



Australian Government

Department of Education, Employment and Workplace Relations

SROABL002B Facilitate adventure-based learning activities

Release: 1

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Modification History

Not applicable.

Unit Descriptor

This unit has been developed for the Outdoor Recreation Industry Training Package. This unit covers the knowledge and skills required to independently facilitate learning through adventure activities. The learner is required to plan and conduct activities demonstrating a range of basic facilitation techniques. This unit deals specifically with the skills, knowledge and attitudes required to facilitate learning through adventure activities. Competencies required to plan and conduct adventure activities are detailed in other units.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 1 Plan and prepare an effective learning environment	<p>1.1 Identify individual and/or group <i>learning outcomes</i> to inform the planning and design of activities</p> <p>1.2 Demonstrate two techniques to assess individual and group <i>learning needs</i></p> <p>1.3 Refer client learning needs beyond the capabilities of the enterprise and staff to alternate enterprises or contract specialist staff</p> <p>1.4 Apply knowledge of client <i>learning needs</i> to establish a programme and sequence of activities that addresses these needs and meets the overall <i>learning outcomes</i></p> <p>1.5 Determine and select an adventure environment that will meet the <i>learning outcomes</i> of the group, the <i>learning needs</i> of individuals and satisfy local environmental requirements</p> <p>1.6 Determine factors affecting a client's perception of risk and plan an appropriate balance between real and perceived risk, matched to the readiness of the client, in order to achieve the activity outcomes and meet the client's <i>learning needs</i></p> <p>1.7 Ensure technical equipment used in the activities complies with minimum safety standards</p> <p>1.8 Ensure staff conducting the adventure activities are suitably qualified</p> <p>1.9 Establish a working agreement through contractual leadership</p>
2 2 Plan for <i>progression</i> and transfer of learning	<p>2.1 Select and apply a <i>model of adventure/experiential learning</i> in program design in order to meet <i>learning outcomes</i></p> <p>2.2 Structure and sequence learning experiences in accordance with the model and with activity-specific requirements that takes into</p>

- account the *learning needs* of the client
- 2.3 Determine the focus of an adventure activity and use a facilitation technique to articulate it to the client in terms of the potential transfer of learning to different environments and contexts
 - 2.4 Incorporate measures for monitoring individual and group *progression* or change in planned adventure activities
 - 2.5 Establish contingency plans for adventure activities based on individual and/or group reflection and/or emergent issues such as conflict, misadventure
- 3 **3 Manage learning activities in an outdoor environment**
- 3.1 Implement minimum impact practices and display a respect and understanding of the outdoor environment by personal example
 - 3.2 Recognise and monitor the physical and emotional safety of individuals and the group
 - 3.3 Implement *facilitation approaches* that establish group norms thereby allowing individuals to share in the responsibility for their learning and safety
 - 3.4 Foresee situations of potential physical and emotional danger and take action to manage these dangers
 - 3.5 Address the *learning needs* of individuals and the group through a variety of activities
 - 3.6 Re-evaluate client needs throughout activities using appropriate models and techniques such as debriefing and "checking in"
- 4 **4 Establish and maintain positive group dynamics**
- 4.1 Examine various leadership styles and approaches
 - 4.2 Determine positive and negative influences of the group leader on group dynamics
 - 4.3 Use communication techniques with individuals and groups that are sensitive to their perceptions, beliefs and values
 - 4.4 Encourage and support clients to ask questions, give feedback and express feelings
 - 4.5 Treat individuals and groups in a manner that is

- seen to be fair, just and consistent
- 4.6 Model own behaviour that avoids reinforcing negative stereotypes and is responsive to the feelings demonstrated by clients
 - 4.7 Recognise and reinforce the value of *individual differences* in terms of their contribution within the group to stimulate collaborative work between clients
- 5 **Facilitate the transfer of learning relevant to program outcomes**
- 5.1 Use knowledge, understanding and implementation of a suitable facilitation model to incorporate the transfer of learning
 - 5.2 Select a type of *facilitation activity* that is relevant to the client and to program outcomes and conduct it in a manner which results in group and individual recognition of opportunities for *learning transfer*
 - 5.3 Respond to situational demands and make changes to planned facilitated activities
 - 5.4 Identify the *behaviour* of individuals and groups during adventure activity(s) to be used as part of a reflection phase
 - 5.5 Identify and apply the *roles and responsibilities of the facilitator* and comply with *facilitation guidelines* in the conduct of reflective opportunities
 - 5.6 Facilitate individuals and group to identify their future *learning needs*
 - 5.7 Use a suitable *facilitation activity* to achieve the development of personal and group *action plans*
- 6 **Evaluate adventure-based learning activities**
- 6.1 Monitor client participation in adventure activities to identify if and/or where changes are needed
 - 6.2 Obtain feedback from a range of sources on program/activity delivery
 - 6.3 Apply feedback to review all aspects of the adventure-based learning activity
 - 6.4 Evaluate and review outcomes for all clients
 - 6.5 Review outcomes against individual client goals

for the program/activity

- 6.6 Use feedback from others, in consultation with professional supervision, to identify areas where own professional practice can be improved and ways of improving

Required Skills and Knowledge

Not applicable.

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements

Critical aspects of evidence to be considered

Assessment must confirm sufficient knowledge of the factors influencing the planning and conduct of adventure activities to facilitate learning for clients in the workplace

Assessment of performance should be over a minimum of two (2) sessions with peers in a simulated environment AND a minimum of three (3) sessions with different client groups covering the prescribed number of categories from the Range Statements.

Assessment must confirm the ability to plan and lead adventure activities to suit

different client learning needs

different activity aims

different types of client group

Interdependent assessment of units

This unit must be assessed after attainment of competency in the following unit(s)

SROABL001B Take an assistant leadership role in the facilitation of adventure - based learning activities

SRXGRO003A Provide leadership to groups

This unit must be assessed in conjunction with the following unit(s)

Nil

For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)

Units of competency that pertain to the conduct of an adventure activity

Required knowledge and skills

Required knowledge

Identification of client needs, eg, CHANGES and GRABBS models

How to address learning needs through varied activities

Methods for stimulating and assessing individual and group progression

Theories on the transfer of learning and ways of transferring learning in different contexts

Physical and psychological needs of clients

Balance between real and perceived risk

Motivation techniques and strategies

Forms of reflective learning

Programming and sequencing of activities within programmes

Stages of group formation

Required skills

Skills in outdoor adventure activity

Leadership skills to motivate and work with diverse groups

Communication skills to enable effective facilitation

Identifying group dynamics and interaction between group members

Negotiation skills to resolve potential conflict situations

Reflective learning techniques

Resource implications

Physical resources - assessment of this unit of competency requires access to client groups

environment suitable for the conduct of adventure-based activities. This may include outdoor or indoor activities

Human resources - assessment of this unit of competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must be competent in this unit but preferably be competent in the unit at the level above (i.e., SROABL003B)

be competent, as a minimum, in the units

SRXFAD001A, SRXRIK001A and SRXEMR001A to ensure adequate risk management during the assessment

be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area

have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the *Standards for Registered Training Organisations*

Consistency in performance

Due to issues such as behaviour, facilitation approaches and different learning needs, this unit of competency must be assessed over a minimum of two (2) sessions with peers in a simulated environment AND a minimum of three (3) sessions with different client groups in order to ensure consistency of performance over the Range Statements and contexts applicable to conducting adventure based activities to facilitate learning for clients

Context for assessment

This unit of competency must be assessed in the context of an outdoor recreation activity and must be demonstrated when facilitating adventure activities with clients in a real workplace environment

This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes

Where performance is not directly observed and/or is required to be demonstrated over a "period of time" and/or in a "number of locations", any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons

KEY COMPET

ENCIES

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	2	-	3	-

These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

The three levels of performance (1, 2 and 3) denote the level of competency required to perform the task:

Use routine approaches

Select from routine approaches

Establish new approaches

**Collecting,
analysing
and
organising
informatio
n -**

Collecting
information
on client's
goals and
desired
outcomes

**Communic
ating ideas
and
informatio
n -**

Facilitating
client
learning
during
adventure
activity

**Planning
and
organising
activities -**

Planning
activities
that will
promote
learning

**Working
with teams
and others**

- Working
with other
staff and
groups of
clients
during
adventure
based
activities

**Using
mathemati**

**cal ideas
and
techniques**

- Not
applicable

**Solving
problems -**

Dealing
with inappr
opriate
behaviour
in group
activities

**Using
technology**

- Not
applicable

Please refer
to the
Assessment
Guidelines
for advice
on how to
use the Key
Competenci
es.

Range Statement

Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency

RANGE STATEMENT

CATEGORIES

Action plans

[all categories]

short term

long term

Adventure-based learning activities

[all categories]

programs or activities, either indoor or outdoor, which have an element of challenge, risk or adventure

an experiential focus as a means of achieving learning

programs or activities that seek to achieve values clarification, behaviour recognition and changes to achieve personal growth

Behaviour

[all categories]

positive

negative

conscious

unconscious

Facilitation activity

[all categories]

includes but is not limited to

learning by doing

learning by telling (speaking for the experience)

learning through reflection (debriefing)

direction with reflection (direct frontloading)

metaphoric framing

Facilitation approaches

[all categories]

funnelling
review
recall
affect and effect
summation
application
cognitive hierarchy
sequenced questioning
knowledge
comprehension
application
analysis
synthesis
evaluation
challenge by choice
working agreements

Facilitation guidelines

[all categories]
group position
role clarity
confidentiality
commitment
responsibility
time
single speaking
non-violence
participation
other ethical issues

Individual differences

[all categories]
gender
language
mental ability
physical ability
culture and values

Learning needs	[all categories] attributes, for example knowledge and relevant skills in adventure activity development physical emotional articulated unarticulated preferred learning styles techniques to assess
Learning outcome	[one category] recreational educational therapeutic vocational
Learning transfer	[all categories] technical, intellectual and/or emotional specific, indirect, metaphoric
Models of adventure/experiential learning	[all categories] types, for example linear cyclical spiral nested loop structure sequence
Phases within each model of the facilitation process	[all categories] diagnosis design delivery debriefing

Progression

detachment

[all categories]

in terms of attributes such as

physical

emotional

social

intellectual

techniques to monitor progress, for example

observation

planned reflection

feedback

Roles and responsibilities of facilitator

[all categories]

assessing individual and group needs

maintaining neutrality

providing mechanisms for change

dealing with resistance

producing solutions

providing appropriate feedback

listening

establishing group guidelines

fostering safe, honest group atmosphere

Unit Sector(s)

Not applicable.