



**Australian Government**

# **SISOABL001 Lead adventure-based learning activities**

**Release: 1**

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## Modification History

Not applicable.

## Application

This unit describes the performance outcomes, skills and knowledge required to lead adventure-based learning activities in situations where the overall responsibility for the session or program rests with a more experienced facilitator.

It requires the ability to interpret activity requirements, assist with participant goal setting, briefing and debriefing, and to interact with participants for effective learning outcomes.

This unit applies to any type of organisation that delivers adventure-based learning programs including commercial, not-for-profit and government organisations.

It applies to those who work as assistant facilitators under supervision and according to guidance provided by adventure-based learning facilitators. They may work alongside the lead facilitator or have access to a supervisor for instructions when needed.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

## Pre-requisite Unit

Nil

## Competency Field

Adventure Based Learning

## Unit Sector

Outdoor Recreation

## Elements and Performance Criteria

### ELEMENTS

*Elements describe the essential outcomes*

1. Confirm details for activity.

### PERFORMANCE CRITERIA

*Performance criteria describe the performance needed to demonstrate achievement of the element.*

- 1.1. Discuss, with activity lead facilitator or supervisor, participant characteristics, abilities and learning needs.
- 1.2. Confirm, with lead facilitator or supervisor, program plan, objectives, learning outcomes, session plans and facilitation techniques.

- 1.3. Determine individual roles, tasks and responsibilities.
- 1.4. Confirm activity safety and emergency response procedures to ensure compliance of self and participants during activities.
2. Prepare participants.
  - 2.1. Participate in individual and group discussions to assist participants set realistic goals for activities in line with session learning outcomes.
  - 2.2. Discuss and determine, with participants, potential individual and group guidelines for their action and behaviour.
  - 2.3. Brief participants on known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries.
3. Facilitate session activities.
  - 3.1. Respond to participant queries about activity requirements and techniques to engender trust and participant confidence.
  - 3.2. Motivate and encourage participants to keep them engaged and challenged.
  - 3.3. Observe individual actions and group interaction and provide constructive feedback throughout session.
  - 3.4. Encourage cooperation between individual group members.
  - 3.5. Monitor and maintain compliance with safety procedures and agreed individual and group guidelines.
  - 3.6. Assist participants facing physical or emotional difficulties and report any emerging issues related to group interaction and safety.
4. Participate in activity debrief and evaluation
  - 4.1. Participate in individual and group discussions to assist participants identify achievement of goals.
  - 4.2. Assist participants to formulate ideas for transferring learning.
  - 4.3. Debrief with team members to identify successes, problems and difficulties.
  - 4.4. Review own performance and discuss how to improve.

## Foundation Skills

*Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.*

### SKILLS

### DESCRIPTION

Reading skills to:

- interpret unfamiliar and potentially complex information about participant characteristics, session plans and

- objectives.
- Oral communications skills to:
- provide clear and unambiguous instructions to participants using language and terms easily understood
  - ask open and closed probe questions and actively listen to determine participants' level of engagement and comfort with challenges.
- Learning skills to:
- review own performance and comments from others to identify skills that need development.
- Teamwork skills to:
- pro-actively and cooperatively work within teams of facilitators to deliver effective outcomes for participants.

## Unit Mapping Information

No equivalent unit.

## Links

Companion Volume Implementation Guides -

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