



**Australian Government**

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

# **SISOINT201A Conduct interpretation within an outdoor activity**

**Release: 2**

## **SISOINT201A Conduct interpretation within an outdoor activity**

### **Modification History**

Not Applicable

### **Unit Descriptor**

This unit describes the performance outcomes, skills and knowledge required to plan and conduct interpretation activities within the context of an outdoor activity or program. Competencies required to conduct the outdoor activity are addressed in other units.

### **Application of the Unit**

This unit applies to those who work in the area of interpretation within outdoor environments, activities and or programs. This may include those responsible for the identification of special or unique features within an activity area, interrelationships between features, interesting or relevant aspects of the physical development of the activity area, historical importance, and or human usage of the area.

This unit also applies to outdoor recreation 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.

1. Establish a need for the activity.

- 1.1. Identify the need for an interpretive activity according to participant's needs and feedback, and wider community needs.
- 1.2. Identify opportunities to conduct the interpretive activity within the context of an existing outdoor activity or program.
- 1.3. Assess participants' needs and gather information on their existing knowledge.
- 1.4. Determine educational and interpretive objectives of the activity.

2. Research materials and information.

- 2.1. Identify possible themes and messages for the activity.
- 2.2. Access a range of potential ***information sources, support materials***, resources and other specialists, where required.
- 2.3. Identify ***special or unique features*** of the activity area.
- 2.4. Ascertain the ***interrelationships*** of features in the area.
- 2.5. Identify interesting or relevant aspects of the ***physical development*** of the activity area.
- 2.6. Outline natural history and human usage of the area, relevant to the activity.

3. Apply interpretive techniques.

- 3.1. Use thematic planning to develop a theme for the ***interpretation***.
- 3.2. Ensure the breadth and depth of supporting information is appropriate to the participant and objectives.
- 3.3. Develop interpretation process and resources within designated timelines and budget according to ***organisational policies and procedures***.
- 3.4. Deliver activity or session according to the

**ELEMENT****PERFORMANCE CRITERIA**

- principles of interpretation, *relevant legislation* and organisational policies and procedures.
- 3.5. Identify and bring to the attention of the participants, special or unique features of the activity area that are consistent with theme and objectives.
- 3.6. Use *delivery methods* to attract and maintain participant interest and involvement.
- 3.7. Adapt language and presentation style to suit the participant's knowledge and understanding and identify the participant's need for further information.
4. Evaluate the interpretive activity.
- 4.1. Obtain formal and informal feedback from participants and colleagues.
- 4.2. Evaluate the activity according to activity and participant objectives.
- 4.3. Modify the delivery technique and other relevant aspects, following evaluation.
- 4.4. Establish and implement ongoing review mechanisms within the *interpretation environment* to ensure continuous improvement.

## Required Skills and Knowledge

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

### Required skills

- planning and organising skills to:
  - identify opportunities to implement interpretive activities within outdoor activities and programs
  - determine participant's needs, activity objectives and themes
  - access resources and materials
  - conduct activity within timelines and budget constraints
- literacy skills to:
  - research a variety of sources to identify possible themes and messages, special or unique features, interrelationships of features and interesting or relevant aspects
  - outline natural history and human usage of the area
- communication and interpersonal skills to:
  - interact with different participant groups and specialists
  - gain and retain participant interest
  - convey information by selecting delivery methods, language and presentation style to suit participant's needs
- problem-solving skills to:
  - clarify need for interpretation activities
  - determine appropriate themes for interpretation
- interpretation skills to:
  - identify special or unique features of an activity area
  - determine interrelationships between features
  - conduct interpretation appropriate to individual and group objectives.

### Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of interpretation activity
- interpretation techniques, definitions and guiding principles to apply them to non-competitive outdoor recreation activities
- thematic planning to identify possible themes and messages for the activity
- information sources, support materials and resources to provide information relevant to interpretation activity
- special or unique features, interrelationships of features, and physical development of activity areas to enable interpretation
- natural history and human usage of the area to gain an understanding of the area
- delivery methods to attract and maintain participant interest and involvement
- ongoing review mechanisms to enable continuous improvement of the activity.



## 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 the need for interpretation within the context of outdoor activities and applies planning processes to suit a range of participant groups and objectives
- accesses a range of resources to conduct research on special and unique features, interrelationships of features, interesting aspects, natural history and human usage of activity area
- applies a range of interpretive techniques, presentation styles and communication skills to maintain participant interest
- develops interpretation processes and resources within designated timelines and budget constraints
- evaluates and reflects on own interpretation performance to identify strengths, weaknesses and areas that need improvement.

#### Context of and specific resources for assessment

Assessment must ensure the safe conduct of interpretation in the context of outdoor activities that are appropriate to the needs and characteristics of a range of participants to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- participant groups to take part in interpretation activities
- an outdoor activity area suitable for the conduct of interpretation activities
- information sources, support materials and resources to conduct research on the activity area.

#### 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:

- portfolio of research material
- observation of interacting with a range of participants
- observation of delivering interpretation session consistent with theme and objectives

- oral and or written questioning to assess knowledge of activity area, including features, interesting aspects, history and human usage
- 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:

- SISOODR303A Guide outdoor 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.

- Information sources*** may include:
- internet
  - journal and newspaper articles
  - local residents and council
  - guidebooks and textbooks
  - technical handbooks.
- Support materials*** may include:
- diagrams and photographs
  - binoculars
  - guidebooks and field guides
  - maps.
- Special or unique features*** may include:
- plants and animals of the region and their associations
  - geological formations
  - geomorphology
  - human history of an area
  - cultural and or heritage significance.
- Interrelationships*** may include:
- biological relationships
  - land use and culture of local residents
  - geographical and geological relationships.
- Physical development*** may include:
- topography of the land
  - age of the rocks and soils
  - influence of people on the landforms
  - artificial structures which influence the area.
- Interpretation*** may include:
- revelation based on information.
- Organisational policies and procedures*** may include:
- occupational health and safety
  - time and budget constraints
  - use, maintenance and storage of equipment and resources
  - communication protocols
  - minimal impact environmental codes
  - code of ethics.
- Relevant legislation*** may include:
- occupational health and safety
  - permits or permission for access
  - environmental regulations.

***Delivery methods*** may include:

- guided walks
- story telling
- sensory awareness exercises
- perception training activities
- games
- special presentations.

***Interpretation environment*** may include:

- any outdoor area in which non-competitive recreation activities are being conducted.

## **Unit Sector(s)**

Outdoor Recreation

## **Competency Field**

Interpretation