

MODULE 3 · PRACTICE QUIZ

CHECK YOUR UNDERSTANDING

Six multiple-choice questions and one short scenario. Open-book — consult your Learner Guide and the Reference Cards. Self-marked using the answer key on page 2.

Q1 What are the three “cornerstones of learning safely”?

- A) Equipment, environment, and emergency planning.
- B) Clear roles & responsibilities, effective supervision structures, competent staff.
- C) Adult-to-student ratio, parental consent, weather check.
- D) Activity plan, first aid kit, comms gear.

Q2 Why is a supervision *structure* preferred to a fixed adult-to-student *ratio*?

- A) Ratios are illegal under EOTC guidelines.
- B) Structures cost less to plan than ratios.
- C) Ratios tell you how many adults you need; structures tell you how those adults are deployed to manage risk and respond to change.
- D) Structures require fewer adults overall.

Q3 A class is moving along a tramping track in single file. The most appropriate primary supervision method is:

- A) Zoned supervision.
- B) Lead, middle, and tail-end supervisors.
- C) Dynamic supervision only.
- D) Buddy system on its own.

Q4 When two or more PCBUs are involved in an EOTC event, each has a duty to:

- A) Pass full responsibility to the school.
- B) Consult, cooperate, and coordinate.
- C) Operate independently of one another.
- D) Defer to the senior teacher present.

Q5 According to the “effective supervision summary,” the supervision structure should be set primarily to deal with:

- A) Normal operations.
- B) Emergencies.
- C) Whichever costs less.
- D) The most common scenario only.

Q6 The Rotorua worked example deliberately assigns the Teacher in Charge (TIC) zero students to supervise directly. Why?

- A) The TIC isn't qualified to supervise students.
- B) The TIC needs to remain free for programme oversight and crisis response.
- C) It satisfies the required ratio.
- D) The TIC always drives the bus.

MODULE 3 · PRACTICE QUIZ (CONT.)

SHORT SCENARIO & ANSWER KEY

One short-scenario question on designing a supervision structure, then the answer key with rationale for self-marking.

Q7 SHORT ANSWER — SCENARIO
SCENARIO

You're planning a half-day visit to a coastal reserve with 28 Year-7 students, two teachers (T1 = TIC, T2), and three parent volunteers (P1, P2, P3). One volunteer (P2) holds a current first-aid certificate. The site has rocky shore platforms with sight-line breaks, and the activity is small-group exploration with worksheets. **(a) Which two supervision methods would you combine, and why? (b) Sketch the role table — for each adult, give a role and what happens to their group if they're unavailable.**

ANSWER KEY

Q	ANSWER	WHY
1	B	The three cornerstones are clear roles & responsibilities, effective supervision structures, and competent staff . Equipment and emergency planning matter but aren't the named cornerstones; a ratio alone doesn't address how risk is actually managed.
2	C	Ratios answer "how many adults?". Structures answer "how those adults are deployed" — who leads, who covers, who's free for the unexpected. The structure adapts to activity, terrain, group and where risk concentrates.
3	B	Single-file movement on a track is the canonical case for lead, middle, tail-end . Zoned suits stationary or area-based work; dynamic alone and buddy alone aren't sufficient as the primary method on a moving line.
4	B	Where overlapping PCBUs share a duty, the obligation is to consult, cooperate, and coordinate . No party passes their duty wholesale to another; each retains responsibility and works it out together.
5	B	The summary point: <i>set the structure to deal with emergencies</i> . If the supervision plan works under the worst plausible scenario, it'll comfortably handle normal operations too. Sizing only for "normal" leaves you exposed when something changes.
6	B	The TIC is deliberately kept free for programme oversight and crisis response — available to redirect, problem-solve, and lead emergency response without being the named supervisor of any specific group. Assigning the TIC students removes that flexibility exactly when you need it most.

Q	ANSWER	WHY
7	—	<p>Sample answer. <i>(a) Methods.</i> Combine allocated group (each adult takes a small group for accountability) with zoned supervision at the rocky platforms where sight-line breaks concentrate the risk. A buddy system layered on top of allocated groups would also be defensible for the lower-risk worksheet sections.</p> <p><i>(b) Role table (sample).</i> T1 (TIC) — no direct group, oversight + crisis response; if unavailable, T2 steps up to TIC and the most experienced parent takes T2's group. T2, P1, P3 — each takes an allocated group of ~7; if any one is unavailable, their group merges with the nearest group and the structure tightens to zoned on the rocks. P2 (first-aid) — lead first-aid responder with a small group; if first-aid is required, supervision of P2's group reverts to T2 or the TIC.</p>