



Australian Government

SISOABL001 Lead adventure-based learning activities

Release: 1

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Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to lead adventure-based learning activities in situations where the overall responsibility for the session or program rests with a more experienced facilitator.

It requires the ability to interpret activity requirements, assist with participant goal setting, briefing and debriefing, and to interact with participants for effective learning outcomes.

This unit applies to any type of organisation that delivers adventure-based learning programs including commercial, not-for-profit and government organisations.

It applies to those who work as assistant facilitators under supervision and according to guidance provided by adventure-based learning facilitators. They may work alongside the lead facilitator or have access to a supervisor for instructions when needed.

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

Pre-requisite Unit

Nil

Competency Field

Adventure Based Learning

Unit Sector

Outdoor Recreation

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes

1. Confirm details for activity.

PERFORMANCE CRITERIA

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

- 1.1. Discuss, with activity lead facilitator or supervisor, participant characteristics, abilities and learning needs.
- 1.2. Confirm, with lead facilitator or supervisor, program plan, objectives, learning outcomes, session plans and facilitation techniques.

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| | 1.3. Determine individual roles, tasks and responsibilities. |
| | 1.4. Confirm activity safety and emergency response procedures to ensure compliance of self and participants during activities. |
| 2. Prepare participants. | 2.1. Participate in individual and group discussions to assist participants set realistic goals for activities in line with session learning outcomes. |
| | 2.2. Discuss and determine, with participants, potential individual and group guidelines for their action and behaviour. |
| | 2.3. Brief participants on known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries. |
| 3. Facilitate session activities. | 3.1. Respond to participant queries about activity requirements and techniques to engender trust and participant confidence. |
| | 3.2. Motivate and encourage participants to keep them engaged and challenged. |
| | 3.3. Observe individual actions and group interaction and provide constructive feedback throughout session. |
| | 3.4. Encourage cooperation between individual group members. |
| | 3.5. Monitor and maintain compliance with safety procedures and agreed individual and group guidelines. |
| | 3.6. Assist participants facing physical or emotional difficulties and report any emerging issues related to group interaction and safety. |
| 4. Participate in activity debrief and evaluation | 4.1. Participate in individual and group discussions to assist participants identify achievement of goals. |
| | 4.2. Assist participants to formulate ideas for transferring learning. |
| | 4.3. Debrief with team members to identify successes, problems and difficulties. |
| | 4.4. Review own performance and discuss how to improve. |

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.

SKILLS

DESCRIPTION

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|--------------------|---|
| Reading skills to: | <ul style="list-style-type: none"> interpret unfamiliar and potentially complex information about participant characteristics, session plans and |
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- objectives.
- Oral communications skills to:
- provide clear and unambiguous instructions to participants using language and terms easily understood
 - ask open and closed probe questions and actively listen to determine participants' level of engagement and comfort with challenges.
- Learning skills to:
- review own performance and comments from others to identify skills that need development.
- Teamwork skills to:
- pro-actively and cooperatively work within teams of facilitators to deliver effective outcomes for participants.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume Implementation Guides -

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

Assessment Requirements for SISOABL001 Lead adventure-based learning activities

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:

- lead three different adventure-based learning sessions for a group of participants according to predetermined session plans
- during each session consistently:
 - work within role boundaries and responsibilities, and follow any directions provided by lead facilitator or supervisor
 - communicate clearly and positively with participants to assist with motivation, group cohesion and trust
 - monitor and maintain participant adherence to safety procedures
- after each session, assist in facilitating a debrief with participants and participate in a team member debrief
- utilise options provided in Assessment Conditions to respond to a total of three incidents involving the physical and emotional safety of participants during activities.

Knowledge Evidence

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

- organisational safety and emergency response procedures for activity sessions
- role boundaries and responsibilities of assistant facilitators, lead facilitators or supervisors for adventure-based learning activities
- definitions of experiential learning and adventure-based learning and how these are similar in principle and practice
- basic principles and theories of the transfer of learning from one context to others
- key features and phases of the adventured based learning cycle:
 - ice breaking and briefing
 - goal setting
 - development of trust
 - adventure activity participation
 - processing and debriefing
 - transfer of learning

- at a fundamental level of understanding, principles and theories of group formation and stages of group development
- techniques used to:
 - build group cohesion
 - motivate and encourage participants to keep them engaged and challenged
 - elicit ideas and feedback
- key principles of group dynamics and techniques used to manage positive group dynamics
- signs, stages and levels of conflict within groups and techniques used to resolve at early stage of escalation
- format and inclusions of program and session plans.

Assessment Conditions

Skills must be demonstrated in an environment specific to the particular type of indoor or outdoor recreation activity, and the following resources must be available to replicate industry conditions of operation:

- first aid equipment
- communication equipment for emergency response
- rescue equipment relevant to the recreational activity.

Assessment must ensure use of:

- a group of participants whom the individual leads
- adventure-based facilitators who supervise the candidate; these can be:
 - lead facilitators or supervisors in an industry workplace, or
 - people who participate in role plays or simulated activities during the assessment
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit involving responses to the physical and emotional safety of participants during activities
- activity and personal protective equipment specific to the particular type of recreation activity
- program and session plans
- organisational safety and emergency response procedures for activity sessions.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have a collective period of at least three years' experience as an adventure-based learning facilitator; the three years' experience can incorporate full and or part time experience.

Links

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