

# Unit D25 Contribute to adventurous activities

## Introduction

### Summary

This unit is about enabling people to take part in adventurous activities in the Outdoors – for example, on-site ropes courses or off-site activities which may involve some overnight camps. The purpose of contributing to adventurous activities could be to:

- provide recreational activities
- provide education
- encourage personal and social development
- encourage future participation and progress in the sport or activity

The unit is divided into three parts. The first part (page 2) gives some examples and explanations of some words we use in the unit. The second part (pages 3-5) describes the three things you have to do. These are:

- D25.1** Prepare for adventurous activities
- D25.2** Introduce participants to adventurous activities
- D25.3** Supervise and control adventurous activities

The third part (pages 6-7) describes the knowledge and understanding you must have.

### Target Group

This unit is for staff who are responsible for activities which provide the participants with a level of perceived risk appropriate to their 'adventure thresholds' but do not really pose health and safety risks as long as the experience is carefully controlled by competent leaders. You are likely to be working in the outdoor activity industry. You must be appropriately trained and experienced in the activities you are leading.

### Linked Units

This unit links to D21, D22, D23 and D31.

### Place in the NVQ/SVQ Framework

This is an optional unit in the level 2 Activity Leadership NVQ/SVQ.

### Links to Key and Core Skills

*This unit will provide some evidence for the following QCA Key Skills:*

Communication 2.1a, 2.1b, 2.2, 2.3  
Application of Number 1.1, 1.2, 1.3  
Working with Others 2.1, 2.2, 2.3  
Problem Solving 2.1, 2.2, 2.3

*and the following SQA Core Skills:*

Communication Intermediate 1  
Numeracy Access 3  
Working with Others Intermediate 1  
Problem Solving Intermediate 1

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## What We Mean By Some of the Words Used in this unit

Adventurous activities	<i>activities which provide the participants with a level of perceived risk appropriate to their 'adventure thresholds'; there is likely to be a higher level of risk, uncertain outcomes, as perceived by the participants, and greater personal responsibility for health and safety</i>
Adventure threshold	<i>the level of perceived risk which provides the participants with a real sense of challenge without causing unacceptable levels of fear and significant distress</i>
Education	<i>in this unit, the development of the whole person usually related to a curriculum</i>
Off-site activities	<i>for example on foot through non-hazardous terrain, possibly involving an overnight camp or off-site activities on placid water</i>
On-site adventurous activities	<i>for example, ropes courses and aerial runways</i>
Potential for further involvement	<i>this would apply if one objective of the activity is to provide participants with a 'taster' of a sport or leisure activity which they may wish to pursue further at a later stage</i>
Recreation	<i>pleasurable, 'fun' leisure experiences, often delivered in the context of an activity holiday or holiday scheme which may lead to the participants getting more involved in the future</i>
Review	<i>the process of going over the activity with the participants and enabling them to reflect on what they have achieved and learnt; the review should identify both positive and negative experiences; results of the review should be shared with a responsible colleague and be used to improve the programme and the overall quality of practice and service delivery</i>
People with particular needs	<i>people for whom the activity will be more than normally challenging, for example people with medical conditions, people who are overweight, unusually shy or nervous, pregnant women; this unit does not cover disabled participants</i>
Personal and social development	<i>enabling people to improve their own personal abilities in areas such as self-confidence, self-esteem, self-reliance, self-control and problem solving as well as their ability to work with and relate to other people</i>
Resources	<i>in this unit, the physical resources such as equipment, environment and clothing needed to deliver an activity</i>
Responsible colleague	<i>the person in the organisation who is responsible for the overall programme in which the participants are taking part; also the client for whom the programme is being organised</i>

# Unit D25 Contribute to adventurous activities

## D25.1

### Prepare for adventurous activities

#### The National Standard

##### What you must do

*To meet the national standard, you must:*

1. identify the **aims** of the **experience**
2. assess the **participants'** likely adventure thresholds
3. make sure the **experience** will meet the identified **aims** and adventure thresholds
4. make sure the **experience** is in-line with the organisation's policies, procedures and resources
5. make sure the experience is within your own ability to lead
6. assess the risks involved in the **experience**
7. make sure there are **safety parameters** which control these risks whilst still providing an appropriate level of adventure for the participants
8. check all aspects of the experience with a responsible colleague.

##### What you must cover

*From your work you must show that you have prepared for both of the following types of:*

###### a **experience**

- 1 on-site activities
- 2 off-site activities

*with at least two of the following types of:*

###### b **aims**

- 1 recreation
- 2 curriculum-based
- 3 personal and social development
- 4 encouraging future participation and progress in the sport or activity

*assessed the adventure thresholds of at least two of the following types of:*

###### c **participant**

- 1 adults
- 2 children and young people
- 3 people with particular needs

*and checked all of the following:*

###### d **safety parameters**

- 1 physical boundaries
- 2 criteria for abandoning the experience
- 3 participants' safety ground rules
- 4 relevant guidelines for activities of this nature

*However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above.*

# Unit D25 Contribute to adventurous activities

## D25.2

### Introduce participants to adventurous activities

#### The National Standard

##### What you must do

*To meet the national standard, you must:*

1. promote the value of adventurous activities to the **participants**
2. encourage the **participants** to take responsibility for owning and helping to manage the **experience**
3. emphasise the **participants'** own responsibilities for identifying and managing risk during the **experience**
4. explain the **safety parameters**
5. stress the importance of mutual trust and support within the group
6. prepare the **participants** to cope with unforeseen circumstances during the experience by solving problems for themselves
7. reassure the **participants** that expressions of apprehension or creative imagination are acceptable

##### What you must cover

*From your work you must show that you have introduced activities to two of the following types of:*

###### a participant

- 1 adults
- 2 children and young people
- 3 people with particular needs

*for both of the following types of:*

###### b experience

- 1 on-site activities
- 2 off-site activities

*and explained at least three of the following types of:*

###### c safety parameters

- 1 physical boundaries
- 2 criteria for abandoning the experience
- 3 the participants' safety ground rules
- 4 relevant guidelines for activities of this nature

*However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above.*

# Unit D25 Contribute to adventurous activities

## D25.3

### Supervise and control adventurous activities

#### The National Standard

##### What you must do

*To meet the national standard, you must:*

- 1 provide a style of leadership which helps the **experience** to achieve its aims and the planned level of adventure
- 2 monitor the level of risk throughout the **experience** and maintain activities within agreed **safety parameters**
- 3 intervene only when the participants' health and safety is threatened or the objectives are not being achieved
- 4 get appropriate help when problems occur that are beyond your ability to deal with
- 5 encourage the **participants** to take responsibility for decision making and problem solving within the guidelines for the **experience**
- 6 note occurrences which could be used during subsequent reviews with the **participants**

##### What you must cover

*From your work you must show that you have supervised and controlled adventurous activities for both of the following:*

###### a **experience**

- 1 on-site activities
- 2 off-site activities

*maintained activities within all of the following types of:*

###### b **safety parameters**

- 1 physical boundaries
- 2 criteria for abandoning the experience
- 3 the participants' safety ground rules
- 4 relevant guidelines for activities of this nature

*and dealt with two of the following types of:*

###### c **participant**

- 1 adults
- 2 children and young people
- 3 people with particular needs

*However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above.*

# Unit D25 Contribute to adventurous activities

## What you must know and understand

*To be competent in this unit, you must know and understand the following*

### For D25.1 Prepare for adventurous activities

- K1 the value of adventure and challenge and the benefits which participants can get from such experiences
- K2 the difference between real and perceived risk
- K3 the meaning of the 'adventure continuum' from comfort to panic zones
- K4 how to assess the range of participants' likely adventure thresholds
- K5 factors to bear in mind when choosing adventurous activities for participants
- K6 how to balance the participants' abilities and concerns with the perceived risk of the experience
- K7 the importance of clear and sound safety parameters
- K8 why the details of the planned experience must be checked with a responsible colleague and the procedures to follow
- K9 relevant legislation and guidelines for the type of experience planned including those of the organisation and National Governing Bodies, where these apply

### For D25.2 Introduce participants to adventurous activities

- K10 the agreed safety parameters for the activity and why these must be clearly explained to the participants
- K11 why it is important to encourage, not coerce, participants into adventurous activities
- K12 the meaning of 'informed consent' in the context of adventurous activities
- K13 the importance of encouraging participants to take control of their own experience and how to balance this with the safety parameters
- K14 the importance of mutual support and trust within a group of participants and how to encourage this
- K15 the importance of preparing participants to cope with unforeseen circumstances
- K16 how to encourage and prepare participant to use basic problem solving techniques
- K17 how to agree responsibilities for identifying, assessing and helping to manage risk
- K18 why it is important for participants to feel free to express feelings of apprehension and creative imagination

# Unit D25 Contribute to adventurous activities

## For D25.3 Supervise and control adventurous activities

- K19 styles of leadership which are appropriate to leading adventurous activities
- K20 the importance of carefully monitoring the level of risk throughout the experience and maintaining activities within agreed safety parameters - how to do so
- K21 the importance of keeping interventions to a minimum
- K22 the situations in which it may be necessary to intervene during the experience
- K23 the situations in which appropriate help will have to be called upon and the procedures to follow to do this
- K24 the importance of delegating responsibility to participants and how to do so effectively
- K25 the importance of reviewing the experience with the participants and the types of occurrences to note during the experience which could be used during later reviews