



Australian Government

SISCAQU008 Instruct water familiarisation, buoyancy and mobility skills

Release: 1

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Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop lesson plans and instruct a broad range of clients in water familiarisation, buoyancy and mobility skills. This involves using drills, activities and games according to best practice principles of aquatic activities.

This unit applies to those conducting learn-to-swim and water safety classes in swimming pools and confined natural shallow water venues. Work is performed according to relevant legislation including working with children and/or vulnerable people checks, organisational policies and procedures and best practice principles.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

SISCAQU002 Perform basic water rescues

Competency Field

Aquatics

Unit Sector

Community Recreation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element.
1. Develop lesson plans.	1.1 Consider participant group characteristics and identify water familiarisation, buoyancy and mobility skills to be developed. 1.2 Assess participant readiness. 1.3 Determine appropriate instructional methods to acquire the relevant skills.

- 1.4 Determine appropriate drills, activities and/or games for the participant group.
 - 1.5 Develop and document lesson plans that incorporate key instructional information.
2. Conduct lessons.
 - 2.1 Allocate sufficient space, assemble resources and check equipment for maintenance requirements.
 - 2.2 Provide clear and accurate instruction on drills, activities and/or games.
 - 2.3 Appropriately introduce participants to the water.
 - 2.4 Demonstrate skills and techniques, and monitor the participation and performance of each participant.
 - 2.5 Observe participant movement through water according to principles of movement in water and adjust or refine individual or group performance, as required.
 - 2.6 Select and use communication techniques that encourage and support participants.
 - 2.7 Modify activity, as required according to participant needs and factors that affect skills acquisition.
 - 2.8 Respond to participants experiencing difficulties and answer questions as required.
 - 2.9 Monitor time and complete drills, activities or games within time allocated.
 - 2.10 Complete lesson documentation.
3. Review and adapt instruction.
 - 3.1 Request and respond to feedback from participants.
 - 3.2 Identify aspects needing further emphasis or attention in future sessions.
 - 3.3 Review own performance and identify areas needing improvement.
 - 3.4 Implement modifications to future instruction in response to feedback and review of participant progress.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Unit Mapping Information

SISCAQU308A Instruct water familiarisation, buoyancy and mobility skills

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b>

Assessment Requirements for SISCAQU008 Instruct water familiarisation, buoyancy and mobility skills

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- instruct water familiarisation, buoyancy and mobility skills according to legal, ethical and organisational requirements
- develop and implement at least three lesson plans that individually or cumulatively incorporate the following aspects of water familiarisation, buoyancy and mobility skills and documents the teaching points, class formations, safety and equipment:
 - water familiarisation:
 - entering, leaving and moving through water
 - getting face wet
 - submerging and opening eyes under water
 - regaining a standing position
 - breathing
 - buoyancy and mobility:
 - front, back and side floating
 - gliding
 - torpedo
 - sculling
 - treading water
 - stroke exploration
- use and modify the following instructional strategies for individuals and groups:
 - whole skill
 - whole, progressive part, whole
 - progressive part
 - demonstration
 - command and response
 - experiential or problem-solving
 - techniques to encourage the reluctant participant
- reflect on the following key aspects of instruction:
 - the lesson
 - teaching methods used
 - risk management

- potential ways to enhance learning opportunities.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- legal, ethical and organisational requirements and responsibilities for instruction:
 - work health and safety/occupational health and safety
 - working with children
 - duty of care/safe conduct of activities
 - best practice principles of aquatic activities
 - mandatory reporting
 - implications of negligence
 - waivers and exclusion clauses
 - insurance
 - anti-discrimination and equal opportunity
 - privacy and confidentiality
 - communication protocols
 - a recognised swimming teachers code of conduct
 - swimwear and personal protective equipment
- characteristics of participant groups and appropriate drills for the various characteristics:
 - age
 - stage of development
 - physical or intellectual characteristics
 - cultural and situational factors
- aspects of a body in water:
 - body position and density
 - vertical and lateral rotation
 - balance
- forces effecting movement through water and the factors that affect each force:
 - buoyancy:
 - density
 - shape
 - symmetry and asymmetry
 - breathing
 - centre of gravity
 - centre of buoyancy
 - propulsion:
 - lift force
 - water friction

- levers
 - resistance:
 - skin
 - frontal
 - eddy
- principles of session planning to develop activity-specific plans:
 - expectations and aspirations of clients
 - numbers of clients
 - client background, experience and developmental stage
 - staff and financial resources
 - cultural and political influences
 - involvement and interest of parents
 - length and number of sessions
 - equipment, materials and provisions
 - precautions and other health and safety information
- learning styles to enable the use of a variety of activities to cater for different client learning preferences:
 - auditory
 - kinaesthetic
 - visual
 - sensory
- principles of growth and development to select and sequence appropriate tasks and activities
- instructional methods and strategies, how and when they are used:
 - whole skill
 - whole, progressive part, whole
 - demonstration
 - command and response
 - experiential or problem-solving
 - techniques for reluctant participants
- conditions, factors and external influences that effect participant uptake of skill:
 - physical, intellectual and emotional characteristics
 - environmental conditions
 - other facility users
 - spectators
 - parents
 - other instructors
 - background noise and distractions
 - class size
 - water depth

- available water space
- potential areas of ongoing instructor improvement:
 - knowledge
 - instructional skills and techniques
- communication techniques that support and encourage participants
- group control techniques
- principles of movement in water and best practice principles of aquatic activities to enable safe, effective and consistent instruction in buoyancy and mobility skills
- water familiarisation, buoyancy and mobility skills to enable accurate and comprehensive instruction to participants
- use, care and maintenance of equipment
- cardiopulmonary resuscitation techniques to enable initial response to emergencies as per Australian Resuscitation Council (ARC) guidelines.

Assessment Conditions

Skills must be demonstrated in:

- a workplace or simulated aquatic facility or confined natural shallow water environment.

Assessment must ensure use of:

- organisational policies and procedures appropriate to risk management
- swimming instructional equipment
- participants to whom instruction is provided, these can be:
 - participants in a workplace, or
 - individuals who participate in project activities, role plays or simulated activities, set up for the purpose of assessment, within a training organisation.

Assessment must ensure access to:

- first aid facilities and equipment.

Assessment activities that allow the individual to:

- develop and conduct lessons in industry required timeframes
- respond to problems that typically arise in water familiarisation, buoyancy and mobility skills instruction.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.

Links

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