

<b>Title</b>	<b>Demonstrate leadership while participating in an adventure based learning programme</b>		
<b>Level</b>	<b>3</b>	<b>Credits</b>	<b>3</b>

<b>Purpose</b>	<p>This unit standard is intended for senior students in secondary schools working in a peer group environment.</p> <p>People credited with this unit standard are able to: describe personal leadership, peer leadership and group roles; demonstrate personal leadership and peer leadership while participating in an adventure based learning (ABL) programme; evaluate the personal and peer leadership provided.</p>
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<b>Classification</b>	Outdoor Recreation > Adventure Based Learning
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<b>Available grade</b>	Achieved
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### Guidance Information

#### 1 Definitions

*Adventure Based Learning (ABL)* is the deliberate use of a sequenced programme for the specific outcome of personal and social development. It includes cooperation, trust and problem solving activities.

*Peer group* involves students of similar age and/or status.

*Personal leadership* involves taking responsibility for self and being a contributing group member.

*Peer leadership* involves taking on leadership roles within the group without necessarily being delegated the position of leader from a source outside of the group (by the instructor/facilitator/assessor).

*Active listening* involves giving attention to the speaker, questioning, reflecting, paraphrasing and summarising what the speaker is saying.

- 2 It is intended that candidates demonstrate leadership of themselves and leadership within their peer group. It is not intended that candidates be trained to lead activities.
- 3 The candidate must take a leadership role and evaluate their performance for at least two activities. Feedback from the first activity must be acted upon in the second activity.
- 4 Naturally occurring evidence may be gathered. Some evidence may also be gathered when leadership has been assigned by the facilitator/Instructor. This should not exceed 50% of the evidence.

- 5 Programme planning, sequencing of activities, application of ABL principles, overall group and risk management are the responsibility of the instructor/facilitator not the candidate.
- 6 All activities must comply with any relevant environmental, legislative and/or regulatory requirements set out in the *New Zealand Environmental Care Code*; *New Zealand Water Care Code*; Health and Safety in Employment Act 1992; Injury Prevention, Rehabilitation, and Compensation Act 2001; and their subsequent amendments. The *New Zealand Environmental Care Code* and *New Zealand Water Care Code* are available from the Department of Conservation, Head Office, PO Box 10420, Wellington, and at <http://www.doc.govt.nz/>.
- 7 There are minimum assessor requirements for assessment against this unit standard. The details of these requirements are available on the Skills Active website <https://www.skillsactive.org.nz/>.

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## Outcomes and performance criteria

### Outcome 1

Describe personal leadership, peer leadership and group roles.

#### Performance criteria

- 1.1 Peer leadership styles are described.  
Range may include – directing, coaching, supporting, delegating.
- 1.2 Group roles are described.  
Range may include – task related roles, process related roles, non functioning roles.
- 1.3 Personal and peer leadership qualities and skills are described.  
Range may include – communication, decision making, responsibility, flexibility.
- 1.4 Personal and peer leadership behaviours are described.  
Range may include – asking for and providing assistance and support, use of initiative, responding to needs and changes in the group/individuals and environment.

### Outcome 2

Demonstrate personal leadership and peer leadership while participating in an adventure based learning (ABL) programme.

**Performance criteria**

- 2.1 Peer leadership styles are demonstrated and their selection explained.
- Range may include – directing, coaching, supporting, delegating.
- 2.2 Personal and peer leadership behaviours are demonstrated.
- Range may include – asking for and providing assistance and support, use of initiative, responding to needs and changes in the group/individuals and environment, risk management.
- 2.3 Effective communication is demonstrated throughout the programme.
- Range effective includes – clear, concise, constructive, timely; communication may include – explanations and instructions, active listening, giving and receiving feedback.
- 2.4 Active participation in group management is demonstrated.
- Range may include – maintaining on-task behaviour, responding to the needs of others, maintaining boundaries (cultural, activity, personal).
- 2.5 Teamwork skills are demonstrated throughout the programme.
- Range may include – working co-operatively, problem solving, decision making.
- 2.6 Goals are set, actioned and reviewed.
- Range may include goals related to – personal leadership, peer leadership, group roles.
- 2.7 Respect for difference is evident at all times.
- Range may include – cultural difference, difference of ideas, difference of expectations.
- 2.8 Peer and facilitator feedback is acted upon during the programme.

**Outcome 3**

Evaluate the personal and peer leadership provided.

**Performance criteria**

- 3.1 Feedback from peers and facilitators is gathered, considered and incorporated into self evaluation.

3.2 Personal performance is evaluated.

Range evaluation includes – strengths and areas for improvement, consideration of feedback from peers and facilitator; personal leadership, peer leadership.

**This unit standard is expiring. Assessment against the standard must take place by the last date for assessment set out below.**

#### Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	25 February 2008	31 December 2023
Review	2	28 October 2021	31 December 2023

#### Consent and Moderation Requirements (CMR) reference

0099

This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.