



**Australian Government**

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

# **SISOCNE201A Demonstrate simple canoeing skills**

**Release: 1**

## SISOCNE201A Demonstrate simple canoeing skills

### Modification History

Not Applicable

### Unit Descriptor

<b>Unit descriptor</b>	<p>This unit describes the performance outcomes, skills and knowledge required to participate in a canoeing activity under supervision. This unit focuses on the demonstration of canoeing skills, such as the ability to control and manoeuvre a canoe in controlled conditions.</p> <p>No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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### Application of the Unit

<b>Application of the unit</b>	<p>This unit applies to those working as assistant river canoeing instructors or support staff under supervision in a range of controlled conditions.</p> <p>This unit may also apply to outdoor recreation leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.</p>
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### Licensing/Regulatory Information

Refer to Unit Descriptor

### Pre-Requisites

<b>Prerequisite units</b>	Nil	

## Employability Skills Information

<b>Employability skills</b>	This unit contains employability skills.
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## Elements and Performance Criteria Pre-Content

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.
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## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan for a canoeing activity.	1.1. Identify <i>food and water requirements</i> according to <i>principles of nutrition</i> and the <i>conditions of the activity</i> . 1.2. Identify an appropriate <i>activity site</i> according to <i>relevant legislation</i> and <i>organisational policies and procedures</i> . 1.3. Access <i>relevant sources</i> to interpret <i>weather and environmental information</i> . 1.4. Identify possible <i>hazards</i> associated with the activity and minimise <i>risks</i> as advised by the supervisor.
2. Select equipment.	2.1. Select <i>craft</i> and <i>equipment</i> according to <i>contextual issues</i> and check to ensure that it is in good working condition. 2.2. Fit and adjust equipment to ensure comfort, safety and suitability to the participant and canoe. 2.3. Select personal clothing for the activity and identify the design and or construction features that make it appropriate. 2.4. Waterproof and pack equipment that is not required on hand and stow or fasten in a suitable manner. 2.5. Prepare equipment, where required, for safe transportation to activity location.
3. Apply control and manoeuvring techniques.	3.1. Embark and disembark the canoe while maintaining stability. 3.2. Direct the canoe in a controlled manner. 3.3. Demonstrate a range of <i>basic canoe strokes</i> 3.4. Apply efficient <i>paddling technique</i> to minimise injury while directing the canoe.
4. Apply capsize procedures.	4.1. Exit the canoe in a controlled manner, and recover paddles and other equipment, following a capsize. 4.2. Manoeuvre the upturned canoe to shore or to rescue craft and empty out water, with assistance if required. 4.3. Demonstrate deep water re-entry techniques or take the canoe ashore.
5. Secure canoe.	5.1. Apply methods to secure the canoe to the bank, shore or jetty. 5.2. Secure the canoe, where appropriate, for road

ELEMENT	PERFORMANCE CRITERIA
	transport using suitable methods.
6. Evaluate the canoeing activity	6.1. Evaluate <i>relevant aspects</i> of the canoeing activity 6.2. Identify improvements for future canoeing experiences.

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Required skills

- teamwork skills to work with others to lift, carry and secure canoes
- communication skills to interact with supervisor, other participants and rescue crew to maintain a positive and safe environment
- listening skills to follow instructions and directions from the supervisor and rescue crew
- planning and organising skills to select and allocate canoeing equipment and site
- swimming skills to swim 50 metres while clothed and wearing a personal flotation device type 2 approved to relevant Australian and or International Standards
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

#### Required knowledge

- legislation and organisational policies and procedures to enable the safe conduct of all canoeing activities
- types of craft and equipment, characteristics and technology used for canoeing, the advantages and disadvantages of the range of craft and equipment, and factors affecting appropriate selection
- clothing requirements for canoeing, such as wet weather gear to maintain warmth and dryness or sun protection to minimise sunburn and heat stroke
- importance of a personal flotation device in keeping a person afloat and their head above water
- stroke and directing techniques to control and manoeuvre the canoe
- principles of nutrition to maintain health during activity
- basic weather and environmental information to ascertain possible conditions and their affect on the activity
- river features, such as currents and banks, and how these might impact on the canoeing experience
- purpose and importance of safety features of craft

**REQUIRED SKILLS AND KNOWLEDGE**

- emergency and rescue procedures appropriate for the craft and location to ensure risk minimisation to self and group.

## Evidence Guide

<b>EVIDENCE GUIDE</b>	
<p>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.</p>	
<b>Overview of assessment</b>	
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> <li>• applies relevant process to plan equipment and supply requirements according to the conditions and duration of the canoeing activity</li> <li>• demonstrates control and manoeuvring techniques, such as maintaining sufficient blade angle throughout stroke to direct the canoe</li> <li>• applies capsizing technique and follows rescue procedures to prepare for emergency situations</li> <li>• seeks advice and feedback from leader to improve skills and ensure safety of self and others</li> <li>• evaluates and reflects on own canoeing performance to identify strengths and weaknesses and areas that need improvement.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>Assessment must ensure participation in multiple canoeing activities in controlled conditions to demonstrate competency and consistency of performance.</p> <p>Assessment must also ensure access to:</p> <ul style="list-style-type: none"> <li>• resources and information, such as weather sources, to plan and select equipment for the canoeing activity</li> <li>• a suitable body of water, such as a river or lake with sheltered calm waters, minimal wind and water flow, and easy access to shore</li> <li>• a qualified leader or supervisor</li> <li>• canoeing and safety and rescue equipment.</li> </ul>
<b>Method of assessment</b>	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all canoeing activities</li> <li>• observation of safe participation and demonstration</li> </ul>

<b>EVIDENCE GUIDE</b>	
	<p>of canoeing skills</p> <ul style="list-style-type: none"> <li>written or verbal self evaluation</li> <li>third-party reports from a supervisor detailing performance.</li> </ul> <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> <li>SISOOPS201A Minimise environmental impact.</li> </ul>
<b>Guidance information for assessment</b>	

## Range Statement

<b>RANGE STATEMENT</b>	
<p>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.</p>	
<b><i>Food and water requirements</i></b> may include:	<ul style="list-style-type: none"> <li>menu planning and preparation</li> <li>range of foods.</li> </ul>
<b><i>Principles of nutrition</i></b> may include:	<ul style="list-style-type: none"> <li>food groups</li> <li>dietary guidelines</li> <li>individual food requirements and allergies.</li> </ul>
<b><i>Conditions</i></b> may include:	<ul style="list-style-type: none"> <li>sheltered calm waters</li> <li>flat and undemanding water</li> <li>minimal wind</li> <li>ease of access to shore</li> <li>minimal flow of water.</li> </ul>
<b><i>Activity site</i></b> may include:	<ul style="list-style-type: none"> <li>rivers</li> <li>lakes.</li> </ul>
<b><i>Relevant legislation</i></b> may include:	<ul style="list-style-type: none"> <li>occupational health and safety</li> <li>permits or permission for access</li> <li>environmental regulations</li> <li>marine regulations.</li> </ul>



<b>RANGE STATEMENT</b>	
<b><i>Organisational policies and procedures</i></b> may include:	<ul style="list-style-type: none"> <li>• occupational health and safety</li> <li>• use and maintenance of equipment</li> <li>• communication protocols</li> <li>• emergency procedures</li> <li>• code of ethics.</li> </ul>
<b><i>Relevant sources</i></b> may include:	<ul style="list-style-type: none"> <li>• Bureau of Meteorology</li> <li>• media</li> <li>• land managers or agencies</li> <li>• coastal patrol or coastguard</li> <li>• volunteer marine rescue</li> <li>• local knowledge.</li> </ul>
<b><i>Weather and environmental information</i></b> may include:	<ul style="list-style-type: none"> <li>• satellite images</li> <li>• daily and weekly forecasts</li> <li>• maximum and minimum temperatures</li> <li>• weather warnings</li> <li>• event warnings</li> <li>• river levels</li> <li>• synoptic charts</li> <li>• high and low tide predictions.</li> </ul>
<b><i>Hazards</i></b> may include:	<ul style="list-style-type: none"> <li>• temperature extremes</li> <li>• slippery or unstable terrain</li> <li>• dangerous animals and insects</li> <li>• stinging trees and nettles</li> <li>• dense vegetation</li> <li>• group management hazards</li> <li>• slippery or unstable shore</li> <li>• poor posture, poor technique</li> <li>• loose or insecure craft with being transported</li> <li>• other craft.</li> </ul>
<b><i>Risks</i></b> may include:	<ul style="list-style-type: none"> <li>• hypothermia</li> <li>• heat exhaustion</li> <li>• injuries</li> <li>• exhaustion</li> <li>• lost party or party member</li> <li>• equipment failure.</li> </ul>
<b><i>Craft</i></b> may include:	<ul style="list-style-type: none"> <li>• C1 craft</li> <li>• C2 craft</li> </ul>
<b><i>Equipment</i></b> may include:	<ul style="list-style-type: none"> <li>• personal flotation device (PFD)</li> <li>• paddle</li> </ul>

<b>RANGE STATEMENT</b>	
	<ul style="list-style-type: none"> <li>• spray deck</li> <li>• wet suit and wet weather gear</li> <li>• ropes or tie down straps</li> <li>• safety and first aid equipment.</li> </ul>
<i>Contextual issues</i> may include:	<ul style="list-style-type: none"> <li>• weather conditions, including times</li> <li>• season</li> <li>• transport</li> <li>• location</li> <li>• trip distance and duration</li> <li>• group objectives</li> <li>• group size.</li> </ul>
<i>Basic canoe strokes</i> may include:	<ul style="list-style-type: none"> <li>• forward and reverse</li> <li>• J</li> <li>• sweep</li> <li>• draw</li> <li>• support.</li> </ul>
<i>Paddling technique</i> may include:	<ul style="list-style-type: none"> <li>• use of trunk rotation</li> <li>• correct posture</li> <li>• use of leg drive</li> <li>• hand placement on paddle</li> <li>• blade placement in water</li> <li>• blade depth in water</li> <li>• paddle blade angle throughout stroke</li> <li>• paddle entry and exit points</li> <li>• movement of top hand through the stroke</li> <li>• lean or edge of the craft</li> <li>• smooth transfer between different strokes</li> <li>• edging or leaning.</li> </ul>
<i>Relevant aspects</i> may include:	<ul style="list-style-type: none"> <li>• objectives</li> <li>• planning process</li> <li>• activity site</li> <li>• weather</li> <li>• equipment selection</li> <li>• clothing selection</li> <li>• food selection</li> <li>• instructional content</li> <li>• instructional technique</li> <li>• assessment technique</li> <li>• group feedback</li> <li>• directing techniques</li> </ul>

**RANGE STATEMENT**

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|  | <ul style="list-style-type: none"><li>• rescue techniques employed.</li></ul> |
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**Unit Sector(s)**

<b>Unit sector</b>	Outdoor Recreation
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**Co-requisite units**

<b>Co-requisite units</b>	

**Competency field**

<b>Competency field</b>	Canoeing
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