Cadet Vocational College

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SUBMISSION DEADLINE: 4 weeks after delivery is complete

**BTEC LEVEL 2**

# Teamwork and Personal Development in the Community

## UNIT 5 WORKBOOK

### Personal Development through Adventurous Activities

| | |
|---|---|
| LEARNER NAME: | REFERENCE: VQ |
| EMAIL ADDRESS: | GROUP OR UNIT NAME: |

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Affix label here
(for Cadet Vocational College use)

**LEARNER DECLARATION**

The declaration must be signed by you (the learner). Unfortunately, any unsigned work cannot be accepted for marking.

**"I certify that the work submitted in this workbook is my own."**

SIGNED:

DATE:

VERSION 3.1

Pearson Approved Centre. Centre number 01383

# Welcome to the workbook

## for Unit 5

**This workbook is for you to submit your answers for the written tasks to complete Unit 5.**

Further instructions are contained in the Learning Guide, which you should use to help you learn and understand how to complete the tasks. If you feel that you need support or assistance with completing the workbook please ask your VQO, your tutor or email tpd@cvcollege.org and we will get back to you.

## Referencing

You **must** use your own words to answer the tasks.

There may be an occasion when a quote from a resource (e.g. a website or a Cadet Vocational College learning resource) can be used to *support* your written answer. If you do this, you **must** use quotation marks, name the source and if applicable, state a page number. For example, "Having team members you trust is key to the success of any team." (Learning Guide, page 5).

## Glossary

**The following command verbs introduce the different tasks in this workbook and their meanings are given below:**

| | |
|---|---|
| **Describe** | Think of this as answering the question 'what is it?' Include a series of relevant points to 'paint a picture with words'. |
| **Explain** | Think of this as 'how does something work?' You need to provide an explanation first and then give your reasons for doing so. Using words such as 'because' or 'therefore' will help you to do this. |
| **Identify** | This usually tests your skill of remembering information. You might select from a list of options, point something out, or give a list of main features. |
| **Review** | Look back over the topic or activity to provide a detailed evaluation with conclusions and decide what was effective or not. Using specific examples will add strength to your answers. |

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## Icon key

| Icon | Description |
|---|---|
|  | **Literacy**<br>This will assess your understanding of the task and demonstrate the quality of your English skills, particularly your use of correct spelling, punctuation and grammar. |
|  | **Task**<br>This requires a written response which links to each of the assessment criteria (AC). |
|  | **Activity**<br>This requires you to complete a practical activity. |

| | |
|---|---|
|  | **Learning**<br>Learn the subject theory. |
|  | **Doing**<br>Put into practice what you have learnt. |
|  | **Listening**<br>Listen to feedback from others, i.e. your tutor or peers. |
|  | **Reflecting**<br>Learn from the experience to improve next time. |

## Teaching and learning

There are a number of teaching sessions for Unit 5. To find out more, please speak to your Teaching and Learning Manager or scan here for more details.



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Unit 5

# Personal Development through Adventurous Activities

**Who delivered this unit?** ...

## Task 1: Describe adventurous activities provided by organisations (AC 1.1)

**DESCRIBE two** land-based and **two** water-based adventurous activities.

As the command verb is **DESCRIBE**, it is expected that you will write a detailed answer for each activity. You can strengthen your answer by using your own experiences to help provide the detail required.

| **Land-based** adventurous activities |
|---|
| 1. |
| 2. |

| **Water-based** adventurous activities |
|---|
| 1. |
| 2. |

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# Task 2: The benefits of adventurous activities

(AC 2.1 & 2.2)

You must first **IDENTIFY two** adventurous activities.

For each activity, you must give **three** detailed examples of how participating in the activity can benefit **personal development** and can benefit **organisations/others**.

As the command verb is **EXPLAIN**, you must **IDENTIFY** the benefit and give an example that relates to your chosen adventurous activity.

| Adventurous Activity 1: | |
|---|---|

| Benefit for personal development | Example |
|---|---|
| | |
| | |
| | |

Personal development

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*Task continued over the page.*

| Benefit for organisations/others | Example |
|---|---|
| | |
| | |
| | |

Organisations/ others

| Adventurous Activity 2: | |
|---|---|

| Benefit for personal development | Example |
|---|---|
| | |
| | |
| | |

Personal development

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| Benefit for organisations/others | Example |
|---|---|
| | |
| | |
| | |

Organisations/ others

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## Task 3: Understand the safety and environmental consideration associated with adventurous activities (AC 3.1 & 3.2)

**IDENTIFY two** adventurous activities (one land-based and one water-based). For each activity you must then **outline one safety** and **one environmental** factor.

For each factor, you must give reasons to **EXPLAIN** *why* it needs to be considered in relation to the activity identified.

| **Land-based Activity:** | Land |
|---|---|

| **Safety factor:**<br>*What safety factor must be considered when planning and participating in your adventurous activity?* | |
|---|---|
| *Reason:* | |

| **Environmental factor:**<br>*How does the adventurous activity **impact on the environment?*** | |
|---|---|
| *Reason:* | |

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| Water-based Activity: | |
|---|---|

Water

| **Safety factor:**<br>*What safety factor must be considered when planning and participating in your adventurous activity?* | |
|---|---|
| *Reason:* | |

| **Environmental factor:**<br>*How does the adventurous activity **impact on the environment?*** | |
|---|---|
| *Reason:* | |

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## Activity 1: Participate in adventurous activities



(AC 4.1, 4.2, 4.3 & 4.4)

To complete the next part of the unit you need to show that you can:

- participate in **two** adventurous activities in line with personal development targets
- meet responsibilities required for the activity
- demonstrate expected behaviours throughout the activity

This is something that may be carried out independently or as part of the activities within your organisation.

To evidence Activity 1 you will need to:

Look at the list below and select **two** adventurous activities that you have taken part in and are able to review.

| ✔ | | ✔ | |
|---|---|---|---|
| ☐ | **Hill walking** | ☐ | **Coasteering** |
| ☐ | **Camping** | ☐ | **Flying** |
| ☐ | **Canoeing** | ☐ | **Gliding** |
| ☐ | **Kayaking** | ☐ | **Sailing** |
| ☐ | **Orienteering** | ☐ | **Rowing** |
| ☐ | **Mountain biking** | ☐ | **Caving/potholing** |
| ☐ | **Stand up paddle boarding** | ☐ | **Pony trekking** |
| ☐ | **High ropes** | ☐ | **Windsurfing** |
| ☐ | **Rock climbing** | ☐ | **Archery** |
| ☐ | **Abseiling** | ☐ | **Skiing** |
| ☐ | **White-water rafting** | ☐ | **Other activity. Please detail:** |

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You should now complete a brief log of the **two** activities selected.

| Activity | Date | Brief description of the activity |
|---|---|---|
| | | |
| | | |

A tutor **must** then complete an observation record (VQF653) for the two activities that you have undertaken. You **must also** complete a small section of the form and comment on it. This can be found at the back of the workbook.

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## Task 4: Review adventurous activities for personal development (AC 5.1, 5.2 & 5.3 )

**REVIEW** the **two** adventurous activities you selected earlier by completing the questions below:

| Adventurous Activity 1: | Activity 1 |
|---|---|

| What personal development target did you set yourself? *This should be SMART* | |
|---|---|
| Specific | |
| Measurable | |
| Achievable | |
| Realistic | |
| Time-related | |

How did the target help with your personal development?

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You should now take a moment to reflect on the experience that you have had.

You need to consider the following questions:

- Did you achieve the target that you set for yourself (In full? In part?)
- **HOW** did this activity help you to meet your target?
- **IDENTIFY one** specific skill or technique you developed during this activity

Use the space below to:

- **IDENTIFY one** strength
- **IDENTIFY one** area for improvement and
- Consider **how** you are going to make this improvement? *(What exactly will you do to improve?)*

*Task continued over the page.*

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| Adventurous Activity 2: | |
|---|---|

Activity 2

| What personal development target did you set yourself? *This should be SMART* | |
|---|---|
| Specific | |
| Measurable | |
| Achievable | |
| Realistic | |
| Time-related | |

How did the target help with your personal development?



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You should now take a moment to reflect on the experience that you have had.

You need to consider the following questions:

- Did you achieve the target that you set for yourself (In full? In part?)
- **HOW** did this activity help you to meet your target?
- **IDENTIFY one** specific skill or technique you developed during this activity

Use the space below to:

- **IDENTIFY one** strength
- **IDENTIFY one** area for improvement and
- Consider **how** you are going to make this improvement? *(What exactly will you do to improve?)*

**Congratulations** - you have now completed all of the tasks in this unit.

Check your work before submitting for assessment!

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Scan here for access to BTEC Level 2 resources



# BTEC Level 2 Teamwork and Personal Development in the Community
## Unit 5: Personal Development through Adventurous Activities

Supporting evidence for AC 4.1, 4.2, 4.3 & 4.4

| | |
|---|---|
| **Reference:** | **VQ** |
| **Learner name (CAPS):** | |

**This section is to be completed by the learner:**

| **Activity 1:** | | **Yes** | **No** |
|---|---|---|---|
| Did you hand in a consent form prior to the activity? | | | |
| Did you use the necessary kit and equipment correctly? | | | |

| | **How would you rate your behaviour during this activity:** | | |
|---|---|---|---|
| | Needed to improve | Good | Excellent |
| **Co-operation** | | | |
| **Adaptability** | | | |
| **Problem Solving** | | | |
| **Resilience** | | | |
| **Teamworking** | | | |

| **Activity 2:** | | **Yes** | **No** |
|---|---|---|---|
| Did you hand in a consent form prior to the activity? | | | |
| Did you use the necessary kit and equipment correctly? | | | |

| | **How would you rate your behaviour during this activity:** | | |
|---|---|---|---|
| | Needed to improve | Good | Excellent |
| **Co-operation** | | | |
| **Adaptability** | | | |
| **Problem Solving** | | | |
| **Resilience** | | | |
| **Teamworking** | | | |

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**This section is to be completed by an instructor, appropriate adult or peer.**

**I can confirm that:**

- **the learner has taken part in two adventurous activities.** (As detailed above)
- **the learner has discussed personal development targets for each activity with a competent instructor.** They are recorded as part of Task 4.
- **the learner received feedback during and after each activity from a qualified instructor, to help them with their personal development.**

**The learner demonstrated expected behaviours throughout each activity with a competent instructor.** Please provide at least one example with detail (e.g. the learner demonstrate effective teamworking by…)

**Any other supporting comments:**

| | | | |
|---|---|---|---|
| Tutor signature: | *"I confirm that this is a true and accurate account"* | | |
| Tutor name (CAPS): | | | |
| Job role: | | Date: | |

| | | | |
|---|---|---|---|
| Learner comment: | | | |
| Learner signature: | | Date: | |

When completed, this witness statement must be passed to the learner. The learner should then sign, date and comment on your feedback. The completed form must be submitted at the same time as the learner's work.

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