowledge and skills</b>     | <ul style="list-style-type: none"> <li>• Required knowledge <ul style="list-style-type: none"> <li>◆ Factual information <ul style="list-style-type: none"> <li>▪ types</li> <li>▪ characteristics</li> <li>▪ equipment/technology</li> </ul> </li> <li>◆ Legislation, rules, codes of practice, quality standards, etc</li> <li>◆ Methods/procedures/techniques <ul style="list-style-type: none"> <li>▪ operational</li> <li>▪ maintenance/repair</li> <li>▪ safety</li> <li>▪ recording</li> <li>▪ reporting</li> <li>▪ selling</li> <li>▪ merchandising, etc</li> </ul> </li> <li>◆ Safety <ul style="list-style-type: none"> <li>▪ hazards</li> <li>▪ precautions</li> <li>▪ hazard prevention/minimisation strategies</li> <li>▪ risk management strategies</li> <li>▪ first aid</li> </ul> </li> </ul> </li> </ul>                              |

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|                              | <ul style="list-style-type: none"> <li>▪ medical emergency procedures, etc</li> <li>◆ Equipment usage in rescue situations</li> <li>◆ First aid knowledge appropriate to location</li> <li>◆ Selection and use of equipment for trips</li> <li>◆ Sources of food and water in emergency situations</li> <li>◆ River crossing techniques</li> <li>◆ Application of weather information</li> <li>◆ Camp craft</li> <li>◆ Selection of tie-off points/anchors for handlines</li> <li>◆ Australian Standard 2156.1-2001 Walking Tracks</li> <li>• Required skills <ul style="list-style-type: none"> <li>◆ Use of rescue equipment</li> <li>◆ Stowing and waterproofing gear</li> <li>◆ River crossing skills</li> <li>◆ Navigation</li> <li>◆ Survival skills</li> <li>◆ Camping skills</li> <li>◆ Cooking skills</li> <li>◆ People handling skills</li> <li>◆ First aid skills appropriate to the location</li> </ul> </li> </ul>   |
| <b>Resource implications</b> | <ul style="list-style-type: none"> <li>• Physical resources - assessment of this unit of competency requires access to <ul style="list-style-type: none"> <li>◆ real work group situations</li> <li>◆ a suitable outdoor location for the conduct of a bushwalk with real participants</li> <li>◆ backpack</li> <li>◆ suitable footwear</li> <li>◆ food and water</li> <li>◆ suitable clothing for the conditions</li> <li>◆ first aid kit</li> <li>◆ navigation equipment</li> <li>◆ route card</li> <li>◆ permit</li> <li>◆ overnight shelter (overnight trip)</li> <li>◆ sleeping bag</li> <li>◆ cooking systems and utensils</li> </ul> </li> <li>• Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) should <ul style="list-style-type: none"> <li>◆ be competent in this unit but preferably be competent in the unit at the level above (i.e., SROBWG009A)</li> <li>◆ be competent, as a minimum, in the units SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment</li> <li>◆ be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the</li> </ul> </li> </ul> |

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|                                   | <p>relevant area</p> <ul style="list-style-type: none"> <li>◆ have attained the National Competency Standards for Assessment: BSZ401A, BSZ402A and BSZ403A</li> </ul>  |
| <b>Consistency in performance</b> | <ul style="list-style-type: none"> <li>• Due to issues such as the differences between groups and situational variances brought about by weather and other factors, this unit of competency must be assessed over a minimum of three (3) different occasions and to include a range of seasons, with different groups in order to ensure consistency of performance over the Range Statements and contexts applicable to guiding a bushwalk with participants</li> </ul>   |
| <b>Context for assessment</b>     | <ul style="list-style-type: none"> <li>• This unit of competency must be assessed in the context of an outdoor recreation activity with a range of real participants and must be demonstrated whilst guiding day bushwalks with real participants</li> <li>• This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes</li> <li>• Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, participants or other appropriate persons</li> </ul> |

## Appendix 3: Key Competencies

The following refers to the the unit SROODR005 Guide Outdoor Recreation Sessions:

| Key Competencies   |                                 |                            |                             |                                     |                |                |
|--|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information  | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 2  | 2                               | 2                          | 2                           | 1                                   | 1              | 2              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> <p>The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:</p> <ol style="list-style-type: none"> <li>1. Use routine approaches</li> <li>2. Select from routine approaches</li> <li>3. Establish new approaches</li> <li>4. <b>Collecting, analysing and organising information</b> -Collecting information required to plan activity session for participants</li> <li>5. <b>Communicating ideas and information</b> - Briefing participants on safe and responsible behaviour during activity</li> <li>6. <b>Planning and organising activities</b> - Planning all resources required to undertake activity</li> <li>7. <b>Working with teams and others</b> - Working with other staff members to facilitate activity</li> <li>8. <b>Using mathematical ideas and techniques</b> - Counting numbers of participants before, during and after activity</li> <li>9. <b>Solving problems</b> - Dealing with participants with differing experiences/skills</li> <li>10. <b>Using technology</b> - Sourcing information on activity locations/venues</li> </ol> |                                 |                            |                             |                                     |                |                |

The following refers to the unit SROBWG008 Guide Bushwalks in Tracked or Easy Unmarked Tracks:

| Key Competencies  |                                 |                            |                             |                                     |                |                |
|---|---------------------------------|----------------------------|-----------------------------|-------------------------------------|----------------|----------------|
| Collect, Analyse & Organise Information   | Communicate Ideas & Information | Plan & Organise Activities | Work with Others & in Teams | Use Mathematical Ideas & Techniques | Solve Problems | Use Technology |
| 3   | 3                               | 3                          | 3                           | 2                                   | 3              | 1              |
| <p>These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.</p> |                                 |                            |                             |                                     |                |                |

The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:

1. Use routine approaches
  2. Select from routine approaches
  3. Establish new approaches
- **Collecting, analysing and organising information** - Collecting information on group (age, health, etc.)
  - **Communicating ideas and information** - Briefing participants on procedures to adhere to
  - **Planning and organising activities** - Planning route, food, water, and equipment to carry
  - **Working with teams and others** - Guiding groups of participants during activity
  - **Using mathematical ideas and techniques** - Calculating distances to be travelled each day
  - **Solving problems** - Dealing with participants less fit and slower than majority of party
  - **Using technology** - Using map and compass for navigation