

**MODULE 3 · REFERENCE CARD**

# SUPERVISION METHODS

Most events use a combination of methods. Pick the mix that fits the activity, environment, group, and staff you have.

**WHEN THE GROUP MOVES TOGETHER**
**Lead, middle, tail-end**

Adults take fixed positions in the line of travel — at the front (route-finding, pace), middle (monitor majority), and back (sweep, no-one left behind).

- Linear travel — tramping, walking tracks
- Lead sets pace; tail-end has the strongest comms gear

**WHEN RISK IS CONCENTRATED IN PLACES**
**Zoned supervision**

Adults stationed at specific points or high-risk areas to monitor and respond. Students move through the zones.

- Stream crossings, climbing walls, fixed activity stations
- Each zone has clear hand-off / arrival rules

**WHEN STUDENTS ROTATE OR SPLIT**
**Allocated group**

Each adult is responsible for a specific group of students throughout the programme. Groups stay with their leader as they rotate through activities.

- Multi-day camps, multi-station programmes
- Builds relationship and accountability over time

**WHEN CONDITIONS ARE CHANGING**
**Dynamic supervision**

Adults move through the group as conditions and behaviour require. Position is adjusted continuously based on hazards and individuals needing more support.

- Open environments, beach, urban excursions
- Requires experienced staff and clear comms

**FOR PEER-LEVEL MONITORING**
**Buddy systems**

Students paired (or staff/students paired) so each person has one named other watching out for them. Used *alongside* adult supervision, not instead of it.

- Water-based, environments with sight-line breaks
- "No-one alone, no-one out of sight" rule

**FOR EVENTS WITH MULTIPLE GROUPS**
**Combined methods**

Most real EOTC events layer two or more methods. A multi-day camp commonly runs allocated groups inside zoned activities, with a buddy system on top.

- Be explicit about which method covers which moment
- Brief students on how their supervision works

**CRITIQUE YOUR STRUCTURE — 5 QUESTIONS**

① Do you have sufficient staff with the required competency to **run the activity**? ② To **manage an emergency**? ③ What if your designated first-aider is indisposed? ④ Can your structure **adapt** if conditions change? ⑤ What communication has occurred **before, during, and after** the activity?

**PLAN FOR THE WORST-CASE**

Set the supervision structure to deal with **emergencies**, not normal operations. If your plan only works when everything goes right, it's not a plan.