



Australian Government

Department of Education, Employment and Workplace Relations

SISCCRO301A Assist with recreation games not requiring equipment

Release: 2

SISCCRO301A Assist with recreation games not requiring equipment

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to assist in the planning and conduct of recreation games not requiring equipment, in a community recreation setting.

Application of the Unit

This unit applies to those who work as assistants with limited responsibility in a range of roles and settings across the sport and recreation sector. This may include those working as assistants in after school or holiday care programs in a range of locations and settings.

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements describe the essential outcomes of a Unit of Competency.

Performance Criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge section and the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

- | | |
|--|---|
| 1. Assist in planning recreation games. | <ul style="list-style-type: none"> 1.1. Confirm <i>participant group</i> and <i>characteristics</i> with <i>appropriate personnel</i>. 1.2. Offer <i>suggestions</i> which are appropriate for the participants and support the <i>aims of the recreation games</i> according to <i>relevant legislation</i> and <i>organisational policies and procedures</i>. 1.3. Identify and select <i>recreation games</i> in consultation with appropriate personnel to encourage maximum participation and enjoyment of participants. 1.4. Clarify <i>game requirements</i> in consultation with appropriate personnel. 1.5. Plan recreation games appropriate to the abilities and needs of participants according to organisational policies and procedures. 1.6. Check and confirm suggested recreation games with a responsible person according to organisational policies and procedures. |
| 2. Assist with the conduct of recreation games. | <ul style="list-style-type: none"> 2.1. Communicate <i>information</i> required to safely participate in the session according to organisational policies and procedures. 2.2. Carry out <i>allocated tasks</i> promptly, efficiently and as directed. 2.3. Respond to participant queries according to own level of responsibility. 2.4. Monitor participants' performance in consultation with a responsible person. 2.5. Report <i>problems</i> in participant behaviour to responsible person as required. 2.6. Seek participant feedback and identify further needs. |
| 3. Assist in the evaluation of the recreation games. | <ul style="list-style-type: none"> 3.1. Provide personal feedback on the outcomes of the recreation games to appropriate staff. 3.2. Convey participant feedback on the recreation games |

ELEMENT

PERFORMANCE CRITERIA

to appropriate staff.

3.3. Review own work performance and identify potential improvements.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - offer suggestions during planning for the recreation games
 - confirm arrangements with responsible staff
 - interact with participants and colleagues to clarify client requirements
 - convey information about the session
 - seek and convey feedback from participants
- problem-solving skills to:
 - select and plan recreational games to suit participants' interests and abilities
 - identify and report problems related to activities
 - implement contingencies for situations arising beyond area or responsibility
- planning and organisational skills to confirm arrangements with the responsible person
- self-management skills to:
 - recognise and act within boundaries of role and responsibilities
 - review and evaluate session outcomes in relation to personal performance
- teamwork skills to liaise with appropriate staff to carry out allocated tasks
- literacy and numeracy skills to interpret and seek clarification on recreational games requirements such as rules and regulations.

Required knowledge

- legislation and organisational policies and procedures that:
 - enable the safe and non-discriminatory conduct of recreation games
 - ensure compliance with roles and responsibilities of staff working in an assisting role
- potential hazards associated with the games to ensure safe conduct of the session
- techniques and skills appropriate to different recreation games to ensure participant needs are met according to their abilities
- techniques to motivate participants to interact and participate in recreation games
- information sources to access information about the requirements of recreation games.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- identifies, confirms and carries out assigned duties according to own level of responsibility and refers tasks outside own level to appropriate personnel
- carries out allocated tasks responsibly and in a non-discriminatory manner according to instructions of responsible person and reports any difficulties to the appropriate personnel
- clarifies and conveys information about essential aspects of the games to assist and encourage participants to fully participate in the recreation games
- contributes to the evaluation of the recreation games and suggests how they could be improved and reflects on own work performance.

Context of and specific resources for assessment

Assessment must ensure participation in the planning and conduct of multiple recreation games or sessions to enable the candidate to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- sport and recreation environments, venues or facilities that reflect local requirements
- participants with varying needs
- responsible staff or appropriate personnel
- information about recreation games
- legislation and organisational policies and procedures in relation to the conduct of recreation games.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of the candidate interacting with a range of participants, including conveying information for safe participation in recreation games and assisting in delivery, supervision and evaluation of games according to own level of responsibility
- observation of candidate dealing with contingencies

such as situations arising beyond area or responsibility

- oral or written questioning to assess knowledge of techniques and skills appropriate to different recreation games
- third-party reports from a supervisor detailing appropriate work performed by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISXCAI303A Plan and conduct sport and recreation sessions.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

- Participant group*** may include:
- experienced
 - inexperienced
 - adults
 - children.
- Characteristics*** may include:
- needs and interests
 - numbers
 - age and gender
 - previous experience
 - special requirements.
- Appropriate personnel*** may include:
- coordinator
 - supervisor
 - manager.
- Suggestions*** may include:
- type of games
 - content of games
 - methods of working with participants
 - timing and sequencing of games.
- Aims of the recreation games*** may include:
- participation
 - confidence
 - motivation
 - self-improvement
 - fitness
 - lifestyle adjustment.
- Relevant legislation*** may include:
- occupational health and safety
 - equal opportunity
 - privacy
 - working with children.
- Organisational policies and procedures*** may include:
- occupational health and safety
 - communication protocols
 - roles and responsibilities
 - duty of care
 - reporting channels.
- Recreation games*** may include:
- competitive
 - non-competitive
 - traditional

- cultural activities
 - individual or group.
- Game requirements*** may include:
- safety
 - rules and regulations
 - resources
 - scheduling.
- Information*** may include:
- game requirements
 - expected behaviour
 - clothing and footwear
 - hydration
 - instructions
 - potential hazards.
- Allocated tasks*** may include:
- providing access to facilities or recreation areas
 - providing advance information to participants
 - organising refreshments.
- Problems*** may include:
- aggressive or unacceptable behaviour
 - inappropriateness of game type or duration
 - participant injury.

Unit Sector(s)

Community Recreation

Competency Field

Community Recreation Operations