

Workshop  
EOTC Guidelines  
Bringing the Curriculum Alive  
**Participant's Workbook**

February 2012, Edition 2



**An EONZ- MSC-NZAEE project funded by Sport New Zealand**

## Starter questions

Question	Page	Para	Response
1. Why use EOTC as a teaching and learning tool?	6 <sup>1</sup> 7	2–3 <sup>2</sup> 8–9	
2. Select an EOTC activity you've been involved in. (This will be used for all the questions in this workbook so it shouldn't be very simple or short).			
3. Where did this take place?	6	4–7	
4. What was the purpose of your EOTC activity?			
5. Who were the participants and what did you know about their learning needs?	9 33	16 100	
6. What were the learning outcomes of the EOTC activity?			

<sup>1</sup> These page numbers refer the relevant pages in the EOTC Guidelines.

<sup>2</sup> The paragraph numbers refer to the relevant paragraphs in the EOTC Guidelines.

Question	Page	Para	Response
Action			
7. What responsibilities did the participants (students and adults) have?	23–24	60	
8. How were these communicated?			
Action			
9. What are two items from your hazard identification list?	54	206	
10. What are two of your hazard management strategies?			

Question	Page	Para	Response
11. How was approval of the school sought?	25–27	69: Table 3.1	
12. How was parental consent sought?	25–27	69: Table 3.1	
13. Have you done a review?	48–49	172– 179	
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?	48–49	172– 179	
Action			
15. Who was the person in charge?	38	125– 127	

<b>Question</b>	<b>Page</b>	<b>Para</b>	<b>Response</b>
16. Who was / were the activity leader/s?	38	128–129	
17. Who was / were the assistant/s?	39	130	
18. What did you know about the person in charge and the activity leader/s?			
19. Were there any contracted personnel or a contracted provider? If yes, then who and what did you know about them?	41	134–135	
20. Were there any parents as participants? If yes, then who and what did you know about them?	42–43	150–152	
21. Were there any parents in a leadership role? If yes, then who and what did you know about them?			

Question	Page	Para	Response
22. What level or levels of supervision was / were there?	43	152	
23. Was there a briefing session or sessions for all personnel involved?	39	131	
24. Were the roles and responsibilities known to all?	38	123–124	
Action			
25. What legislation did your activity operate under?	52 54	188 200–208	
26. Did any codes of practice apply?	56–59	223–235	

Question	Page	Para	Response
27. What accepted best practice did you check you were working to?	19 22 56  59	55 57 224– 225 235	
Action			
28. Did anything go wrong, or nearly wrong, or not as planned?			
29. What happened?			
30. How did you respond?			

## Staff competency

Page	
13	
16	
17	
20	
56	



## Follow-up action plan

Planned action	Who	When	Done date	Outcomes / next steps
<ol style="list-style-type: none"> <li>1. Map all possible EOTC venues that might support curriculum delivery within walking distance of your school.</li> <li>2. Read the section on specific responsibilities for your role in the EOTC programme.</li> <li>3. Identify how your organisation does the following: <ul style="list-style-type: none"> <li>• Records EOTC incidents and near misses</li> <li>• Rates incidents for severity</li> <li>• Reviews incidents and accidents regularly and has a process that links the review to any necessary change in practice.</li> </ul> </li> </ol>				

# Links

## Topic

Education Outdoors NZ (EONZ).....

NZ Association for Environmental Education (NZAEE).....

NZ Mountain Safety Council (MSC).....

*EOTC Guidelines: Bringing the Curriculum Alive*.....

## Module 1

Key competencies.....

Learning Experiences Outside The Classroom (LEOTC).....

EOTC Community (MOE).....

## Module 2

NZ Trustees Association (NZSTA).....

## Module 3

EOTC management self-audit  
checklist.....

*OutdoorsMark* audit tool.....

## Module 4

*Outdoor Activities: Guidelines for Leaders* (2009).....  
(Outdoors NZ sells hard copies of this)

## Website

[www.eonz.org.nz](http://www.eonz.org.nz)

[www.nzaee.org.nz](http://www.nzaee.org.nz)

[www.mountainsafety.org.nz](http://www.mountainsafety.org.nz)

<http://eotc.tki.org.nz/EOTC-home/EOTC-Guidelines>

<http://keycompetencies.tki.org.nz>

<http://eotc.tki.org.nz/LEOTC-home>

<http://eotc.tki.org.nz>

[www.nzsta.org.nz](http://www.nzsta.org.nz)

<http://eotc.tki.org.nz/EOTC-home/EOTC-Guidelines>

[www.outdoorsnz.org.nz/cms\\_display](http://www.outdoorsnz.org.nz/cms_display)

[www.sparc.org.nz/en-nz/young-people/Guidelines--Resources/Outdoor-Activities---Guidelines-for-Leaders](http://www.sparc.org.nz/en-nz/young-people/Guidelines--Resources/Outdoor-Activities---Guidelines-for-Leaders)

## Module 5

NZ Outdoor Instructors Association (NZOIA).....	<a href="http://www.nzoia.org.nz">www.nzoia.org.nz</a>
Skills Active.....	<a href="http://www.skillsactive.org.nz">www.skillsactive.org.nz</a>

## Module 6

Department of Conservation (DOC) codes of practice / access.....	<a href="http://www.doc.govt.nz/parks-and-recreation/plan-and-prepare/care-codes">www.doc.govt.nz/parks-and-recreation/plan-and-prepare/care-codes</a>
NZ Access Code.....	<a href="http://www.walkingaccess.govt.nz/store/doc">www.walkingaccess.govt.nz/store/doc</a>

## Module 7

Example of a crisis management plan: Ngaruawahia High School...	<a href="http://www.eonz.org.nz">www.eonz.org.nz</a>
National Incident Database (NID).....	<a href="http://www.incidentreport.org.nz">www.incidentreport.org.nz</a>