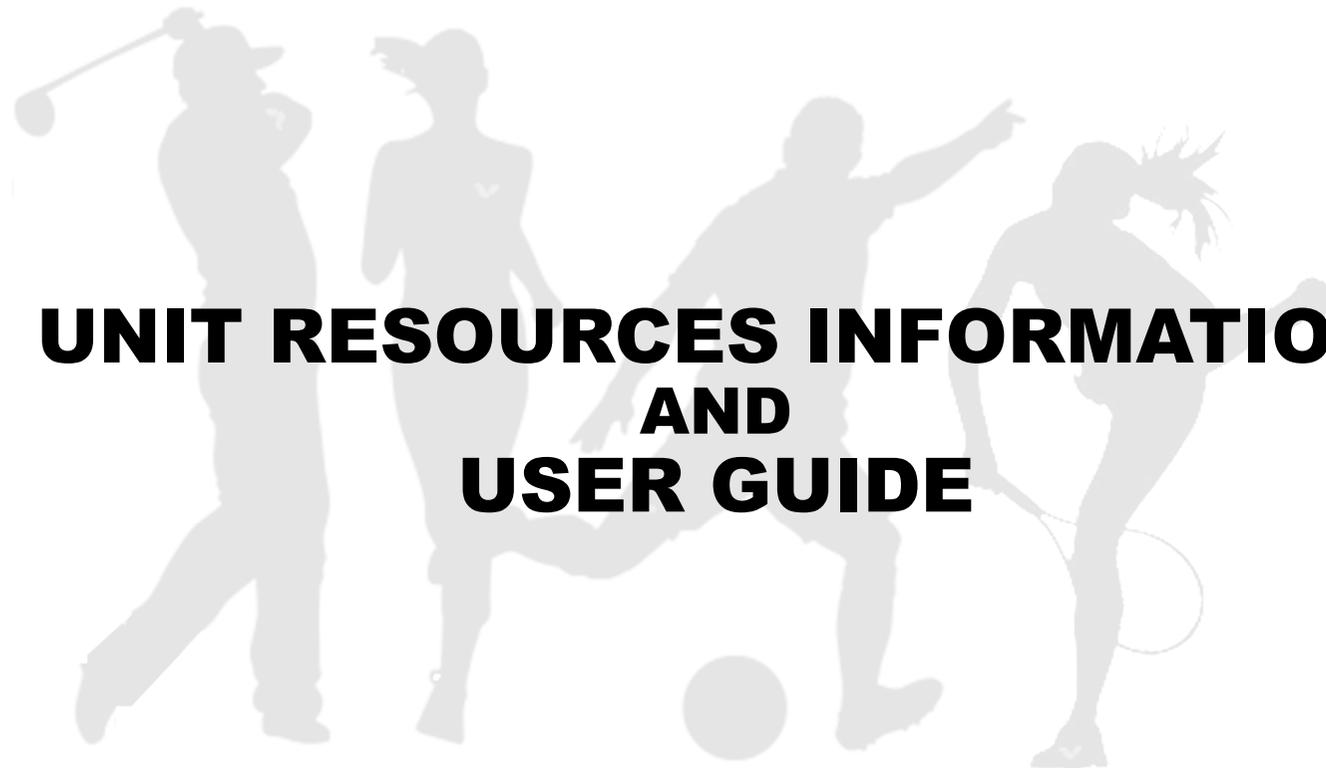


**SIS - Sport, Fitness and Recreation Training Package**

**Certificate I, II and III in Sport and Recreation**



**UNIT RESOURCES INFORMATION  
AND  
USER GUIDE**

**PASSING**

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.

# **Certificate I, II and III in Sport and Recreation**

## **SIS10122, SIS20122, SIS30122**

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.

**Passing Lane Pty Ltd  
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**Web [www.passinglane.com.au](http://www.passinglane.com.au)**

## 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.

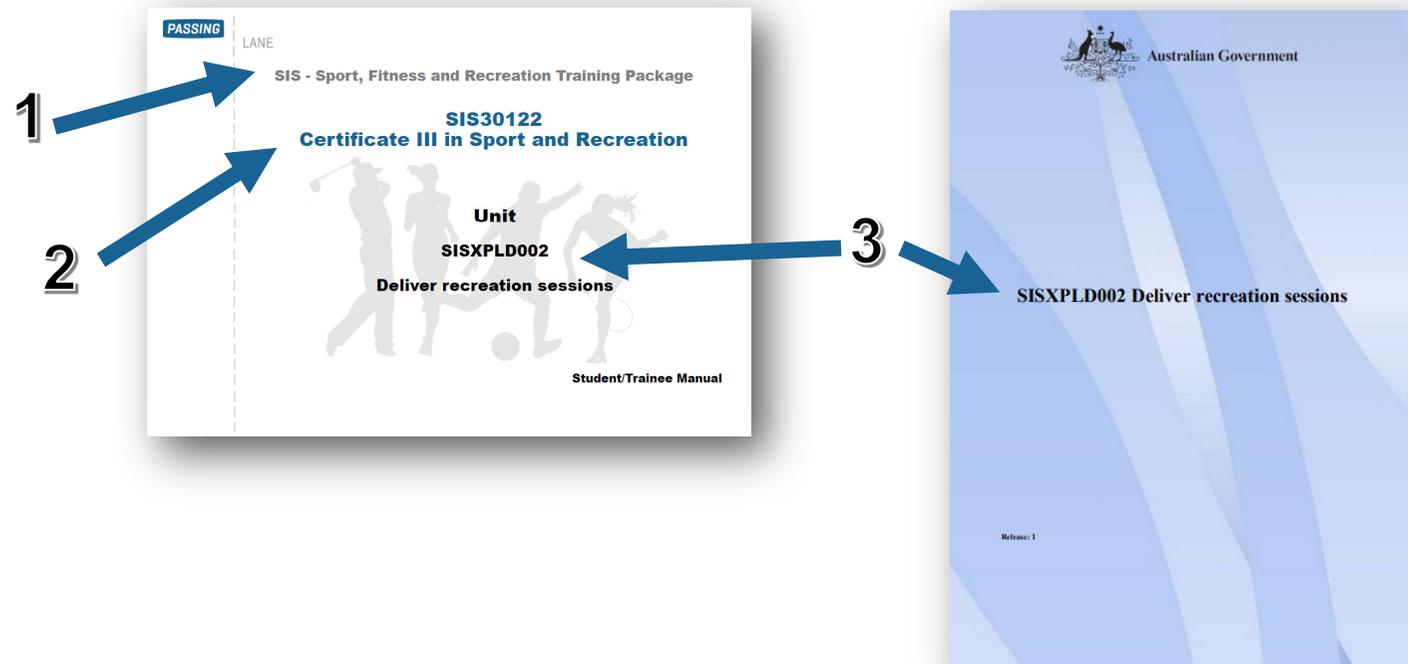
The materials can also be printed and bound and handed out as hardcopies to each student or trainee.



LANE

**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 'Unit of Competency Overview' page, which aligns directly (mirrors) 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 SISXPLD002 Deliver recreation sessions 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.

**SISXPLD002 DELIVER RECREATION SESSIONS**

ELEMENT	PERFORMANCE CRITERIA
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 participant 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 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 record keeping procedures

Passing Lane acknowledges that the copyright ownership of the above information is the Commonwealth of Australia and this extract has been provided for reference purposes only.

Student / Trainee Manual Copyright 2023

SISXPLD002 Deliver recreation sessions Date this document was generated: 13 December 2022

**SISXPLD002 Deliver recreation sessions**

**Elements and Performance Criteria**

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 participant 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.
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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 record keeping procedures.

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

The diagram illustrates the structure of the manual content. It shows three overlapping pages:

- Table of Contents (Left):** A page titled 'TABLE OF CONTENTS' with a 'PASSING' badge. It lists various sections and their page numbers:
 

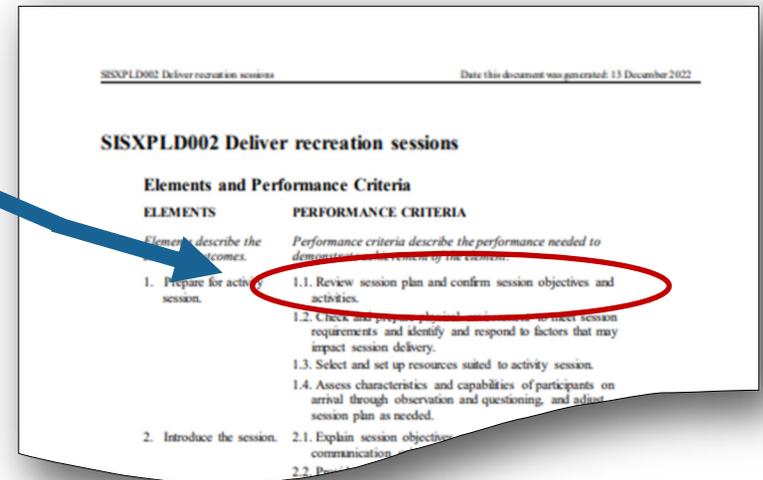
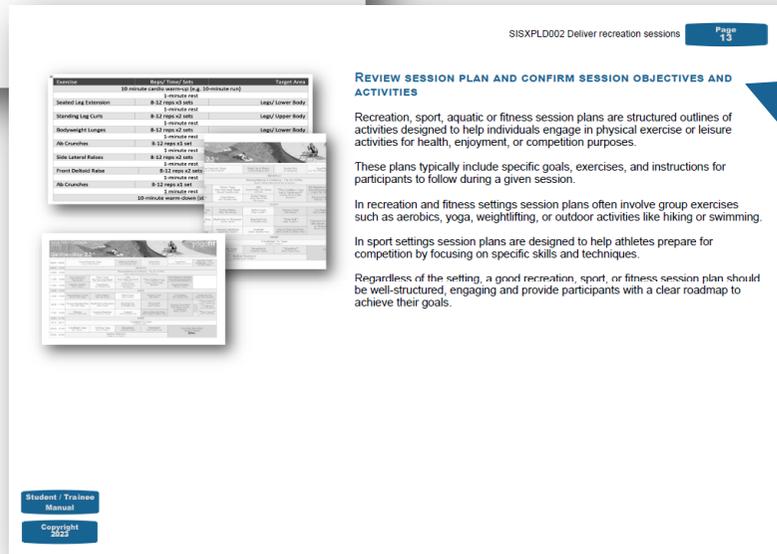
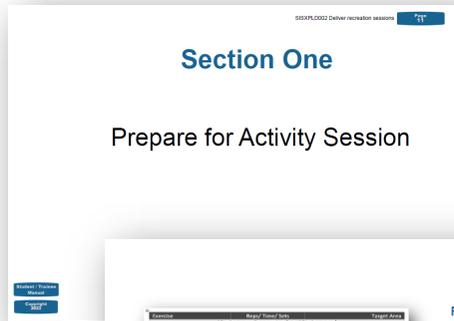
Introduction	Page 5
Unit of Competency Overview	Page 8
Section One <i>Prepare for activity session</i>	Page 11
Section Two <i>Introduce the session</i>	Page 37
Section Three <i>Deliver the activity session</i>	Page 51
Section Four <i>Encourage and support participants during activities</i>	Page 71
Section Five <i>Evaluate session</i>	Page 76
Self Assessment	Page 91
- Section One (Middle):** A page titled 'Section One' with the subtitle 'Prepare for Activity Session'. It features a 'PASSING' badge and a 'Student/Trainer Resource' badge.
- Elements and Performance Criteria (Right):** A page titled 'SISXPLD002 Deliver recreation sessions' with the subtitle 'Elements and Performance Criteria'. It contains two columns:
 

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 communications suited to participant characteristics.
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	4.2. Use communication techniques that provide positive reinforcement and motivation to participants.
	4.3. Highlight participant key strengths and provide information about 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 record keeping procedures.

Blue arrows indicate the flow of information: from the Table of Contents to Section One, and from Section One to the detailed Elements and Performance Criteria page.

**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 'Element's' 'Performance Criteria'.



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.

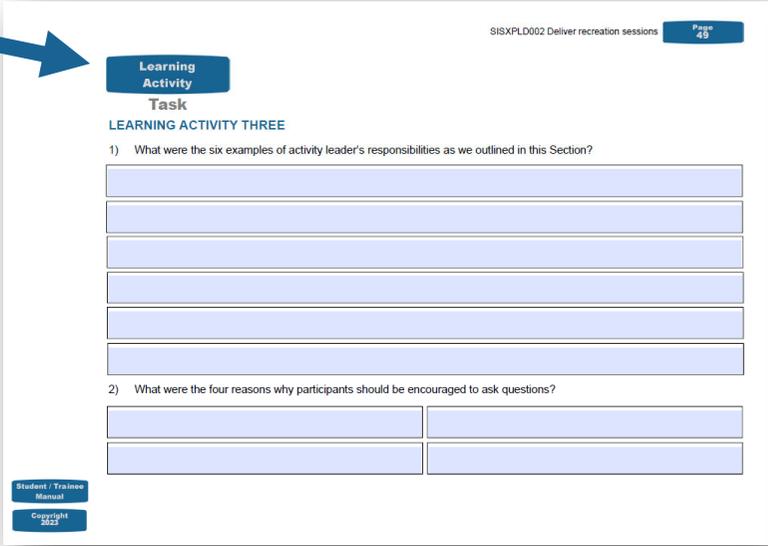
### STUDENT/TRAINEE MANUAL

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.



SISXPLD002 Deliver recreation sessions Page 49

**Learning Activity**

**Task**

**LEARNING ACTIVITY THREE**

1) What were the six examples of activity leader's responsibilities as we outlined in this Section?

2) What were the four reasons why participants should be encouraged to ask questions?

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**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.

A blue rounded rectangular button with the text "Learning Activity" in white, bold, sans-serif font, centered within the button.

**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.

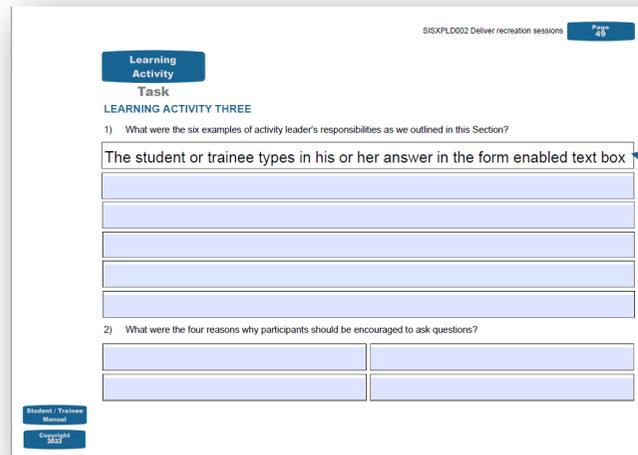
The student/trainee is made aware of the type of learning activity by noting the learning activity type displayed under the learning activity icon.

## 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 digital form titled 'Learning Activity' with a 'Task' section. The task is 'LEARNING ACTIVITY THREE' and contains two questions. The first question asks for six examples of activity leader responsibilities, and the second asks for four reasons why participants should be encouraged to ask questions. The form features several text input fields. A blue arrow points to the first text box, which contains the text: 'The student or trainee types in his or her answer in the form enabled text box'. The form also includes a 'Student / Trainee Manual' label and a 'Copyright 2023' notice.

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.

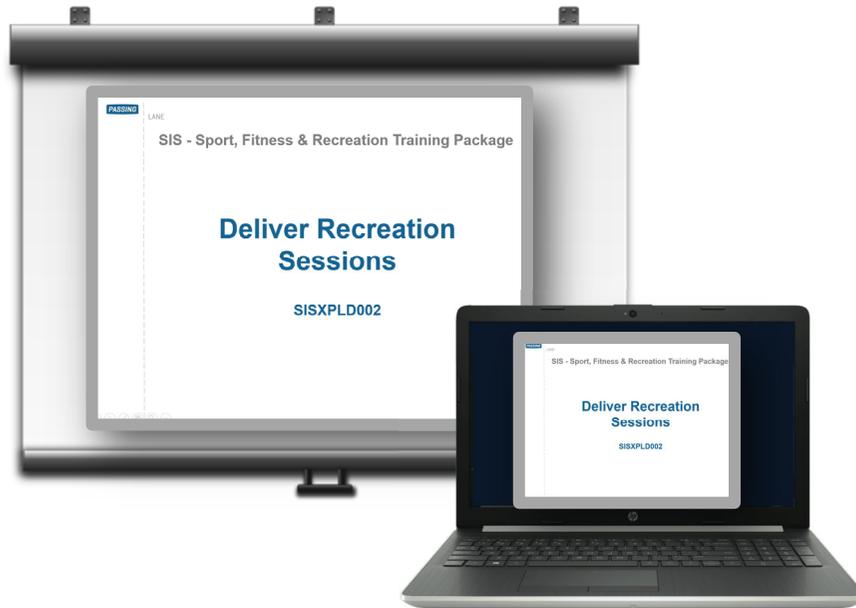
### TEACHER/TRAINER MANUAL

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.

The screenshot displays a page from a manual with the following content:

- Page header: SISXPLD002 Deliver recreation sessions, Page 63
- Section: Learning Activity Question
- Section: LEARNING ACTIVITY ONE
- Question 1: Sequencing session activities are important for what four reasons?  
Answer boxes: [ ] [ ] [ ] [ ]
- Question 2: What were the five examples of sequenced activities we mentioned in this Section?  
Answer boxes: [ ] [ ] [ ] [ ] [ ]
- Section: TEACHER / TRAINER GUIDANCE NOTES
- Answer 1:
  - Helps achieve specific objectives
  - Maintains engagement
  - Builds skills
  - Ensuring safety
- Answer 2:
  - Warm-up activities
  - Skill-building activities
  - Group games
  - Competitive games
  - Cool-down activities
- Page footer: Teacher/Trainer Manual, Copyright 2023



## POWERPOINT SLIDE PRESENTATIONS

Each Passing Lane unit resource comes with a PowerPoint slide presentation.

Each slide is mapped to a specific page in the Student/Trainee manual.

The slide is only a summary of the manual page content and is used by teachers or trainers as a support training aid in classroom training delivery or online training.

The PowerPoint slide presentation is supplied as a 'Show'.

This means the PowerPoint file has the PowerPoint launch software embedded in the file so the student, trainee, teacher or trainer does not require the PowerPoint application software to view.



**POWERPOINT SLIDE PRESENTATIONS—CONT'D**

The slides are initially listed in a **'Table of Contents'** and the slide names in the Table of Contents are **hyperlinked** to the relevant slide.

This allows the teacher or trainer to easily jump ahead to a specific subject or go back where they may have left off earlier.

On the top right hand corner is an icon of the Table of Contents that is **hyperlinked** back to the Table of Contents.

**Table of Contents**

Slide	Slide
<b>Section One</b>	
05	Session Plan Objectives
06	Session Plan Activities
07	Session Types
08	Reviewing the Plan
09	Session Environment
10	Availability of Resources
11	Support Personnel
12	Checking Equipment
13	Setting Up Indoor Session
14	Setting Up Outdoor Session
15	Swimming Pools
16	Participant Characteristics
17	Questioning Participants
<b>Section Two</b>	
19	Effective Communication
20	Advising Participants of Objectives
21	Explaining Activities and Equipment
22	Specific Instructions
23	Safety and Behavioural Instructions
24	Activity Leader's Roles and Responsibilities
25	Encourage Questioning

Next ▶

**Activity Leader's Roles and Responsibilities**

An activity leader plays a critical role which can include some of the following responsibilities:

- Organising activities
- Encouraging participation and engagement
- Providing instruction and guidance
- Enforcing rules and guidelines
- Fostering a positive and inclusive environment
- Responding to emergencies

Deliver recreation sessions 2

Deliver recreation sessions 24

## POWERPOINT SLIDE PRESENTATIONS—CONT'D

Each slide is 'mapped' to a specific page in the 'Student/Trainee' manual. This mapping is in the Teacher/Trainer manual at the end of the document.

SIXPLD002 Deliver recreation sessions Page 108



**ADVISE PARTICIPANTS OF ROLES AND RESPONSIBILITIES OF ACTIVITY LEADERS AND COMMUNICATION PROTOCOLS TO USE DURING ACTIVITIES**

While explaining the activities it is important to also introduce the activity leaders and what role they have in the session.

Depending on the number of participants, there may be a team of activity leaders all assuming a specific role in the session so it is important that all the participants are clear on what each activity leader does.

An activity leader plays a critical role in ensuring that a recreational session is safe, fun and enjoyable for all participants, which can include some of the following responsibilities:

- **Organising activities** - an activity leader may be responsible for delivering activities of some of the activities that are appropriate for the age and skill level of participants.
- **Encouraging participation and engagement** - an activity leader may need to encourage participation and engagement among participants to ensure that everyone is participating and enjoying the activity.
- **Providing instruction and guidance** - an activity leader may need to provide instruction on how to participate in the activity safely and effectively. They would be available to answer any questions from the participants during the activity.
- **Enforcing rules and guidelines** - an activity leader may need to enforce safety guidelines to ensure that participants are behaving appropriately and not putting themselves or others at risk of harm.
- **Fostering a positive and inclusive environment** - an activity leader should create a welcoming and inclusive environment where all participants feel comfortable and valued.
- **Responding to emergencies** - if an emergency situation arises the activity leader needs to respond quickly and effectively to ensure the safety of all participants. This activity leader may take some time before the session begins and outline emergency procedures if it is deemed necessary.

As we now know, the role of any activity leader is to facilitate a positive and safe recreational experience for all participants and are responsible in assisting or ensuring that the activity is run smoothly and that everyone has a good time while staying safe.

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Student/Trainee Manual

**Activity Leader's Roles and Responsibilities**

An activity leader plays a critical role which can include some of the following responsibilities:

- Organising activities
- Encouraging participation and engagement
- Providing instruction and guidance
- Enforcing rules and guidelines
- Fostering a positive and inclusive environment
- Responding to emergencies



PASSING LANE Deliver

Slide Presentation

SIXPLD002 Deliver recreation sessions Page 108

**POWERPOINT SLIDE PRESENTATION MAPPING**

This training manual is accompanied with a PowerPoint slide presentation, titled the same as this training manual. The following listing is a 'mapping cross-reference' between the Slide Number and the corresponding page number in the 'Student Manual'.

Slide Numbers	Student Manual Page Number	Slide Numbers	Student Manual Page Number
Slide Number 5	Page 13-14	Slide Number 17	Page 34
Slide Number 6	Page 15	Slide Number 19	Page 39-40
Slide Number 7	Page 16-17	Slide Number 20	Page 41
Slide Number 8	Page 18	Slide Number 21	Page 42
Slide Number 9	Page 22	Slide Number 22	Page 43
Slide Number 10	Page 23	Slide Number 23	Page 45-46
Slide Number 11	Page 24	Slide Number 24	Page 47
Slide Number 12	Page 25	Slide Number 25	Page 48
Slide Number 13	Page 26	Slide Number 27	Page 53
Slide Number 14	Page 27	Slide Number 28	Page 54
Slide Number 15	Page 28	Slide Number 29	Page 55
Slide Number 16	Page 33		

Teacher/Trainer Manual Copyright 2023

Teacher/Trainer Manual Slide Mapping

## ASSESSMENT MAPPING UTILITIES

***Passing Lane does not provide assessment tools as this is the responsibilities of the registered training organisation under the rules of ASQA.***

However, Passing Lane does offer an 'Assessment Mapping Utility' for each student/trainee manual.

The mapping utility document outlines where the student/trainee manual content addresses the 'Element' and each 'Performance Criteria' by page number(s).

**PASSING** LANE

### Passing Lane Assessment Mapping Utility Document

**SISXPLD002 Deliver recreation sessions**

*Unit of Competency (1) Element - Student/Trainee Manual Page Number*

1. Prepare for activity session - **Page 12**

*Unit of Competency Performance Criteria - Student/Trainee Manual Page Number*

1.1 Review session plan and confirm session objectives and activities - **Page 13**

1.2 Check and prepare physical environment to meet session requirements and identify and respond to factors that may impact session delivery - **Page 22**

1.3 Select and set up resources suited to activity session - **Page 22**

1.4 Assess characteristics and capabilities of participants on arrival through observation and questioning, and adjust session plan as needed - **Page 33**

*Unit of Competency (2) Element - Student/Trainee Manual Page Number*

2. Introduce the session - **Page 38**

*Unit of Competency Performance Criteria - Student/Trainee Manual Page Number*

2.1 Explain session objectives and activities using communication suited to participant characteristics - **Page 39**

2.2 Provide clear information about safety procedures, safe behaviour, safe areas and boundaries - **Page 39**

2.3 Advise participants of roles and responsibilities of activity leaders and communication protocols to use during activities - **Page 47**

2.4 Encourage participants to ask questions and seek advice before and during session - **Page 47**

## ASSESSMENT MAPPING UTILITIES—CONT'D

The mapping utility document also outlines where the student/trainee manual content addresses the 'Performance Evidence and Knowledge Evidence' requirements.

The screenshot shows a document with several sections. A red circle highlights the heading **Unit of Competency Performance Criteria - Student/Trainee Manual Page Number**. A blue arrow points to the first item in the list: 1.1 Review session plan and confirm session objectives and activities - Page 13. Another red circle highlights the heading **Unit of Competency Knowledge Evidence - Student/Trainee Manual Page Number**. A blue arrow points to the first item in the list: > organisational record keeping procedures for session delivery and evaluation - Page 86.

**Unit of Competency Performance Criteria - Student/Trainee Manual Page Number**

- 1.1 Review session plan and confirm session objectives and activities - Page 13
- 1.2 Check and prepare physical environment to meet session requirements and identify and respond to factors that may impact session delivery - Page 22
- 1.3 Select and set up resources suited to activity session - Page 22
- 1.4 Assess characteristics and capabilities of participants as well as their own and adjust session plan as needed - Page 33

**Unit of Competency (2) Knowledge Evidence - Student/Trainee Manual Page Number**

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

- > organisational record keeping procedures for session delivery and evaluation - Page 86
- > 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:
  - > non-instructional, non-competitive physical activity programs for leisure - Page 16
  - > games-based activities - Page 16
  - > after-school and holiday care programs - Page 16
  - > creative programs - Page 16
  - > social interaction programs - Page 16
- > roles and responsibilities of different activity leaders and support staff - Page 47

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Also, there is 'no restriction' to the licenced school/institution as to how many 'printed copies' can be made of the materials.

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The materials are not transferable without written consent by Passing Lane.

All materials have a three year expiry date from date of purchase after which this licence will expire.

All licences are renewable for a fee or automatically renewed for a full licence period when an available upgrade is purchased.



## LICENCE OVERVIEW—CONT'D

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COWES VICTORIA 3922**

**Telephone 1 300 64 98 63**

**Email [info@passinglane.com.au](mailto:info@passinglane.com.au)**

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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.



LANE

**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.