

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

**SIS30122**  
**Certificate III in Sport and Recreation**

**Unit**

**SISXPLD002**

**Deliver recreation sessions**

**SAMPLE**

**Trainer/Teacher Manual**





**Passing Lane Pty Ltd**  
**PO Box 975**  
**COWES VICTORIA 3922**

**SAMPLE**

***Copyright 2023***

All rights reserved.

All Passing Lane materials have been provided to an educational or training organisation under an institutional license agreement.

An outline of this agreement can be viewed on the Passing Lane website at [www.passinglane.com.au](http://www.passinglane.com.au).

The use of these materials without a valid and current licence agreement is strictly prohibited.

Any requests for further information regards the Passing Lane licence agreement can be sought directly from Passing Lane Pty Ltd.

## **MATERIALS PUBLISHED IN AUSTRALIA**

### ***Disclaimer***

*The information in this document has been developed using information and reference sources considered to be reliable.*

*Passing Lane Pty Ltd, its employees and contracted content developers accept no responsibility as to any errors or omissions or any loss or damage of any kind caused by using this manual and no warranty is provided as to the reliability of any sources or correctness of the information within this document.*

SAMPLE

## STUDENT/TRAINEE DETAILS

**Student/Trainee Name**

**Student/Trainee Email**

**Teacher / Trainer Name**

**School / Institution / Training Organisation / Employer**

## TABLE OF CONTENTS

<b>Introduction</b>	Page 5	
<b>Unit of Competency Overview</b>	Page 8	
<b>Section One</b> <i>Prepare for activity session</i>	Page 11	<u>(Student/Trainee Manual Page 11)</u>
<b>Section Two</b> <i>Introduce the session</i>	Page 41	<u>(Student/Trainee Manual Page 37)</u>
<b>Section Three</b> <i>Deliver the activity session</i>	Page 58	<u>(Student/Trainee Manual Page 51)</u>
<b>Section Four</b> <i>Encourage and support participants during activities</i>	Page 82	<u>(Student/Trainee Manual Page 71)</u>
<b>Section Five</b> <i>Evaluate session</i>	Page 88	<u>(Student/Trainee Manual Page 76)</u>
<b>Self Assessment</b>	Page 106	<u>(Student/Trainee Manual Page 91)</u>
<b>PowerPoint Slide Presentation Mapping</b>	Page 108	



## INTRODUCTION

This manual is developed to provide training content that addresses the specific 'Unit of Competency' as outlined on the following pages.

It provides the teacher and/or trainer with a document that includes all that the student and/or trainee manual content plus guidance notes as well as answers to the learning activities in the student/trainee manual.

This manual 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.

## INTRODUCTION—CONT'D

### LEARNING ACTIVITIES

The learning activities in the student and/or trainee manuals are 'Form Enabled' so that if the resources delivered online the activities can be filled in using the computer keyboard.

Each learning activity is identified with the following icon.

**Learning  
Activity**

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.

## INTRODUCTION—CONT'D

### ***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.

**Learning  
Activity**

**Research**

## SELF ASSESSMENT

At the end of each manual is a series of questions that the student/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 their 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.

## LANE

## 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
<b>1. Prepare for activity session</b>	<ul style="list-style-type: none"> <li>1.1. Review session plan and confirm session objectives and activities</li> <li>1.2. Check and prepare physical environment to meet session requirements and identify and respond to factors that may impact session delivery</li> <li>1.3. Select and set up resources suited to activity session</li> <li>1.4. Assess characteristics and capabilities of participants on arrival through observation and questioning, and adjust session plan as needed</li> </ul>
<b>2. Introduce the session</b>	<ul style="list-style-type: none"> <li>2.1. Explain session objectives and activities using communication suited to participant characteristics</li> <li>2.2. Provide clear information about safety procedures, safe behaviour, safe areas and boundaries</li> <li>2.3. Advise participants of roles and responsibilities of activity leaders and communication protocols to use during activities</li> <li>2.4. Encourage participants to ask questions and seek advice before and during session</li> </ul>
<b>3. Deliver the activity session</b>	<ul style="list-style-type: none"> <li>3.1. Sequence and pace activities according to session plan adjusting according to participant need</li> <li>3.2. Implement techniques suitable for leading the activity and suited to participant needs</li> <li>3.3. Provide clear and accurate instructions and demonstrations for activities</li> <li>3.4. Monitor participant technique and safety, and provide feedback and corrective instruction based on observations</li> <li>3.5. Respond to individual participant difficulties and modify their activities to suit needs and to ensure engagement and comfort</li> <li>3.6. Facilitate effective group interaction to maintain group control, engagement and safety</li> </ul>
<b>4. Encourage and support participants during activities</b>	<ul style="list-style-type: none"> <li>4.1. Encourage and respond to participant questions about activities and their technique</li> <li>4.2. Use communication techniques that provide positive reinforcement and motivation to participants</li> <li>4.3. Highlight participant key strengths and provide information about technique</li> </ul>

SAMPLE

## LANE

ELEMENT	PERFORMANCE CRITERIA
<b>5. Evaluate session</b>	<ul style="list-style-type: none"><li>5.1. Seek participant feedback and evaluate satisfaction with session</li><li>5.2. Evaluate own performance and identify areas for improvement</li><li>5.3. Complete session documentation and evaluation according to organisational record keeping procedures</li></ul>
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.	

PLEASE NOTE

***The training units in this qualification require all student or trainees to demonstrate their ability to perform certain tasks and activities related to this unit of training by successfully completing a number of assessment tasks or activities.***

***Generally, this unit of training as well as others should be undertaken in a sporting environment under the supervision and observation of your supervisor or a recreational service provider.***

***This unit applies to those who are in a community based recreation organisation as a staff member or a volunteer and participating in the organisation's delivery of predesigned recreational sessions.***

***Your supervisor or manager will be provided instructions and assessment forms which they would follow, fill in, sign and return this paperwork to your teacher or trainer.***

***If you are not part of a recreational organisation at the time of undertaking this unit of training then your teacher or trainer will provide you a 'simulated' environment and they will be your observers as you perform those assessment tasks and activities.***

***In this training unit the assessment requirements require you to be observed organising and delivering three different predesigned recreational sessions.***

# Section One

## Prepare for Activity Session

# DELIVER RECREATION SESSIONS

## SECTION ONE—PREPARE FOR ACTIVITY SESSION

### INTRODUCTION

Properly delivering a sport, fitness, aquatic or recreational activity session involves using a session plan that has been well thought out and designed for the participants in mind.

In many cases those delivering the session did not develop the session plan so it is important to be prepared and review the session plan well in advance.

This includes reviewing and organising locations, equipment and schedules.

These topics are what we will review in this section.

### SECTION LEARNING OBJECTIVES

At the completion of this section you will learn information relating to:

- ☆ Reviewing session plan and confirming session objectives and activities
- ☆ Checking and preparing physical environment to meet session requirements and identifying and responding to factors that may impact session delivery
- ☆ Selecting and setting up resources suited to activity session
- ☆ Assessing characteristics and capabilities of participants on arrival through observation and questioning and adjusting session plan as needed



Exercise	Reps/ Time/ Sets	Target Area
10 minute cardio warm-up (e.g. 10-minute run)		
	1-minute rest	
Seated Leg Extension	8-12 reps x3 sets	Legs/ Lower Body
	1-minute rest	
Standing Leg Curls	8-12 reps x2 sets	Legs/ Upper Body
	1-minute rest	
Bodyweight Lunges	8-12 reps x2 sets	Legs/ Lower Body
	1-minute rest	
Ab Crunches	8-12 reps x1 set	
	1-minute rest	
Side Lateral Raises	8-12 reps x2 sets	
	1-minute rest	
Front Deltoid Raise	8-12 reps x2 sets	
	1-minute rest	
Ab Crunches	8-12 reps x1 set	
	1-minute rest	
10-minute warm-down (stretching)		

## REVIEW SESSION PLAN AND CONFIRM SESSION OBJECTIVES AND ACTIVITIES

Recreation, sport, aquatic or fitness session plans are structured outlines of activities designed to help individuals engage in physical exercise or leisure activities for health, enjoyment, or competition purposes.

These plans typically include specific goals, exercises, and instructions for participants to follow during a given session.

In recreation and fitness settings session plans often involve group exercises such as aerobics, yoga, weightlifting, or outdoor activities like hiking or swimming.

In sport settings session plans are designed to help athletes prepare for competition by focusing on specific skills and techniques.

Regardless of the setting, a good recreation, sport, or fitness session plan should be well-structured, engaging and provide participants with a clear roadmap to achieve their goals.

## SESSION PLAN OBJECTIVES

Having clear objectives in a sport, fitness, or recreation session plan is essential for several reasons and can include:

- ☆ ***Provides direction*** - Objectives provide a clear direction for the session.

They help the coach, trainer or instructor and participants understand what the session is trying to achieve and what the focus should be.

This ensures that everyone is working towards the same goal and the session is more likely to be successful.

- ☆ ***Measures progress*** - Objectives also provide a way to measure progress.

By setting clear objectives at the start of the session the coach, trainer or instructor can evaluate whether the session has achieved its intended outcomes.

This can help identify areas where improvement is needed and can assist in improving future session planning.

- ☆ ***Motivates participants*** - Having objectives can also be motivating for participants.

Clear objectives give participants a sense of purpose and help them understand what they are working towards.

This can increase their engagement in the session and help them stay focused on achieving the desired outcomes.

- ☆ ***Improves accountability*** - Objectives can also improve accountability.

By setting clear objectives the coach, trainer or instructor and participants have a shared understanding of what needs to be accomplished.

This can help ensure that everyone is doing their part to contribute to the success of the session.

- ☆ ***Enhances effectiveness*** - Finally, having clear objectives can enhance the overall effectiveness of the session.

By setting specific goals the coach, trainer or instructor can design a session that is tailored to achieving those objectives.

This can result in a more targeted and effective session that better meets the needs of the participants.

Having clear objectives in a sport, fitness, or recreation session plan is essential for providing direction, measuring progress, motivating participants, improving accountability and enhancing effectiveness.

It ensures that the session is well-planned and well-executed, leading to better outcomes for everyone involved.



SAMPLE



## SESSION PLAN ACTIVITIES

Recreational, sport, or fitness session plans are structured guides or outlines that help individuals or groups engage in physical activities for enjoyment, health, or competition.

These plans typically include detailed instructions for exercises, activities, or games that aim to improve physical fitness, coordination, endurance and flexibility.

Recreational session plans are designed for individuals who want to engage in physical activities for leisure, relaxation, and socialisation.

These session plans often incorporate warm-up exercises, stretching routines and cool-down activities.

Sport session plans are focused on preparing athletes or teams for competitive events or games.

These plans often include skill-building exercises, drills and conditioning programs that target specific areas of strength, endurance, speed, agility, and coordination.

Fitness session plans are designed to help individuals achieve specific fitness goals, such as weight loss, muscle building, or cardiovascular health.

These plans may include a combination of resistance training, cardiovascular exercises and stretching routines.

Fitness session plans can be tailored to suit individual needs and fitness levels.





## SESSION TYPES

There are a number of different types of recreational type sessions and the design of a recreation session can include any one or more of the following types:

- ☆ ***Non-instructional, non-competitive physical activity programs for leisure*** - this is a program designed to promote physical activity without emphasising specific skills or competition.

These programs focus on promoting physical activity as a fun and enjoyable way to improve overall health and wellbeing.

Examples of non-instructional, non-competitive physical activity programs might include things like walking groups, dance classes, yoga classes or group fitness classes that are designed to be inclusive and accessible to individuals of all fitness levels and abilities.

- ☆ ***Games-based activities*** - these are physical activities that are structured around games, often with rules and objectives similar to those found in traditional sports.

The focus of these activities is typically on participation, fun and skill development, rather than competition or winning.

The benefits of games-based activities include improving physical fitness, developing social skills, building teamwork and communication skills and promoting overall wellbeing.

These activities can be especially effective for children and young people as they provide a fun and engaging way to develop physical and social skills while promoting healthy habits.

- ☆ ***After-school and holiday care programs*** - these are programs that provide supervision and activities for children outside of regular school hours, including after school and during school holidays.

From a physical point of view these programs may include activities such as sports and game based activities and other physical activities.





- ☆ **Creative programs** - from a physical activity point of view creative programs are programs that use non-traditional or alternative activities to promote physical activity and encourage individuals to engage in movement in a fun and creative way.

These programs typically focus on promoting physical activity through activities that are enjoyable and engaging, rather than emphasising specific athletic skills or competition.

Examples of creative physical activity programs might include activities such as dance classes, yoga, martial arts, circus arts or parkour.

These programs often incorporate elements of art, music and performance into the physical activity, making them fun and engaging for individuals of all ages and fitness levels.

- ☆ **Social interaction programs** - again from a physical activity point of view, social interaction programs are programs that promote physical activity through social interactions and group activities.

These programs are designed to provide opportunities for individuals to engage in physical activity while also building social connections, developing teamwork and communication skills and promoting a sense of community.

Examples of social interaction programs might include group fitness classes, team sports, walking groups, dance classes or outdoor adventure programs.

The benefits of social interaction programs include improved physical fitness, increased social connections and support, reduced stress and anxiety and improved mental health and wellbeing.

These programs can be especially effective for individuals who may feel isolated or disconnected from others as they provide a supportive environment in which to engage in physical activity and build relationships with others.





## REVIEWING A SESSION PLAN

Reviewing a sport, fitness, or recreation session plan before delivering the session is essential to ensure safety, effectiveness, time management and professionalism.

It helps ensure that the session meets its objectives and provides a positive experience for the participants.

Reviewing a sport, fitness or recreation session plan before delivering the session is important for several reasons:

☆ **Addressing the needs of participants** - Those participating in a sport, fitness or recreation session want to be assured that their own needs and expectations are addressed and reviewing the session plan from the participants point of view ensures this.

☆ **Ensuring safety** - The primary concern of any session plan should be the safety of the participants.

Reviewing the plan beforehand can help identify potential safety hazards and mitigate them before the session begins.

This can help prevent injuries or accidents during the session.

☆ **Improving effectiveness** - Reviewing a session plan can help identify areas where the plan can be improved.

It allows the trainer to evaluate the plan and make necessary adjustments to ensure that the session is effective in achieving its objectives.

This can lead to better results for the participants.

☆ **Time management** - A well-planned session can help manage time effectively.

Reviewing the session plan beforehand can help identify areas where time might be wasted or where additional time might be needed.

This can help ensure that the session runs smoothly and efficiently.

☆ **Professionalism** - Reviewing the session plan beforehand demonstrates professionalism and a commitment to delivering a high-quality session.

It shows that the coach, trainer or instructor has taken the time to prepare for the session and is invested in its success.

SAMPLE

**Learning  
Activity****Task****LEARNING ACTIVITY ONE**

As we mentioned in the beginning of this training manual it is ideal to have you undergo this unit of training in a sporting, fitness, aquatic or recreational environment as a person seeking to obtain fitness, sport, aquatic or recreation qualification.

It is important that you have either an experienced co-worker, supervisor or manager, or your employer assist you in this unit of training.

They will need to report back to your teacher or trainer using assessment forms which on a number of occasions will need to be filled in, signed and then sent back to your teacher or trainer.

They will also at times observe you doing some assessment activities or tasks required.

In this activity we want you to inform your teacher or trainer who will be assisting you with this unit of training and they will provide this person instructions and the necessary documentation and assessment forms.

From this point on we refer to this person as your 'nominated observer'.

**TEACHER / TRAINER GUIDANCE NOTES**

You as the teacher or trainer may want to take the time to interview the person(s) nominated to assist the student or trainee with this unit of training.

There will be a number of assessment activities in which they need to be involved with so they would need to be informed that the commitment to assist is important.

## Learning Activity

### Task

## LEARNING ACTIVITY TWO

There are a number of assessment requirements related to this unit of training that you would be required to undertake to successfully complete this unit of training.

Specifically the assessment requirements for this unit states that you are required to deliver **three** predesigned group recreation sessions, each with a **minimum duration of 30 minutes** and each with at least **six** participants.

Of those three you are to deliver at least **one** of the above three sessions to **one** of the following participant groups:

- ☆ Children
- ☆ Older people
- ☆ People with disability

In this activity you are to consult with your 'nominate observer' and settle on those **three** predesigned group recreation sessions and access the session plans for each, remembering that one of those sessions must be with one of the abovementioned participants groups.

Once those **three** predesigned group recreation sessions, describe each in very simple terms on the next page.



## Descriptions of predesigned group recreation sessions...

**Session ONE - targeted participant group** \_\_\_\_\_  
**Description**

**Session TWO- targeted participant group** \_\_\_\_\_  
**Description**

**Session THREE- targeted participant group** \_\_\_\_\_  
**Description**

**Nominated observer's name** \_\_\_\_\_

**Nominated observer's contact number** \_\_\_\_\_

*This information is required in case your teacher or trainer wishes to confirm your nominated observer has reviewed your descriptions and approved them.*

**TEACHER / TRAINER GUIDANCE NOTES**

The assessment requirements for this 'Unit of Competency' states:

**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:

- ☆ deliver three predesigned group recreation sessions:
  - ◆ each with a minimum duration of 30 minutes
  - ◆ each with at least six participants
- ☆ deliver at least one of the above three sessions to one of the following participant groups:
  - ◆ children, or
  - ◆ older people, or
  - ◆ people with disability



## CHECK AND PREPARE PHYSICAL ENVIRONMENT TO MEET SESSION REQUIREMENTS AND IDENTIFY AND RESPOND TO FACTORS THAT MAY IMPACT SESSION DELIVERY AND SELECT AND SET UP RESOURCES SUITED TO ACTIVITY SESSION

*(Over the next few pages we cover two 'Performance Criteria' points at the same time to avoid repetition)*

At this point you will have a detailed session plan and are now at the stage of preparing for the session.

The first two most pressing resources that need to be in place are the location where the session will be delivered as well as other resources such as any required equipment.

During the planning stages you would have needed to contact the location (whether it be indoors or outdoors) and confirm from the venue owners or managers whether the venue was available for the planned session(s), or local council if the park or reserve is available.

At this preparation stage you would now need to organise the location for the session.

There may be the need to have the location setup in advance of the session.

For example, for indoor sessions there may be a need to remove furniture, fixtures or fittings, so that the session you have planned can be held there.

For outdoor sessions there may be the need to have lines applied to the grounds, or the grass surface mowed prior to the session(s).

For indoor venues, access to the venue would need to be organised including access to any of the venues amenities and for outdoor venues there may be the need to finalise permits or access to park gates, parking areas, toilets and so on.

If the venue is providing the equipment then the equipment required and its availability needs to be confirmed.

If the club or school is providing the equipment then its location and availability also needs to be confirmed.

If the participants are supplying some or all of their own equipment they should be reminded of what equipment they are required to bring in order to avoid participants showing up to a session without essential equipment.

This could include suitable clothing, footwear, safety gear and/or uniforms (if the participants have been issued uniforms earlier).



## CONFIRM AVAILABILITY OF RESOURCES

On the previous pages we focussed on the two main resources, being the location and the equipment.

However in the previous section we learned that there are numerous other resources required aside from just the locations and equipment.

The next most important resource would be the finances.

If it is you that is organising payments related to the sport, fitness, aquatic or recreational session(s), then you would need to know how to access the funds and how payments should be made.

In most cases organisations, recreation service providers, clubs and schools have a person designated to be the treasurer or accounts manager and it would be these persons you would need to liaise with.

In these cases you would need to first confirm there are suitable funds available and then understand the process of instigating payments.

The other resource was the support staff.

In your planning stage you would have identified the type of support staff you required and approached those most appropriate to ask if they would take on the support role during the sport, fitness, aquatic or recreational session.

In the session preparation stage you would need to confirm that they are not only willing to assist, but most importantly, that they are available.

Then there are the travel arrangements.

If there are travel service suppliers such as bus companies the timetables and pickup/drop off points need to be confirmed.

If the session is being catered (for example by the local Loins Club or café) then these organisations would need to be contacted and their services confirmed.

Once all the resources have been confirmed then you are ready to 'conduct' the sport, fitness, aquatic or recreational sessions.

You are able to advise the recreation service providers, organisations, school or club staff/management, support staff and the participants that everything is in place as well as available and the session will go ahead as planned.



### **ORGANISING AND BRIEFING SUPPORT PERSONNEL**

Prior to the sport, fitness, aquatic or recreation session, it is important to organise all the support personnel (staff) and go through the details of the session and what role each support person has.

Each support member would need to understand the reporting structure, in other words where they would receive their instructions from and also who they would need to consult with if any issues or problems would arise.

The time and place where this 'briefing' would take place would depend on the type and size of the sport, fitness or recreational event.

For simple sessions with a small number of participants the briefing could happen a few minutes before the session starts.

In large sport, fitness or recreational events, staff briefings may take place days or even weeks prior to the session(s) as well as on the day.

A well briefed group of support personnel will ensure an efficiently run session and most importantly ensure that the needs (goals), expectations and preferences of the participants are met.



## CHECKING EQUIPMENT FOR DAMAGE

As we earlier learned that in the session preparation stages one of the main tasks is to ensure the availability of the equipment required for the specific sport, fitness, aquatic or recreation session(s).

This task would likely involve the inspection of the equipment.

Equipment would be checked for damage or deterioration and if any equipment was found unacceptable to use it would be placed aside, tagged as being not suitable for use and reported.

The organisation, school or club would generally have a procedure on how damaged or deteriorated equipment is reported.

This could involve reporting it to a designated person and/or using a reporting form.

It would be your responsibility to learn what the procedures are in the reporting of damaged or deteriorated equipment.

Participants may be providing their own equipment.

It is a legal responsibility of the organisation, club or school to ensure all participants are kept safe while participating in the session activities.

This would mean that the participant's equipment would need to be inspected in order to ensure it too is not damaged to a point of being unsafe not only to the participant but possibly others.

The participant may be required to replace their own equipment for safer equipment or the organisation, club or school issue replacement equipment.

If either is not possible then it would likely be the policy of the organisation, school or club to prevent the participant from participating in the session activities.



## SETTING UP THE INDOOR SESSION

The next stage is the activity session setup.

In all cases the location in which the activity session is to be delivered needs to be large enough for the anticipated group numbers without overcrowding.

Generally, the trainer, coach or instructor would have pre-arranged and booked the indoor areas at the locations so that there would be time for setting up the area for the session.

The trainer, coach or instructor would want to be there well in advance to set up the area, especially if there were machines or equipment that needed setting up and/or arranging.

The area would need to be inspected to ensure the floor surfaces were clean and in good condition.

If carpeted check that there were no tears or loose parts that could become a tripping hazard.

Any hazards would need to be reported to the facility manager and if serious enough the session would need to be relocated until the hazards were addressed.

Other issues relating to the use of indoor facilities would include air conditioning being set appropriately for the type and intensity of the exercises and group size.

The amenities such as toilets, change rooms and showers would need to be clean and accessible if there were participants with disability.

The trainer, coach or instructor would need to have an awareness of any emergency requirements, such as fire equipment and evacuation methods.





## SETTING UP THE OUTDOOR SESSION

When it comes to public places such as parks or recreational areas, the trainer, coach or instructor would likely require a permit from the local council.

This would often require the trainer, coach or instructor to have various types of insurance cover, such as public liability and/or professional indemnity insurances.

There will be restrictions as to music being played, at what hours and what volumes.

Parking at these locations would also need to be suitable and there may also be a need for public toilets near the area where the session is being conducted.

Sporting grounds are often owned by the local council and managed by the local sporting club.

Often you would work with the sporting club in arranging the area for any activity session assuming the club has clearances to do so.

Activity sessions on school grounds would need to be arranged through the school's administration.

There may be fees to be paid to the school, as well as the need for suitable insurance cover.

With all outdoor areas where activity sessions are to be conducted the area needs to be checked for any hazards and those either removed or reported.

This could involve fallen branches, rubbish and other hazards that could cause injury to participants, especially where running is involved.

Session equipment for outdoor sessions would need to be transported to the outdoor location and set up.

This could include:

- ☆ Mats
- ☆ Markers
- ☆ Drink tables

...and so on

# SAMPLE





## SWIMMING POOLS

There are numerous activity sessions that are conducted in swimming pools, one being the popular 'water aerobics'.

Swimming pools can be located within larger fitness centres, public pools owned and managed by local councils, in sporting complexes or schools/universities.

Instructors who conduct activity in swimming pools may be employed by the fitness centre or being hired by the local council to offer community fitness sessions, especially for the elderly.

In other instances the instructor may hire the swimming pool (or part of it) for their own activity sessions.

Again, the instructor would want to be at the pool earlier to rope off the area for the session and locate the required equipment for the session.

The amenities should be well accessible and in good condition.

These would include change rooms, toilets and showers.

## Learning Activity

### Task

## LEARNING ACTIVITY THREE

In Activity Two of this Section, you had decided on those three pre-designed sport, fitness, aquatic or recreation activity sessions in which you will be assessed on.

For the purpose of this training manual we have split the those three sessions and we start with this activity for 'Session ONE'.

The 'Session TWO' and 'Session THREE' and all the assessment tasks and activities will be addressed at the end of this training manual.

In this activity we want you to describe the resources you will required to deliver 'Session ONE'.

We have provided space on the next page for you to complete this activity.

Once completed show your summary to your 'nominated observer'.

He or she may have suggestions, changes or additions.

Make those changes and resubmit your summary for approval.

## Summary of required resources for the delivery of 'Session ONE'.

Nominated observer's name \_\_\_\_\_

Nominated observer's contact number \_\_\_\_\_

*This information is required in case your teacher or trainer wishes to confirm your nominated observer has reviewed your summary and approved it.*

**TEACHER / TRAINER GUIDANCE NOTES**

The assessment requirements for this 'Unit of Competency' states:

**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:

- ☆ deliver three predesigned group recreation sessions:
  - ◆ each with a minimum duration of 30 minutes
  - ◆ each with at least six participants
- ☆ deliver at least one of the above three sessions to one of the following participant groups:
  - ◆ children, or
  - ◆ older people, or
  - ◆ people with disability
- ☆ for each of the above three sessions:
  - ◆ prepare environment and resources

**Learning  
Activity****Task****LEARNING ACTIVITY FOUR**

As you are aware, for the purpose of this training manual we had split the those three sessions and we start with this activity for 'Session ONE'.

The 'Session TWO' and 'Session THREE' and all the assessment tasks and activities will be addressed at the end of this training manual.

In this activity we want you to describe first the location for 'Session ONE' and then describe what set up tasks and activities you will be required to do at this location before the delivery of 'Session ONE'.

We have provided space on the next page for you to complete this activity.

Once completed show your summary to your 'nominated observer'.

He or she may have suggestions, changes or additions.

Make those changes and resubmit your summary for approval.

**Description of the location where the delivery of 'Session ONE' is to take place.**

**Summary of setting up tasks/activities that you will need to do prior to 'Session ONE' delivery.**

**Nominated observer's name** \_\_\_\_\_

**Nominated observer's contact number** \_\_\_\_\_

*This information is required in case your teacher or trainer wishes to confirm your nominated observer has reviewed your description and summary and approved them.*

**TEACHER / TRAINER GUIDANCE NOTES**

The assessment requirements for this 'Unit of Competency' states:

**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:

- ☆ deliver three predesigned group recreation sessions:
  - ◆ each with a minimum duration of 30 minutes
  - ◆ each with at least six participants
- ☆ deliver at least one of the above three sessions to one of the following participant groups:
  - ◆ children, or
  - ◆ older people, or
  - ◆ people with disability
- ☆ for each of the above three sessions:
  - ◆ prepare environment and resources



## **ASSESS CHARACTERISTICS AND CAPABILITIES OF PARTICIPANTS ON ARRIVAL THROUGH OBSERVATION AND QUESTIONING AND ADJUST SESSION PLAN AS NEEDED**

Coaches, trainers and instructors have a 'duty of care' to ensure that the health and welfare of the participants in the activity session is safeguarded.

For most fitness (and sport focused) activity sessions participants are generally required to have a health and fitness assessment so that they can participate in a session that is in line with their level of fitness, skills and capabilities.

However, in many recreational activity sessions participants will many times arrive to the session and this will be the first time the session instructor has met each of the participants.

The session instructor will generally do a quick assessment of the characteristics of the participants.

Characteristics can vary and include:

- ☆ Young participants
- ☆ Older participants
- ☆ Participants that look physically fit
- ☆ Participants that look over weight or obese
- ☆ Participants with disability

Depending on the sessions pre-designed activities this initial assessment would suggest that some or all the session activities may need to be adjusted or modified to suit some or all the participants.





## QUESTIONING

Before engaging in recreational activities it is important to assess participants' fitness level and capabilities to ensure their safety and optimise their experience.

Here are some questions that can be asked of participants to assess their fitness level and capabilities:

- ☆ Have you been physically active in the past? If so, what type of activities did you engage in and how frequently?
- ☆ Do you have any health conditions or injuries that may affect your ability to participate in physical activity?
- ☆ What is your current level of physical activity? How many days per week do you engage in physical activity and for how long?
- ☆ Have you ever experienced joint pain or difficulty moving?
- ☆ Have you ever been advised by a healthcare professional to limit your physical activity or to engage in specific types of physical activity?
- ☆ Are you currently taking any medications that may affect your ability to engage in physical activity?
- ☆ How would you rate your current level of physical fitness on a scale of 1 to 10, with 1 being very poor and 10 being excellent?
- ☆ What are your goals for engaging in recreational activities? Are you looking to improve your fitness level, reduce stress, or simply have fun?

Answers to those questions assists the instructor in determining whether any of the session activities need to be changed or eliminated.

When it comes to issues with health then the instructor may suggest that the participant get a medical clearance from their doctor before participating in the activity sessions.

The instructor may even provide a copy of the session plan activities so that the doctor can have a clear picture on what physical activities his patient was to undertake and which should be modified or avoided all together.

## Learning Activity

### Task

## LEARNING ACTIVITY FIVE

This is a two part assessment activity.

The first part of this activity is what we call an 'observable' assessment activity.

This means that your 'nominated observer' will be watching you perform some assessment tasks and/or activities.

In this activity your 'nominated observer' will be watching you set up the location where 'Session ONE' will take place.

Then he or she will be watching you observe and question participants prior to the start of 'Session ONE' and then make any changes or modifications to the session plan and activities.

Your 'nominated observer' will report back to your teacher or trainer using the 'third party observation assessment forms' they were provided.

The second part of this activity, we want you to tell us what changes to the session plan and activities were made after you assess your participants through observation as well as questioning.

We provided space on the next page for you to complete this activity.



***Please note that the assessment requirements are that you make at least two changes to each session plan based on the needs of the participants for each session.***

**Summary of what changes were made to the session plan and activities for 'Session ONE'.**

**Nominated observer's name** \_\_\_\_\_

**Nominated observer's contact number** \_\_\_\_\_

*This information is required in case your teacher or trainer wishes to confirm your nominated observer has reviewed your summary and approved it.*

**TEACHER / TRAINER GUIDANCE NOTES**

The assessment requirements for this 'Unit of Competency' states:

# SAMPLE

**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:

- ☆ deliver three predesigned group recreation sessions:
  - ◆ each with a minimum duration of 30 minutes
  - ◆ each with at least six participants
- ☆ deliver at least one of the above three sessions to one of the following participant groups:
  - ◆ children, or
  - ◆ older people, or
  - ◆ people with disability
- ☆ for each of the above three sessions:
  - ◆ modify at least two aspects of the session plan and activities in response to participant needs

**Knowledge Evidence**

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

- ☆ 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 including how to meet the physical, emotional and motivational needs
  - ◆ people with disability including how to focus on capabilities and consult to identify needs and preferences for assistance during sessions
- ☆ 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

In many cases the assessment requirements relate to a specific 'Performance Criteria' and in this case it is:

***“Assess characteristics and capabilities of participants on arrival through observation and questioning and adjust session plan as needed”***

# Section Two

## Introduce the Session

# DELIVER RECREATION SESSIONS

## SECTION TWO—INTRODUCE THE SESSION

### INTRODUCTION

We are now at the stage when the sport, fitness or recreational session(s) will be conducted.

All participants have arrived as planned, as well as support staff who are assisting in equipment assignment or fittings and the session start time has arrived.

In this section we will be looking at the various topics associated with conducting a sport, fitness or recreational session.

### SECTION LEARNING OBJECTIVES

At the completion of this section you will learn information relating to:

- ☆ Explaining session objectives and activities using communication suited to participant characteristics
- ☆ Providing clear information about safety procedures, safe behaviour, safe areas and boundaries
- ☆ Advising participants of roles and responsibilities of activity leaders and communication protocols to use during activities
- ☆ Encouraging participants to ask questions and seeking advice before and during session



## EXPLAIN SESSION OBJECTIVES AND ACTIVITIES USING COMMUNICATION SUITED TO PARTICIPANT CHARACTERISTICS AND PROVIDE CLEAR INFORMATION ABOUT SAFETY PROCEDURES, SAFE BEHAVIOUR, SAFE AREAS AND BOUNDARIES

*(Over the next few pages we cover two 'Performance Criteria' points at the same time to avoid repetition)*

When conducting a sport, fitness or recreational program it is important that the participants understand what they will be doing.

This requires strong communication skills.

Providing instructions should be communicated in a clear, accurate and relevant manner as well as encourage clarification when necessary.

Effective communication includes two important aspects:

- ☆ **Verbal communication** - The most common form of communication, this provides information to participants, manages groups, organises activities, provides instant feedback, instructs children and asks questions that help achieve understanding.

The two levels of verbal communication are:

- ◆ What the speaker is saying
- ◆ What the listener thinks the speaker is saying

Increasing the chance of exact interpretation is the responsibility of the speaker, that person should think about what needs to be said and the clearest way to say it.





☆ **Non verbal communication** - Then there is non-verbal communication.

- ♦ **Visual** - all aspects of body language including posture, gesture, facial expressions and eye contact
- ♦ **Voice expression** - tone and volume of voice can signify the importance of instructions being given.

Can also gain attention, maintain interest and emphasise certain aspects of instruction.



When providing program information and session instructions the non-verbal communication cues should be observed.

Their facial expression will especially show whether or not they are grasping what you are trying to explain.

As you provide program information and session instructions it is important that while you are doing so and after you have finished you ask the participants if they understood what was being told to them and perhaps test them on certain key aspects of the session instructions by asking them their interpretation of the instructions.



Another non-verbal type of communication is your own personal appearance and hygiene.

In keeping with your role and duties and the type of session to be conducted, the clothing you are wearing and your personal hygiene says a lot about your level of professionalism.

Many clubs and even schools as a policy will require the support staff, trainers and instructors to wear T-shirts or polo shirts with the club's or school logo.

This helps the participant's to identify those in a support or organisational role.

Your footwear would need to be in good condition and in keeping with the type of session you are conducting or instructing.





SAMPLE

## ADVISING PARTICIPANTS OF THE ACTIVITY SESSION OBJECTIVES

It is important to advise participants of the activity session objectives before they start to exercise because it helps to ensure that everyone is on the same page and working towards a common goal.

By providing clear and concise information about what the session is designed to achieve participants can better understand what is expected of them and how they can best contribute to the overall success of the session as well as get the most out of the session themselves.

Here are some reasons why it is important to advise participants of the session objectives:

- ☆ **Clarifies expectations** - Knowing the session objectives can help participants to understand what they are expected to achieve during the session.  
  
This can help them to focus on the task at hand and work towards achieving the desired outcome.
- ☆ **Motivates participants** - Understanding the session objective can also help to motivate participants to work harder and push themselves to achieve the desired outcome.  
  
It can also help to create a sense of excitement and anticipation around the session.
- ☆ **Improves safety** - Advising participants of the session objective can also help to improve safety during the session.  
  
When everyone is working towards the same goal there is less chance of participants deviating from the planned activities or engaging in unsafe behaviors.
- ☆ **Increases engagement** - By understanding the session objective participants are more likely to engage fully in the session and participate actively in the activities.  
  
This can help to create a more enjoyable and rewarding experience for everyone involved.

Importantly, advising participants of the session objective before they start to exercise can help to ensure that everyone is working towards a common goal, improve safety, motivate participants, increase engagement and create a more enjoyable and rewarding experience for everyone involved.



## EXPLAINING THE ACTIVITIES AND EQUIPMENT

It's important that the session organiser not only identify the activities by name for the participants as well as explain them, but also that the participants are shown how to perform each activity or activities.

This is especially important in sessions where several activities are being done by the participants.

In a multi activity session it is suggested that you go through and explain each activity.

The participants may have been provided a written list of the activities earlier in the session and this could be referred to if required and as a reference for future sessions.

As a suggestion for each of the activities, do the following:

- ☆ Provide the participants with the name of the activity.

Use a name that is easy for the participants to remember.

This allows the participants to easily be able to discuss any questions or concerns about a particular activity by being able to clearly identify the activity in question.

- ☆ Briefly describe the activity to the participants, including what equipment is used to perform it.
- ☆ Demonstrate the activity to the participants including using the equipment.

Go through each step slowly showing the participants exactly how to do the activity properly.

Emphasise any safety concerns or possible issues the participants might encounter, especially when using equipment in the activities.





## SPECIFIC INSTRUCTIONS

Depending on the type of session activities the participants would be undertaking would determine the specific instructions the participants should be provided.

For example, if you have developed a session program for a specific population group using the advice and guidance of the medical professionals there may be certain exercise 'contraindications' that you need to clearly communicate to the participant(s).

And most importantly, the participants need to fully understand those contraindications and the risks or harm the participant may experience should they not follow those instructions.

Another example of providing clear instructions would be when the participants are in an activity that has its risks such as abseiling or rock climbing.

Clear instructions would be required as well as confirming their understanding.

Other basic instructions participants may be given could include:

- ☆ Type of suitable clothing to wear
- ☆ Type of footwear that should be worn based on the type of activities
- ☆ Safety gear required if not provided

Depending on the types of session activities some safety considerations that should be communicated can include:

- ☆ **Hazards in outdoor settings** - such as water hazards, traffic, insects, weather events and so on
- ☆ **Explain equipment hazards** - this often is communicated when explaining the proper use of the equipment
- ☆ **How to signal for assistance** - such as in aquatic sessions, climbing, hiking and so on
- ☆ **Safe distance between participants** - this is important in group exercising sessions especially if hand held equipment is being used

SAMPLE

# SAMPLE



## SAFETY AND BEHAVIOURAL INSTRUCTIONS

It is very important that all participants are aware of what is expected of them as far as their behaviour is concerned.

Unsafe and unruly behaviour that can occur during a recreational session may include:

- ☆ ***Running or horseplay*** - this can result in collisions, falls and other injuries to participants.
- ☆ ***Using equipment inappropriately*** - participants may use equipment such as balls, bats, racquets, fitness equipment and so on in a way that is dangerous to themselves or others.
- ☆ ***Ignoring safety rules*** - if participants disregard safety rules they may put themselves or others at risk of injury or harm.
- ☆ ***Engaging in aggressive behavior*** - This may include physical altercations or verbal confrontations that can escalate and cause harm.
- ☆ ***Intoxication or drug use*** - Participants who are under the influence of drugs or alcohol may act recklessly and endanger themselves and others.
- ☆ ***Not following instructions*** - if participants do not follow instructions from session instructors they may engage in behaviour that is unsafe or disruptive.
- ☆ ***Bullying or harassment*** - participants who engage in bullying or harassment can cause emotional harm to others and create an unsafe or uncomfortable environment.

It is important for recreational facilities and those delivering activity sessions to have clear rules and guidelines in place to promote safety and ensure that everyone can enjoy the recreational session in a fun and positive manner.

It should be made very clear what the ramifications would be for those who do not follow rules and guidelines.



**Learning  
Activity****Task****LEARNING ACTIVITY ONE**

- 1) In this Section we mentioned two types of non-verbal communication. Tell us what each one was and explain each one.

- 2) From a personal point of view, what were the two other factors that were part of your non-verbal communication skills?

**TEACHER / TRAINER GUIDANCE NOTES**

- 1)
1. **Visual**—all aspects of body language including posture, gesture, facial expressions and eye contact.
  2. **Voice expression**— tone and volume of voice can signify importance of instructions being given. Can also gain attention, maintain interest and emphasise certain aspects of instruction.
- 2)
1. Personal presentation
  2. Personal hygiene

**Learning  
Activity****Question****LEARNING ACTIVITY TWO**

- 1) What were the four reasons why it is important to advise participants of the session objectives as we outlined in this Section?

- 2) What were the seven unacceptable behaviours that could occur during an activity session as we outlined in this Section?

**TEACHER / TRAINER GUIDANCE NOTES**

1)

1. Clarifies expectations
2. Motivates participants
3. Improves safety
4. Increases engagement

2)

1. Running or horseplay
2. Using equipment inappropriately
3. Ignoring safety rules
4. Engaging in aggressive behavior
5. Intoxication or drug use
6. Not following instructions
7. Bullying or harassment



## ADVISE PARTICIPANTS OF ROLES AND RESPONSIBILITIES OF ACTIVITY LEADERS AND COMMUNICATION PROTOCOLS TO USE DURING ACTIVITIES AND ENCOURAGE PARTICIPANTS TO ASK QUESTIONS AND SEEK ADVICE BEFORE AND DURING SESSION

*(Over the next few pages we cover two 'Performance Criteria' points at the same time to avoid repetition)*

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 engaging for all participants, which can include some of the following responsibilities:

- ☆ **Organising activities** - an activity leader may be responsible for delivering the session activities or some of the activities that are appropriate for the age and skill level of the participants.
- ☆ **Encouraging participation and engagement** - an activity leader may need to encourage participation and engagement among participants to ensure that everyone is having fun and enjoying the activity.
- ☆ **Providing instruction and guidance** - an activity leader may need to provide or assist in providing instruction on how to participate in the activity safely and effectively.  
They would be available to answer any questions from the participants during the session.
- ☆ **Enforcing rules and guidelines** - an activity leader may need to enforce safety rules and 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 strive to create a welcoming and inclusive environment where all participants feel comfortable and valued.
- ☆ **Responding to emergencies** - if an emergency situation arises the activity leader(s) may need 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 any 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 runs smoothly and that everyone has a good time while staying safe.

SAMPLE





SAMPLE

## ENCOURAGING PARTICIPANTS TO ASK QUESTIONS

Encouraging participants to ask questions and seek advice before and during a recreational session is important for several reasons:

- ☆ **Safety** - asking questions and seeking advice can help participants understand safety guidelines and instructions, reducing the risk of injury or accidents during the session.
- ☆ **Understanding** - participants may have different levels of experience or knowledge about the activity and asking questions can help them better understand how to participate and enjoy the activity.
- ☆ **Inclusivity** - encouraging questions and seeking advice creates a welcoming and inclusive environment where participants feel comfortable and valued.
- ☆ **Engagement** - asking questions and seeking advice can increase participants' engagement and enthusiasm for the activity.

To encourage participants to ask questions and seek advice activity leaders can:

- ☆ Emphasise that no question is too small or insignificant to ask.
- ☆ Let participants know that asking questions and seeking advice is a sign of intelligence and curiosity.
- ☆ Create an environment where participants feel comfortable asking questions and seeking advice by being approachable and supportive.
- ☆ Provide opportunities for participants to ask questions and seek advice before, during and after the session.

By encouraging questions and seeking advice activity leaders can create a positive and engaging recreational experience where participants feel safe, included and enthusiastic about the activity.

**Learning  
Activity****Task****LEARNING ACTIVITY THREE**

# SAMPLE

- 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?


**TEACHER / TRAINER GUIDANCE NOTES**

- 1)
  1. Organising activities
  2. Encouraging participation and engagement
  3. Providing instruction and guidance
  4. Enforcing rules and guidelines
  5. Fostering a positive and inclusive environment
  6. Responding to emergencies
- 2)
  1. Activity safety
  2. Understanding the activities
  3. Inclusivity
  4. Engagement

**Learning  
Activity****Task****LEARNING ACTIVITY FOUR**

This activity is what we call an 'observable' assessment activity.

This means that your 'nominated observer' will be watching you perform some assessment tasks and/or activities.

In this activity your 'nominated observer' will be watching you explain the session objectives to the participants for 'Session ONE'.

Your nominated observer' will also be observing you:

- ☆ Explaining the safety procedures, safe behaviour and safe areas for 'Session ONE'
- ☆ Introducing activity leaders and explaining their roles and responsibilities for 'Session ONE'
- ☆ Encouraging participants to ask questions and seek advice before and during session
- ☆ Using proper communication techniques that match the characteristics of the participants for 'Session ONE'

Your 'nominated observer' will report back to your teacher or trainer using the 'third party observation assessment forms' they were provided.

**TEACHER / TRAINER GUIDANCE NOTES**

The assessment requirements for this 'Unit of Competency' states:

# SAMPLE

**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:

- ☆ deliver three predesigned group recreation sessions:
  - ◆ each with a minimum duration of 30 minutes
  - ◆ each with at least six participants
- ☆ deliver at least one of the above three sessions to one of the following participant groups:
  - ◆ children, or
  - ◆ older people, or
  - ◆ people with disability
- ☆ for each of the above three sessions:
  - ◆ brief participants and provide safety information tailored to the environment and types of activities
  - ◆ use demonstration and communication techniques suited to participant needs

**Knowledge Evidence**

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

- ☆ 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 including how to meet the physical, emotional and motivational needs
  - ◆ people with disability including how to focus on capabilities and consult to identify needs and preferences for assistance during sessions
- ☆ 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

# Section Three

## Deliver the Activity Session

# DELIVER RECREATION SESSIONS

## SECTION THREE—DELIVER THE ACTIVITY SESSION

### INTRODUCTION

We are now at the stage when the sport, fitness, aquatic or recreational session(s) will be delivered.

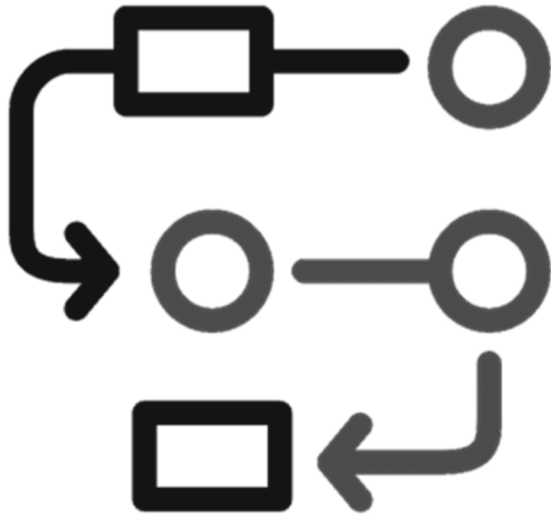
All participants have arrived as planned, as well as activity leaders who are assisting in equipment assignment or fittings and the session start time has arrived.

In this section we will be looking at the various topics associated with delivering a sport, fitness, aquatic or recreational session.

### SECTION LEARNING OBJECTIVES

At the completion of this section you will learn information relating to:

- ☆ Sequencing and pacing activities according to session plan adjusting according to participant needs
- ☆ Implementing techniques suitable for leading the activity and suited to participant needs
- ☆ Providing clear and accurate instructions and demonstrations for activities
- ☆ Monitoring participant technique and safety and providing feedback and corrective instruction based on observations
- ☆ Responding to individual participant difficulties and modifying their activities to suit needs and to ensuring engagement and comfort
- ☆ Facilitating effective group interaction to maintain group control engagement and safety



### SEQUENCE AND PACE ACTIVITIES ACCORDING TO SESSION PLAN ADJUSTING ACCORDING TO PARTICIPANT NEED

Sequencing activities involves selecting the appropriate activities, arranging them in a logical order and determining the duration of each activity and the person(s) delivering the session would follow the sequencing.

Sequencing activities is important because it helps to create a well-structured and organised event that flows smoothly and is enjoyable for participants.

For example, if the recreational session includes a warm-up, a main activity and a cool-down, the activity leader would often sequence the activities as follows:

- ☆ **Warm-up** - the activity leader might start with a warm-up activity to prepare participants' bodies for the main activity.  
The planner would determine what warm-up exercises or activities would be the best for the participants.
- ☆ **Main activities** - after the warm-up, the activity leader might move on to the main activity of the session.  
This could be a game or a group activity such as an exercising group that is challenging and engaging for participants.
- ☆ **Cool-down** - After the main activity, the activity leader might lead a cool-down activity to help participants gradually lower their heart rate and stretch their muscles.  
The planner would outline what those cool-down activities would be.





## IMPORTANCE OF ACTIVITY SEQUENCING

Delivering properly sequenced activities will help achieve the desired objectives of the recreational session.

Sequencing activities is important because it can:

- ☆ ***Helps achieve specific objectives*** - sequencing activities based on the desired outcomes can help ensure that each activity contributes to achieving the overall objectives of the session.
- ☆ ***Maintains engagement*** - sequencing activities in a way that maintains participants' interest and engagement can help ensure that they remain motivated and enthusiastic throughout the session.
- ☆ ***Builds skills*** - sequencing activities to build on skills or concepts can help participants learn new skills and develop mastery of the activity.
- ☆ ***Ensuring safety*** - sequencing activities in a way that considers safety guidelines and regulations can help ensure that participants remain safe throughout the session.

Sequencing activities also involves considering the needs of different participants.

For example, if the session includes activities for different age groups, the activity leader might sequence the activities in a way that allows each group to participate at the appropriate time.

When sequencing activities activity leaders may consider factors such as the participants' age and skill level, the available resources and equipment and the time available for the session.

They may also consider incorporating a variety of activities to keep participants engaged and interested.

We learned earlier that this may require changes to the session plan to suit particular participant groups.

# SAMPLE

## ACTIVITY SEQUENCING EXAMPLES



The specific sequence of activities in a recreational session will depend on the objectives of the session, the age and skill level of the participants and the available resources and equipment.

However, here are some examples of common sequence of activities that could be included in a recreational session:

- ☆ **Warm-up activities** - we learned about this earlier.

The activities here could start with light warm-up activities such as simple 'dynamic' stretching, jogging, or low-intensity games to prepare participants for more intense activities.

- ☆ **Skill-building activities** - In many recreational type sessions it is often that activities that build on specific skills are introduced such as throwing, catching, kicking, or dribbling.

These activities can be modified based on the age and skill level of the participants.

- ☆ **Group games** - these include games that require teamwork and collaboration, such as relays, obstacle courses or scavenger hunts.

Again, these activities can be modified based on the age and size of the group.

- ☆ **Competitive games** - these incorporate games that allow participants to compete against each other, such as tag, dodgeball or soccer.

These activities can be modified based on the age and skill level of the participants.

- ☆ **Cool-down activities** - end the session with cool-down activities such as 'static' stretching or low-intensity games to help participants transition back to their regular activities.

When sequencing activities it's important to consider the pacing of the session, ensuring that participants have enough time to learn and enjoy each activity and that there is enough time for transitions between activities.



**Learning  
Activity****Question****LEARNING ACTIVITY ONE**

1) Sequencing session activities are important for what four reasons?


2) What were the five examples of sequenced activities we mentioned in this Section?


**TEACHER / TRAINER GUIDANCE NOTES**

- 1)
1. Helps achieve specific objectives
  2. Maintains engagement
  3. Builds skills
  4. Ensuring safety
- 2)
1. Warm-up activities
  2. Skill-building activities
  3. Group games
  4. Competitive games
  5. Cool-down activities

**SAMPLE**

**Learning  
Activity****Task****LEARNING ACTIVITY TWO**

In this activity we want you to briefly describe the sequence of activities in 'Session ONE'.

Not a lot of detail is required just a description and durations and what if any equipment is used.

We provided space on the next page for you to complete this activity.

Once completed show your 'nominated observer'.

He or she may suggest additions or changes.

Make those changes and resubmit for their approval.

**Summary of sequenced activities for 'Session ONE'.****Activity Description****Duration in minutes****Equipment used (if any)**


**Nominated observer's name** \_\_\_\_\_**Nominated observer's contact number** \_\_\_\_\_

*This information is required in case your teacher or trainer wishes to confirm your nominated observer has reviewed the above information and approved it.*

**TEACHER / TRAINER GUIDANCE NOTES**

The assessment requirements for this 'Unit of Competency' states:

**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:

- ☆ deliver three predesigned group recreation sessions:
  - ◆ each with a minimum duration of 30 minutes
  - ◆ each with at least six participants
- ☆ deliver at least one of the above three sessions to one of the following participant groups:
  - ◆ children, or
  - ◆ older people, or
  - ◆ people with disability

**Knowledge Evidence**

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

- ☆ 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 including how to meet the physical, emotional and motivational needs
  - ◆ people with disability including how to focus on capabilities and consult to identify needs and preferences for assistance during sessions
- ☆ established phases of activity sessions and their underpinning rationale:
  - ◆ introduction and safety briefing

In many cases the assessment requirements relate to a specific 'Performance Criteria' and in this case it is:

***“Sequence and pace activities according to session plan adjusting according to participant need”***

# SAMPLE



## IMPLEMENT TECHNIQUES SUITABLE FOR LEADING THE ACTIVITY AND SUITED TO PARTICIPANT NEEDS AND PROVIDE CLEAR AND ACCURATE INSTRUCTIONS AND DEMONSTRATIONS FOR ACTIVITIES

*(Over the next few pages we cover two 'Performance Criteria' points at the same time to avoid repetition)*

Effective activity leaders adapt their techniques to the needs and abilities of the participants.

Here are some techniques that can be suitable for leading recreational activities and are well-suited to participant needs:

- ☆ **Clear communication** - activity leaders should use clear and concise communication techniques to ensure that participants understand instructions, expectations and safety guidelines.

This can include using simple language, visual aids and demonstrations.

- ☆ **Active listening** - all activity leaders should actively listen to participants, respond to their questions and take their feedback into account.

This can create a more inclusive and participatory environment.

- ☆ **Encouragement** - activity leaders should encourage and motivate participants throughout the session, recognising their efforts and accomplishments.

Positive reinforcement can enhance self-confidence and enthusiasm especially for the younger participants, the older participants and participants with special needs.

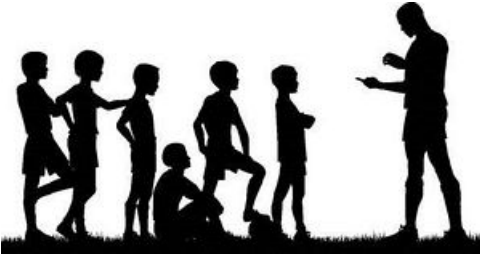
- ☆ **Flexibility** - activity leaders should be flexible in adapting activities to the needs and abilities of participants, modifying rules, equipment, or activities to ensure that everyone can participate.

- ☆ **Demonstration** - activity leaders can demonstrate activities and techniques to help participants understand how to perform them correctly.

This can help build confidence and mastery of the activity and in many cases ensures safety.

- ☆ **Collaboration** - in some group type sessions activity leaders can encourage participants to work collaboratively, fostering teamwork and creating a supportive and inclusive environment.

- ☆ **Instilling safety awareness** - activity leaders should prioritise safety throughout the session, ensuring that participants understand safety guidelines and, if required, activities are modified to reduce the risk of injury.



## TEACHING STYLES

Just as participants have individual learning styles activity leaders should have teaching styles that work best for them.

However, there will be times when an activity leader's preferred teaching style will need to change when delivering a session that has participants with specific needs.

Let's look at the common teaching styles.

- ☆ **Teacher-centred** - Activity leaders with a 'teacher-centred' style tend to focus on activity details.

This is where the activity leaders feels responsible for providing and controlling the flow of the detail related to each activity and the participants are expected to receive the details and understand how to apply this when performing the activity.

Not the most appropriate teaching style for an activity leader and should be avoided.

Activity leader and participant relationships are not developed and participants with specific needs tend not to respond well with this style.

- ☆ **Demonstrator or personal model** - Activity leaders who have a 'demonstrator or personal model' teaching style tend to run teacher-centred activities with an emphasis on demonstration.

This type of activity leader acts as a role model by demonstrating skills and processes of the activity and then helps the participants to develop and apply these skills and knowledge in the activity.

Activity leaders with this teaching style are interested in encouraging participation and adapting their instruction to include various learning styles.

Generally, participants are expected to take some responsibility for learning what they need to know and for asking for help when they do not understand something.

This style can be effective for many types of participants including those with specific needs, but not effective with participants that have intellectual or learning limitations.

SAMPLE





- ☆ **Facilitator** - Activity leaders who have a 'facilitator model' teaching style tend to focus on the actual activities.

An activity leader using this model will place a stronger emphasis on the activity leader-participant relationship by joining the participant in the learning process.

The participant's progress will be loosely guided and the activity leader will work on encouraging the participants to be more independent, more exploratory and involve more hands-on learning.

- ☆ **Delegator** - Activity leaders who have a 'delegator' teaching style tend to place much control and responsibility for learning on individuals, or groups of participants.

This type of activity leader will often give participants a choice of designing and implementing their own activities for specific sport skills and the activity leader will act in a consultative role.

This method is also known as the 'Guided Discovery' method.

Participants training in this type of setting learn more than just specific skills as they also learn to be able to effectively work in team situations.

- ☆ **Peer tutoring** - The activity leader uses participants that have mastered a skill to instruct other participants.

In many cases the participant being tutored often feels more comfortable with being instructed by his or her peer.

This is an ideal method of instruction for an activity leader because it frees him or her up to assist others.

It is also a benefit to the group as it trains them to work together as a team with the same objectives.



With participants that are intellectually disabled or have a learning disability any teaching style needs to be dramatically modified to cater for their specific needs.

These types of participants thrive on close and supportive relationships with their activity leader.

An activity leader will focus on what the participant can do rather than what he/she cannot do and build on his/her strengths.

Whatever teaching style an activity leader is comfortable with they need to consider some modifications when delivering a session with participants that are intellectually disabled or have a learning disability.

Some of those modifications could include:

- ☆ Include lots of praise and encouragement as part of the participant's learning and training experience
- ☆ Simplify language, repeat words and clarify meanings
- ☆ Provide the participant with activities that are within his/her capacity
- ☆ Ensure activities have a clear meaning and purpose
- ☆ Use short sequential steps when designing activities
- ☆ Build opportunities for over-learning and repetition into activities
- ☆ Help participants to realise that making mistakes is part of the learning process
- ☆ Use a wide range of learning resources such as flash cards, photos, whiteboards and so on
- ☆ Provide immediate feedback and opportunities for self-assessment

**Learning  
Activity****Question****LEARNING ACTIVITY THREE**

- 1) What were the seven examples of techniques that can be suitable for leading recreational activities and are well-suited to participant needs as outlined in this Section?


- 2) What were the five teaching styles we reviewed in this Section?


**TEACHER / TRAINER GUIDANCE NOTES**

1)

1. Clear communication
2. Active listening
3. Encouragement
4. Flexibility
5. Demonstration
6. Collaboration
7. Instilling safety awareness

2)

1. Teacher-centred
2. Demonstrator or personal model
3. Facilitator
4. Delegator
5. Peer tutoring

**Learning  
Activity****Task**

# SAMPLE

**LEARNING ACTIVITY FOUR**

Whatever teaching style an activity leader is comfortable with they need to consider some modifications when coaching participants that are intellectually disabled, or have a learning disability. This section mentioned nine examples of modifications. Tell us what those examples were.


**TEACHER / TRAINER GUIDANCE NOTES**

- 1) Include lots of praise and encouragement as part of the participant's learning and training experience.
- 2) Simplify language, repeat words and clarify meanings
- 3) Provide the participant with activities that are within his/her capacity.
- 4) Ensure activities have a clear meaning and purpose
- 5) Use short sequential steps when designing activities
- 6) Build opportunities for over-learning and repetition into activities
- 7) Help participants to realise that making mistakes is part of the learning process
- 8) Use a wide range of learning resources such as flash cards, photos, whiteboards and so on.
- 9) Provide immediate feedback and opportunities for self-assessment



## MONITOR PARTICIPANT TECHNIQUE AND SAFETY, AND PROVIDE FEEDBACK AND CORRECTIVE INSTRUCTION BASED ON OBSERVATIONS AND RESPOND TO INDIVIDUAL PARTICIPANT DIFFICULTIES AND MODIFY THEIR ACTIVITIES TO SUIT NEEDS AND TO ENSURE ENGAGEMENT AND COMFORT

*(Over the next few pages we cover two 'Performance Criteria' points at the same time to avoid repetition)*

Monitoring participant technique and safety is an important responsibility of the activity leader.

Here are some steps to monitor participant technique and safety and provide feedback, encouragement and corrective instruction based on observations:

- ☆ **Observe** - observe participants as they perform the activity, paying close attention to their technique, posture and adherence to safety guidelines.  
Identify areas for improvement - based on observations, identify areas where participants may need improvement in their technique or adherence to safety guidelines.
- ☆ **Provide feedback** - provide feedback to participants on their technique, posture and adherence to safety guidelines.  
Use positive feedback to reinforce good technique and safety practices and constructive feedback to address areas where improvement is needed.
- ☆ **Encourage** - encourage participants throughout the session, recognising their efforts and accomplishments.
- ☆ **Provide corrective instruction** - provide corrective instruction to participants, demonstrating proper technique and explaining how to perform the activity safely and effectively.
- ☆ **Monitor progress** - continuously monitor participants' progress to ensure they are using the proper techniques and are performing the activities safely.
- ☆ **Adapt activities** - if necessary, adapt activities to ensure proper techniques are able to be used and ensure participant safety and to facilitate skill development.

When providing feedback and corrective instruction it's important to be specific and provide clear instructions.

Use positive language and focus on what participants are doing well while also identifying areas for improvement.

Additionally, consider participants' individual needs and abilities, providing instruction and feedback at a pace that is appropriate for each participant.

SAMPLE





## RESPOND TO PARTICIPANTS EXPERIENCING DIFFICULTIES

As we already have learned, activity sessions can pose some health or injury risks to participants and the activity leader needs to monitor the participants while they are undertaking some of those exercises.

The types of difficulties are wide range but the more common are:

- ☆ Using specific equipment
- ☆ Attempting a particular type of exercise
- ☆ Finding the session difficult as a whole

The activity leader would always want to encourage any participant to let them know about their difficulties with any exercises or equipment.

The activity leader would always take the time to clarify what the difficulty is and if not sure on the question they are asking then would need to ask the participant some clarifying questions in return.

This will ensure the activity leader has a full understanding of what they may be asking and/or what difficulties they seem to be experiencing then you would be able to respond appropriately.

From the information they have gathered the activity leader may need to modify the activities somewhat to address the participant's difficulties.

If several participants are experiencing the same difficulties then it may be advisable to modify the session completely.

The activity leader may want to ask the session plan developer for some guidance as how to address those common difficulties and what modifications would be appropriate.



**Learning  
Activity****Question****LEARNING ACTIVITY FIVE**

What were the six steps we reviewed in this Section to monitor participant technique and safety and provide feedback, encouragement and corrective instruction based on observations?


**TEACHER / TRAINER GUIDANCE NOTES**

- 1) Observe
- 2) Provide feedback
- 3) Encourage
- 4) Provide corrective instruction
- 5) Monitor progress
- 6) Adapt activities



## FACILITATE EFFECTIVE GROUP INTERACTION TO MAINTAIN GROUP CONTROL, ENGAGEMENT AND SAFETY

By facilitating effective group interaction activity leaders can create a safe and engaging environment that encourages participation, teamwork and enjoyment of the session activities.

Participants are more likely to stay engaged and focused when they feel supported and included and when they are encouraged to communicate and share their ideas

Facilitating effective group interaction is key to maintaining group control, engagement and safety during recreational session activities.

Here are some steps to facilitate effective group interaction:

- ☆ **Establish clear expectations** - at the beginning of the session, establish clear expectations for participant behavior and safety guidelines.  
Communicate these expectations clearly and ensure that all participants understand them.
- ☆ **Foster a positive and inclusive environment** - create a positive and inclusive environment that encourages participation, teamwork, and respect for others.  
Encourage participants to support each other and to take turns speaking or participating in activities.
- ☆ **Encourage communication** - encourage open communication among participants, promoting active listening and constructive feedback.  
Create opportunities for participants to express their ideas and opinions.
- ☆ **Facilitate group decision-making** - when appropriate, facilitate group decision-making by allowing participants to share their ideas and preferences and by guiding the group towards a consensus.
- ☆ **Monitor group dynamics** - monitor group dynamics to ensure that everyone is participating and engaged and that there are no negative interactions or disruptions.
- ☆ **Address conflicts** - address conflicts or disruptions promptly and fairly using active listening, positive language and problem-solving skills to reach a resolution.
- ☆ **Use positive reinforcement** - use positive reinforcement to encourage and acknowledge good behavior and group interactions.  
Praise participants for their contributions and accomplishments.
- ☆ **Prioritise safety** - prioritise safety throughout the session, monitoring for any potential hazards or risks and adapting activities as needed to ensure participant safety.

SAMPLE

**Learning  
Activity****Question****LEARNING ACTIVITY SIX**

What were the eight steps we reviewed in this Section to facilitate effective group interaction to maintain group control, engagement and safety?


**TEACHER / TRAINER GUIDANCE NOTES**

- 1) Establish clear expectations
- 2) Foster a positive and inclusive environment
- 3) Encourage communication
- 4) Facilitate group decision-making
- 5) Monitor group dynamics
- 6) Address conflicts
- 7) Use positive reinforcement
- 8) Prioritise safety

**Learning  
Activity****Task****LEARNING ACTIVITY SEVEN**

This is another 'observable' assessment activity.

In this activity your 'nominated observer' will be watching you providing instructions and demonstrate where possible the activities for 'Session ONE'.

Your 'nominated observer' will also be observing you:

- ☆ Using effective techniques and suitable techniques for leading the activities for 'Session ONE'
- ☆ Observe participant technique and safety for 'Session ONE'
- ☆ Provide feedback and corrective instruction based on observations for 'Session ONE'
- ☆ Respond to individual participant difficulties and modify their activities if required for 'Session ONE'
- ☆ Facilitate effective group interaction to maintain group control, engagement and safety for 'Session ONE'

Your 'nominated observer' will report back to your teacher or trainer using the 'third party observation assessment forms' they were provided.

**TEACHER / TRAINER GUIDANCE NOTES**

The assessment requirements for this 'Unit of Competency' states:

# SAMPLE

**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:

- ☆ deliver three predesigned group recreation sessions:
  - ◆ each with a minimum duration of 30 minutes
  - ◆ each with at least six participants
- ☆ deliver at least one of the above three sessions to one of the following participant groups:
  - ◆ children, or
  - ◆ older people, or
  - ◆ people with disability
- ☆ for each of the above three sessions:
  - ◆ brief participants and provide safety information tailored to the environment and types of activities
  - ◆ use demonstration and communication techniques suited to participant needs

**Knowledge Evidence**

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

- ☆ 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 including how to meet the physical, emotional and motivational needs
  - ◆ people with disability including how to focus on capabilities and consult to identify needs and preferences for assistance during sessions
- ☆ demonstration and instruction techniques suitable for leading recreation activities
- ☆ ways of varying instruction and modifying activities:
  - ◆ to meet the needs of different participant characteristics within a group
  - ◆ to cater for individual abilities within a group

# Section Four

## Encourage and Support Participants During Activities

# DELIVER RECREATION SESSIONS

## SECTION FOUR—ENCOURAGE AND SUPPORT PARTICIPANTS DURING ACTIVITIES

### INTRODUCTION

There is nothing better than a participant in an activity session hearing encouraging words and being motivated to do well in the session.

In this section we learn how an activity leader can do this and why.

### SECTION LEARNING OBJECTIVES

At the completion of this section you will learn information relating to:

- ☆ Encouraging and responding to participant questions about activities and their technique
- ☆ Using communication techniques that provide positive reinforcement and motivation to participants
- ☆ Highlighting participant key strengths and providing information about technique

SAMPLE



SAMPLE

**ENCOURAGE AND RESPOND TO PARTICIPANT QUESTIONS ABOUT ACTIVITIES AND THEIR TECHNIQUE  
AND  
USE COMMUNICATION TECHNIQUES THAT PROVIDE POSITIVE REINFORCEMENT AND MOTIVATION TO  
PARTICIPANTS  
AND  
HIGHLIGHT PARTICIPANT KEY STRENGTHS AND PROVIDE INFORMATION ABOUT TECHNIQUE**

*(Over the next few pages we cover two 'Performance Criteria' points at the same time to avoid repetition)*

Encouraging and responding to participant questions about activities and their technique is an important part of leading recreational sessions.

The activity leader would want to establish a supportive environment that encourages participants to ask questions and seek guidance and this is done by simply letting participants know that questions are welcome and that they will be taken seriously.

Encourage participants to ask questions about the activity and their technique and then respond promptly and respectfully to participant questions.

Take the time to listen carefully to the question and provide a thoughtful and helpful response.

When answering the question(s) provide clear explanations and demonstrations when responding to participant questions.

Use language that is easy to understand and provide examples or analogies when necessary.

It is important to remember that each participant may have different abilities or challenges so address individual needs when responding to participant questions.

Using positive feedback to reinforce good technique is also important and encourages continued progress.

Acknowledge and praise participants when they demonstrate good technique or when they improve their performance.

As we learned earlier, activity leaders should always provide corrective feedback when necessary but do so in a constructive and supportive way.

Explain what needs to be corrected and provide guidance on how to make the necessary changes.





## COMMUNICATION TECHNIQUES

Positive reinforcement and motivation are important aspects of leading recreational sessions.

By using effective communication techniques activity leaders can provide positive reinforcement and motivation to participants, creating an environment that encourages skill development and enjoyment of the activity.

Participants are more likely to stay engaged and motivated when they feel that their efforts are being recognised and when they receive clear guidance and support on their progress.

Here are some communication techniques that should be considered:



- ☆ ***Use praise to acknowledge and reinforce positive behavior, such as good technique, effort, or teamwork.***

Be specific about what you are praising and use positive language to reinforce the behavior.

- ☆ ***Use encouragement to motivate participants to continue working on a skill or task.***

Be specific about what you are encouraging and provide guidance or tips on how to improve.

- ☆ ***Use positive feedback to reinforce good technique or to provide motivation for improvement.***

Be specific about what the participant is doing well and provide suggestions for improvement.

- ☆ ***Provide positive feedback to participants based on their strengths.***

Acknowledge what they are doing well and praise their efforts.

- ☆ ***Use positive reinforcement***

Encourage participants to continue to develop their strengths and improve their technique.

- ☆ ***Use active listening to show participants that you value their input and opinions.***

Listen attentively to what they have to say and respond thoughtfully.

- ☆ ***Use motivational language to inspire participants to push themselves and to believe in their ability to succeed.***

- ☆ ***Use positive body language to show participants that you are engaged and supportive.***

Smile, make eye contact and use gestures that convey openness and positivity.

SAMPLE

## Learning Activity

### Task

#### LEARNING ACTIVITY ONE

In this 'observable' assessment activity your 'nominated observer' will be watching you encouraging and responding to participant questions about activities and their technique for 'Session ONE'.

Your 'nominated observer' will also be observing you:

- ☆ Using communication techniques that provide positive reinforcement and motivation to participants in 'Session ONE'
- ☆ Highlighting participant key strengths using those communication techniques
- ☆ Providing information about techniques to the participants in 'Session ONE'

Your 'nominated observer' will report back to your teacher or trainer using the 'third party observation assessment forms' they were provided.

**TEACHER / TRAINER GUIDANCE NOTES**

The assessment requirements for this 'Unit of Competency' states:

# SAMPLE

**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:

- ☆ deliver three predesigned group recreation sessions:
  - ◆ each with a minimum duration of 30 minutes
  - ◆ each with at least six participants
- ☆ deliver at least one of the above three sessions to one of the following participant groups:
  - ◆ children, or
  - ◆ older people, or
  - ◆ people with disability

**Knowledge Evidence**

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

- ☆ 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 including how to meet the physical, emotional and motivational needs
  - ◆ people with disability including how to focus on capabilities and consult to identify needs and preferences for assistance during sessions
- ☆ 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

# Section Five

## Evaluate Session

# DELIVER RECREATION SESSIONS

## SECTION FIVE—EVALUATE SESSION

### INTRODUCTION

You would have heard the following saying:

*You never stop learning...*

or

*There is always room for improvement...*

This is very true when it comes to designing, planning and conducting sport, fitness or recreation sessions.

In this section we will learn how you seek feedback so that you can evaluate your sport, fitness, aquatic or recreational activity sessions as well as your own performance and look for ways they both can be improved.

### SECTION LEARNING OBJECTIVES

At the completion of this section you will learn information relating to:

- ☆ Seeking participant feedback and evaluating satisfaction with session
- ☆ Evaluating own performance and identifying areas for improvement
- ☆ Completing session documentation and evaluation according to organisational record keeping procedures



## SEEK PARTICIPANT FEEDBACK AND EVALUATE SATISFACTION WITH SESSION

In this section we are looking at the need to evaluate any sport, fitness, aquatic or recreational activity sessions that have been developed for participants.

We have already looked at the need to formally and informally monitor, evaluate and modify activity sessions as they are being conducted.

However, a key part of evaluating a sport, fitness, aquatic or recreational activity session is to learn what the actual participants think.

They need to be encouraged to offer their own feedback as to the sport, fitness or recreational activity sessions that have been developed for them.

Request for and/or receiving feedback from participants (including the parents or carers) can happen in a few ways.

The first and most informal way is to casually ask the participants questions about what they feel about the activity session they are engaged in.

This should happen on a regular basis and the responses of the participants noted down.



Another informal method of receiving participants' feedback is when they offer their feedback unsolicited, in other words, they were not asked for their feedback at the time.

Again, this type of feedback is important and should be noted down as well.

The more formal way is to provide the participants a feedback form that has questions they are requested to answer and/or provide in writing their thoughts on the sessions.

This written feedback from the participants will again form part of the session records and will be used for reference.

The information from the participants' feedback, both formal as well as informal feedback, is an important part of what should be used to evaluate the sport, fitness, aquatic or recreation activity sessions.

More importantly issues raised by the participants through their feedback should be responded to or actioned.

Participants feedback is essential when tailoring sport, fitness, aquatic or recreation activity sessions for participants that they will willing and actively undertake.

It also shows that you are serious about their needs and expectations and are supportive while undertaking the sport, fitness or recreation sessions.

Generally what you are looking for in their feedback would include:

- ☆ What they thought of the venue?
- ☆ Any issues with the equipment?
- ☆ Were they happy with the content of session and the activities?
- ☆ Did they see their needs and expectations addressed?



### FEEDBACK FROM STAFF

Request for feedback should not be restricted just to the participants.

You should seek feedback from your support staff, the management or the club's committee.

If the sport, fitness, aquatic or recreation activity session was an event that had spectators you may want to have their feedback as well.

Support staff, school management or the club's committee members may have heard comments or suggestions that were not provided through your own efforts of seeking feedback.

Support staff having worked in and during the sessions would likely see ways of making the session more efficient or effective.

Not all feedback is going to be good.

Take the time to determine whether the critical feedback has merit, or is based on opinion.

All critical feedback should not be taken personally.

It should be acknowledged and looked at as an opportunity for improvement.





## IDENTIFYING AREAS OF IMPROVEMENT

Once your feedback has been received and compiled there may be areas where the participant and staff feedback has been consistent.

These are the areas (or session components) you first need to focus on.

Look for areas or components that are interrelated and when seeking to improve one component, evaluate how it affects the other components.

For example, a greater percentage of the participants have suggested another reserve or park be used for the future sessions.

The reserve or park they suggested is a well kept location and ideal for future sessions, however it is managed by another city council and the fees to use it are far higher.

This means the financial component of future sessions would need to be adjusted and this would affect the amount each participant would now need to contribute.

So, when looking for improvements careful analysis of each session component is important and also equally important, is how each component in the activity session could be affected by even simple changes.

The second stage of seeking feedback is when proposed improvements are presented to the participants and other relevant parties.

Any modifications deemed to be improvements would need to be agreed to and/or approved before the session plans are changed.

This stage not only shows that you are acknowledging people's feedback but also showing you have a keen desire to ensure all participants needs, expectations and preferences are satisfied.

**Learning  
Activity****Task****LEARNING ACTIVITY ONE**

This is a two part assessment activity.

The first part is your 'nominated observer' observing you seeking feedback and documenting the feedback.

The next part is you presenting to your 'nominated observer' the feedback information you documented and then showing areas where you believe there could be improvements on planning, developing and conducting future sessions.

Your 'nominated observer' will probably suggest other areas of improvement based on the feedback and this should be noted on your feedback documentation.

Once this has been done provide a revised copy to your 'nominated observer'.

He or she will fill in those 'third party' observation assessment forms, sign and return to your teacher or trainer along with your feedback information including areas of improvement in planning and conducting future sessions.

**TEACHER / TRAINER GUIDANCE NOTES**

The assessment requirements for this 'Unit of Competency' states:

**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:

- ☆ deliver three predesigned group recreation sessions:
  - ◆ each with a minimum duration of 30 minutes
  - ◆ each with at least six participants
- ☆ deliver at least one of the above three sessions to one of the following participant groups:
  - ◆ children, or
  - ◆ older people, or
  - ◆ people with disability

**Knowledge Evidence**

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

- ☆ 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.



## EVALUATE OWN PERFORMANCE AND IDENTIFY AREAS FOR IMPROVEMENT

The actual session component and/or activities are not the only areas that need to be evaluated.

Your own performance should also be evaluated.

Areas that should be reviewed could include:

# SAMPLE

- ☆ **Your relationship with the participants** - Does he or she show trust in what you say, respond positively to your requests and respond well to your ongoing encouragement? Do you feel you are a good session manager?
- ☆ **Your communication skills** - Are you able to easily and effectively communicate a wide range of messages to your participants and are you an active listener when the participant is interacting with you?
- ☆ **Ability to respond to feedback** - Do you respond positively to all feedback even if some is negative. Are you able to take advice or guidance from others when developing sessions or interacting with participants?
- ☆ **Supportive and responsive nature** - Are you always finding ways to support your participants' objectives and are responsive when your participants start to experience difficulty in some aspect of the sessions? Do you show empathy and compassion when interacting with your participants?
- ☆ **Technical skills** - Is your ability to develop effective sport, fitness, aquatic or recreational sessions at a level you believe they should be or is there room for improvement?
- ☆ **Personal development** - Are you reasonably confident that you are abreast or up to date with new sport, fitness, aquatic or recreational concepts, trends and equipment?

In most cases when a session is being evaluated some areas can be revealed that need improvement are actually about how you are conducting activity sessions.

As suggested above, it could be your technical ability to develop a proper sport, fitness or recreational activity session, it could be the way you have been communicating with the participants, or it could be not responding to feedback from others including the participants.

Improving your own performance will result in the sport, fitness, aquatic or recreational activity sessions being more effective and achieving the needs and expectations of the participants.

There is room for everyone to improve, even those that have been in the industry for many years have found areas that they needed to improve.

**Learning  
Activity****Question**

# SAMPLE

**LEARNING ACTIVITY TWO**

In this section we looked at six areas that a sport, fitness, aquatic or recreational activity leader should review when doing a self evaluation of their own performance.

What were the six areas and describe each one briefly?



**TEACHER / TRAINER GUIDANCE NOTES**

- 1) ***Your relationship with the participants***—Does he or she show trust in what you say, respond positively to your requests and respond well to your ongoing encouragement? Do you feel you are a good session manager?
- 2) ***Your communication skills***—Are you able to easily and effectively communicate a wide range of messages to your participants and are you an active listener when the participant is interacting with you?
- 3) ***Ability to respond to feedback***—Do you respond positively to all feedback even if some is negative. Are you able to take advice, or guidance from others when developing sessions or interacting with participants?
- 4) ***Supportive and responsive nature***—Are you always finding ways to support your participants' objectives and are responsive when your participants starts to experience difficulty in some aspect of the sessions? Do you show empathy and compassion when interacting with your participants?
- 5) ***Technical skills***—Is your ability to develop effective sport, fitness or recreational sessions at a level you believe they should be or is there room for improvement?
- 6) ***Personal development***—Are you reasonably confident that you are abreast or up to date with new sport, training or recreational concepts, trends and equipment?



# Session Plans, Records and Evaluation Notes

SAMPLE

## COMPLETE SESSION DOCUMENTATION AND EVALUATION ACCORDING TO ORGANISATIONAL RECORD KEEPING PROCEDURES

In this section we have learned various steps that should be taken when evaluating a sport, fitness, aquatic or recreational activity session and then finalising any modifications to the sessions.

The final step would be to update any school or club files relating to any and all sport, fitness, aquatic or recreational activity session and include all the evaluation details and the details of any modifications made.

The school, organisation or club would have their own procedures as to how this information is documented, filed and who has access to the information.

You would need to learn and follow those procedures.

You need to be aware that all personal information is to be kept confidential.

Participants personal details, including any medical and financial details, are protected by the privacy laws of Australia.

This means that participant confidentiality must be maintained at all times.

The Privacy Act 1988 is an Australian Law that regulates how you handle the participant's private/personal information.

This law demands that you take 'reasonable steps' to protect the participant's private/personal information in your possession from loss, misuse; and unauthorised access, use, disclosure or modification.

Aside from sharing of information with professional colleagues (only when necessary and with the client's or guardian's consent), organisations must keep client information private.

Also it should be mentioned that each participant has full and unrestricted access to all information you have gathered or compiled on them.

If they request copies of this information you are obligated to provide it to them at no cost and in a timely manner.



**Learning  
Activity****Task**

# SAMPLE

**LEARNING ACTIVITY THREE**

In this activity we want you tell us the procedures that relate to the recording, updating and filing of activity sessions and any evaluations in the organisation you work in or volunteer for.

We have provided space on the next page for you to complete this activity.

Once you completed this activity present it to your 'nominated observer' for review and comment.

He or she may have suggestions, additions or changes.

Make those changes and resubmit the information to your 'nominated observer' for their approval.

**TEACHER / TRAINER GUIDANCE NOTES**

The assessment requirements for this 'Unit of Competency' states:

***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:

- ☆ deliver three predesigned group recreation sessions:
  - ◆ each with a minimum duration of 30 minutes
  - ◆ each with at least six participants
- ☆ deliver at least one of the above three sessions to one of the following participant groups:
  - ◆ children, or
  - ◆ older people, or
  - ◆ people with disability

In many cases the assessment requirements relate to a specific 'Performance Criteria' and in this case it is:

***“Complete session documentation and evaluation according to organisational record keeping procedures”***

SAMPLE

**Summary of the procedures that relate to the recording, updating and filing of sessions and any evaluations in the organisation you work in or volunteer for.**

**Nominated observer's name** \_\_\_\_\_

**Nominated observer's contact number** \_\_\_\_\_

*This information is required in case your teacher or trainer wishes to confirm your nominated observer has reviewed your summary and approved it.*

**TEACHER / TRAINER GUIDANCE NOTES**

The assessment requirements for this 'Unit of Competency' states:

***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:

- ☆ deliver three predesigned group recreation sessions:
  - ◆ each with a minimum duration of 30 minutes
  - ◆ each with at least six participants
- ☆ deliver at least one of the above three sessions to one of the following participant groups:
  - ◆ children, or
  - ◆ older people, or
  - ◆ people with disability

In many cases the assessment requirements relate to a specific 'Performance Criteria' and in this case it is:

***“Complete session documentation and evaluation according to organisational record keeping procedures”***

**Learning  
Activity****Task**

# SAMPLE

**LEARNING ACTIVITY FOUR**

You will recall that in Activity One Section Three we split up those three programs and we started with 'Program ONE'.

In this activity you will now complete all the previous assessment activities you did for 'Program ONE' but this time for 'Program TWO'.

Your 'nominated observer' will report back to your teacher or trainer using the 'third party observation assessment forms' they were provided.

**TEACHER / TRAINER GUIDANCE NOTES**

The assessment requirements for this 'Unit of Competency' states:

***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:

- ☆ deliver three predesigned group recreation sessions:
  - ◆ each with a minimum duration of 30 minutes
  - ◆ each with at least six participants
- ☆ deliver at least one of the above three sessions to one of the following participant groups:
  - ◆ children, or
  - ◆ older people, or
  - ◆ people with disability
- ☆ for each of the above three sessions:
  - ◆ 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

**Learning  
Activity****Task**

# SAMPLE

**LEARNING ACTIVITY FIVE**

You will recall that in Activity One Section Three we split up those three programs and we started with 'Program ONE'.

In this activity you will now complete all the previous assessment activities you did for 'Program ONE and TWO' but this time for 'Program THREE'.

Your 'nominated observer' will report back to your teacher or trainer using the 'third party observation assessment forms' they were provided.

***TEACHER / TRAINER GUIDANCE NOTES***

The assessment requirements for this 'Unit of Competency' states:

***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:

- ☆ deliver three predesigned group recreation sessions:
  - ◆ each with a minimum duration of 30 minutes
  - ◆ each with at least six participants
- ☆ deliver at least one of the above three sessions to one of the following participant groups:
  - ◆ children, or
  - ◆ older people, or
  - ◆ people with disability
- ☆ for each of the above three sessions:
  - ◆ 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

## SELF ASSESSMENT

Self assessment is where you ask yourself certain questions to ensure you have understood what you have learned while reading this manual and completing the learning activities. This unit requires you the student or trainee at the completion of your training to have a certain level of 'Required Knowledge' in which you would need to have acquired and in which you will be assessed on. This self assessment section reviews this required knowledge by way of questions and if you are able to say YES to all of them you can be confident your assessment will be satisfactory.

- ☆ This training unit had five sections each having information on how to deliver recreational sessions. After reviewing the information in Section One, are you confident that you understand and could:
  - 1) Review session plan and confirm session objectives and activities?
  - 2) Check and prepare physical environment to meet session requirements and identify and respond to factors that may impact session delivery?
  - 3) Select and set up resources suited to activity session?
  - 4) Assess characteristics and capabilities of participants on arrival through observation and questioning, and adjust session plan as needed?
- ☆ After reviewing the information in Section Two, are you confident that you understand and could:
  - 1) Explain session objectives and activities using communication suited to participant characteristics?
  - 2) Provide clear information about safety procedures, safe behaviour, safe areas and boundaries?
  - 3) Advise participants of roles and responsibilities of activity leaders and communication protocols to use during activities?
  - 4) Encourage participants to ask questions and seek advice before and during session?
- ☆ After reviewing the information in Section Three, are you confident that you understand and could:
  - 1) Sequence and pace activities according to session plan adjusting according to participant need?
  - 2) Implement techniques suitable for leading the activity and suited to participant needs?
  - 3) Provide clear and accurate instructions and demonstrations for activities?
  - 4) Monitor participant technique and safety, and provide feedback and corrective instruction based on observations?
  - 5) Respond to individual participant difficulties and modify their activities to suit needs and to ensure engagement and comfort?
  - 6) Facilitate effective group interaction to maintain group control, engagement and safety?
- ☆ After reviewing the information in Section Four, are you confident that you understand and could:
  - 1) Encourage and respond to participant questions about activities and their technique?
  - 2) Use communication techniques that provide positive reinforcement and motivation to participants?
  - 3) Highlight participant key strengths and provide information about technique?

SAMPLE

☆ After reviewing the information in Section Five, are you confident that you understand and could:

- 1) Seek participant feedback and evaluate satisfaction with session?
- 2) Evaluate own performance and identify areas for improvement?
- 3) Complete session documentation and evaluation according to organisational record keeping procedures?

If there were any questions that you were unable to confidently say YES to we encourage you to review the information again in this manual and if needed seek the assistance of your teacher or trainer.

## 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'.

<b><i>Slide Numbers</i></b>	<b><i>Student Manual Page Number</i></b>	<b><i>Slide Numbers</i></b>	<b><i>Student Manual Page Number</i></b>
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		

# SAMPLE



<b><i>Slide Numbers</i></b>	<b><i>Student Manual Page Number</i></b>
-----------------------------	--

Slide Number 30	Page 59
Slide Number 31	Page 60-61
Slide Number 32	Page 62
Slide Number 33	Page 65
Slide Number 34	Page 66
Slide Number 35	Page 68
Slide Number 37	Page 73
Slide Number 38	Page 74
Slide Number 40	Page 78-79
Slide Number 41	Page 80
Slide Number 42	Page 81
Slide Number 43	Page 83
Slide Number 45	Page 85

SAMPLE