



Australian Government

Assessment Requirements for SISOABL002 Facilitate 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:

- facilitate three different adventure-based learning sessions for a group of participants according to predetermined program and session plans
- during each session consistently:
 - monitor individual and group progression
 - monitor and maintain group cohesion
 - manage participant adherence to safety procedures
- across the three sessions, collectively use four different experiential facilitation techniques to be chosen from the following list:
 - funnelling
 - cognitive hierarchy
 - challenge by choice
 - working agreements
 - isomorphic framing
 - indirect frontloading
- after each session, facilitate a debrief with participants and participate in a team member debrief
- utilise options provided in Assessment Conditions to:
 - determine a total of three required activity modifications to suit participant capabilities and responses
 - manage 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:

- principles and theories of experiential learning in the context of adventure-based learning:
 - the transfer of learning from one context to others
 - sequencing of activities to achieve effective staged learning outcomes
- key features and phases of the adventure-based learning cycle:

- ice breaking and briefing
- goal setting
- development of trust
- adventure activity participation
- processing and debriefing
- transfer of learning
- key features and phases of different adventure-based experiential learning models:
 - linear
 - cyclical
 - spiral
 - nested loop
- key principles and theories of a range of facilitation techniques used in adventure-based learning activities:
 - funnelling
 - cognitive hierarchy
 - challenge by choice
 - working agreements
 - isomorphic framing
 - indirect frontloading
- for each of the above techniques:
 - advantages, disadvantages and limitations
 - appropriateness for a range of ages, learning needs and learning abilities
 - ethical issues related to their use
- 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
- 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 various stages of escalation
- format and inclusions of program and session plans
- methods and tools used to monitor individual and group development during programs.

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 facilitates
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
 - activity modifications to meet participant needs
 - managing incidents involving 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.

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 where they have applied the skills and knowledge covered in this unit of competency; 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>