Module Three: Planning

## 75 Minutes (EOTC Guidelines Chapter 3)

**Whakatauki** (2 minutes)

*Te toia, te Haumataia*

*Launching a canoe - Anticipation and excitement are part of the launching, but nothing can be achieved without a plan, a work force and a way of doing things.*

What does the whakatauki mean for you? Share with your neighbour.

**Key messages**

* Planning starts with intended learning
* Paperwork should be proportionate to the level of risk and focused on significant risks
* A systems approach is most effective
* Reviews keep systems alive
* Clear communication among all stakeholders is critical

Starter questions (5 minutes)

Participants individually answer **questions 9 to 14** in their workbook.

9. What are two items from your hazard identification list?

10. What are two of your hazard management strategies?

11. How was approval of the school sought?

12. How was parental consent sought? (if it was)

13. Have you done a review?

14. What did you review and what happens if you identify something needs to be changed or done differently in the activity or the school policies?

**Note** that although chapter 3 is entitled *Planning*, all eight chapters are about planning. Chapter 3 is an overview of the planning process and is primarily about using a systems approach.

### Background information

3. Systems approach overview

### Supporting resources

1. Powerpoint presentation
2. Participant Workbook
3. Sound log activity
4. Toolkit- Sample form 17 RAMS Hazard assessment and control
5. Toolkit- Sample form 3: EOTC planning checklist
6. Card sorting activity
7. Toolkit- Sample form 24: EOTC management self-audit checklist

**Part 1: Planning**

*Objectives:* Participants understand the key questions and areas that must be covered when planning an EOTC activity, that planning is a systematic process, and that plans require regular reviewing.

**Activity 1: *Brainstorm*** (2 minutes)

In a small group, **brainstorm** and list the key questions and areas that must be covered in the planning process for an EOTC activity. Leave this list to the side.

### Activity 2: *Sound Log* (20 minutes)

### *Objectives:* Exploring the planning required for an EOTC experience.

*Materials*

* Supporting resource 4. Sound log activity
* Supporting resource 5. Toolkit- Sample form 17: RAMS Hazard assessment and control
* Supporting resource 6. Toolkit- Sample form 3: EOTC planning checklist

In **groups of three**, plan a night activity – The Sound Log – for an overnight camp. For the purpose of this exercise, the camp venue is this workshop venue.

1. **Read** the following scenario for a Year 8 class:

The class has been building towards an overnight camp all term. It’s their first overnight camping experience and will occur **in the school grounds** on a Friday night. It will start at 3pm. They will set up camp, do some activities they have been working on during the term, and then they will cook dinner. After dinner, once it’s dark, they will do the sound log activity. They go home the following day at 9.30am after breakfast and a clean-up.

A sound log involves students sitting still in one place for 15 minutes recording the sounds they hear. They also need to reflect on how these sounds make them feel.

The aim of the sound log activity is to make students more aware of their environment, to learn how to observe and collect data, use and reflect upon this data for expressive writing. They have also started drawing their responses to the sounds around them. They have already conducted this activity in a number of different environments including the classroom, the school grounds, and the local botanical gardens.

The aim of the evening activity is to give them an opportunity to compare the day-time and night-time noises in the school ground.

2. Your group of three will need to go outside to do a **site inspection** for the sound log activity as part of this planning process. In the planning the group needs to:

* Organise the activity.
* Identify any hazards with this activity (can use *Supporting resource 5. Sample form 17 RAMS Hazard assessment and control*) (also found in **Appendix 4** of the EOTC Guidelines).
* Identify what documentation you need to support the planning? Why? (15 minutes)

***Questions:***(5 minutes)

Gather everyone back and ask them to compare what they actually did in their planning with what they identified through their brainstorm.

* Did you address all of the key questions and areas in your brainstorm (Activity 1: *Brainstorm*), if not, why not?
* Are there other questions and areas that you need to add to your brainstorm list?

### What do the EOTC Guidelines say:

* Hand out Supporting resources 6. Sample form 3: EOTC planning checklist (also found in **Appendix 4** of the EOTC Guidelines).

### Part 2: Approval and Consent

*Objective:* Explore levels of consent needed for EOTC

### Discussion: *Approval and consent* (5 minutes)

An area that has been of some concern to teachers and schools is around obtaining approval and consent for an activity.

Discuss briefly in groups:

* If you were running this overnight camp in your school / organisation, who would you need to get approval / consent from and why?
* What information would you need to provide people with?

### What do the EOTC Guidelines say:

* Initial planning and approval: **page 29, paragraphs 78**
* Communicating with parents: **page 32, paragraphs 90–97**
* Management guide for EOTC activity types, **table 3.1, pages 26-27**

**Activity 3:** ***Card sorting activity*** (20 minutes)

*Objectives:* Examine issues of approval and consent.

*Materials*

* Supporting resource 7. Card sorting activity, includes a grid template and four envelopes: parental consent cards, approval cards, activity cards, and Board of Trustee cards.

*Instructions*

In **twos or threes**:

1. Use current practice in your organisation.

2. Study the grid template.

3. Allocate up to five of the activity cards to the appropriate section of the grid template.

4. Allocate the approval cards to the appropriate section of the grid template.

5. Allocate the parental consent cards to the appropriate section of the grid template.

6. Compare this grid to the information on **pages 26-27** and **page 31** of the EOTC guidelines. Is there anything you would change in your practice?

7. Bring this activity to a close by inviting anyone to make a comment or share any observations from this activity.

**Note** that there must be communication between:

* School and parents.
* Staff running an activity.

1. **Discussion: *Informed consent***
2. Ask participants what ‘informed consent’ means in the context of EOTC, e.g. would the participants / parents know what is involved in the activity you used in the card sorting activity?

**Part 3: Systems approach** (10 minutes)

*Objective:* Examine what a systems approach means in EOTC and how reviewing systems keeps them alive.

**Discussion:** *Facilitator to ask the following questions:*

* What is a systems approach and why use it for EOTC?
* What key areas are there to a systems approach?

1. Should include:

* learning outcomes
* approval
* staff, students, contractors, and volunteers
* safety and risk management
* emergency response
* programme development and review (**page 28, paragraph 73**)

See *Background information 3. Systems approach overview*.

### What do the EOTC Guidelines say:

* A systems approach: **page 28, paragraph 70–71** “Good systems with in a school reduce work for staff and enable them to focus on effective teaching. Systems also help that EOTC policy and procedures are applied consistently across the school.”
* EOTC management system: **page 28, paragraph 73** and **Sample form 24 in appendix 4** (Hand out *Supporting resources 8. Toolkit- Sample form 24: EOTC management self-audit checklist*).

1. **Systems review**
2. **Discussion:** *In large group, facilitator asks for some examples of answers to the following questions;*

* When do you review your planning documents?
* What happens with the information gained through review?
* How are any changes or new information / policies / procedures passed on to others or incorporated into the programme?

### What do the EOTC Guidelines say:

* Self, peer and external review: **page 30, Paragraph 87** and **Sample form 24 in appendix 4** (see *Supporting resources 8. Toolkit- Sample form 24: EOTC management self-audit checklist*).

**Discussion*:*** *One thing that has changed from the previous document is recognition that paperwork must be proportionate to the activity and the level of risk in that activity.*

* Does your organisation have the right level of documentation?

Mention: *OutdoorsMark* audit tool:[www.outdoorsnz.org.nz](http://www.outdoorsnz.org.nz)   
This is an external audit for outdoor programmes. This audit checks the safety planning for an organisation’s overall programme.

EONZ can offer support in this area, [www.eonz.org.nz](http://www.eonz.org.nz)

### Personal actions (5 minutes)

Ask participants to note any actions for their own programme.