Teamwork and Personal Development in the Community



Cadet Vocational College

LEARNING GUIDE

for completing Unit 5

Version 3.2

Pearson BTEC Approved Centre

Unit 5: Personal Development through Adventurous Activities

On successful completion of this unit you will:

1. Know about adventurous activities and the organisations that provide them
2. Understand the benefits of adventurous activities
3. Understand the safety and environmental considerations associated with adventurous activities
4. Be able to participate in adventurous activities for own personal development
5. Be able to review adventurous activities for own personal development

Unit 5

Personal Development through Adventurous Activities

Outdoor adventurous activities can develop many skills, including communication, leadership, discipline and trust.

You may have taken part in different land-based or water-based adventurous activities within your own organisation, with your school, or with friends or family.

In this unit you will explore adventurous activities further: looking at different providers, safety and environmental considerations, the skills and techniques required and the wider benefits for you and your own organisation. You will also have the opportunity to reflect on activities you have taken part in and review your own participation.

Unit 5 has:



- Four tasks which require written answers.
- You need to understand what the command verb is telling you to do before answering the questions.
- Additionally, you should read any case studies as they will help you to complete each task.



- One practical activity, which will count towards your final grade.
- Evidence of this will need to be verified.

LO

Learning Outcome 1

Know about adventurous activities and the organisations that provide them

This learning outcome will help you prepare for taking part in adventurous activities. The learning content will encourage you to look at the variety of adventurous activities available within different organisations.

The learning content will look at the variety of adventurous activities available and who can provide them.

Q: What is an adventurous activity?



A:

An activity that is exciting and challenging and involves a greater than normal risk, for example, caving, gorge walking or wind surfing.

Adventurous activities do NOT include sport, road marching, or military activities like fieldcraft, shooting and obstacle courses. A sport often involves competition where an individual or team competes against others.

>> OUTSIDE OF COMFORT ZONE

>> EXCITING EXPERIENCE >> INCREASE HEART RATE

>> ADVENTURE >> THRILL

Case study

This first case study is about Sam who has been a member of his local youth organisation for over three years. He has had the opportunity to take part in many adventurous activities.

The detail links directly with Learning Outcome 1 and the words and phrases highlighted relate to the variety of adventurous activities and the different providers.



Sam

Volunteer staff bring their expertise, enthusiasm and love for the outdoors to the organisation and encourage everyone to try different activities at least once. Sam enjoys regular **hill walks**, **abseiling**, **canoeing** and **mountain biking** sessions. All have helped with his own personal development: building his skills, improving his fitness and helping to address his fear of heights. The experiences have also helped him to become a part of a strong team within his organisation.

In addition to the number of sessions organised by his own **youth organisation**, Sam has also taken part in other adventurous activities: for example, attending a taster water activity day at a **local canoe club** that was designed to encourage new members. Sam also took part in a school residential with a **private provider**.

As Sam is a mentor to younger members of his organisation, he encourages them to sign up for any adventurous activities available. This enables them to enjoy and benefit from the same experiences he has had.

Adventurous activities

There is a wide range of adventurous activities available. You may have been lucky enough to have experienced some of those listed below, perhaps even through your own youth organisation.

Adventurous activities can fit into one of two categories:

Land-based	
Hill walking	Camping
Orienteering	Mountain biking
Rock climbing	Abseiling
Flying	Gliding
Caving/potholing	Pony trekking
Skiing	High ropes
Archery	...

Water-based	
Canoeing	Kayaking
Stand up paddle boarding	Coasteering
White-water rafting	Rowing
Sailing	Windsurfing
Surfing	Water skiing
Wakeboarding	Scuba diving
Parasailing	...

Please note, there is space to add additional activities if you can think of any not listed.





Providers

Adventurous activities can be provided by a number of different organisations. They include:

Private providers →

These services are open to all members of the public. People who are interested can pay for an experience.

PGL, Zip World and Go Ape are three examples of private providers.

Youth Organisations →

Members of staff or volunteers within youth organisations such as the ACF or RAFAC can deliver adventurous activities to their own members. Staff must have the correct qualifications, the expertise and access to the necessary equipment. Each organisation may also have their own approval process.

National Governing Bodies →

There are different National Governing Bodies (NGB) that cover different specialisms.

Examples include: **British Mountaineering Council (BMC), British Cycling and the Royal Yachting Association (RYA).**

Each NGB offers guidance, training and qualifications to members in their specialist subject area so that the members can carry out activities safely for others.

Local Clubs →

Local clubs will have a membership process that allows members to share experiences together, develop skills and use equipment. For example, joining a local climbing club if you enjoy climbing.

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.

? Example

An acceptable answer, if you selected mountain biking as a land-based activity, would be:
"Mountain biking is using a bike with gears, to pedal at the correct speed over different terrain. You would need to have good balance and control, use your brakes correctly and wear a helmet to keep you safe."

An answer that would not be accepted:
"Mountain biking is riding a bike over hilly areas."

Top Tip

Choosing activities that you have personal experience of will make it easier for you to describe. Including 'what you did' and 'what equipment you used' will help you to provide the detail required.

Recap

To check your understanding you may wish to answer the following questions:

- **What is the difference between an adventurous activity and a sport?**
- **Hill walking, mountain biking and skiing would fit into which category of adventurous activities?**
- **Name an activity that the Royal Yachting Association would support**

If you want to check your answers, they are located on page 26.

LO **Learning Outcome 1 - complete** ✓

LO

Learning Outcome 2

Understand the benefits of adventurous activities

Now that you know about different adventurous activities and the organisations that provide them, this learning outcome will look at the benefits that they offer for personal development, for both yourself and others.

Benefits for personal development

Taking part in adventurous activities has many benefits. The experiences an individual has can help them with their personal development.

Build skills



Technical skills can be practiced and developed. For example, knot tying, map reading or capsize drills.

Personal and employability skills can be naturally developed. For example, initiative (making quick decisions) and compassion (understanding the strengths and weaknesses of others).

Team building



Individuals need to trust and communicate with others to succeed in adventurous activities.

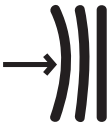
Having fun and learning together whilst working towards a goal will help individuals to bond and potentially make friends.

Problem solving



Individuals may have to use their initiative to solve problems quickly to stay in control, progress and stay safe.

Resilience



Individuals may be out of their comfort zone whilst undertaking an activity.

Having the ability to stay calm, cope in new situations and manage if a plan doesn't work is a great skill.

Inclusivity



Activities can be adapted to suit individuals' needs and be inclusive.

Changes to instruction methods, offering additional support or adapting equipment can be effective.

Adaptability



A situation or an experience may change quickly and so individuals need to be flexible in order to cope with changing factors.

Having the determination and willpower to succeed is also important.

Fitness



Taking part in adventurous activities has the potential to improve fitness over time.

For example, some activities may improve strength, endurance, power and agility.

Self-confidence



Individuals may be learning new activities and will need to make decisions to overcome danger in a safe manner.

This will boost their self-confidence.

Sense of achievement



An individual can get a great deal of satisfaction, pride and enjoyment from succeeding in a challenge that looked impossible when first being attempted.

Enjoyment



Friends can take part in activities together and they can gain enjoyment from this and experience the feel good factor.

Taking part in activities regularly can become fun and the benefits of doing so will become more obvious.

Take a moment to reflect on your experiences: How have **you** personally developed by taking part in adventurous activities? Use the space below to make a few notes that will prove useful later.

Benefits for organisations

Does your own **youth organisation** encourage you to take part in adventurous activities?

If they do, it will be because they recognise the benefits of adventurous activities. They realise that the experiences will help you to develop essential skills including teamwork, leadership and communication. Your organisation may use their own staff to deliver these activities or they may use private providers.

Employers also recognise the importance of adventurous activities. The military incorporating adventurous activities into basic training and personal development programmes is an example of this.

Organisations or employers who arrange adventurous training opportunities for their members will ultimately benefit.

>> STRONG TEAM >> LEADERSHIP SKILLS

>> LOYALTY >> COMPASSION

>> RESILIENCE >> INCREASED MORALE

>> COMMITMENT >> SOCIAL SKILLS

>> OPERATIONAL TRAINING >> RAISING PROFILE

>> FUNDRAISING >> RECRUITMENT AND RETENTION

Case study

This is the second part of the case study of Sam who has taken part in a number of mountain biking sessions. The detail links directly with Learning Outcome 2 and the words and phrases highlighted relate to the **benefits for him** and **the organisation/others**.



Sam

Sam enjoys these weekends and through regular practice his **skills** have improved. His **self-confidence**, **resilience** and personal strength and **fitness** have also improved. As well as building **friendships** and **problem solving** regularly, his personal motivation has grown.

Recently, Sam has bought his own bike and now regularly goes mountain biking with a **team** of others at weekends on local forest trails.

Sam is keen to build his **technical skills** to try harder routes over the coming months. His longer term plan is to build his skills and complete an instructor course, which would enable him to **teach others** within his own organisation.

Having the opportunity to take part in adventurous activities will help with **recruitment and retention** at the unit whilst helping to **build the team**. It will also help with **operational training**.

Task 2: The benefits of adventurous activities

(AC 2.1 & 2.2)

IDENTIFY two adventurous activities and for **each** activity you should:

- give **three** detailed examples of how participating in the activity can benefit **personal development**
- give **three** detailed examples of how participating in the activity 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.

? Example

For example, if you selected **mountain biking** as one of your adventurous activities, the detail below **would be an acceptable answer:**

	Benefit for personal development	**Example**
Mountain biking	Helps to build fitness.	Riding over lengthy and challenging terrain would help build leg strength and endurance.
	Benefit for organisations/others	**Example**
	Helps with retention.	Member of the organisation will enjoy mountain biking and attend regularly to access more opportunities.

Top Tip

If you have experience of completing adventurous activities you may find it useful to think about the benefits **you** gained from taking part.

Also think about why your **organisation** encouraged you to take part in those activities, what was the benefit for them?

Recap

To check your understanding you may wish to answer the following questions:

- **Name two personal benefits you may gain from taking part in adventurous activities**
- **Why do youth organisations incorporate adventurous activities into their regular sessions?**
- **A benefit of kayaking would be improved balance. True or false?**

If you want to check your answers, they are located on page 26.

LO **Learning Outcome 1 - complete** ✓

LO **Learning Outcome 2 - complete** ✓

LO

Learning Outcome 3

Understand the safety and environmental considerations associated with adventurous activities

This learning outcome will help you prepare to take part in adventurous activities. It will introduce the importance of planning and taking into consideration the safety and environmental factors for an activity.

Safety considerations

When an instructor is planning to run an activity there are a number of important points to consider:

Health and safety	Activities can be dangerous and take individuals out of their comfort zone. They must be carried out in a controlled manner so that everyone stays safe.
Risk assessment	Qualified instructors MUST put control measures in place to reduce risk and prevent harm. These decisions are made before the activity starts and are continually reviewed whilst the activity is taking place. The risk assessment is then revised and updated after the activity has been completed.
First aid	Instructors MUST be trained to deal with any injuries that may occur. They need to have access to first aid equipment at all times.
Staff qualifications	Full training and certification is required for anyone leading a session. Once qualified, instructors need to ensure they practice skills regularly.
Correct clothing and equipment	Participants need access to suitable equipment that is safe and has been maintained correctly. This is part of the risk assessment for any activity.
Working with children	An instructor has a responsibility to keep their participants safe. Each activity will have guidance on ratios of instructors to participants. All instructors must have a current Disclosure and Barring Service (DBS) check.

An instructor has a duty to follow the six points above. If they do not, then participants **will** be at an increased risk and injuries that may occur could potentially have been avoided.

If participants are taught well and enjoy the experience then they, and the organisation they belong to, will benefit.

Use the space below to make a few notes about the **safety** factors linked to **mountain biking**. One has been written for you.



- *Ensure participants wear a helmet to protect their head.*

Environmental considerations

Taking part in adventurous activities has potential to cause damage to our environment. We have a responsibility to consider the **impact** that those activities may have on our environment, and take steps to **protect** our countryside for future generations to enjoy.

P	**Pollution** must be reduced wherever possible
R	**Respect**, preserve and conserve the environment
O	**Observe** and follow legislation (e.g. Countryside Rights of Way Act (CRoW) and Waterways Code)
T	**Trees,** flora and fauna can be enjoyed by everyone. Take care not to damage them and try to protect them
E	**Erosion** can occur. Individuals should take every step they can to prevent it from happening further
C	The **Countryside** Code provides advice on how to act responsibly and enjoy the outdoors
T	**Treat** wildlife with respect to keep yourself and wildlife safe

If you were to take part in any adventurous activities, what steps would you take to **protect the environment?** Use the space below to make a few notes about the **environmental** considerations, linked to **mountain biking,** one has been written for you.



- Mountain biking – stick to trails to prevent further erosion.

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.

? Example

For example, if you were explaining a safety factor, an acceptable answer for mountain biking, would be:
"First aid would be important to consider. Having the knowledge and a basic first aid kit with you in your rucksack could help save someone's life. Mountain bike trails are often remote and help may not be available quickly."

An answer that would not be accepted:
"First aid would be important in case you hurt yourself."



For example, if you were explaining an environmental factor, an acceptable answer for mountain biking, would be:
"Erosion can occur if many people are using the same route. When mountain biking, to reduce erosion, try to stick to the trails that exist rather than creating new ones."

An answer that would not be accepted:
"Erosion can occur."



You must be specific in your answer. You **must** relate the safety and environmental factors to the adventurous activity.

Recap

To check your understanding you may wish to answer the following questions:

- **Name one safety factor a hill walking instructor would need to consider**
- **If a canoeing instructor didn't follow the six safety factors what *might* happen?**
- **What is the purpose of educating the public about the Countryside Code?**

If you want to check your answers, they are located on page 26.

LO **Learning Outcome 1 - complete** ✓

LO **Learning Outcome 2 - complete** ✓

LO **Learning Outcome 3 - complete** ✓

LO

Learning Outcome 4

Be able to participate in adventurous activities for own personal development

This learning outcome requires you to take part in **two** adventurous activities and demonstrate the expected responsibilities and behaviours. For each activity, you will be asked to set personal development targets and then afterwards, review your experience and targets.

Setting a target

When taking part in an activity, it is useful and good practice to set yourself a **target** to work towards. You should have experience of this from school or within your own youth organisation. Targets can be set for short or long term and be related to any subject area, in this case an adventurous activity. Alternatively, your targets, could focus on your education, personal health and fitness, employment or personal life.

When planning to take part in an adventurous activity, setting a target can:

- assist **you** with your personal development
- provide a focus for **your** efforts
- help motivate **you** to work harder to achieve a set objective
- enable **you** to see the progress that you have made
- enable **you** to get the most out of any experience

Targets are also useful for the instructor to help plan the session, to consider the different experience of participants and what they want to achieve.

It is important that any targets set are **SMART.**





S M A R T

SPECIFIC	MEASURABLE	ACHIEVABLE	REALISTIC	TIME RELATED
State what exactly you will be looking to improve	How will you measure your success?	Make your goal reasonable	Is it realistic for you? Will it be a challenge?	When will it be achieved by?

Case study

The case study of Sam continues below. Sam's personal development in mountain biking has been significant over the last 18 months, specifically his skill, confidence and resilience. He has now set himself three SMART targets to provide focus.



Sam

…I will attend three mountain bike training sessions within the next 6 months

…I will complete a red mountain bike trail successfully within the next 12 months

….I will pass a mountain bike instructors' course by my 22nd birthday

Use this space below to make a few notes on targets that you could set yourself:

Planning

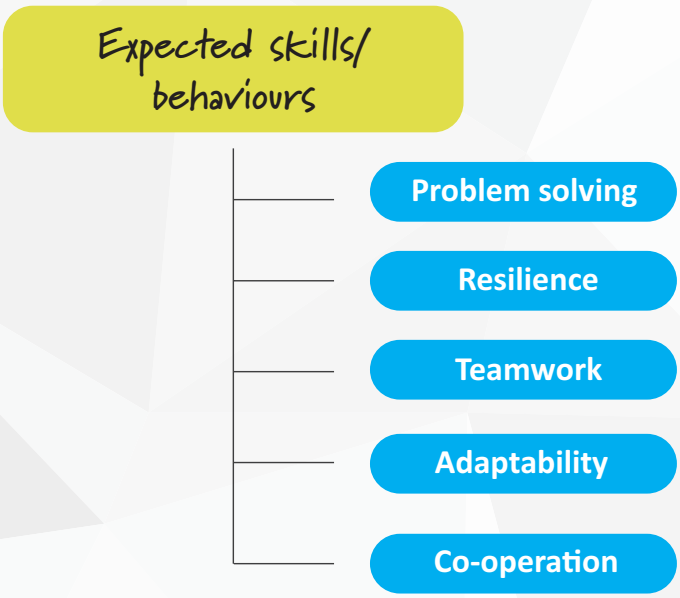
Delivering an adventurous activity session takes careful planning as there are many points to consider. They include:

- **Consent forms**
- **Contingency planning**
- **Access to kit and equipment**
- **Permission to carry out the activity**
- **Arranging transport and travel**
- **Ability and experience of the group**
- **Qualifications and ratios**
- **Objectives of the activity (linked to individual SMART targets)**

Taking part

Before you start, the qualified instructor will provide you with clear instructions on how to carry out the activity and stay safe. You will then be guided and supported as needed.

So that you can stay safe, enjoy the activity and achieve your potential, an instructor will help you to develop the following:



The skills and behaviours listed above are transferable and useful in the workplace, in education, socially and of course, within your own organisation.

Activity 1: Participate in adventurous activities

(AC 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:**

You will then need to complete a brief diary log of **two** activities that you have taken part in.

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 your workbook.

LO Learning Outcome 1 - complete ✓

LO Learning Outcome 2 - complete ✓

LO Learning Outcome 3 - complete ✓

LO Learning Outcome 4 - complete ✓

LO

Learning Outcome 5

Be able to review adventurous activities for own personal development

Having now taken part in two adventurous activities, this learning outcome will help you to review your experience and identify how you can improve next time.

Personal development

Your experiences of taking part in adventurous activities will help your personal development and help build on your skills, techniques and personal behaviours.

Depending on your own skill level, there are opportunities for you to gain award levels to prove competence and potentially, learn how to be an instructor yourself.







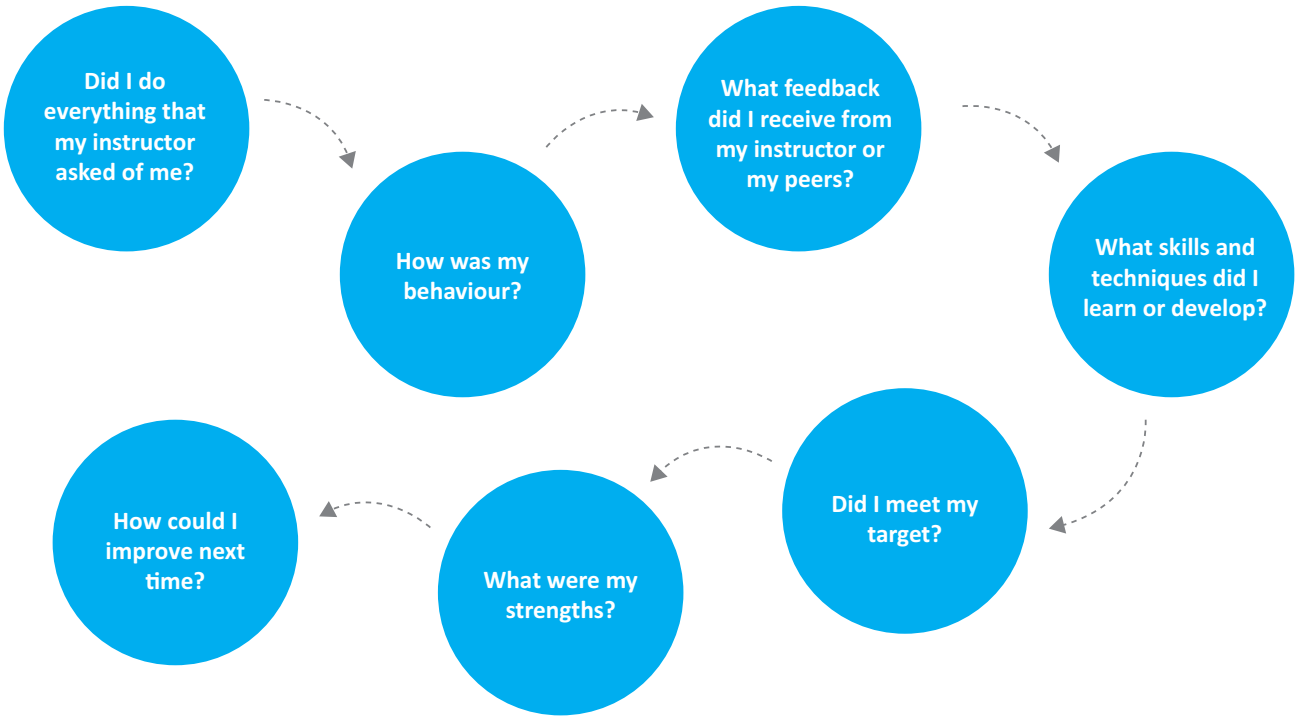
BEN HUNTER

Testimonial | Cadet perspective

Throughout my time in the RAF Air Cadets I had the opportunity to take part in various adventure training activities, such as gliding, sailing and the Duke of Edinburgh awards. Taking part in these activities allowed me to develop excellent teamwork and communication skills, improve my confidence, as well as giving me the opportunity to learn a new skill and challenge my comfort zone. With the confidence I gained I was able to take my passion for gliding further and I am now training as a gliding instructor with the RAF Air Cadets. I am also using the skills I developed on a daily basis as a student paramedic where teamwork and communication skills are vital and often saves lives.

Reviewing your performance

Being able to review your own performance in an activity is a good skill to have. Answering some of the following questions will help you to do that.



After you take part in an activity, the instructor will manage a debrief with you and the team. To learn from any experience, it is important to listen to feedback, review and self-reflect honestly as this will help you to improve.

Task 4: Review adventurous activities for personal development (AC 4.1, 4.3, 4.4, 5.1, 5.2 & 5.3)

You need to **REVIEW** the **two** adventurous activities that you selected as part of Activity 1.

You will need to record a SMART target linked to each activity, and comment on how each target helped with your personal development.

? Example

For example, a SMART target for taking part in a mountain biking session, an acceptable answer would be:

Specific	I will complete a red trail using suitable gear choices
Measurable	I will gain feedback from my instructor
Achievable	I have been building my skills in complete red trails
Realistic	I have completed a blue trail effectively so completing a red trail using suitable gear choices is the next challenge
Time-related	I will do this by January 2024

Top Tip

When setting yourself a SMART target, think about how the target will help with your personal development. What will it enable you to do?

For example: to complete a more difficult red trail.

You need to **REVIEW** the **two** adventurous activities that you selected as part of Activity 1.

- reflect on the experience you had
- consider the feedback received from your tutor whilst taking part in the activity
- consider the points discussed in the debrief at the end of the activity with your peers



Remember this task is all about **you**. How did you perform and what can you do to improve your performance?

Fill in **every** part of the template provided for each activity to complete the **full** review that is needed.

LO Learning Outcome 1 - complete ✓

LO Learning Outcome 2 - complete ✓

LO Learning Outcome 3 - complete ✓

LO Learning Outcome 4 - complete ✓

LO Learning Outcome 5 - complete ✓

Answers

LO 1 Know about adventurous activities and the organisations that provide them

Q1: An adventurous activity involves greater than normal risk but does not typically have an element of competition.
Q2: Land-based.
Q3: Sailing.

LO 2 Understand the benefits of adventurous activities

Q1: Improves problem solving and self-confidence (there are other benefits listed on pages 8-9).
Q2: Brings the team together, strengthens skills of individuals.
Q3: True.

LO 3 Understand the safety and environmental considerations associated with adventurous activities

Q1: Risk assessment.
Q2: Participants may be injured.
Q3: To reduce the impact of adventurous activities on the environment.

Additional reading

Should you wish to know more about this subject area, the following resources may be useful:
www.rya.org.uk
www.outwardbound.org.uk

Additional units of interest

As part of this qualification there are other units of study. A number of them have clear links with development through adventurous activities and include:

Unit 6: Land Navigation by Map and Compass

Unit 7: Expedition Skills

Unit 8: Fundamental Seamanship Skills

Speak to your Teaching and Learning Manager for more details on each unit or sign up for a webinar via our website **www.cvcollege.org/events-awards**

LO Learning Overview

Criteria Reference	To achieve the criteria the evidence must show that the learner is able to:	Task	Workbook Page No.
Learning Outcome 1: Know about adventurous activities and the organisations that provide them			
1.1	**Describe** a range of adventurous activities provided by organisations	Task 1	4
Learning Outcome 2: Understand the benefits of adventurous activities			
2.1	Explain the benefits of adventurous activities for personal development	Task 2	5-7
2.2	Explain the benefits of adventurous activities for organisations/others	Task 2	5-7
Learning Outcome 3: Understand the safety and environmental considerations associated with adventurous activities			
3.1	Explain safety considerations associated with different adventurous activities	Task 3	8-9
3.2	Explain environmental considerations associated with different adventurous activities	Task 3	8-9
Learning Outcome 4: Be able to participate in adventurous activities for own personal development			
4.1	Set personal development targets to be achieved from the adventurous activity	Task 4	12+14
4.2	Participate in adventurous activities in line with personal development targets	Activity 1	10-11 **and** VQF 653
4.3	Meet responsibilities required for the activity	Activity 1	10-11 **and** VQF 653
4.4	Demonstrate expected behaviours throughout the activity	Activity 1	10-11 **and** VQF 653

Continued over the page...

Learning Outcome 5: Be able to review adventurous activities for own personal development			
5.1	**Review** adventurous activities undertaken against set targets	Task 4	13+15
5.2	**Identify** strengths and areas for improvement from review	Task 4	13+15
5.3	**Identify** ways areas for improvement can be developed	Task 4	13+15

Contact

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NOTES



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