



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **SISOABL402A Facilitate adventure-based learning activities**

**Release: 2**

## **SISOABL402A Facilitate adventure-based learning activities**

### **Modification History**

Not Applicable

### **Unit Descriptor**

This unit describes the performance outcomes, skills and knowledge required to independently facilitate learning through adventure activities. This unit focuses on the ability to plan and conduct activities demonstrating a range of basic facilitation techniques.

### **Application of the Unit**

This unit applies to those who work as facilitators of adventure-based learning activities in a range of settings. This unit may also apply to leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

### **Licensing/Regulatory Information**

No licensing, 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.

- |   |  |
|---|--|
| <p>1. Plan and prepare for adventure activity</p>               | <p>1.1. Identify individual and or group <b><i>learning outcomes</i></b> to inform the planning and design of activities.</p> <p>1.2. Establish a program and sequence of activities according to participant's needs, learning outcomes, <b><i>relevant legislation</i></b> and <b><i>organisational policies and procedures</i></b>.</p> <p>1.3. Select an adventure environment according to participant's needs, learning outcomes, relevant legislation and organisational policies and procedures.</p> <p>1.4. Determine factors affecting a participant's perception of risk and plan activities with a balance between real and perceived risk.</p> <p>1.5. Select and access equipment and resources according to <b><i>contextual issues</i></b> and organisational policies and procedures.</p> <p>1.6. Confirm all staff conducting the activities are suitably qualified.</p> |
| <p>2. Plan for progression and transfer of learning.</p>        | <p>2.1. Select a <b><i>model of adventure or experiential learning</i></b> and apply <b><i>phases within the model</i></b> to program to meet learning outcomes.</p> <p>2.2. Inform participants of any potential transfer of learning to different environments and contexts.</p> <p>2.3. Incorporate measures for monitoring individual and group <b><i>holistic development</i></b> in planned adventure activities.</p> <p>2.4. Establish <b><i>contingency plans</i></b> for adventure activities according to organisational policies and procedures.</p>  |
| <p>3. Manage learning activities in an outdoor environment.</p> | <p>3.1. Implement minimal impact practices and display a respect and understanding of the outdoor environment.</p> <p>3.2. Monitor the physical and emotional safety of</p>  |

**ELEMENT****PERFORMANCE CRITERIA**

- individuals and the group.
- 3.3. Implement *facilitation approaches* that allow individuals to share in the responsibility of their learning and safety.
- 3.4. Identify potential situations of physical and emotional danger and take action to manage these dangers.
- 3.5. Re-evaluate participant's needs throughout activities and make adjustments as required.
- 3.6. Reinforce the value of *individual differences* in terms of their contribution within the group to stimulate collaborative work between participants.
4. Evaluate adventure-based learning activities.
- 4.1. Facilitate individuals and group to identify their future learning needs.
- 4.2. Use a suitable facilitation activity to achieve the development of personal and group *action plans*.
- 4.3. Evaluate and review outcomes for all participants against individual participant goals for the program and activity.
- 4.4. Obtain feedback from assistant facilitators on program and activity delivery.
- 4.5. Develop strategies for improvement in personal skills and programming according to participant feedback, peer review and evaluation reports.

## Required Skills and Knowledge

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

### Required skills

- planning and organising skills to:
  - identify individual and group learning needs, goals and outcomes
  - establish a program and sequence of activities
  - locate suitable adventure-based learning environment
  - source equipment and resources
  - select suitable facilitation approaches and activities
- problem-solving skills to:
  - anticipate potential problems and consequences and establish contingency plans
  - sequence components within adventure activities
  - identify and manage possible physical and emotional dangers
  - respond to situational demands and make changes to activities where required
- communication and interpersonal skills to:
  - interact with and facilitate different groups in a variety of situations and circumstances
  - brief groups on safety issues, activity requirements and behaviour
  - provide active listening, questioning and feedback throughout activity
- self management skills to assess feedback and review and reflect on activity and personal performance.

### Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all activities
- basic adventure-based learning cycle to enable appropriate sequencing of activities and debriefing
- facilitation approaches and activities applicable to a range of needs, ages and learning abilities to enhance learning outcomes
- theories on the transfer of learning and ways of transferring learning in different contexts to meet individual and group needs
- physical and psychological needs of participants to plan suitable adventure-based activities
- factors affecting participant's perception of risk to plan activities with a balance between real and perceived risk
- models and stages of group formation to enable effective and constructive group support
- factors impacting on group dynamics to enable response to group behaviour
- motivation techniques and strategies to keep participants engaged and challenged
- forms of reflective learning and facilitation to improve on various aspects of adventure-based learning activities and programming

- adventure environments, equipment and resources required to facilitate adventure-based learning activities.

## 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:

- plans and designs a sequence of adventure activities according to individual and group learning outcomes, needs and goals
- interacts effectively with group members from diverse backgrounds and facilitates adventure-based learning activities which evidence positive group dynamics
- monitors individual and group progression throughout activities and implements contingency plans where required
- evaluates and reflects on own performance as a facilitator to identify strengths, weaknesses and areas that need improvement.

#### Context of and specific resources for assessment

Assessment must ensure facilitation of adventure-based learning activities on multiple occasions to enable demonstration of competency and consistency of performance.

Assessment must also ensure access to:

- diverse groups of participants to take part in adventure-based learning activities
- an environment suitable for the conduct of adventure-based activities, this may include outdoor or indoor activities
- equipment and resources required for adventure-based learning activities.

#### 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 planning processes, such as determining learning outcomes and assessing participant's needs
- observation of safe facilitation of adventure-based learning programs for a variety of individuals and groups
- oral and or written questioning to assess knowledge

of facilitation approaches and activities

- third-party reports from a supervisor and or leader detailing performance.

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

- adventure activity specific units of competency.



## 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.

***Learning outcomes*** may include:

- recreational
- educational
- developmental
- therapeutic
- vocational.

***Relevant legislation*** may include:

- occupational health and safety
- permits or permission for access
- environmental regulations
- marine regulations.

***Organisational policies and procedures*** may include:

- occupational health and safety
- time and budget constraints
- support personnel
- use, maintenance and storage of equipment and resources
- risk management
- communication protocols
- minimal impact environmental codes
- code of ethics.

***Contextual issues*** may include:

- weather conditions; including times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

***Model of adventure or experiential learning*** may include:

- linear
- cyclical
- spiral
- nested loop.

***Phases within the model*** may include:

- diagnosis
- design
- delivery
- debriefing
- detachment.

- Holistic development*** may include:
- physical
  - emotional
  - social
  - intellectual
  - spiritual.
- Contingency plans*** may include:
- change in weather and conditions
  - equipment failure
  - unavailability of equipment or suitable site.
- Facilitation approaches*** may include:
- funnelling
  - cognitive hierarchy
  - challenge by choice
  - working agreements.
- Individual differences*** may include:
- gender
  - language
  - age
  - life experiences and background
  - mental or physical ability
  - culture and values.
- Action plans*** may include:
- short term
  - long term.

## **Unit Sector(s)**

Outdoor Recreation

## **Competency Field**

Adventure based learning