

<b>UNIT CODE</b>	<b>SISCAQU023</b>
<b>UNIT TITLE</b>	<b>Plan swimming lessons</b>
<b>APPLICATION</b>	<p>This unit describes the performance outcomes, skills and knowledge required to plan individual swimming lessons usually within the bounds of a pre-determined swim program. Lessons are most often provided to groups but could be provided to individuals. Lessons can be provided to both children and adults.</p> <p>It covers skills for evaluating and improving lessons in response to learner and teacher feedback, noting that lessons might be delivered by self or others. Skills for teaching lessons are covered in complementary units.</p> <p>This unit applies to swim teachers who use discretion and judgment when planning lessons to meet diverse participant needs. Swim teachers practise in aquatic venues including those operated by commercial, not-for-profit, community and government organisations.</p> <p>The skills in this unit must be applied in accordance with Commonwealth and State or Territory legislation, Australian standards and industry codes of practice.</p> <p>No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.</p>
<b>PREREQUISITE UNIT</b>	Nil
<b>COMPETENCY FIELD</b>	Aquatics
<b>UNIT SECTOR</b>	Community Recreation
<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b>
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Determine lesson requirements.	<p>1.1 Access and interpret swim program documents to determine requirements for individual lessons.</p> <p>1.2 Identify objectives and learning outcomes for individual lessons within overall program.</p> <p>1.3 Use available information to identify learner characteristics, special needs, and swimming ability to determine group profile for the lesson.</p>

2. Plan individual swimming lessons.	<p>2.1 Refine existing objectives and learning outcomes according to specific needs of group profile for the lesson.</p> <p>2.2 Select drills, activities and equipment suited to the type of swimming and water safety skills to be targeted, and according to stage of program and progression of learners.</p> <p>2.3 Sequence and balance activities to enhance learner engagement and incorporate any requirements for interaction with parents, carers and on-deck team.</p> <p>2.4 Incorporate volume of activities suited to group profile and lesson duration, and determine timing for different phases of the lesson.</p> <p>2.5 Determine and incorporate teaching techniques suited to group profile, learning outcomes and drills and activities.</p> <p>2.6 Document lesson plan in appropriate format.</p>
3. Review and modify future lessons.	<p>3.1 Collate and review feedback provided by learners and swim teachers.</p> <p>3.2 Identify successes, problems or difficulties with lesson delivery.</p> <p>3.3 Modify and improve future lessons according to feedback.</p>
<b>FOUNDATION SKILLS</b>	
<b><i>FOUNDATION SKILLS ESSENTIAL TO PERFORMANCE IN THIS UNIT, BUT NOT EXPLICIT IN THE PERFORMANCE CRITERIA ARE LISTED HERE, ALONG WITH A BRIEF CONTEXT STATEMENT.</i></b>	
<b>SKILLS</b>	<b>DESCRIPTION</b>
Reading skills to:	<ul style="list-style-type: none"> <li>■ interpret detailed and sometimes unfamiliar swim programs which include swimming terminology and abbreviations.</li> </ul>
Writing skills to:	<ul style="list-style-type: none"> <li>■ produce detailed lesson plans that use swimming terminology and abbreviations for teaching use</li> <li>■ use fundamental sentence structure to complete evaluation records that require factual and subjective information.</li> </ul>
Numeracy skills to:	<ul style="list-style-type: none"> <li>■ complete calculations for lesson plans involving times, intervals, and progressions.</li> </ul>
Problem-solving skills to:	<ul style="list-style-type: none"> <li>■ critically evaluate successes and failures of lessons to initiate future improvements.</li> </ul>
<b>UNIT MAPPING INFORMATION</b>	New unit
<b>LINKS</b>	Companion Volume Implementation Guide

<b>TITLE</b>	Assessment Requirements for SISCAQU023 Plan swimming lessons
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<p><b>PERFORMANCE EVIDENCE</b></p>	<p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:</p> <ul style="list-style-type: none"> <li>■ develop and document plans for six swimming lessons: <ul style="list-style-type: none"> <li>○ each with a minimum duration of 30 minutes</li> <li>○ plan at least two sequential lessons for each of the following types of swim classes: <ul style="list-style-type: none"> <li>● water familiarisation, buoyancy and mobility</li> <li>● water safety and survival skills</li> <li>● swimming strokes</li> </ul> </li> </ul> </li> <li>■ for two lessons, and according to actual feedback or case studies: <ul style="list-style-type: none"> <li>○ evaluate feedback provided by learners, or their parents or carers</li> <li>○ evaluate swim teacher feedback (or evaluate from own perspective, if teaching)</li> <li>○ modify future lesson content, and document details of the evaluation and changes.</li> </ul> </li> </ul>
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<b>KNOWLEDGE EVIDENCE</b>	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> <li>■ key content of established swim programs, including lesson progression and learning outcomes for different stages of the program</li> <li>■ factors relevant to the aquatic environment in which lessons will be taught, and other general factors that affect lesson design:             <ul style="list-style-type: none"> <li>○ indoor or outdoor aquatic venue, and environmental conditions</li> <li>○ water temperature, depth and gradient, and available water space</li> <li>○ availability of different types of equipment</li> <li>○ lesson duration</li> <li>○ class size and teacher to learner ratios</li> </ul> </li> <li>■ learner considerations for selecting teaching techniques, activities and equipment:             <ul style="list-style-type: none"> <li>○ age and body composition</li> <li>○ fitness level and physical capabilities</li> <li>○ emotional, behavioural and intellectual ability or disability</li> <li>○ swimming skill level</li> <li>○ skill development needs</li> </ul> </li> <li>■ different types of swim teaching classes:             <ul style="list-style-type: none"> <li>○ water familiarisation, buoyancy and mobility</li> <li>○ water safety and survival skills</li> <li>○ swimming and survival strokes</li> </ul> </li> <li>■ for each of the above types of classes:             <ul style="list-style-type: none"> <li>○ a range of suitable demonstration and teaching techniques</li> <li>○ different types of suitable drills, activities and equipment, including those that involve parents or carers</li> <li>○ how to break down, identify and document teaching points for different types of activities</li> <li>○ class formations for different types of activities</li> <li>○ how different types of activities can be combined and sequenced for optimum effectiveness</li> </ul> </li> <li>■ established phases of swimming lessons, their underpinning rationale and timing for each within designated lesson duration:             <ul style="list-style-type: none"> <li>○ introduction, revision and warm up</li> <li>○ lesson activities, main theme and contrast activities</li> <li>○ conclusion of lesson and handover of duty of care</li> </ul> </li> <li>■ components of swimming lessons, and how they can be used effectively to target lesson objectives and learning outcomes:             <ul style="list-style-type: none"> <li>○ activity combinations and sequence</li> <li>○ volume of activities</li> <li>○ skill progressions and progressive practices</li> <li>○ rest intervals</li> </ul> </li> <li>■ format and inclusions of documented lesson plans</li> <li>■ methods that can be used to evaluate effectiveness of swimming lessons:             <ul style="list-style-type: none"> <li>○ learner and teacher evaluation questionnaires and reports</li> <li>○ discussions with teachers delivering lessons</li> <li>○ self-evaluation if delivering lessons</li> <li>○ discussions with venue operator on success of programs offered</li> <li>○ evaluation of complaints, problems, or difficulties.</li> </ul> </li> </ul>
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<b>ASSESSMENT CONDITIONS</b>	<p>Skills can be demonstrated in:</p> <ul style="list-style-type: none"> <li>■ an aquatic workplace, or</li> <li>■ a simulated workplace set up for the purpose of skills assessment.</li> </ul> <p>Assessment must ensure the use of:</p> <ul style="list-style-type: none"> <li>■ pre-designed swim programs for: <ul style="list-style-type: none"> <li>○ water familiarisation, buoyancy and mobility</li> <li>○ water safety and survival skills</li> <li>○ swimming strokes</li> </ul> </li> <li>■ information about the aquatic environment in which lessons will be taught to allow for appropriate lesson planning</li> <li>■ sample templates for lesson plans</li> <li>■ template evaluation reports.</li> </ul> <p>Assessors must:</p> <ul style="list-style-type: none"> <li>■ satisfy the Standards for Registered Training Organisations requirements for assessors, and</li> <li>■ have a collective period of at least two years' experience working as a swim teacher, where they have applied the skills and knowledge covered in this unit of competency; the two years' experience can incorporate full and part time experience.</li> </ul>
<b>LINKS</b>	Companion Volume Implementation Guide