



Australian Government

SISCCRO001 Plan and conduct recreation programs for older persons

Release: 1

SISCCRO001 Plan and conduct recreation programs for older persons

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to plan, safely conduct, and evaluate recreation programs for older persons, including frail and moderately active participants.

This unit applies to those working in environments such as community recreation centres and indoor or outdoor recreation facilities. Work is performed according to relevant legislation and organisational policies and procedures.

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

Pre-requisite Unit

Nil

Competency Field

Community Recreation Operations

Unit Sector

Community Recreation

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Establish participant needs and expectations.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1 Interpret information about participant characteristics, recreational needs and special requirements.
- 1.2 Encourage participants to articulate their own recreational needs and expectations.
- 1.3 Make assessments of participant capacity in consultation with relevant support personnel and within scope of own responsibility.
- 1.4 Identify potential barriers to participation.

- 1.5 Advise participants of factors preventing participation in a program.
2. Plan recreation programs.
 - 2.1 Determine program activities and strategies appropriate to the context, participant needs and capabilities.
 - 2.2 Assess likely demands of the program on participants in consultation with appropriate support personnel.
 - 2.3 Identify and organise required human, physical and financial resources and support.
 - 2.4 Recognise risks to participant safety and act to eliminate or minimise risks.
 - 2.5 Identify and incorporate injury prevention strategies and support requirements.
 - 2.6 Develop and document program plans that incorporate key information.
 - 2.7 Seek agreement on program plan from relevant staff, participants and organisations as required.
3. Prepare for recreation programs.
 - 3.1 Inspect and confirm set-up of location and equipment; report issues to person responsible.
 - 3.2 Provide clear and accurate instructions and information using communication techniques suited to participants.
 - 3.3 Confirm understanding and encourage participants to seek clarification as required.
 - 3.4 Issue required equipment and aids and provide assistance with fitting where necessary.
 - 3.5 Modify equipment for use by different participant groups.
 - 3.6 Identify emerging risks to participant safety and take action to minimise these.
4. Conduct recreation programs.
 - 4.1 Encourage participants to warm-up and cool-down through demonstration and instruction of safe and appropriate exercises.
 - 4.2 Monitor technique, use of equipment and aids and provide feedback and assistance to participants.
 - 4.3 Select and use communication techniques that encourage and support participants.
 - 4.4 Modify program, as required according to participant needs.
 - 4.5 Use techniques that motivate participants to maintain an appropriate participation rate.
5. Conclude recreation programs.
 - 5.1 Conclude program at a pace appropriate to participants, their level of involvement and duration of the program.
 - 5.2 Inform participants of follow-up programs, sources of information and further recreational opportunities.
 - 5.3 Collect and check issued equipment for damage and wear

- and report problems to appropriate staff.
6. Evaluate recreation programs.
- 6.1 Request and respond to feedback from participants and identify further needs.
 - 6.2 Evaluate program components and record outcomes.
 - 6.3 Identify and document potential areas for improvement in future programs.
 - 6.4 Review own performance and identify potential improvements.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILL	DESCRIPTION
Reading skills to:	interpret accompanying health documentation as required, using risk stratification processes.
Oral communication skills to:	use active listening and open and closed probe questioning to identify participant needs and preferences.

Unit Mapping Information

SISCCRO303A Plan and conduct recreation programs for older persons

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1ca50016-24d2-4161-a044-d3faa200268b>