

SKAD33 (SQA Unit Code - F1GL 04)

Facilitate education in the outdoors



Overview

This unit is about providing educational experiences in the outdoors.

The unit is divided into two parts:

The first part describes the three things you have to do. These are:

1. initiate the outdoor education experience
2. monitor, support and guide the educational experience
3. manage the physical and emotional well-being of participants

The second part describes the knowledge and understanding you must have

This unit is for experienced staff working in the outdoors who are capable of working without direct supervision. Typical contexts will be working with children and young people to meet the requirements of educational clients such as schools and colleges.

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Performance criteria

You must be able to:

Initiate the outdoor educational experience

- P1 make sure the participants have the equipment and clothing they need
- P2 create and maintain a climate conducive for learning
- P3 communicate own roles to the participants
- P4 adapt own behaviour to meet the needs of the participants and the purpose of the experience
- P5 encourage the participants to take responsibility for their own learning
- P6 agree ground rules

You must be able to:

Monitor, support and guide the educational experience

- P7 balance your own roles to achieve the best outcome for the participants
- P8 encourage participants to take on responsibilities where this is safe
- P9 provide feedback where this supports learning
- P10 take opportunities where they arise to ensure best learning for the participants
- P11 make sure the outcomes of the experience meet the needs of individuals and the group
- P12 communicate with individuals and the group in a way that meets participants' needs, the situation and the aims of the experience

You must be able to:

Manage the physical and emotional well-being of participants

- P13 follow organisational, legal and relevant governing body requirements for the activity
- P14 manage risk to keep the activity as safe as necessary taking account of the benefits of risk taking
- P15 foresee the onset of physical and emotional danger, including adverse conditions
- P16 encourage participants to safeguard individual and group safety
- P17 encourage positive behaviour and deal effectively with unacceptable behaviour
- P18 take action to prevent or limit harm
- P19 recognise the physical and emotional limits of individuals and enable them to maintain dignity and self-respect
- P20 maintain and vary ground rules according to legal, organisational and client requirements

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Knowledge and understanding

You need to know and understand:

Concepts

- K1 personal and social education (spiritual, moral, cultural, mental and physical)
- K2 curricular and cross curricular work
- K3 enhancement of teacher/student relationships
- K4 community and society e.g. citizenship
- K5 key skills
- K6 learning to learn
- K7 lifelong learning and its importance and application
- K8 organisational procedures and why guidelines must be followed
- K9 allowing sufficient time for preparation

You need to know and understand:

Techniques

- K10 how to communicate with client organisations and course members about aspirations, aims and expectations (for example, by personal visits, phone, correspondence etc. and the design and use of relevant information and entry forms)
- K11 creative analysis - e.g. generating success criteria with clients' preferences
- K12 review and analysis of any previous sessions with the same client or similar client group
- K13 reference to relevant support literature
- K14 self-awareness and self –development

You need to know and understand:

Understanding

- K15 how perceptions of need may vary
- K16 how to recognise and reconcile the needs of client groups, funding agencies or other sponsors, and other educational areas
- K17 the candidate's role in supporting mainstream and other educational areas
- K18 the benefits and values of outdoor education
- K19 the importance of educating the whole person

You need to know and understand:

Health and safety

- K20 relevant health and safety legislation, including that covering activity centres
- K21 legislation covering working with children
- K22 organisational procedures and requirements
- K23 principles of the duty of care
- K24 definition of 'health' as it covers emotional/psychological health
- K25 Activity Centre Licensing Regulations and equipment manufacturers'

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- guidelines
- K26 technical knowledge, e.g. National Governing Body guidance relating to activities
- K27 knowledge of relevant operating and emergency procedures regarding safety
- K28 the types of contingencies which are likely to occur: weather, accident and emergency, forced changes and how to plan for these
- K29 types of hazards and untoward incidents which may occur and what to do about them
- K30 knowledge of incidence and the effect of adverse meteorological conditions
- K31 reactions of individuals under stress
- K32 physical and psychological needs of individuals
- K33 how to balance the physical and emotional strength of individuals with the challenges of the outdoors
- K34 when to intervene and when to hold back with individuals approaching their adventure thresholds
- K35 how to maintain the self respect and dignity of self and others
- K36 how to exercise authority and leadership in potentially hazardous situations
- K37 how to manage subjective and objective dangers
- K38 the types of untoward incidents which may occur and how to respond to these

You need to know and understand:

Group and opportunity management

- K39 how to address simultaneously the needs of individuals and groups
- K40 how to respond safely to the learning opportunities presented in the outdoors and use them for meeting personal and group objectives
- K41 how to modify and develop planned activities
- K42 how to receive sensitively and act on feedback
- K43 motivational techniques and strategies and how to select and apply them
- K44 systems of reward and praise
- K45 individual differences as a stimulus to learning
- K46 how to set a positive example and role model to others
- K47 how to use outdoor activities to stimulate participants to stretch their own knowledge and understanding of themselves and others
- K48 how to shape values and attitudes without moralising
- K49 how to choose activities that lead to desired learning outcomes
- K50 how to diagnose the mood or other conditions of a group, and the development stage they are at
- K51 the various strategies used for the encouragement of both individual and group development
- K52 the differing needs of the group, the individual and the task
- K53 the limits of the candidate's own competence
- K54 the value of specific positive feedback in building self-esteem

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K55 the types of further information which may need to be given to participants and why

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Additional Information

Scope/range related to performance criteria

1. **participants**
 - 1.1. adults
 - 1.2. children and young people
 - 1.3. groups whose members do not know each other
 - 1.4. participants with particular needs in relation to the activity
2. **roles**
 - 2.1. instructing and awareness raising
 - 2.2. monitoring
 - 2.3. supporting
 - 2.4. guiding
3. **experiences**
 - 3.1. with a curricular focus
 - 3.2. with a non-curricular focus
 - 3.3. with an activity/skill focus
 - 3.4. with an environmental focus
 - 3.5. with an experiential/development focus
 - 3.6. with a progression
4. **participants**
 - 4.1. adults
 - 4.2. children and young people
 - 4.3. groups whose members do not know each other
 - 4.4. participants with particular needs in relation to the activity
5. **adverse conditions**
 - 5.1. difficult terrain
 - 5.2. difficult water conditions
 - 5.3. weather
6. **positive behaviour**
 - 6.1. communication
 - 6.2. involvement
 - 6.3. mutual support
 - 6.4. problem solving
 - 6.5. enthusing
7. **unacceptable behaviour**
 - 7.1. behaviour causing physical harm
 - 7.2. behaviour causing emotional harm

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7.3. behaviour causing damage

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