



Australian Government

Assessment Requirements for SISOABL001 Lead adventure-based learning activities

Release: 1

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Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- lead three different adventure-based learning sessions for a group of participants according to predetermined session plans
- during each session consistently:
 - work within role boundaries and responsibilities, and follow any directions provided by lead facilitator or supervisor
 - communicate clearly and positively with participants to assist with motivation, group cohesion and trust
 - monitor and maintain participant adherence to safety procedures
- after each session, assist in facilitating a debrief with participants and participate in a team member debrief
- utilise options provided in Assessment Conditions to respond to a total of three incidents involving the physical and emotional safety of participants during activities.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- organisational safety and emergency response procedures for activity sessions
- role boundaries and responsibilities of assistant facilitators, lead facilitators or supervisors for adventure-based learning activities
- definitions of experiential learning and adventure-based learning and how these are similar in principle and practice
- basic principles and theories of the transfer of learning from one context to others
- key features and phases of the adventured based learning cycle:
 - ice breaking and briefing
 - goal setting
 - development of trust
 - adventure activity participation
 - processing and debriefing
 - transfer of learning

- at a fundamental level of understanding, principles and theories of group formation and stages of group development
- techniques used to:
 - build group cohesion
 - motivate and encourage participants to keep them engaged and challenged
 - elicit ideas and feedback
- key principles of group dynamics and techniques used to manage positive group dynamics
- signs, stages and levels of conflict within groups and techniques used to resolve at early stage of escalation
- format and inclusions of program and session plans.

Assessment Conditions

Skills must be demonstrated in an environment specific to the particular type of indoor or outdoor recreation activity, and the following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment relevant to the recreational activity.

Assessment must ensure use of:

- a group of participants whom the individual leads
- adventure-based facilitators who supervise the candidate; these can be:
 - lead facilitators or supervisors in an industry workplace, or
 - people who participate in role plays or simulated activities during the assessment
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit involving responses to the physical and emotional safety of participants during activities
- activity and personal protective equipment specific to the particular type of recreation activity
- program and session plans
- organisational safety and emergency response procedures for activity sessions.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as an adventure-based learning facilitator; the three years' experience can incorporate full and or part time experience.

Links

Companion Volume Implementation Guides -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b>

