

List of NZQA standards which can be run at Rangimārie Bush Centre

Note: all of these standards fall under the Base Scope of Assessment for Schools, meaning that they can be internally assessed by the school. All instruction will be given at RBC. Schools to decide whether they require further assessment in the classroom. If there are other standards you are interested in undertaking, please contact us.

Achievement Standards

AS91357 L2 6Cr Undertake effective development to make and trial a prototype

Evaluating materials and/or components to determine their suitability for use in a Prototype. Trialling practical techniques and processes to determine their suitability for use in making a prototype. Selecting appropriate materials and/or components, tools and equipment; and applying practical techniques and processes to make the prototype. Using results from testing and stakeholder feedback to inform the making and trialling of the prototype. Undertaking prototyping to gain specific evidence of the outcome's fitness for purpose in its intended physical and social environment. Explaining any decisions to accept and/or modify the prototype. **RBC activity: design, build, testing and refinement of medieval trebuchets (or similar) – 3 to 4 days.**

Unit Standards – Level 1

32837 L1 2Cr Demonstrate knowledge of introductory preparation for an outdoor activity

Demonstrate knowledge of introductory preparation for an outdoor activity. Identify and list the personal clothing and equipment required for the outdoor activity. List the group and safety equipment that is required for the outdoor activity. List food and hydration requirements for the outdoor activity. Describe the weather forecast for the activity date and location. Provide trip intentions for the outdoor activity to a trusted contact. **RBC activity: planning for overnight bush expedition**

Demonstrate basic knowledge of the location of an outdoor activity. Identify the activity location or route on a map. Describe three factors about the activity location or route. **RBC activity: planning for overnight bush expedition**

32842 L1 3Cr Demonstrate personal awareness and positive behaviour during a group outdoor activity

Describe factors that influence personal participation in an outdoor activity. Describe factors that influence personal participation in outdoor activities (self and others). Describe manaaki in relation to participating in a group outdoor activity. Describe how you can contribute to the positive functioning of a group. **RBC activity: 2hr interactive skills session**

Participate in and demonstrate positive behaviour in a group outdoor activity. Use positive communication to complete group activities (active listening, expressing needs, asking questions). Support others while participating in a group outdoor activity (considering the views of others, appreciating diversity, cooperation). Demonstrate self-management within group outdoor activities (listening to and following instructions, helping with resources, managing personal equipment). **RBC activity: assessed as part of another outdoor activity**

32834 L1 3Cr Demonstrate introductory knowledge of weather, the Land Safety Code, and maps in the outdoors

Demonstrate introductory knowledge of weather information for outdoor activities. Identify forecasts for an outdoor location. Describe the expected weather based on the selected forecast. **RBC activity: 2hr interactive skills session**

Demonstrate basic knowledge of the Land Safety Code. Describe the Land Safety Code and its implications for planning for outdoor activities. Describe the processes to follow if lost in accordance with the Land Safety Code. **RBC activity: 2hr interactive skills session**

Demonstrate introductory knowledge of maps. Describe two different types of maps and their uses. Identify basic information on a map. Range map symbols, contours, scale, gridlines. Orientate a map using available features. **RBC activity: 4hr interactive skills session**

Unit Standards – Level 2

32835 L2 3Cr Demonstrate knowledge of weather information, introductory survival skills, and the use of maps in the outdoors

Demonstrate knowledge of weather information for outdoor activities. Explain the weather terms fronts (warm, cold), lows, highs, isobars and describe the weather typically associated with them. Explain weather associated with different cloud types (range: cirrus, cumulus, nimbus). **RBC activity: 2hr interactive skills session.**

Demonstrate knowledge of basic survival skills and emergency shelter for the outdoors. Describe basic personal survival equipment. Describe the features of communication devices used in the outdoors. Range three different types of communication devices. Construct a personal emergency shelter that provides protection from the prevailing weather conditions. **RBC activity: build and sleep in shelters overnight, with skills session on communication devices.**

Demonstrate the use of a map. Describe map information. (includes but is not limited to – scale, symbols, gridlines, contours, border information). Locate visible features in the environment on the map. Identify features from the map in environment. Estimate travel time between two points on a map. Use a 6-figure grid reference to communicate a location on a topographical map. Orientate map using natural features and navigate to a set point. **RBC activity: navigation skills session plus practical bushcraft navigation onsite.**

32840 L2 3Cr Demonstrate knowledge of preparation for an outdoor activity

Demonstrate knowledge of preparation for an outdoor activity. Explain the properties of personal clothing and equipment in terms of the requirements of the outdoor activity (properties of eight key items of clothing and equipment). Explain the purpose of five key items

of required group equipment. Explain the importance of food choices in terms of energy and activity requirements. Describe how the weather impacts preparation for the outdoor activity. (sun, rain, snow, wind). Describe weather information for the activity date and location. Identify hazards and strategies to manage these (one hazard relating to each of the following – environmental, people, equipment). **RBC activity: planning for overnight bush expedition**

Demonstrate knowledge of the location of an outdoor activity. Explain the suitability of the location or route for the group and planned activity. Identify key activity location points on a map (may include but is not limited to – access roads, start and end points, rest stops, camp site, contingency route.). **RBC activity: planning for overnight bush expedition**

32843 L2 3Cr Demonstrate knowledge of how personal contribution influences group functioning in an outdoor activity

Demonstrate knowledge of personal contribution to a group participating in an outdoor activity. Describe factors that influence participation as part of a group outdoor activity (may include but is not limited to – physical ability, attitude, previous experience, level of confidence). Describe factors that contribute to a group achieving success in an outdoor activity (success may include but is not limited to – achieving an agreed group goal, completing a planned activity as a group, functioning positively as a group in an outdoor activity). Explain how awahi (embracing / cherishing) can impact group wellbeing during an outdoor activity. Set a personal whāinga (goal) that aims to contribute to the functioning of the group. **RBC activity: ongoing throughout activities plus debrief session on the last day**

Participate constructively in a group outdoor activity. Use clear and positive communication to complete group activities (sharing own ideas, giving instructions to peers, asking for assistance, active listening and consideration of ideas from others). Demonstrate positive personal behaviour within a group outdoor activity (cooperation, respect, self-management, listening, following instructions, supporting others). Receive constructive feedback in a positive manner. **RBC activity: ongoing throughout activities**

Evaluate own and group performance in a group outdoor activity. Reflect on how the group functioned during the outdoor activity. Evaluate own contribution to the functioning for the group. Identify personal strategies for improvement based on this reflection. **RBC activity: debrief session following activities**

32850 L2 3Cr Participate in and evaluate a self-contained multi-day trip in an outdoor context

Demonstrate individual preparedness and contribute to group preparedness. Demonstrate food management relevant to the multi-day trip. (includes planning, procuring and packing). Manage personal and allocated group gear and equipment. Pack, wear or carry suitable clothing and footwear for comfort and protection. **RBC activity: planning for 2-night bush expedition**

Demonstrate skills for a self-contained multi-day trip. Contribute to the set up and pack down of an overnight camp site. Demonstrate personal behaviours that support group safety. Contribute positively to the functioning of the group. Demonstrate location awareness on a

map. **RBC activity: 2-night bush expedition sleeping in shelters, including map-based exploration on middle day.**

Evaluate a self-contained multi-day trip. Evaluate the selection of the gear and equipment for the multi-day trip. Evaluate personal and group performance during the multi-day trip. (may include but is not limited to – skill, fitness, teamwork). **RBC activity: debrief session following activities**

Unit Standards outside the scope of BSAS

Schools must hold an extension of consent to assess for these standards.

26249 L2 2Cr Demonstrate skills for an overnight tramp Max 15 students and minimum 3 days (1 day planning at RBC then 2 days tramping)

*Tramps must be on formed walking tracks clearly marked on a map. This may include any Department of Conservation intermediate or appropriate advanced tracks or equivalent. Marked and unmarked routes are outside the scope of this unit standard. **Drive to Pirongia Forest Park (30mins) then up Tirohanga Track, down Mahaukura Track down***

*The overnight stay may be in huts, tents, bivouacs (bivys) or flies. Current industry good practice means the range of actions currently accepted within the adventure and outdoor sector to manage the risk of harm to staff, participants, and others. **Pāhautea Hut is 20 bunks with camping available***

Demonstrate personal and group gear preparation for an overnight tramp. **½ day session @ RBC.** Pack personal gear for an overnight tramp. Contribute to preparation of group gear and equipment, including packing own share to carry.

Complete an overnight tramp. Wear or carry clothing and gear to meet the requirements of the tramp. Manage self to support group tramping objectives. Demonstrate location awareness using a map. Apply minimum impact guidelines during tramp. **2 days**

Apply personal and group safe practices. Prepare food safely. Follow group management decisions.

20159 L2 2Cr Demonstrate knowledge of weather information for an outdoor activity

Demonstrate knowledge of weather forecast information. **full day classroom sessions @ RBC – assessment at school afterwards?**

Describe types of weather information available from two different sources. Types of weather information may include – 48 hour site forecast, multi-day forecasts, wind forecast, rain forecast, rain radars, hourly observations and forecasts, satellite imagery, severe weather watches and warnings. Sources may include – internet, television, newspaper, radio.

Identify weather map symbols. Symbols include but are not limited to – highs, lows, fronts (warm, cold, stationary, occluded), isobars.

Describe highs, lows, fronts (warm, cold, stationary, occluded) and isobars in terms of understanding weather. **RBC activity: half day classroom sessions @ RBC – assessment at school afterwards?**

Demonstrate knowledge of weather information to plan for an outdoor recreation activity.

Obtain a weather forecast for the location for a planned outdoor recreation activity. Describe actions that could be taken for an outdoor recreation activity in response to the weather forecast (actions include but are not limited to – clothing and equipment to take, location selection, decision to go or not to go). **RBC activity: planning for overnight bush expedition**