



Australian Government

SISOABL002 Facilitate 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 facilitate learning through adventure activities according to a pre-designed adventure based learning program which might be self-developed or developed by others. It requires the ability to adjust program content and manage all learning activities to encourage participant engagement.

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 adventured-based learning facilitators who work independently using discretion and judgement to manage learning activities, risk, and any significant problems when they arise.

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. Prepare for program delivery.

PERFORMANCE CRITERIA

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

- 1.1. Identify, from program plans, participant characteristics, learning needs and any barriers to learning.
- 1.2. Interpret program plan, objectives, learning outcomes, session plans and facilitation techniques.
- 1.3. Refine learning activities according to needs of

- individual participants, within scope of responsibility or refer for authorisation.
2. Prepare participants.
 - 2.1. Advise participants on how learning during activities can transfer to life and work circumstances.
 - 2.2. Guide and support participants to set realistic individual and group goals consistent with activity learning outcomes.
 - 2.3. Negotiate individual and group guidelines to inform participant action and behaviour.
 - 2.4. Brief participants on known and anticipated risks, safety procedures, safe behaviour, safe areas and boundaries.
 3. Manage adventure-based learning activities.
 - 3.1. Communicate activity instructions and ideas clearly and constructively to engender participant confidence.
 - 3.2. Encourage questions and advice before and during activity and provide ongoing feedback.
 - 3.3. Implement facilitation approaches that allow individuals to share in the responsibility of their learning and safety.
 - 3.4. Reinforce the value of individual differences to stimulate and encourage contribution, cooperation and collaboration.
 - 3.5. Implement strategies which develop trust between individuals within the group and with leaders.
 - 3.6. Monitor and maintain compliance with agreed individual and group guidelines.
 - 3.7. Monitor individual and group progression throughout activities.
 - 3.8. Re-evaluate participant needs and session outcomes; modify activities to ensure participant engagement and challenge.
 4. Manage participant safety and well-being during activities.
 - 4.1. Monitor activity conditions, hazards and the physical and emotional safety of individuals and the group.
 - 4.2. Respond immediately to adverse participant reactions and hazardous situations.
 - 4.3. Complete ongoing risk assessments to minimise distress or injury to participants and others.
 - 4.4. Amend activities if risk is unacceptable; cease activities when required.
 5. Debrief with participants.
 - 5.1. Encourage participants to identify achievement of individual and group goals.
 - 5.2. Provide constructive feedback on individual actions and group interaction, and collaboratively evaluate individual and group outcomes.
 - 5.3. Facilitate individuals and group to identify how learning

- can be transferred, and their future learning needs.
- 5.4. Use a suitable facilitation activity to develop personal and group action plans.
6. Evaluate learning sessions.
- 6.1. Debrief with team members to identify successes, problems and difficulties.
- 6.2. Evaluate feedback from participants on their challenges and achievements.
- 6.3. Self-evaluate sessions against learning objectives achieved, own performance, and identify areas for future improvement.

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
Reading skills to:	interpret sometimes unfamiliar and potentially complex information about participant characteristics, learning programs and session plans.
Writing skills to:	refine session plans incorporating correct terminology and jargon for activities and experiential facilitation techniques.
Oral communications skills to:	provide information to participants about conceptual ideas using language and terms easily understood.
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.
Planning and organising skills to:	manage own timing and that of participants to complete sessions within organisational service times.

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 SISOABL002 Facilitate 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:

- facilitate three different adventure-based learning sessions for a group of participants according to predetermined program and session plans
- during each session consistently:
 - monitor individual and group progression
 - monitor and maintain group cohesion
 - manage participant adherence to safety procedures
- across the three sessions, collectively use four different experiential facilitation techniques to be chosen from the following list:
 - funnelling
 - cognitive hierarchy
 - challenge by choice
 - working agreements
 - isomorphic framing
 - indirect frontloading
- after each session, facilitate a debrief with participants and participate in a team member debrief
- utilise options provided in Assessment Conditions to:
 - determine a total of three required activity modifications to suit participant capabilities and responses
 - manage 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:

- principles and theories of experiential learning in the context of adventure-based learning:
 - the transfer of learning from one context to others
 - sequencing of activities to achieve effective staged learning outcomes
- key features and phases of the adventure-based learning cycle:
 - ice breaking and briefing

- goal setting
- development of trust
- adventure activity participation
- processing and debriefing
- transfer of learning
- key features and phases of different adventure-based experiential learning models:
 - linear
 - cyclical
 - spiral
 - nested loop
- key principles and theories of a range of facilitation techniques used in adventure-based learning activities:
 - funnelling
 - cognitive hierarchy
 - challenge by choice
 - working agreements
 - isomorphic framing
 - indirect frontloading
- for each of the above techniques:
 - advantages, disadvantages and limitations
 - appropriateness for a range of ages, learning needs and learning abilities
 - ethical issues related to their use
- 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
- 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 various stages of escalation
- format and inclusions of program and session plans
- methods and tools used to monitor individual and group development during programs.

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 facilitates
- real workplace situations, or simulated activities, or case study scenarios that test aspects of this unit that relate to:
 - activity modifications to meet participant needs
 - managing incidents involving 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.

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 where they have applied the skills and knowledge covered in this unit of competency; the three years' experience can incorporate full and or part time experience.

Links

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