

UNIT CODE	SISXPLD002
UNIT TITLE	Deliver recreation sessions
APPLICATION	<p>This unit describes the performance outcomes, skills and knowledge required to prepare for and lead recreational activities of a non-instructional nature according to predesigned session plans which may have been developed by self or others. This unit covers skills to adjust session plans and modify planned activities to suit learner needs.</p> <p>Skills for leading instructional programs are covered in other units for fitness, coaching and outdoor recreation.</p> <p>This unit applies to any type of recreation organisation including commercial, not-for-profit, community and government organisations.</p> <p>It applies to activity leaders who work independently using discretion and judgement to manage session logistics and solve routine problems within organisational guidelines.</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>
PREREQUISITE UNIT	Nil
COMPETENCY FIELD	Program Planning and Delivery
UNIT SECTOR	Cross-Sector
ELEMENTS	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>

1. Prepare for activity session.	1.1 Review session plan and confirm session objectives and activities. 1.2 Check and prepare physical environment to meet session requirements and identify and respond to factors that may impact session delivery. 1.3 Select and set up resources suited to activity session. 1.4 Assess characteristics and capabilities of participants on arrival through observation and questioning, and adjust session plan as needed.
2. Introduce the session.	2.1 Explain session objectives and activities using communication suited to participant characteristics. 2.2 Provide clear information about safety procedures, safe behaviour, safe areas and boundaries. 2.3 Advise participants of roles and responsibilities of activity leaders and communication protocols to use during activities. 2.4 Encourage participants to ask questions and seek advice before and during session.
3. Deliver the activity session.	3.1 Sequence and pace activities according to session plan adjusting according to participant need. 3.2 Implement techniques suitable for leading the activity, and suited to learner needs. 3.3 Provide clear and accurate instructions and demonstrations for activities. 3.4 Monitor participant technique and safety and provide feedback and corrective instruction based on observations. 3.5 Respond to individual participant difficulties and modify their activities to suit needs and to ensure engagement and comfort. 3.6 Facilitate effective group interaction to maintain group control, engagement and safety.
4. Encourage and support participants during activities.	4.1 Encourage and respond to participant questions about activities and their technique. 4.2 Use communication techniques that provide positive reinforcement and motivation to participants. 4.3 Highlight participant key strengths and provide information about progression of technique.
5. Evaluate session.	5.1 Seek participant feedback and evaluate satisfaction with session. 5.2 Evaluate own performance and identify areas for improvement. 5.3 Complete session documentation and evaluation according to organisational recordkeeping procedures.
<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>	
SKILLS	DESCRIPTION
Reading skills to:	<ul style="list-style-type: none"> ■ interpret sometimes unfamiliar session plans which include activity-specific terminology and abbreviations.
Writing skills to:	<ul style="list-style-type: none"> ■ use fundamental sentence structure to complete records that require factual and subjective information.

Oral communication skills to:	<ul style="list-style-type: none"> provide clear and unambiguous information to participants using language and terms easily understood.
Numeracy skills to:	<ul style="list-style-type: none"> monitor and adjust session plan timings to meet requirements of session duration.
Problem-solving skills to:	<ul style="list-style-type: none"> critically evaluate successes and failures of sessions to contribute to improvements.
UNIT MAPPING INFORMATION	Supersedes and is not equivalent to SISXCAI003 Conduct non-instructional sport, fitness or recreation sessions.
LINKS	Companion Volume Implementation Guide

TITLE	Assessment Requirements for SISXPLD002 Deliver recreation sessions
PERFORMANCE EVIDENCE	<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"> deliver three predesigned group recreation sessions: <ul style="list-style-type: none"> each with a minimum duration of 30 minutes each with at least six participants deliver at least one of the three sessions for one of the following participant groups: <ul style="list-style-type: none"> children, or older people, or people with disability for each of the three sessions: <ul style="list-style-type: none"> prepare environment and resources brief participants and provide safety information tailored to the environment and types of activities use demonstration and communication techniques suited to participant needs modify at least two aspects of the session plan and activities in response to participant needs complete accurate session documentation and evaluation reports.
KNOWLEDGE EVIDENCE	<p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> organisational recordkeeping procedures for session delivery and evaluation different types of recreational sessions typically offered by the recreation sector and how leadership of activities varies from teaching, training and coaching for skills acquisition: <ul style="list-style-type: none"> non-instructional, non-competitive physical activity programs for leisure games based activities after-school and holiday care programs creative programs social interaction programs

- roles and responsibilities of different activity leaders and support staff
- environmental factors that may impact session delivery and how to respond:
 - noise
 - indoor venue climate control and ventilation
 - exposure to uncomfortable or extreme weather conditions in the outdoors
- safety considerations for recreational activity sessions and importance of clear and accurate briefing information:
 - hazards in outdoor locations, and safety measures used to manage these
 - risks associated with activity resources and equipment
 - safety procedures and how participants can signal difficulties
 - appropriate spacing for group numbers and activity types
- established phases of activity sessions and their underpinning rationale:
 - introduction and safety briefing
 - activity
 - wrap-up
- participant considerations for session delivery, and ways of adjusting planned session activities:
 - age
 - physical capabilities, injuries and medical conditions
 - level of experience in the recreation activity
 - older people: how to meet the physical, emotional and motivational needs of older people
 - people with disability: how to focus on capabilities and consult to identify needs and preferences for assistance during sessions
- a range of demonstration and instruction techniques suitable for leading recreation activities
- ways of varying instruction and modifying activities:
 - to meet the needs different participant characteristics within a group
 - to cater for individual abilities within a group
- communication techniques used for the following, and how they may vary depending on participant profile:
 - establishing rapport with group
 - maintaining group cohesion and control
 - providing clear instructions and demonstrations in a group environment
 - motivating and encouraging participants of different abilities to keep them engaged and challenged
 - providing constructive feedback and positive reinforcement
- factors to consider in session evaluation:
 - suitability of physical environment and availability of suitable resources
 - structure and timing
 - suitability of activities and resources for session objectives
 - participant feedback
 - leader communication.

ASSESSMENT CONDITIONS	<p>Skills must be demonstrated in an environment specific to the type of recreation activity. This can be:</p> <ul style="list-style-type: none"> ■ a workplace, or ■ a simulated industry environment set up for the purposes of skills assessment. <p>The following resources must be available to replicate industry conditions of operation:</p> <ul style="list-style-type: none"> ■ first aid equipment ■ communications equipment for emergency response. <p>Assessment must ensure use of:</p> <ul style="list-style-type: none"> ■ interaction with activity participants; these can be: <ul style="list-style-type: none"> ○ participants in an industry workplace, or ○ individuals who participate in simulated activities used for the purpose of skills assessment ■ activity specific resources and equipment ■ predesigned session plans for activity sessions ■ template evaluation reports ■ organisational recordkeeping procedures for session delivery and evaluation. <p>Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors.</p>
LINKS	Companion Volume Implementation Guide