



**Australian Government**

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

# **SRXCAI005B Conduct a sport and recreation session for participants**

**Release: 1**

## **SRXCAI005B Conduct a sport and recreation session for participants**

### **Modification History**

Not applicable.

### **Unit Descriptor**

**This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.**

**This unit covers the basic knowledge and skills to plan a non-instructional recreation session, of up to a days duration, for participants.**

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### **Application of the Unit**

Not applicable.

### **Licensing/Regulatory Information**

Not applicable.

### **Pre-Requisites**

Not applicable.

### **Employability Skills Information**

Not applicable.

### **Elements and Performance Criteria Pre-Content**

Not applicable.

## Elements and Performance Criteria

### Elements and Performance Criteria

Element	Performance Criteria
1 <b>Maintain participant's physical welfare</b>	1.1 Assess <b>participant</b> status and condition as suitable for the session immediately prior to commencement
	1.2 Monitor <b>influencing factors</b> which may influence the performance of the group or individual
	1.3 Modify session, where necessary, based on an assessment of the conditions, <b>participant</b> status, facilities and equipment
	1.4 Conduct activities within the session at a level and pace to suit the capabilities of individuals and/or the group
2 <b>Maintain a positive social environment</b>	2.1 Meet participants punctually and make them feel welcome and at ease
	2.2 Inform participants of session aims and objectives and encourage them to set realistic goals
	2.3 Balance group and individual needs appropriately and continuously monitor
	2.4 Encourage group co-operation, participation and <b>interaction</b>
	2.5 Establish group norms and standards and take appropriate action to address issues of equity, gender, ethnicity and <b>emotional well-being</b>
	2.6 Balance, where relevant, levels of real and perceived risk in accordance with group and individual goals and abilities
	2.7 Use negotiation and conflict resolution strategies to deal with potential problems
	2.8 Use recognition and positive feedback to engender motivation and enjoyment
	2.9 Make decisions over <b>participant</b> behaviour fairly and deal with any disagreements or conflicts with promptly and firmly

- 3 **Establish effective communication**
  - 3.1 Establish strategies where relevant to maintain **communication strategies** between all group members
  - 3.2 Communicate instructions in a manner suitable to the participants which is clear, accurate and contains all relevant information
  - 3.3 Encourage participants to seek clarification of information when necessary
  - 3.4 Communicate feedback to participant's at an appropriate time, on session technique and correct usage of equipment and aim to raise the participant's self-esteem and motivation
- 4 **Ensure participant safety**
  - 4.1 Ensure personal skills are at an adequate level to engender **participant** confidence and to determine and maintain **participant** safety
  - 4.2 Identify and note current standing practices for emergency procedures and situations outside the normal routine and deal with them in accordance with organisation's procedures
  - 4.3 Brief participants on safe and responsible behaviour and make them aware of rules, codes, organisation's Occupational Health and Safety requirements, restrictions and the need to minimise damage to equipment and the environment
  - 4.4 Organise participants into manageable groups with appropriate levels of supervision to **situational variances** and legislative requirements
  - 4.5 'Warm up' participants through safe and appropriate exercises relevant to the proposed session
  - 4.6 Continuously monitor compliance with **regulations and restrictions**
  - 4.7 Continuously monitor location of clients, as appropriate to the **recreation session**
  - 4.8 Arrange equipment in a safe manner and appropriate to the session and continuously monitor equipment use for correct usage and compliance with safety procedures

- 4.9 Distribute safety equipment effectively throughout the group
- 4.1 Identify potential **hazards**, continuously assess risks during the session and confirm them as within acceptable limits in accordance with risk management policy and procedures
- 0
- 5 **Prepare clients to end the session**
  - 5.1 Allocate sufficient time for 'cooling down' and discussions with participants
  - 5.2 Collect and check issued equipment for damage and wear
  - 5.3 Give participants the opportunity to provide feedback and identify further needs
  - 5.4 Return the environment/facility to a condition acceptable for future use
  - 5.5 Supervise participant's departure in a manner appropriate to the situation
- 6 **Evaluate the session**
  - 6.1 Determine the parameters for **evaluation**
  - 6.2 Ensure the **evaluation** includes the views of participants and other staff taking part
  - 6.3 Offer feedback and receive suggestions constructively
  - 6.4 Identify areas where personal performance could be improved and agree on ways of obtaining this improvement agreed

## Required Skills and Knowledge

Not applicable.

## Evidence Guide

### Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements

#### **Critical aspects of evidence to be considered**

Assessment must confirm sufficient knowledge of the factors influencing the conduct of a recreation session for participants using a particular facility or location

Assessment of performance should be over a period of time covering all relevant categories within the Range Statements that are applicable in the learners work environment

In particular, assessment must confirm the ability to conduct a particular recreation session to suit

Different participants needs

different session aims

different types of participant groups

#### **Interdependent assessment of units**

This unit must be assessed after attainment of competency in the following unit(s)

SRXFAD001A Provide first aid

SRXEMR001A Respond to emergency situations

SRXCAI002B Assist in conducting sport and recreation sessions for participants

This unit must be assessed in conjunction with the following unit(s)

activity-specific competencies in the area of fitness, community recreation, sport or outdoor recreation where relevant

For the purpose of integrated assessment, this unit may be assessed in conjunction with

the following unit(s)

SRXCAI003B Provide equipment for activities

SRXCAI004B Plan a session or program for participants

## **Required knowledge and skills**

Required knowledge

Duty of Care requirements when dealing with clients

Relevant Occupational Health and Safety Legislation pertaining to the conduct of activities and care of participants

Organisation's policy and procedures for conducting a sport and recreation session for participants

Activity specific Codes of Practice and guidelines for identified activities to ensure session is conducted according to these practices and guidelines

Site/facility requirements to ensure a sport and recreation session for participants is conducted appropriately

Activity aims and participants goals in order to ensure the sport and recreation session is conducted in a manner that will fulfil both

Group dynamics with respect to stages of group formation

Leadership styles in order to adjust presentation according to dynamics of the group

Decision making and conflict resolution strategies for dealing with group and individual situations

Required skills

Ability to conduct risk assessment of planned sport and recreation session to ensure safety of participants and staff

Problem solving strategies to resolve issues relevant to session-specific problems as well as participants interaction/conflict

Conflict resolution and negotiation skills to resolve conflict that arises

Interpersonal skills to build rapport with participants and enhance interaction with participants

Communication (verbal and listening skills) in order to accurately and effectively pass on information about the sport and recreation session to participants and to hear possible problems/conflicts that participants may have during the session

Flexibility skills in order to modify session plans as required in order to achieve client's and organisation's aims from the activity

### **Resource implications**

Physical resources - assessment of this competency requires access to

participants, equipment and a facility/venue for the conduct of a recreation session

Human resources - assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines. That is, assessors (or persons within the assessment team) must

be competent in this unit

be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area

have attained the mandatory competency requirements for assessors under the Australian Quality Training Framework (AQTF) as specified in Standard 7.3 of the **Standards for Registered Training Organisations**

### **Consistency in performance**

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the conduct of a recreation session within a particular activity area



**Context for assessment**

This unit of competency must be assessed in the context of a sport or recreation activity with a range of clients. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should include real clients and be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace

This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes

Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, participants or other appropriate persons

**KEY  
COMPETENCIES**

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	2	2	2	1	1	-

These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency

that  
underpin  
effective  
workplace  
practices.

The three  
levels of  
performanc  
e (1, 2 and  
3) denote  
the level of  
competency  
required to  
perform the  
task:

Use routine  
approaches

Select from  
routine  
approaches

Establish  
new  
approaches

**Collecting,  
analysing  
and  
organising  
informatio  
n -**

Assessing  
participants  
status,  
ensuring  
participant  
safety,  
determining  
parameters  
for  
evaluation,

**Communic  
ating ideas  
and  
informatio  
n -**

Informing  
session

aims,  
encouraging group  
co-operation and  
participation,  
communicating  
instructions

**Planning  
and  
organising  
activities -**

'Warm up'  
and 'cool  
down'  
activities,  
supervising  
participants  
departure at  
the end of  
the session,  
distributing  
safety  
equipment

**Working  
with teams  
and others**

- Seeking  
feedback  
from  
participants  
,  
maintaining  
communication with all  
group  
members

**Using  
mathematical ideas  
and  
techniques**

- Using  
terms in

sessions

**Solving problems -**

Resolving conflict when it arises, modifying session where necessary

**Using technology**

- Not applicable

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies.

## Range Statement

### Range Statements

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency

<b>RANGE STATEMENT</b>	<b>CATEGORIES</b>
<b>Communication strategies</b>	[all categories] verbal whistles hand/arm signals radios phones
<b>Emotional well-being</b>	[all categories] feelings state of mind perception of risk self-esteem
<b>Evaluation</b>	[all categories] original aims and objectives participant satisfaction suitability and safety of facilities and equipment content, structure and processes of the session personal and group objectives personal performance
<b>Hazards</b>	[all categories] environmental people/human (behaviour) product/equipment and their use
<b>Influencing factors</b>	[all categories]

	weather
	time of day
	level of fatigue
	health
	injuries
	environmental variables
	heat
	cold
	condition of site/location
	participant abilities
<b>Interaction</b>	[all categories]
	group activities
	games
	discussions
	tasks or drills
<b>Level of supervision</b>	[all categories]
	minimal on-site supervision
	restrictions on the type of site, location or facility used
	restrictions on type of session conducted
	restrictions on the number of participants
	working within clearly defined organisational procedures and policies
	restrictions on the conditions in which the session can be conducted, eg, environmental conditions, type of group
<b>Participant</b>	[all categories]
	experienced or inexperienced
	adults or children
	school or youth groups
	variety of ethnic groups
	participants with special needs
	tourists

**Recreation session**

club members

general public

[all categories]

a task, game, activity or exercise in which the extent of instruction is minimal and covers only that which is required to allow the participant to participate safely and effectively

may be a component of a sequenced program of individual activities

does not include drills, tasks and activity with the aim of skill development or enhancement in order to perform competitively or independently

of up to a day's duration, ie, no overnight component

**Regulations and restrictions**

[all categories]

imposed, recommended or enacted by

land/facility managers

organisation conducting session

regulatory or peak body

Occupational Health and Safety legislation

**Situational variances**

[all categories]

staff and participants abilities and experience

environmental conditions

age of participants

type of group

participant gender

**Unit Sector(s)**

Not applicable.