

MODULE 5 · WORKED EXAMPLE

LOCAL PARK VISIT — AN SOP READ END-TO-END

A completed Local Events SOP (Form 3B) for a Year 6 visit to Tūranga Reserve. Section A on this page is the standing planning content; Section B (page 2) is what the Person in Charge fills in for this instance.

FORM	ACTIVITY	GROUP	CONSENT
3B Local Events SOP	Tūranga Reserve nature walk & picnic	28 × Year 6 ākonga	Blanket consent on file

How a control was lifted from the RAS A teaching point worth pausing on

SECTION A PLANNING INFORMATION		Built once, reviewed for currency
PRIOR TO LEAVING (LESSONS)	<ul style="list-style-type: none"> Behavioural expectations — staying with your buddy, listening for the whistle, no climbing fences Sun-smart routine — hat, water, sunscreen reapplied at lunch What to do if you become separated from the group Why we're going — native plants the year-level has been studying 	WHY TEACH THIS <i>Behaviour and lost-procedure drills are the cheapest controls available — before the trip, not on the day.</i>
PRE-DEPARTURE CHECKS	MetService forecast checked · first-aid kit on hand · named medications collected with dosage instructions · health-information sheet present · cell phone charged · volunteer approvals current.	FROM THE RAS <i>Hazard 'medical emergency · asthma' → control 'named medication carried'.</i>
ON-DEPARTURE CHECKS	Intentions form signed & lodged in the EOTC box at the office · updated attendance roll attached · whiteboard sign-out completed.	FROM THE RAS <i>Hazard 'school doesn't know our location' → control 'intentions filed before departure'.</i>
MAJOR HAZARDS TO MONITOR	Road crossing at the school gate · the small stream along the southern boundary · wasps in late summer · sun and heat · ākonga becoming separated from the group at the playground.	FROM THE RAS <i>Top five residual risks lifted across — the things staff actively watch for on the day.</i>
OPERATIONAL LIMITS	<div style="display: flex; flex-direction: column; gap: 10px;"> <div style="background-color: #c00000; color: white; padding: 2px 5px; display: inline-block;">RED</div> Heavy-rain warning · gale-force winds · fewer than two qualified staff present.</div> <div style="background-color: #ff9900; color: white; padding: 2px 5px; display: inline-block;">ORANGE</div> Sustained drizzle · route slippery underfoot · one support-plan ākonga without their named assistant.	

GREEN

lunch.

Group / Leadership success criteria, which attendees should

SECTION B EVENT-SPECIFIC PLANNING		<i>Filled by the Person in Charge for this instance</i>
EVENT NAME & DATE	Year 6 Tūranga Reserve nature walk — Thursday 12 March, 9:30 am – 1:30 pm.	THIS INSTANCE <i>Not the template name — the actual event the staff team is running today.</i>
SITE / GROUP INFO	Weather-dependent. Forecast checks: Tuesday afternoon (R. Patel), Thursday 7 am (R. Patel), 11 am at the reserve (T. Wilson). Final call: R. Patel, in consultation with the EOTC Coordinator. Contingency: indoor nature-study session in the school hall.	DECISION PROTOCOL <i>Names a single decision-maker. Avoids the 'everyone's a bit unsure' failure mode.</i>
PARTICIPANTS NEEDING EXTRA SUPPORT	Mason K. — severe wasp allergy, EpiPen carried by R. Patel; Mason briefed on his action plan. Aroha T. — mild asthma, inhaler in named pouch with first-aid kit. Liam S. — behaviour support plan; paired with parent helper J. (former teacher) for the day.	NAMES MATTER <i>Section A says 'monitor wasps'; Section B is where who carries the EpiPen lives.</i>
ROUTE & KEY LOCATIONS	School gate → Park Street pedestrian crossing → reserve north entrance → loop walk via the boardwalk and lookout → lunch at the picnic area → reverse route home. Public toilets at the picnic area; nearest A&E is Riverview Medical, 1.4 km from the reserve.	BRING A MAP <i>Section B has a site-map field too — an annotated screenshot of the route is enough.</i>
SUPERVISION STRUCTURE	1 lead teacher (R. Patel, TIC) · 1 co-teacher (T. Wilson) · 4 parent helpers, each with a buddy-pair group of 7 ākonga. Liam paired with parent helper J. throughout. R. Patel rotates between groups; T. Wilson is at the stream when ākonga are near the bank.	FROM MODULE 3 <i>A structure, not a ratio. Names the cover — if R. Patel is dealing with first aid, T. Wilson assumes overall.</i>
FRONT OF MIND	Wasps active in late summer — brief ākonga on what to do if stung; EpiPen action plan rehearsed with R. Patel and T. Wilson before departure. Tūranga playground crowded on Thursdays — head-count at every transition.	IN ADDITION TO <i>Front of Mind is for the things specific to this group at this site — not a re-listing of standard controls.</i>
EVENT CONTACTS	School office: 03 XXX XXXX · Riverview Medical: 03 XXX XXXX · Mason's caregiver (primary): 027 XXX XXXX · Aroha's caregiver: 022 XXX XXXX · Liam's caregiver: 021 XXX XXXX.	TO HAND <i>Numbers travel with the lead teacher — not on a list back at school.</i>
ON-RETURN CHECKLIST	Roll check at the school gate · sign in on the EOTC whiteboard · first-aid kit returned and any items used noted · event review captured at the next staff meeting (5 min slot).	CLOSES THE LOOP <i>The event review is what makes Section A better next time — if a control didn't work, it gets revised.</i>

WHAT THIS EXAMPLE SHOWS

Section A is generic-but-thoughtful: built once, signed off, reused. Section B is where the day actually happens — named ākonga, named decision-makers, named cover. **Both are needed:** Section A without B is impersonal; Section B without A is staff inventing controls on the morning of the trip.