

## Facilitate adventure programmes for the personal and social development of the participants

**Level** 5

**Credits** 15

**Purpose** This unit standard is intended for people wanting to facilitate adventure programmes with groups for the personal and social development of participants.

People credited with this unit standard are able to: identify the role of adventure based/experiential learning in personal and social development; design and plan an adventure programme utilising adventure based/experiential learning models; lead an adventure programme; facilitate the transfer of learning to assist in the personal and social development of participants through processing their experiences; review the programme, leadership and facilitation.

**Subfield** Outdoor Recreation

**Domain** Adventure Based Learning

**Status** Registered

**Status date** 25 February 2008

**Date version published** 25 February 2008

**Planned review date** 31 December 2013

**Entry information** Open.

**Replacement information** This unit standard replaced unit standard 17153.

**Accreditation** Evaluation of documentation and visit by NZQA and industry.

**Standard setting body (SSB)** Sport, Fitness and Recreation Industry Training Organisation – Outdoor Recreation Advisory Group

**Accreditation and Moderation Action Plan (AMAP) reference** 0102

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

---

## Special notes

### 1 Definitions

*Adventure programmes* are any that incorporate elements of cooperation, trust and/or problem solving and may include a range of mediums.

*Adventure based learning* 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.

*Experiential learning* is a process that involves engaging in an activity, critically reflecting on the experience, deriving some useful insight from this reflection and as a result, forming changes in understanding and/or behaviour.

*Personal and social development* is defined as an increase in self awareness; an increase in the awareness of the impact of actions on others; and behaviours which help the growth of others.

*Safety* must include physical safety and may include psychological, emotional and cultural safety.

- 2 The candidate should be assessed over two programmes with different client groups if possible. The duration of a programme should be no less than six hours delivery excluding preparation and follow up. A programme may be a series of sessions.
- 3 Before a candidate is assessed against this unit standard, it is recommended that they have logged a minimum of 100 hours of training and practical experience delivering adventure activity programmes to a variety of groups.
- 4 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* is available from the Department of Conservation, Head Office, PO Box 10420, Wellington and at <http://www.doc.govt.nz/>.
- 5 There are minimum assessor requirements for assessment against this unit standard. The details of these requirements are available on the Sfrito website <http://www.sfrito.org.nz/>.

---

## Elements and performance criteria

### Element 1

Identify the role of adventure based/experiential learning in personal and social development.

#### Performance criteria

1.1 The key elements of adventure based/experiential learning models and how they contribute towards personal and social development are discussed.

Range models may include – Experiential Learning Cycle, Adventure Wave, Adventure Experience Paradigm;  
must include – transfer of learning (specific, non-specific, metaphorical);  
may include – group contract setting, individual and group goal setting, challenge by choice, sequencing, briefing, processing.

### Element 2

Design and plan an adventure programme utilising adventure based/experiential learning models.

#### Performance criteria

2.1 Individual and/or group needs and desired learning outcomes are identified and used to establish programme objectives.

2.2 An adventure based/experiential learning model is selected and applied in programme design.

2.3 The programme and activities are structured and sequenced taking into account the requirements of programme objectives, client group and environment.

2.4 Facilitation strategies to assist participants process their experiences are identified.

Range may include – techniques, tools.

2.5 Safety management plans are prepared that reflect accepted best practice.

2.6 Ability to perform the tasks required to effectively lead, facilitate and manage the risks of the programme is self assessed.

Range may include – general state of health, current competency regarding skills required including awareness of limits of expertise and knowledge of situations that may need to be referred to specialists.

### Element 3

Lead an adventure programme.

#### Performance criteria

- 3.1 Equipment and venue are set up to meet participants needs and programme objectives
- 3.2 Rapport is established with participants and appropriate role model behaviours are demonstrated.
- Range may include – openness, appropriate language, confidentiality, awareness, sensitivity.
- 3.3 Relevant programme information is communicated to participants.
- Range may include – programme overview and objectives, logistics, responsibilities and expectations.
- 3.4 Individual goals, group goals and group norms that allow individuals to share in the responsibility for their learning and safety are established.
- Range may include – group contracts, challenge by choice.
- 3.5 Effective briefing of participants for the activities is carried out.
- Range must include – clear instructions on the activity, participants' roles and relevant risk management procedures;  
may include – metaphors as appropriate.
- 3.6 Effective communication is demonstrated throughout the programme.
- Range effective includes – clear, concise, constructive, timely;  
appropriate for different learning styles;  
communication may include – explanations, providing opportunities for participant questions, active listening, giving and receiving feedback.
- 3.7 Effective group management is demonstrated throughout the programme.
- Range may include as relevant to the activity, objectives, environment and group – interventions to address group process, group dynamics and individual/group needs; adjusting leadership style, boundaries, group size and mix.
- 3.8 The physical and emotional safety of individuals and the group is monitored and action is taken to manage any situations of potential physical and/or emotional harm that arise.

3.9 The programme is modified in response to situational demands if required.

Range situational demands may include – stages of group development, weather and environmental changes, inappropriate level of challenge.

#### **Element 4**

Facilitate the transfer of learning to assist in the personal and social development of participants through processing their experiences.

Range includes on-going review of participants – their goals and behaviours.

#### **Performance criteria**

4.1 Appropriate facilitation techniques are selected and applied.

Range may include – sequenced questioning; framing; what, so what, now what; traffic lights; funnelling.

4.2 Facilitation is modified in response to situational demands if required.

4.3 The behaviours of individuals and the group during the programme are identified and opportunities for processing and learning recognised and used as appropriate.

4.4 Guidelines for effective processing are applied.

Range may include – permission, boundaries, purpose, responsibility, focus, simplicity, structure, sharing learning and insights, honesty, closure.

4.5 Participants are assisted to identify opportunities for transfer of learning.

Range may include – identifying future learning needs, identifying and/or modifying personal/group goals, achieving values clarification, behaviour recognition, changes required to achieve personal growth.

4.6 Session/programme is closed in accordance with the programme plan.

## Element 5

Review the programme, leadership and facilitation.

### Performance criteria

5.1 The programme effectiveness is reviewed.

Range relevance to programme objectives, individual and/or group learning outcomes;  
may include– what worked well, what could be improved and what changes could be implemented next time.

5.2 The leadership and facilitation used throughout the programme are reviewed.

Range relevance to the needs and ability of the participants;  
may include– what worked well, what could be improved, what changes could be implemented next time.

---

### Please note

Providers must be accredited by NZQA, or an inter-institutional body with delegated authority for quality assurance, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be accredited by NZQA before they can register credits from assessment against unit standards.

Accredited providers and Industry Training Organisations assessing against unit standards must engage with the moderation system that applies to those standards.

Accreditation requirements and an outline of the moderation system that applies to this standard are outlined in the Accreditation and Moderation Action Plan (AMAP). The AMAP also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

---

### Comments on this unit standard

Please contact the Sport, Fitness and Recreation Industry Training Organisation Limited [info@sfrito.org.nz](mailto:info@sfrito.org.nz) if you wish to suggest changes to the content of this unit standard.