



Australian Government

SISOSUP006 Lead stand up paddle boarding activities in sheltered coastal waters

Release: 1

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Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to instruct or guide dependent participants during paddle boarding activities in sheltered coastal waters according to predetermined plans. It covers the skills required to adjust activities according to prevailing conditions and participant capabilities.

It requires the ability to demonstrate and instruct stand up paddle boarding techniques applicable to sheltered coastal waters. To do this, instructors and guides must be proficient in paddle boarding skills which are covered by other units.

This unit applies to any type of organisation that delivers outdoor recreation activities including commercial, not-for-profit and government organisations.

It applies to instructors and guides who work independently using discretion and judgement to manage operational logistics and risk within predetermined guidelines.

When working at or close to base and assistance, they manage routine problems in consultation with relevant personnel. Where assistance is not immediately available, leaders use additional skills, covered by other units, to manage significant problems, e.g. rescues, injury or illness in remote locations.

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

Pre-requisite Unit

Nil

Competency Field

Stand up paddle boarding

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS

PERFORMANCE CRITERIA

<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Prepare session plans.	1.1. Identify and evaluate participant needs, characteristics, and current paddle boarding skills. 1.2. Determine activity objectives to meet identified participant needs. 1.3. Develop session plans to include appropriate exercises for participants and their stage of skills acquisition.
2. Prepare equipment and participants.	2.1. Select a suitable area for paddle boarding activities according to current conditions. 2.2. Assess characteristics, condition and paddle boarding capability of participants, as they present, and obtain informed consent. 2.3. Confirm participants have exposure protection swim wear appropriate for anticipated conditions. 2.4. Select and set up equipment, exposure suits and lifejackets, as required, to match participants and prevailing conditions; complete safety checks. 2.5. Check participants' own equipment and exposure suits, if provided, and confirm safe working condition. 2.6. Direct and assist participants to fit and adjust equipment; exposure protection wear and lifejackets, as required; check comfort and safety of fit.
3. Brief participants and demonstrate stand up paddle boarding techniques applicable to sheltered coastal waters.	3.1. Explain planned objectives; communicate instructions and information about activity in a manner appropriate to participants. 3.2. Encourage participants to ask questions and seek advice before and during session. 3.3. Inform participants of known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries. 3.4. Advise participants of roles and responsibilities of activity leaders, and communication protocols to use during activity. 3.5. Demonstrate and explain correct techniques appropriate for the activity. 3.6. Form a raft up of participants, as required, for demonstrations. 3.7. Check and confirm participant ability to use and control equipment before activity commencement. 3.8. Check matching of equipment and activities to participants and amend as required.
4. Lead paddle boarding	4.1. Prepare participants for activity using warm up

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| activities in sheltered coastal waters. | exercises. |
| | 4.2. Implement recreational instruction techniques to impart skills and knowledge for paddle boarding skills. |
| | 4.3. Provide clear and accurate instructions and or demonstrations throughout the session. |
| | 4.4. Monitor participant performance and provide directions, encouragement and corrective instruction to improve techniques. |
| | 4.5. Facilitate effective group communication and interaction to maintain group control, engagement and safety. |
| | 4.6. Implement required modifications to activity, location or route to ensure participant engagement and comfort, and completion within timelines. |
| 5. Manage safety during paddle boarding activities in sheltered coastal waters. | 5.1. Monitor activity conditions and hazards, including signs of participant difficulty, to ensure safety and welfare. |
| | 5.2. Monitor participant behaviour and adherence to safety procedures, adjust level of supervision and assertively correct breaches, as required. |
| | 5.3. Respond immediately to adverse participant reactions and hazardous situations. |
| | 5.4. Complete ongoing risk assessments to minimise risk of injury to participants and others. |
| | 5.5. Amend activities if risk is unacceptable; cease activities when required. |
| | 5.6. Respond to emergency situations according to organisational safety, emergency response and first aid procedures. |
| 6. Complete post activity responsibilities. | 6.1. Debrief participants and encourage discussion on their technique and satisfaction with session. |
| | 6.2. Notify relevant personnel of activity completion. |
| | 6.3. Retrieve equipment, inspect for wear or breakage, tag faults and store in designated area. |
| | 6.4. Document any equipment faults and incidents including injuries and near misses. |
| | 6.5. Evaluate the activity through a team debrief and identify improvements for future activities. |

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 detailed familiar organisational policies and procedures.
Writing skills to:	• prepare detailed session plans incorporating correct terminology and jargon for the activities • use fundamental sentence structure to complete forms such as safety checklists, equipment fault and incident reports that require factual information.
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' understanding of instructions.
Teamwork skills to:	• pro-actively and cooperatively work within teams of leaders, support and operational staff to organise activity logistics, solve operational problems and deliver a quality experience to participants.
Planning and organising skills to:	• manage own timing and that of participants to complete activities within organisational service times.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides -

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