

SIS - Sport, Fitness and Recreation Training Package

SIS20412 Cert. II and SIS30613 Cert. III

Sport Career Oriented Participation



Resources
And
User Guide



LANE

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INTRODUCTION

Passing Lane Pty Ltd is pleased to introduce your school/institution to our vocational education and training unit resource packages.

SIS20412 Cert. II and SIS30613 Cert. III Sport Career Oriented Participation

This document outlines the licensing terms and conditions of the unit resource packages.

It also provides basic information on how to use the materials.

Should you have any further questions or require any additional information do not hesitate to contact Passing Lane.

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INTRODUCTION-CONT'D

The Student/Trainee and the Teacher/Trainer manuals are developed to provide training content that addresses the specific 'Unit of Competency' as outlined on the following pages.

This unit manuals can be packaged with various manuals addressing other 'Units of Competency' in order to meet the 'Packaging Rules' of a particular Australian Training Package Qualification.

This resource has been designed to be delivered in a form that is conducive to the learning environment including:

- ☆ Online delivery
- ☆ Classroom delivery
- ☆ On the job training

The documents are designed in a 'landscape' format in order to make reading on a computer screen easier as well as reduces the need to scroll down pages. Documents can be easily printed if the learning environment requires the student or trainee to have hard copies of the learning materials.

The Student/Trainee and the Teacher/Trainer manuals are Portable Document Files (PDF) and are opened using Adobe Reader.



The latest Acrobat Reader software is available at no charge from the website <http://get.adobe.com/reader/>

INTRODUCTION—CONT'D

The Student/Trainee and the Teacher/Trainer manuals can be used on both PC and MAC platforms.

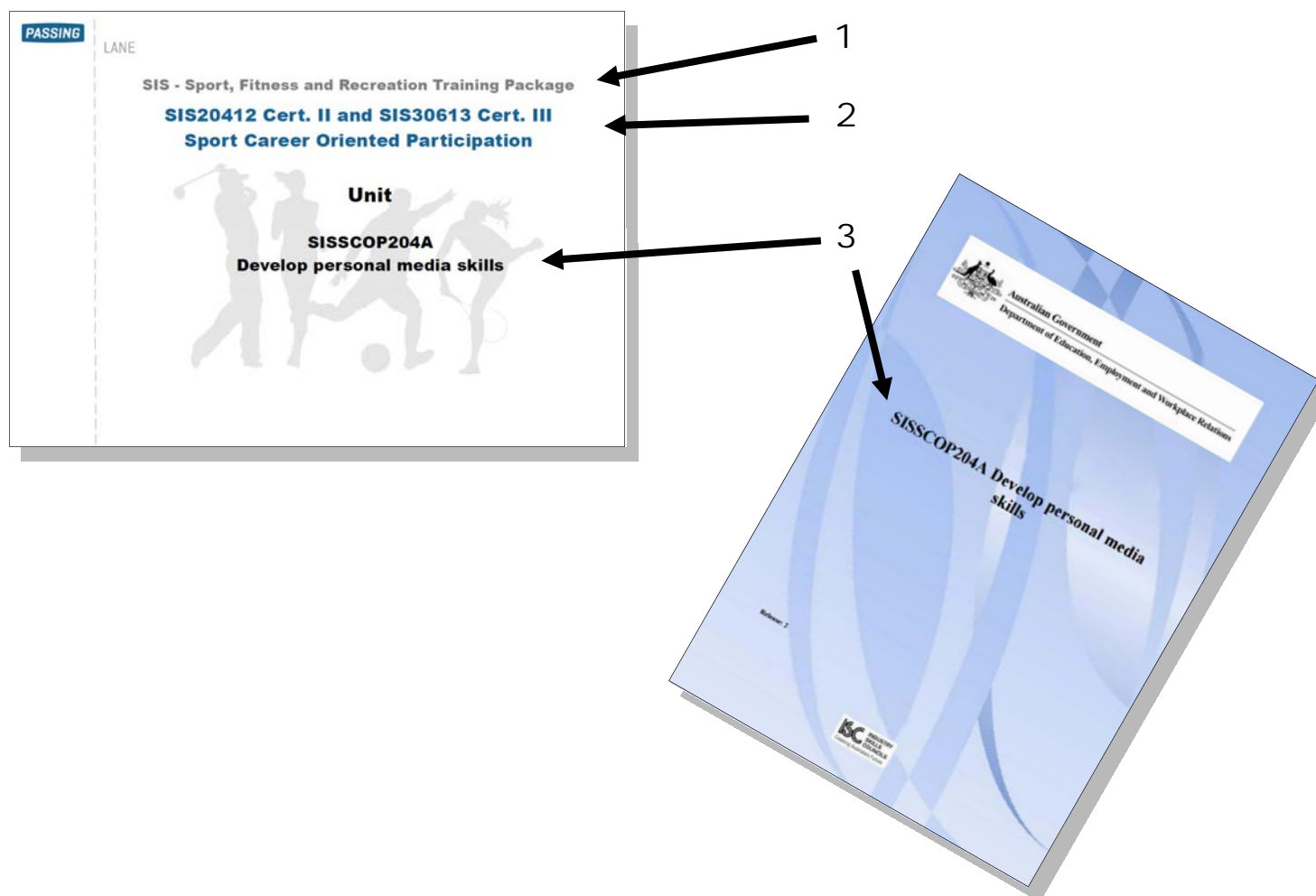
Generally, the materials are easily exported to most learning platforms.

The materials can also be printed and bound and handed out as hardcopies to each student or trainee.



MATERIALS CONTENT

The title page of both the Student/Trainee and the Teacher/Trainer manuals specify 1) the training package it has been developed for, 2) the qualifications which the content in each manual has been written for and 3) the specific unit the content is addressing.



MATERIALS CONTENT—CONT'D

The beginning of both manuals is the 1) 'Unit of Competency Overview' page, which aligns directly with the endorsed 'Unit of Competency' in the training package.

This page is to let the readers know what the materials in the manuals are addressing.

PASSING LANE

SISSCOP204A - Develop personal media skills Page 8

UNIT OF COMPETENCY OVERVIEW

The following pages are extracts from Training.gov.au website and outlines this specific 'Unit of Competency' including the 'Elements' and the 'Performance Criteria'. The content within this manual has been developed to address this unit.

SISSCOP204A - DEVELOP PERSONAL MEDIA SKILLS

ELEMENT	PERFORMANCE CRITERIA
1. Develop a rapport with the media	1.1. Identify key media personnel for the relevant sport 1.2. Identify and apply strategies to develop a rapport with key media personnel according to organisational policies and procedures
2. Prepare for a media interview	2.1. Identify the type of media through which the interview will be conducted 2.2. Liaise with the appropriate personnel to identify details and purpose of the interview 2.3. Identify the interview format and implications for preparation requirements 2.4. Identify potential questions and prepare appropriate responses in consultation with appropriate personnel 2.5. Confirm final details for the interview
3. Undertake a media interview	3.1. Follow instructions of relevant media personnel 3.2. Select and use communication techniques appropriate to interview format 3.3. Respond to questions according to organisational policies and procedures and relevant legislation 3.4. Clarify interview questions as required 3.5. Respond to questions logically and coherently
4. Review performance	4.1. Seek feedback on interview performance from appropriate personnel 4.2. Review own performance and identify potential improvements for future interviews

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Teacher/Trainer Manual
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SISSCOP204A Develop personal media skills Date this document was generated: 26 May 2012

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Develop a rapport with the media.	1.1. Identify key media personnel for the relevant sport. 1.2. Identify and apply strategies to develop a rapport with key media personnel according to organisational policies and procedures .
2. Prepare for a media interview.	2.1. Identify the type of media through which the interview will be conducted. 2.2. Liaise with the appropriate personnel to identify details and purpose of the interview . 2.3. Identify the interview format and implications for preparation requirements . 2.4. Identify potential questions and prepare appropriate responses in consultation with appropriate personnel. 2.5. Confirm final details for the interview.
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MATERIALS CONTENT—CONT'D

The manuals contain detailed information aligned specifically to the 'Unit of Competency' and the unit's 'Elements' and 'Performance Criteria'.

The 1) Table of Contents for both manuals show that each section title is the 2) 'Unit of Competency' 'Element'.

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Section Three <i>Undertake a media interview</i>	Page 45
Section Four <i>Review performance</i>	Page 69
Self-assessment	Page 74

Section One

Develop a Rapport with the Media

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

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MATERIALS CONTENT—CONT'D

In each section the content is broken down into sub-sections and the titles for each sub-section is the same as the 1) 'Element's' 'Performance Criteria'.

The diagram illustrates how content from a manual is mapped to performance criteria. On the left, a preview of a manual page titled 'Section One: Develop a Rapport with the Media' is shown. The page includes an illustration of three people and a section titled 'IDENTIFY KEY MEDIA PERSONNEL FOR THE RELEVANT SPORT'. This section contains text about sports media attention, how to find sports information (TV guide, sports section), types of journalists (newspaper, television, radio), and a definition of a journalist. It also lists other types of sport journalists: those developing stories for special interest sports magazines, journalists providing stories to sporting peak bodies for newsletters and websites, and sports writers for internet blogs. The text further explains that media journalists can be specialists or generalists and that students can identify journalists through TV, radio, or newspapers. On the right, a table titled 'Elements and Performance Criteria Pre-Content' shows the mapping. The table has two columns: 'ELEMENT' and 'PERFORMANCE CRITERIA'. The 'ELEMENT' column lists two tasks: '1. Develop a rapport with the media.' and '2. Prepare for a media interview.' The 'PERFORMANCE CRITERIA' column lists three criteria: '1.1. Identify **key media personnel** for the relevant sport.', '1.2. Identify and apply strategies to develop a rapport with key media personnel according to **organisational policies and procedures**.', and '2.1. Identify the **type of media** through which the interview will be conducted.' A large arrow labeled '1' points from the 'IDENTIFY KEY MEDIA PERSONNEL...' section of the manual to the '1.1. Identify **key media personnel**...' criterion in the table.

Section One

Develop a Rapport with the Media

SISSCOP204A - Develop personal media skills Page 11

IDENTIFY KEY MEDIA PERSONNEL FOR THE RELEVANT SPORT

Various sports attract more media attention than others. Various sporting events also attract more media attention than others.

You will easily know what sports these are by looking at the TV guide or the sports section of your favourite newspaper.

In mainstream media you have the newspaper journalist, the television journalist and the radio journalist.

To be sure you know what a journalist is, they can be described as a person who is qualified in researching and gathering information and compiles this information into a 'newsworthy' story. The story is then broadcasted on TV or radio, or reported on in a written form in newspapers.

In Australia, up and coming athletes in specific sports are very often reported on in local newspapers or committee newsletters. Although this is not mainstream media, it is a type of media that still gets the athlete some exposure. It generates local support for the athlete and as the athlete's sporting career grows and develops, this type of exposure often leads to mainstream media interest.

There are other types of sport journalists and these include:

- ✦ Those developing stories for special interest sports magazines
- ✦ Journalists providing stories to sporting peak bodies for newsletters and websites
- ✦ Sports writers for internet blogs

Media journalists can be either specialists in their knowledge of a specific sport, or can be those that cover stories in a wide range of sports.

When watching TV, listening to the radio, or reading the newspaper you can identify those journalists (especially in mainstream media) who report on a specific sport. If you are developing a professional career in that sport, you will at some point be likely to be interviewed by these journalists.

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SISSCOP204A Develop personal media skills Date this document was generated: 26 May 2012

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Develop a rapport with the media.	1.1. Identify key media personnel for the relevant sport. 1.2. Identify and apply strategies to develop a rapport with key media personnel according to organisational policies and procedures .
2. Prepare for a media interview.	2.1. Identify the type of media through which the interview will be conducted. 2.2. Liaise with the appropriate details and purpose 2.3. Identify

The manual's information is supported with graphics, charts, tables, photos and drawings.

MATERIALS CONTENT-CONT'D

As earlier mentioned, the materials are vocational education and training unit resources in the form of Student/Trainee and the Teacher/Trainer manuals.

We will go through each in more detail.

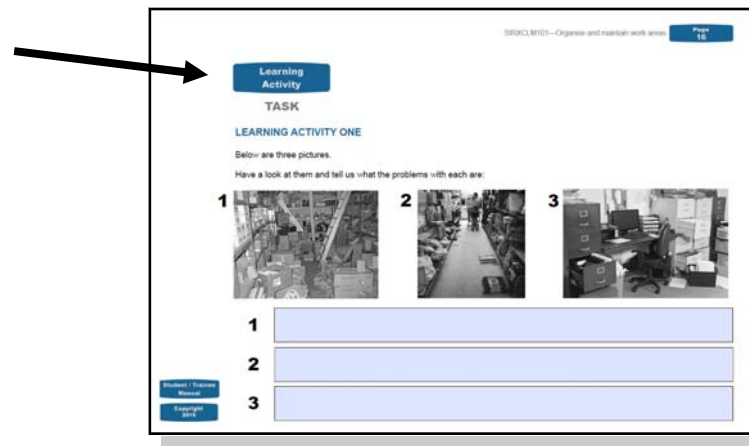
STUDENT/TRAINEE MANUAL

The 'Student/Trainee Manual' could be likened to a textbook.

The manuals contain detailed information aligned specifically the 'Unit of Competency' and the unit's 'Elements' and 'Performance Criteria' and are supported with graphics, charts, tables, photos and drawings.

The manuals contain a series of 'Learning Activities'.

Each learning activity is identified with the following icon.



**Learning
Activity**

MATERIALS CONTENT-CONT'D

Learning activities come in the following forms.

- ☆ Questions
- ☆ Research
- ☆ Tasks
- ☆ Interviews

Questions

Questions would relate to the information presented on previous pages.

Research

This type of learning activity would require the student or trainee to locate information by using research methods. The information they would be required to locate would be in line and/or support the information that the manual had outlined in previous pages.

**Learning
Activity**

Research

Tasks

This learning activity type would require the student/trainee to actually do or undertake something and would be reinforcing the knowledge they have gained from reading the manual's previous pages.

Interviews

This learning activity type would require the student/trainee to interview person(s) in an actual workplace environment or a person(s) who are experienced in the industry sector which the student/trainee is currently undergoing training.

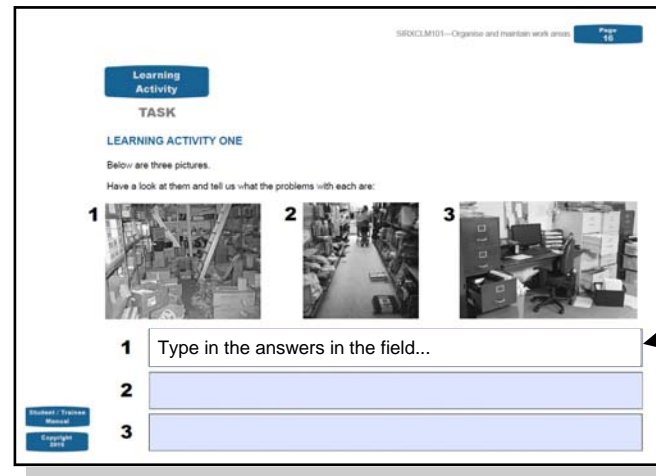
The student/trainee is made aware of the type of learning activity by noting the learning activity type displayed under the learning activity icon.

MATERIALS CONTENT—CONTID

The learning activities in the Student/Trainee manuals are 'Form Enabled' so that if the resources delivered are online, the activities can be filled in using the computer keyboard.

The student or trainee would simply place the cursor in the field and click once with the mouse.

Seconds later the blue colour disappears and the student enters his/her answers into the field .



The screenshot shows a web-based learning activity interface. At the top, it says 'Learning Activity' and 'TASK'. Below that, it says 'LEARNING ACTIVITY ONE' and 'Below are three pictures. Have a look at them and tell us what the problems with each are:'. There are three numbered images: 1. A cluttered warehouse floor, 2. A narrow aisle in a warehouse, and 3. A desk with a computer monitor and papers. Below each image is a text input field. The first field is labeled '1' and contains the placeholder text 'Type in the answers in the field...'. The second and third fields are labeled '2' and '3' respectively and are currently empty. A black arrow points to the first input field. In the bottom left corner, there are two buttons: 'Student - Trainee Manual' and 'Copyright 2016'.

When the student or trainee leaves the filled in field to move on to the next field, the previous field returns to a blue colour.

IT IS VERY IMPORTANT THAT THE MANUAL IS SAVED REGULARLY.

It is recommended that the student or trainee set up a 'Student/Trainee' folder on their computer and saves their manuals to that folder.

The '**first**' SAVE will have the software will ask if you wish to replace the file and the student/trainee would click YES.

Saving does not prevent the student or trainee from going back to previous fields to make changes.

After the 'first' SAVE, the student or trainee would need to use the '**SAVE AS**' function.

MATERIALS CONTENT—CONT'D

Self Assessment

At the end of each manual is a series of questions that the student or trainee should review and answer.

This self assessment is to ensure in the student's or trainee's mind that they have reviewed and understood the information that was presented in the manual.

If they are unsure of their understanding in any of the topics reviewed, they are encouraged to go back and review the information again and/or seek the assistance of their teacher or trainer.

TEACHER/TRAINER MANUAL

The Teacher/Trainer manuals have exactly the same content as the Student/Trainee manuals.

The only differences are the explanatory introduction pages and after each learning activity there are 'Teacher/Trainer Guidance Notes'. These provide the answers to the 'Learning Activities' as well as some notes on how to assess the student/trainee's submission to each learning activity.

SRXCLM101—Organize and maintain work areas Page 23

Learning Activity

Question

LEARNING ACTIVITY THREE

In this section we learned about 'routines' that basically meant the cleaning and handling issues within a store environment.

What six areas of a store were affected by 'routines'?

TEACHER/TRAINER GUIDANCE NOTES

- 1) Storeroom
- 2) Retail office
- 3) Selling area and displays
- 4) Staffrooms
- 5) Toilets
- 6) Change rooms

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LICENCE OVERVIEW—CONT'D

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MATERIAL MODIFICATIONS

The Passing Lane licence agreement allows the Passing Lane materials to be modified or contextualised to suit the teaching/training environment.

This includes adding or deleting written content, adding school or institution's logos and adding your own pictures or graphics.

Graphics, pictures or illustrations in the original materials can be removed ,but not used elsewhere or modified.

The PDFs can be converted to WORD files using PDF conversion tools that are readily available on the market.



UPDATES AND UPGRADES

On occasions the training packages will be updated and if the updates are minor, Passing Lane updates the materials and the updated materials are provided free to those holding a current user licence.

If the training package changes are substantial, Passing Lane will update the materials.

However, there would be a small upgrading fee charged to those schools or institutions wanting to upgrade their materials.