**NZQA**

**Approved**

Achievement standard: 90968 Version 3

Standard title: Demonstrate, and show understanding of, responsible behaviour for safety during outdoor education activities

Level: 1

Credits: 3

Resource title: Safety first!

Resource reference: Physical Education VP-1.7 v2

Vocational pathway: Services Industries

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| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number A-A-02-2015-90968-02-7280 |
| Authenticity of evidence | Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material.Using this assessment resource without modification may mean that learners’ work is not authentic. Assessors/ educators may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

Vocational Pathway Assessment Resource

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Learner instructions

# Introduction

This activity requires you to demonstrate, and show understanding of, at least two responsible behaviours for safety as you participate in outdoor activities.

You are going to be assessed on how comprehensively you demonstrate, and show your understanding of, responsible behaviour for safety as you participate in outdoor activities.

The following instructions provide you with a way to structure your work so you can demonstrate what you have learnt and achieve success in this standard.

Assessor/educator note: It is expected that the assessor/educator will read the learner instructions and modify them if necessary to suit their learners.

# Task

When working as an outdoor recreation guide you need to attend to your clients’ physical and emotional safety to support their well-being so they have positive experiences when completing activities. The directors of an outdoor education company want to hire you. They want to know if you are responsible in the outdoors.

You are going to produce an oral presentation to the directors of the outdoor education company about your knowledge of responsible behaviour and how you demonstrated this.

You need to show that you are able to reflect on your behaviours. Your oral presentation needs to demonstrate how well your responsible behaviours did or did not result in physical and/or emotional safety.

Complete your outdoor education activities, demonstrating responsible behaviours, then reflect on and show your understanding of two responsible behaviours for safety.

## Part 1: Demonstrate responsible behaviours for safety

Consider the following behaviours, and any other behaviour you or your assessor/educator may add to the list. Responsible behaviours for safety include but are not limited to:

* cooperation with others
* self-management
* compliance with instructions
* care of equipment
* appropriate communication
* group work
* assisting others
* tolerance
* conflict resolution.

Identify and communicate to your assessor/educator two responsible behaviours related to safety that you would like to develop during your selected outdoor education activities.

Consider how you will demonstrate these behaviours in your chosen outdoor education activities, for example:

* what could you and others see happening?
* what would it feel like for those experiencing the activity?
* what would you and others hear?

Collect evidence of your demonstration of responsible behaviours, for example video, photographs, audio logs, and feedback from others. This evidence will be used in your presentation to the directors.

## Part 2: Oral presentation

Resource A and Resource B may assist you in this activity.

Complete your outdoor education activities, and develop an oral presentation showing your understanding of responsible behaviours for safety by doing the following:

* give an account or describe what your responsible behaviours for safety during the outdoor activities were
* explain how you demonstrated these behaviours, and why you did so
* evaluate how and/or why the behaviours did or did not result in physical and/or emotional safety for yourself and the other participants.

Support your evaluation with specific examples from your participation in the activities.

The following may help you with your presentation:

* PowerPoint presentation and speaking notes
* visual display
* video.

# Resources

## Resource A: Asking good questions

The following questions, based on three of Edward de Bono’s ‘thinking hats’, may help you to show your understanding of responsible behaviour for safety during outdoor education activities.

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| --- | --- |
| Yellow hat | What were the effects of my chosen responsible behaviours on physical safety?What were the benefits (if any) for physical safety?Why did my responsible behaviours affect physical safety? |
| Red hat | What were the effects of my chosen responsible behaviours on emotional safety?What were the benefits (if any) for emotional safety?Why did my responsible behaviours affect emotional safety? |
| Green hat | What are the consequences of my chosen responsible behaviours for safety?Do I need to change anything? If so, what and how?What was the result of any earlier changes that I had to make?Are there alternative ways I can demonstrate my safe behaviours?Consider anything else you feel instructors and/or clients may need to know. |
| Further information about Edward de Bono’s thinking hats can be accessed at the Mind Tools website: <http://www.mindtools.com/pages/article/newTED_07.htm> |

## Resource B: Flow chart of responsible behaviour

This flow chart may help you to show your understanding of responsible behaviour for safety during outdoor education activities.

**What**

What outdoor activities did I participate in?

What responsible behaviours did I demonstrate?

**How**

How did my behaviour affect physical safety?

How did my behaviour affect emotional safety?

How do I know that my responsible behaviours affected physical and/or emotional safety?

**Why**

Why did my behaviour affect physical safety (positive or negative)?

Why did my behaviour affect emotional safety (positive or negative)?

**So …**

What are the consequences of my responsible behaviours?

Do I need to change my behaviour? If so, how and why?

What was the influence of my responsible behaviours on safety?

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Assessor/Educator guidelines

# Introduction

The following guidelines are supplied to enable assessors/educators to carry out valid and consistent assessment using this internal assessment resource.

As with all assessment resources, education providers will need to follow their own quality control processes. Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material. Using this assessment resource without modification may mean that learners' work is not authentic. The assessor/educator may need to change figures, measurements or data sources or set a different context or topic. Assessors/educators need to consider the local context in which learning is taking place and its relevance for learners.

Assessors/educators need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

# Context/setting

This activity requires learners to demonstrate, and show comprehensive understanding of, two responsible behaviours for safety in an oral presentation to the directors of an outdoor education company.

# Conditions

Assessors/educators will consult with learners about their choice of two responsible behaviours. The demonstration of responsible behaviours needs to be modelled consistently and the programme or unit of work should be designed accordingly.

You may wish to take learner preferences into account in deciding on the format of the presentation. Learners may want to present their work in a pamphlet, brochure or in writing.

Learners will be assessed individually.

# Resource requirements

Chosen activities will depend on access to, and availability of, resourcing and outdoor activities.

Learners will need access to physical materials to develop their presentation.

# Additional information

Methods of collecting evidence should reflect the needs of the learners, the nature and/or context of the learning programme and the facilities/environment you work in.

It may be possible to select a more appropriate method of collecting evidence without influencing the intent or validity of this task. For example, it could include an electronic portfolio, blog, wiki or visual portfolio.

Any outdoor education activities need to be undertaken in compliance with the *Health and Safety in Employment Act 1992,* *Injury Prevention, Rehabilitation, and Compensation Act 2001*, and their subsequent amendments.

# Assessment schedule: Physical Education 90968 – Safety first!

|  |  |  |
| --- | --- | --- |
| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner demonstrates, and shows understanding of, responsible behaviour for safety during outdoor education activities by: * demonstrating two responsible behaviours in outdoor education activities
* giving an account of responsible behaviours that were demonstrated during outdoor education activities

For example, from the learner’s presentation:*Kayaking is a generally safe activity. When instructions are followed, the risks are minimised. In the kayaking that we went on I listened to the instructions that were given by the instructor. By doing this, I showed responsible behaviour, which helped to keep the activity safe.**The above expected learner responses are indicative only and relate to just part of what is required.* | The learner demonstrates, and shows in-depth understanding of, responsible behaviour for safety during outdoor education activities by: * demonstrating two responsible behaviours in outdoor education activities
* explaining how and why the responsible behaviours were applied during outdoor education activities

For example, from the learner’s presentation:*Kayaking is a generally safe activity. When instructions are followed, the risks are minimised. In the kayaking that we went on I listened to the instructions that were given by the instructor. By doing this, I showed responsible behaviour, which helped to keep the activity safe. One example was ensuring that I was wearing my life jacket correctly. I listened to the instructor when he said to check that our life jacket was done up and properly secured. This meant that if I fell out of my kayak, my life jacket would stay on, and I would float long enough to make sure that I could be rescued. Wearing a life jacket also means that you save energy because you float in a safe, head-up position, and your mouth and nose are kept out of the water.**The above expected learner responses are indicative only and relate to just part of what is required.* | The learner demonstrates, and shows comprehensive understanding of, responsible behaviour for safety during outdoor education activities by: * demonstrating two responsible behaviours in outdoor education activities
* considering how well the behaviours did or did not result in physical and/or emotional safety during outdoor education activities

For example, from the learner’s presentation:*Kayaking is a generally safe activity. When instructions are followed, the risks are minimised. When we kayaked, I listened carefully to the instructions, which helped to keep the activity safe for me and other people. One example was ensuring that I put on my life jacket correctly. We all had to check that our life jackets were done up and properly secured. This meant that if I fell out of my kayak, my life jacket would stay on, and I would float long enough to be rescued. Wearing a life jacket also means that you save energy because you float in a safe, head-up position, and your mouth and nose are kept out of the water. When I followed these safety instructions, it not only helped me, but also helped to create a safe environment for others,* *as I was able to* *check that other people had also followed instructions. It’s very important to put a life jacket on before you set off, because accidents can happen suddenly, and there may be no time to put a life jacket on after things go wrong. I feel confident that I could assist with safety practices in the future by making sure that I listen and do what is required. When responsible behaviours such as listening to safety instructions are followed, then activities like kayaking remain as safe as possible. These activities are an opportunity for learners like me to learn responsible behaviours, and to prove that we can be responsible. For this reason, I think that kayaking should be kept in our programme.**The above expected learner responses are indicative only and relate to just part of what is required.* |

Final grades will be decided using professional judgement based on an examination of the evidence provided against the criteria in the Achievement Standard. Judgements should be holistic, rather than based on a checklist approach.