HOMEWORK ASSIGNMENT

Use the scenarios below to answer the following questions:

1. What competency/competencies were displayed in the scenario?
2. How were the competency/competencies displayed? Were the OL's actions positive or negative?
3. If the actions were negative, what could the OL have done to correct their actions?

SCENARIO #1

Sarah is a new member of your club and the first trip she signs up for is yours. At the trailhead, you notice that she's quite proud of a brand new pair of boots. Fine boots or not, you know that new footwear sometimes means trouble, so you check in with her several times during the first mile or two, asking how she's doing. She tells you she's fine – in a tone of voice that suggests you mind your own business.

Most leaders would leave it at that. But your assessment of Sarah is that she's a person of tight-lipped stubbornness, with a very proud and independent spirit. Moreover, the way she was showing off her boots earlier might make her hesitate to admit that she could ever have a problem with them. In short, you're afraid Sarah won't tell you she is having a problem.

And this is a four-day trip. Anyone with serious foot problems on the first day could be in for a truly nasty time – and could slow the group down considerably. Your fears are confirmed when you see Sarah favouring her right foot. You suspect she is developing a blister and that she won't say anything until it's too late to prevent a real problem.

At the next break, you make a show of taking off your own boots to check your feet, informally commenting that this might be a good idea for everybody. Several other people follow your lead, which leaves an opening for Sarah to do the same. You bring out the moleskin and help her treat the red spot on her heel (Martin, B., Cashel, C., Wagstaff, M., and Breunig, M., *Outdoor Leadership: Theory and Practice*, Human Kinetics [pp. 72–73]).

ANSWERS – SCENARIO #1

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SCENARIO #2

You're leading a rafting trip down a section of the Roughwater River that you know can get very dangerous this time of year. Two others in your group are expert rafters, but everyone else is a beginner. It's been raining hard in the mountains for two days and the river is high. That's not a problem for the first leg of the trip, but now your group has made it to Devil's Fork, where the river splits in two. The right-hand channel is no more difficult than what you've already experienced. But the left channel has serious rapids, even without the recent rains. You don't have a firsthand report of conditions, but you assume the left fork is too dangerous for the group you're leading.

When you tell the group that you're thinking of heading down the right fork, everybody nods – except Dan and Nora, who are at least as experienced as you as white-water rafters and challenge your assessment as being too conservative. They describe the trip down the left fork as "the adventure of a lifetime," and start recruiting two more people to make a full raft. Several beginners are being swayed by their challenge.

You're tempted by their arguments – it would be a great ride. But you also know it would be irresponsible to take that degree of risk with this group. You tell everyone the decision is made – it's the right fork. With the water this high, you say, the only way any raft should go down the left fork is with a crew of four expert paddlers.

Privately, you also know that even if two people with the experience of Dan and Nora could make it down on their own, that would leave you alone with two overloaded rafts of beginners – not a safe situation even on the "easy" fork. You tell Dan and Nora that the whole group has to stick together, and that it will take the easier fork (Martin, B., Cashel, C., Wagstaff, M., and Breunig, M., pp. 122–123).

ANSWERS – SCENARIO #2

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SCENARIO #3

The sea kayaking instructor showed up at a small inland lake to teach a course called Introduction to Sea Kayaking. After he handed out the wetsuits and basic life jackets to the students, he donned his Gore-Tex drysuit, neoprene beanie hat, and the latest life jacket, with VHF radio in the packet, flares, whistle, compass and hydration system, a clear contrast to what the students were using. Later on, he climbed into his new Kevlar kayak while the students climbed into their plastic boats. As the day progressed, the students were amazed at how well the instructor could do the manoeuvres in his high-performance boat, while they could hardly do any in their boat. They also were intimidated by going into the cold water, even though the instructor was floating in it all the time, because of his fancy equipment (Gilberston, K., Bates, T., McLaughlin, and Ewert, A., *Outdoor Education: Methods and Strategies*, Human Kinetics [pg. 25]).

ANSWERS – SCENARIO #3

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