Assessment Plan
The following Elements from this Unit of Competency are assessed through the completion of the tasks indicated. Your work will be deemed competent or not yet competent and recorded in the following table.

### Plan Outdoor Recreation Activities SROODR002A.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Tasks used to assess the required performance criteria</th>
<th>Competent</th>
<th>Not Yet Competent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Make logistical arrangements</td>
<td>A. Logistical Arrangements of the camp</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Select and use suitable outdoor equipment</td>
<td>B. Produce an Equipment List and Itinerary for your camp</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Identify, plan and monitor food requirements</td>
<td>C. Menu Planner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Identify and plan for water needs and usage</td>
<td>C. Menu Planner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Identify and plan clothing requirements</td>
<td>B. Produce an Equipment List and Itinerary for your camp</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Participate in an outdoor activity</td>
<td>D. Camp Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Deal with non-routine situations</td>
<td>D. Camp Evaluation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Plan for Minimal Environmental Impact SROOPS002B

<table>
<thead>
<tr>
<th>Elements</th>
<th>Tasks used to assess the required performance criteria</th>
<th>Competent</th>
<th>Not Yet Competent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify the interrelationships occurring within a natural environment</td>
<td>Identify interrelationships in the environment (lesson task)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Section 1: Ecology and Interrelationships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Identify sources of environmental impact</td>
<td>Section 2: Identification of sources of environmental and social impact</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Identify sources of social impact</td>
<td>Section 2: Identification of sources of environmental and social impact</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Plan for minimal impact</td>
<td>Section 2: Minimal impact planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Implement methods to minimise impact</td>
<td>Section 2: Camp observation and notes of minimising impact</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Monitor and review minimal impact practices</td>
<td>Section 1: monitor and review minimal impact</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This unit of work covers the knowledge and skills to independently plan and participate in outdoor activities within a team environment. This unit of work addresses the basic principles, knowledge and skills to plan general requirements for participation in a 2 day Rock Climbing Camp. A strong emphasis on following Minimal Impact practices is required.
To prepare for your 2 day Rock Climbing camp, you will be required to record important information in the form of a workbook. This workbook, once completed must be taken with you on camp. Your workbook can be made up of electronic documents; it does not have to be hand written into a binder book. In actual fact, the use of technology is preferable. You will be required to use the internet to find much of your information. Your workbook must include the following sections: (each section must be labeled clearly)

A. Logistical Arrangements of the camp

Research the areas that we intend to conduct our Rock Climbing Activities and record their suitability considering the objectives of the camp (and cost). Consider the following questions:

- Are there other sensible areas or facilities we could use in their place?
- Identify important legislation and organizational procedures that relate to our activities. (eg) What Park/Area regulations are in place at Mt Arapiles?
- Why is Mount Arapiles world renowned and considered a good place to climb?
- Indicate on a map of Victoria where Mount Arapiles is. Also indicate our accommodation sites if possible.
- Comment on the fragility of the environment at Mount Arapiles and the possible implications.
- Identify Hazards associated with Rock Climbing and implement risk minimisation procedures in the planning and preparation of the activity. Consider the most common risks and stay clear of obscure ones. A simple table as shown below can be used. Don’t over-complicate it!

<table>
<thead>
<tr>
<th>Identified Risk</th>
<th>Likelihood</th>
<th>Consequence</th>
<th>Risk Rating</th>
<th>Risk Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incorrectly prepared Belay knot</td>
<td>low</td>
<td>high</td>
<td>high</td>
<td>Belay partner should double check knot before climber begins. If still in doubt do not commence climbing until qualified instructor has confirmed correctly tied knot.</td>
</tr>
</tbody>
</table>

B. Produce an Equipment List and Itinerary for your camp

This information should be specific, yet general for anyone to follow. Make sure you consider the following contextual issues:

- The Equipment List should include your **personal equipment, activity specific equipment & camping equipment**. Make sure you determine the type of clothing that is best / appropriate for Rock Climbing. You need to consider specialized equipment for particular activities being conducted on camp. This includes camping requirements itself.

- The itinerary should be sectioned into morning, afternoon and evening for each day’s activities. Include meal times and travel time. A space to record information for note taking whilst on camp should be included. This itinerary will also help you plan for all equipment needs.

- A table with a ‘tick box’ section to allow you to check if borrowed equipment is suitable and in good working order. A column to record equipment numbers might also be needed.

- What specialised equipment is needed for Rock Climbing – include appropriate clothing?

- What equipment is being supplied by the service providers on camp?

- What sort of damage can occur to the equipment while it is being used on camp? How will you monitor the equipment to make sure that it is safe for the duration of the activity?
Research weather implications at the time of year and locations of camp to assist you with clothing requirements. Also consider recreation time and appropriate clothing and associated equipment that might need to be listed. Be aware of the temperature extremities that you could be confronted with. Rock climbing at Arapiles can be a hot, dry and dusty experience, yet at this time of the year (May) expect the nights to be cold. Consider suitable clothing to minimize heat exhaustion and more importantly extreme heat loss that could occur in the evenings. **Identify causes of heat loss and heat exhaustion when Rock Climbing and camping.**

C. Menu Planner

After further information is provided by your teacher in the form of a theory lesson, you are required to design a 2 day menu planner for the camp. Specific constrictions and advice will be given during theory lessons. Emphasis will be placed on appropriate nutrition for an active lifestyle and the benefits of water purification methods, water consumption and hydration. This is a busy camp with intense activity so good nutritional and high energy food planning and water hydration is essential. You will share food supplies and cooking requirements with the members of your tent group. You are likely to be sharing tents and food requirements in groups of 2 or 3. However, you must produce your own menu Plan to satisfy this assessment task.

The following links will take you to a folder containing the associated lesson resources as used and displayed during the theory lessons on menu planning.

- Link to menu planning theory lessons
- Link to Planning, selecting & Packing Food Powerpoint

The following link is a useful document that can be used as a framework to record your menu into. You do not have to use it if you don’t want to. You may like to come up with your own innovative menu plan design.

- Link to menu planner document
- Link to Ration Alternatives Table

**Portfolio 1: “Plan for Minimal Environmental Impact SROOPS002B”**

**Short Answer Response Assignment**

**Task Context**

To complete this unit of work successfully you must show your level of understanding of minimal impact practices through the context of camp planning. The camp planning involves consideration of minimal impact practices prior to the camp at Mount Arapiles campsite. You will then be required to monitor minimal impact practices at the campsite and evaluate the effectiveness of your actions and observations. The other area of importance are minimal impact practices whilst Rock Climbing at Mount Arapiles.

Your assessment will be made up of mostly written questions on the knowledge and skills related to this unit as well as some observation of you putting minimal impact processes and procedures in place during the camp.
YOUR TASK
You are to research the environmental impact concerns surrounding Camping and Rock Climbing at Mount Arapiles. Mount Arapiles is a world renowned Rock Climbing site where thousands of enthusiastic Rock Climbers inhabit throughout a year. The cliff faces are made of a type of rock that is conducive to Rock Climbing. It is for this reason that Mount Arapiles is a popular Rock Climbing site. The camp site where we set up our tents is at the base of the Mount Arapiles cliff faces.

You will need to plan beforehand and demonstrate minimal environmental impact practices at the Mount Arapiles Campsite.

* Answer ALL the questions listed as Short Answer Responses.
* Although responding with short answers, sufficient detail is expected.
* Add any pictures or diagrams you feel may help your explanations.
* Include a varied & detailed list of ALL references. Example: Book titles, authors & dates. Internet addresses & titles.)
* Where the instructions say “list”. You may use dot points. Everything else should be elaborated.

Ecology and Interrelationships
Firstly, complete the lesson activity on environmental interrelationships (fox, bird, insect, plants example). Once this is done, you are required to prepare for your Rock Climbing camp by answering the following questions.

Minimal Impact Considerations of Mount Arapiles Campsite
Identify the sources of environmental and social impact
The following questions are designed to help you recognise the sources of environmental impact at the Mount Arapiles campsites.

1. What sorts of flora and fauna are native to the Mount Arapiles area?
2. What is the main type of human activity that occurs in the area?
3. What types of impacts does human activity have on the area?
4. Why is this an issue to the long-term survival of the flora and fauna identified in the previous question? Why can’t the flora and/or fauna just move to another area?
5. What are some other social human activity uses of the Mount Arapiles site?

Minimal Impact Planning
Most if not all local parks are now managed by Government Departments, and they have land management policies and procedures in place to assist the environment to resist human impact. The plans are in place to reduce environmental impact by humans, and activities undertaken by humans. These plans are publicly available either from the Internet or from the Department of Sustainability and Environment, and are designed so that anyone can view them and determine how they can help in reducing the environmental impact when they visit a particular place.

Locate the source of information for the Mount Arapiles climbing and camping sites that you will be visiting on your camp. Read the associated policy and find out how the plan seeks to reduce the impact of humans on the area. Speak to the local park ranger if possible; local councillors and conservation groups may also be able to provide you with valuable information.

Note: for this particular task, please share the information if you make contact with local authorities. It would be annoying to the authorities if everyone in our class contacted the same person!

After resourcing the required information, answer the following questions.
6. What are some of the current strategies implemented by the local Parks Victoria personnel to minimise the impact of human activity on the Mount Arapiles campsites.

7. Describe the impact that the camping and rock climbing activities will have on the site.

8. What can you do to comply with local land management principles to reduce the impact of your activities at Mount Arapiles?

9. Discuss the planning that you have undertaken to ensure that you and your classmates do not have an adverse impact on the environment when you undertake the Camping and Rock Climbing activities.
   (You should form a discussion with the whole group and develop a set of minimal impact rules for all to follow whilst on camp)

**Camp observation and notes of minimising impact**

To answer the following questions it would be best to experience the campsite at Mount Arapiles and make observational notes about how you have tried to minimise the impact on the environment at Mount Arapiles.

10. What is the potential impact of camping on the environment at the campsite?

11. Discuss how you have modified your camping experience to make sure that you and your classmates have a minimal impact on the local environment.

12. Explain your concerns about the local environment at Mount Arapiles, and discuss how you and your classmates have cooperated to minimise your impact on the environment.

As part of your assessment of this section you will also be observed putting minimal impact practices into place whilst on camp. Please ensure you are prepared through thorough research and planning.

**D. Camp Evaluation**

**Monitor and review minimal impact**

After implementing minimal impact practices on camp, answer the following review questions upon reflection of your camp.

13. After observation of the campsite areas, describe the degree of impact on the natural environment that is evident. Essentially, what signs is there that human activity has made an impact on the natural environment at Mount Arapiles. This includes rock climbing damage that is evident. Describe what impacts you notice or have found out.

14. Are there warnings or rules (official signs at the site) in place to help minimise human interaction with the environment?

15. Evaluate the effectiveness of your minimal impact strategies that you were supposed to implement whilst on camp. Do you believe you have left minimised your impact on the environment?

16. Upon review, what further impact reduction strategies could you implement when on camp?

When you return from camp, you will be required to evaluate your experience by answering the following questions. Make sure you are familiar with these questions before you go on camp so that you are aware of what you need to evaluate.

17. Establish a non-routine situation that occurred (or could occur) during a camp activity. Explain the need for improvised equipment or techniques during this non-routine situation.
18. In this non-routine situation were additional resources required? Resources can be human or equipment based.

19. Did the improvisation of equipment or techniques in this non-routine situation put safety of participants at risk or was safety maintained? Explain the situation.

20. Was the activity (or could it be) modified to accommodate the use of improvised equipment or circumstances.

21. List any problems you found with any of the equipment you used and how the problem was resolved.

22. Rate the camp out of 10. Discuss what worked well and explain where improvements could be made. At least 3 of each will satisfy this question.

23. In what situation would you need to improvise your rock climbing technique? Give an example.

24. Instead of carrying rock climbing equipment (e.g. nuts and wires) on a sling, how else could you transport them up the cliff face?

End of task

Work Performance

TASK 2

Coaching and Instruction

This task assesses the following three units of competency:

- SROODR005A GUIDE OUTDOOR RECREATION SESSIONS
- SRXGRO001A FACILITATE A GROUP
- SRCCRO007A OPERATE IN ACCORDANCE WITH ACCEPTED INSTRUCTIONAL PRACTICES, STYLES AND LEGAL AND ETHICAL RESPONSIBILITIES

You are required to plan and deliver a session that will allow participants (early age primary students) to learn skills that relate to AFL Auskick programmes or sporting sessions with Girton Junior School Students. You are encouraged to take on the Auskick option as this will be a more realistic experience that relates to the Sport and Recreation industry.

To complete this task satisfactorily you must competently:
1. Complete a session plan
2. Conduct your session plans as required by your clients / participants
3. Evaluate your Planning and Performance by answering structured questions
The following Elements from this Unit of Competency are assessed through the completion of the tasks indicated. Your work will be deemed competent or not yet competent and recorded in the following table.

**Resources and Materials**
The following resources are required for you to access if you are to complete this unit of work successfully.

- Internet Access (computer room is booked for all of our single lessons – 5 lessons per fortnight)
- Word Processing program (work to be completed electronically is preferable)
- Access to industry information in the form of books, magazines or directly to industry organisations
- Information provided in theory lessons conducted in class

**Note:** A bibliography of all resources used in your research must be included in your final document.

**Critical Aspects of evidence you must show in your work:**

- Your finished plan must confirm sufficient knowledge of the factors influencing the planning of a session or program for participants that will be involved in AFL Auskick or Junior School sports programs.

- You should endeavour to cover all relevant categories within the Range Statements (of all three Units of Competency) that are applicable to the planning of AFL Auskick Activities or Junior School sports programs. Indication of a good understanding of the key range statement terms will assist your assessment and work quality.

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**Task Details**

**Work Performance: Coaching & Instruction**

To prepare for your Auskick and junior school sessions, you are required to complete two documents:

1. A preliminary research and information gathering exercise, and
2. Three 20 minute activity sessions in your chosen instruction area (Auskick or Girton Junior School)

Once you have conducted a **minimum of two** of your sessions, a third task will follow:

3. You are required to answer a set of structured questions that are designed to evaluate your performance as well as make you consider important aspects of coaching and instruction that relate to the three Units of Competency that are associated with this assessment task.

### 1. Preliminary Planning and Information Collecting

To do this task effectively, make sure you refer to the key Range Statement terms in the provided UoC’s to help guide you through what information is important to include in your initial information gathering exercise. The points below provide hints as to what ELEMENTS and key RANGE STATEMENT terms to concentrate on for this section. Remember, **bold italic** words in the PERFORMANCE CRITERIA are important terms that you should look up in the RANGE STATEMENT and find more information about from other resources as well.

Simply put together a preliminary planning document drawing on information from the following elements of each Unit of Competency. Make sure you consider other resources to find information for your preliminary planning. The element titles and key range statement terms should guide you through what type of information is needed in this part of your task. Please read these Unit of Competency sections carefully and seek assistance if help is needed.

**Note:** There are 20 elements to cover across all 3 Units of Competency. This preliminary planning section will cover 9 elements. The conducting of your session and evaluation through structured questions will cover the remainder of the 20 elements.

### Guide a Session

<table>
<thead>
<tr>
<th>Element</th>
<th>Key Range statement terms</th>
<th>What you should do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Collect information to plan a session</td>
<td><strong>Sources of information required</strong>&lt;br&gt;<strong>Information</strong>&lt;br&gt;<strong>Clients’ needs</strong></td>
<td>Find out all logistical requirements to run your sessions. If doing Auskick, use information from coaches and the Junior</td>
</tr>
</tbody>
</table>
Facilitate a Group

<table>
<thead>
<tr>
<th>Element</th>
<th>Key Range statement terms</th>
<th>What you should do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Plan the establishment of a group</td>
<td>Needs group performance</td>
<td>Determine a ‘group performance’ plan. Discuss the needs of your clients and how you best intend to meet those needs</td>
</tr>
<tr>
<td>2. Monitor group formation</td>
<td>Barriers</td>
<td>Consider possible barriers that may impede your session performance. Discuss how you best intend to overcome these barriers</td>
</tr>
</tbody>
</table>

Operate in accordance with accepted instructional practices, styles and legal and ethical responsibilities

<table>
<thead>
<tr>
<th>Element</th>
<th>Key Range statement terms</th>
<th>What you should do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Access ongoing professional development</td>
<td>Resources Information</td>
<td>Discuss the typical types of course and qualifications instructors can obtain</td>
</tr>
<tr>
<td>2. Operate in accordance with the legal responsibilities of an instructor</td>
<td>Legal responsibilities of an instructor Principles of risk management Risk management plan Client Natural justice</td>
<td>Develop a ‘brief’ Risk Management Plan. That is, what type of things (responsibilities) do you have to do to ensure risks are minimised on the day of your sessions? – see Risk Management in Auskick Manual</td>
</tr>
<tr>
<td>3. Operate in accordance with the ethical responsibilities of an instructor</td>
<td>Ethical responsibilities of an instructor Rules, policies and regulations Client confidentiality Best practice principles of the activity or organisation</td>
<td>Discuss the meaning of ethical instruction. What strategies will you implement to ensure you are following best practice rules</td>
</tr>
<tr>
<td>4. Operate in accordance with accepted instructional practices</td>
<td>Session plans Instructional styles Responsibilities of a role model Best practice principles of the activity or organisation</td>
<td>Consider the type of instructor you may have to be. What type of instructional styles may you have to implement and when is an appropriate time to use them</td>
</tr>
</tbody>
</table>

2. Session Plan

To develop your plans consider the following:

Your session planning is to be modelled on a typical Auskick ‘Lesson Plan’. You should use this same Lesson Plan model for organising activities with the Junior School classes as well. You are required to plan three sessions with the intention of conducting two of them. The third is there as a contingency back up – why could this be necessary?

Each session you plan should be 20 minutes long. The Auskick ‘Lesson Plans’ are designed around 1 hour of activity. You need to make sure you adjust your timings accordingly. 
Below is the format of your plan you should follow.

<table>
<thead>
<tr>
<th>Session number</th>
<th>TITLE</th>
<th>main skill being practiced for session</th>
</tr>
</thead>
</table>

### Teaching Points

List main teaching points of skill here

### Session Overview

Use the boxes below to describe and draw diagrams of your chosen warm up games and skill activities

#### Warm Up game

<table>
<thead>
<tr>
<th>Describe your warm up game here</th>
<th>Space for a diagram</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Skill Activities

This could involve 2 to 4 drills depending on the time available to you.

<table>
<thead>
<tr>
<th>Skill Drill 1</th>
<th>Skill Drill 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insert Title and summary of skill drill</td>
<td>Insert Title and summary of skill drill</td>
</tr>
<tr>
<td>Time allowed?</td>
<td>Time allowed?</td>
</tr>
</tbody>
</table>

Depending on the number of participants, you may cycle these activities on all at once and rotate the groups through each activity.

#### Skill Games

Two games can be run at once if participant numbers allow it. Then rotate groups after a specific time period. One game may be all that is required.

<table>
<thead>
<tr>
<th>Skill Game 1</th>
<th>Skill Game 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insert Title and game rules</td>
<td>Insert Title and game rules</td>
</tr>
<tr>
<td>Time allowed?</td>
<td>Time allowed?</td>
</tr>
<tr>
<td>Equipment?</td>
<td>Equipment?</td>
</tr>
<tr>
<td>Helpers?</td>
<td>Helpers?</td>
</tr>
</tbody>
</table>
3. Evaluation – structured questions

You will be provided with structured questions to answer after you have conducted your sessions. These questions will be designed around the ELEMENTS and KEY RANGE STATEMENT TERMS in each of the Units of Competency that relate to this assessment task. To best prepare for these questions make sure you:

- Read and review regularly the Elements and Range Statements of the Units of Competency before and during the planning and conducting of your sessions.

- Evaluate your session soon after you have conducted it. Use the Elements and Range Statement terms to help you consider the sorts of things you may be questioned on.

- Acquire feedback from the children and coaches (support personnel) that are available to you on the day of you conducting your session. Remember; be responsive to informal feedback that will come your way. This means listening to the children and observing their reactions. Are they happy? Did it look like they enjoyed your activities? etc

End of task
**Assessment Plan**

The following Elements from this Unit of Competency are assessed through the completion of the tasks indicated. Your work will be deemed competent or not yet competent and recorded in the following table.

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<thead>
<tr>
<th>Elements</th>
<th>Tasks used to assess the required performance criteria</th>
<th>Competent</th>
<th>Not Yet Competent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Establish the context of the risk analysis</td>
<td>Step 1: Establish a context</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Identify risks associated with an activity</td>
<td>Step 2: Identify Risks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Conduct risk analysis of an activity</td>
<td>Step 3: Analyse Risks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Undertake risk assessment of an activity</td>
<td>Step 4: Evaluate Risks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Treat risks associated with an activity</td>
<td>Step 5: Treat Risks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Monitor and review the risk management for an activity</td>
<td>Step 6: Monitor and Review of Risks</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*This unit of work covers the knowledge and skills required to apply a risk management process in the context of Sport & Recreation “Beach Activities” conducted on a School Camp. The focus of this Risk Analysis should be related to the Beach Activity sessions you will be conducting on camp as well as the risks involved in open water (ocean) snorkelling.*

**Resources and Materials**

The following resources are required for you to access if you are to complete this unit of work successfully.

- Internet Access (computer room is booked for all of our single lessons – 5 lessons per fortnight)
- Word Processing program (work to be completed electronically is preferable)
- Access to industry information in the form of books, magazines or directly to industry organisations

**Note:** A bibliography of all resources used in your research must be included in your final document.

**Critical Aspects of evidence you must show in your work:**

Sufficient knowledge of relevant occupational health and safety regulations, statutory legislation and organisational safety policy, procedures and risk management plan must be shown.

You must show in your work the ability to:

- Effectively implement a structured analysis of risk involved in particular Recreation Activities
- Evaluate risk treatment options and develop a risk treatment plan for these activities
- Clearly and concisely document analysis results and recommendations

**Task Context**

To complete this unit of work successfully you must show your level of understanding of undertaking risk analysis of 2 main sport and recreation areas. The areas for this task relate to the activities you will be involved in on camp. These activities are Snorkelling and the conducting of your Beach Activity Sessions.

**Task Details**

The following task should be completed as a word processed document in the form of a “Risk Analysis Report of Camp Activities”. Please ensure all sections are labelled clearly under the main section headings provided. Templates are linked to this document to help you complete the entire task in an electronic format. You need to make sure you obtain and save these templates from the school intranet so that you can complete this task satisfactorily. Follow the steps outlined below to complete a Risk Analysis Report of Camp Activities.

**Updated Feb 2010 – SRO03 V2.0 Training Package**
Management Plan for your camp. Also refer to the Unit of Competency for Risk Analysis to obtain key terms and advice.

**Step 1: Establish a context**
This is the strategic, organisational and risk management context against which the rest of the risk management process will take place. We need to establish Criteria against which risk will be evaluated and define the structure of the risk analysis.

In this section you are required to establish the Risk Analysis system you will be using to develop Risk Management Plans for your **Beach Activity session** and the **Snorkelling** activity you will be doing. Answer the following questions using provided notes and internet research to gather your information.

1. Consider all equipment required for both activities. Develop equipment maintenance procedures that should be adhered to. In particular, explain why such a procedure would be so important for the Snorkel Company (Sea-all Dolphin Swims)?

2. Describe the venue that will be used for your beach activity. Some research through the Torquay Surf Life Saving Club may be useful. Also describe the type of environment that is used for your snorkel activity. Make sure your descriptions include activity-specific and location specific information. Your descriptions will help provide the context in which your risk analysing will occur.

3. Research appropriate Occupational Health and Safety guidelines and / or industry ‘best practice’ guidelines that should be followed by industry organisations. Provide a summary of them and explain why such guidelines are important.

4. Review the provided Risk Management **Documentation** and **Risk Evaluation Criteria**. You will now be required to use it to analyse risks related to Snorkelling and your Beach Activity sessions. Provide a simple step by step summary on how the documents are to be used.

**Step 2: Identify Risks**
This is the identification of what, why and how events arise as the basis for further analysis.

In this section you are required to identify the risks involved in the two activities mentioned below. There are many risks involved in all we do, so you are not expected to identify all existing risks as this would be a monumental task. Think carefully about the main risks involved in each activity and consider sensible risks that are more likely to occur because of the activity you’re doing. In other words a shark attack whilst snorkelling is unlikely but possible and is much more likely to occur than an ‘Alien from outer space attack’ whilst Snorkelling. Consider risks that are relevant to the activity you are doing.

Your task is to conduct a risk assessment and develop a risk management plan relating to the following camp activities,

- Beach Activity sessions
- Snorkelling

1. Firstly, determine the **definitions of Risk** and a **hazard**. Research this (see the UoC) and write a clear explanation that includes examples of risks and hazards of a particular sport and recreation industry that will help support your explanation.

2. Now consider the two camp activities (snorkeling & Beach Activity session) and generate a comprehensive list of **sources of risks** and **hazards** relating to all activities. A brainstorm task in groups will be beneficial for this question. **Rate each risk as high, medium or low** – this is an approximate estimate only for now, a more detailed determination of risk level will be done later; however, this initial rating will help you with the next question.
3. Choose **at least 10** of the most important risks or hazards for each activity from your comprehensive list and record them in the first column of the **Risk Management Action Plan Template**.

**Step 3: Analyse Risks**

This is the determination of existing controls and the analysis of risks in terms of the consequence and likelihood in the context of those controls. The analysis should consider the range of potential consequences and how likely those consequences are to occur. Consequence and likelihood are combined to produce an estimated level of risk.

With your identified risks listed in your Risk Management Action Plan Template, now complete the table columns titled the following:

- Summary of or Reason for Risk
- Action (what is to be done)
- Resources Required
- Responsibility
- Timeline (to manage/treat risk)
- Reporting and monitoring (to whom and by whom)

Your teacher will go through an example in class on how to fill in the **Risk Management Action Plan Template**.

**Step 4: Evaluate Risks**

This is a comparison of estimated risk levels against pre-established criteria. This enables risks to be ranked and placed in order of priority.

Use the tables below to rate your risks with a quantitative evaluation. Record these pre-determined values in your **Risk Management Action Plan Template**. Again examples will be provided in class on how to use these tables. Also there is an example below on a surfing risk that you can model your analysis and evaluation on.

**Risk Assessment Example:**

To use an example, you might identify a surfing hazard as “crashing into rocks”. Depending on where you surf, you might say that the **consequence is 3** since hitting rocks when falling off a surfboard could result in a serious injury such as bad cuts, broken bones, head or spinal injuries and will most likely result in a trip to the hospital in an ambulance. The chance or likelihood of someone crashing into the rocks could depend on many factors such as where you surf or your level of experience. Considering that we will be surfing with instructors that choose areas where rocks are well out of the way, the likelihood is low and may happen on rare occasions. A good number to choose would be **level 2** (Can happen sometimes). Multiply these numbers together \((3 \times 2 = 6)\) and this places the risk in the red zone making the risk a high level risk, meaning that some strategies to prevent this risk from occurring need to be managed as the outcome could be disastrous from many points of view. Note that the maximum value attainable is **16** – this means immediate attention and extremely high risk.

Strategies should be put in place to minimize the crashing into rocks risk and reduce the consequence or likelihood of the risk occurring. Examples of **controlling the risk** could be to wear helmets while surfing or ensure that the waters are free from rocks by having the instructors check the waters and place flag markers to surf between where there are no rocks on the ocean floor. These are CONTROLS to manage the risk.

Now proceed with filling in the risk ratings in your **Risk Management Action Plan Template** using the tables below.

**Likelihood Rating Table**

<table>
<thead>
<tr>
<th>Likelihood Rating</th>
<th>Description</th>
<th>Likelihood of Occurrence</th>
</tr>
</thead>
</table>

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Almost Certain

The event will occur in most circumstances

Likely

The event will probably occur at least once

Possible

The event might occur at some time

Unlikely

The event is not expected to occur

<table>
<thead>
<tr>
<th>Rating</th>
<th>Descriptor</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Extreme</td>
<td>Major loss of public and/or Government support Major loss of reputation leading to loss of important support –parents, students, staff and others Huge financial loss Criminal or criminally negligent legal action possible or likely Death Multiple serious injuries</td>
</tr>
<tr>
<td>3</td>
<td>Critical</td>
<td>Operational performance attacked or queried by public/media/government Significant delay in launch of projects or events Major financial loss Serious legal action possible or likely Extensive injuries</td>
</tr>
<tr>
<td>2</td>
<td>Major</td>
<td>Consistent concerns raised by public/interest groups/Government with some media attention Parent and student dissatisfaction Widespread Staff dissatisfaction Significant effects on programmes/activities/projects High financial loss Significant legal action likely or possible Medical treatment required</td>
</tr>
<tr>
<td>1</td>
<td>Minor</td>
<td>Isolated/minimal concerns raised by public interest groups with little or no media attention Isolated complaints by parents, students or staff Low/Medium financial loss Threats of minor legal action possible Low/minor injuries</td>
</tr>
</tbody>
</table>

In order to create a priority order of high risks, each is allocated a numerical Ranking within the Level. Multiply the Consequence rating by the Likelihood rating, i.e. a High Risk with a Consequence of 2 and Likelihood of 4 = 8 and a High Risk with a Consequence of 4 and a Likelihood of 4 = 16 etc. Thus the most serious risks can be ranked in our Risk Register.

**Step 5: Treat Risks**
For higher priority risks, the organisation must have developed and implemented specific risk management plans. Lower priority risks may be accepted and monitored.

To help your risk treatment, note the following for each level of risk obtained:

- **High** = Immediate action required, organisation management will be involved
- **Serious** = Senior Staff accountability with management responsibility specified
- **Medium** = Manage by specific response procedures within middle management delegations
- **Low** = Manage by routine procedures

In the Risk Treatment Columns, simply explain how the risk is to be managed. This should be a simple statement that is very clear to anyone that needs to refer to the Risk Register. It is also common practice to date the day that the risk was treated. This is important for ongoing risk monitoring purposes.

**Step 6: Monitor and Review of Risks**

This is the oversight and review of the risk management system and any changes that might affect it. Monitoring and reviewing ideally occurs concurrently throughout the risk management process.

The final stage is to monitor the strategies that you have put into place to reduce the likelihood of risk, and review what has been implemented. Once your Risk Treatment Plan has been implemented on camp, re-visit the Risk Register Table and re-do the Risk Assessment of the 10 risks you have analysed in detail. This should be an easy task and not too tedious. It is a process that Sport and Recreation organizations should do on a regular basis to ensure that they have managed their risks appropriately and hopefully by their processes have reduced the risk rating level. The following link will take you to an appropriate “Review Risk Register Table” to complete this task. Only put the risks in this table that required re-assessment.

**Link to Review Risk Register Table**

As you previously did for these risks you are required to re-assess their consequence and likelihood levels and multiply the two figures together. The reason for doing this task again for these risks only is to determine whether the management of the risks on camp has improved their risk level to a lower value. Compare this value to the value you determined previously. In the final column, under the heading of “comments” discuss the effectiveness of the Risk Management Plan in terms of reducing the likelihood of an incident occurring. By doing this process you have developed a Risk Management Plan that should now be more effective prior to conducting the activities on camp, hence improving the safety of participants. This is a common monitoring and review process conducted by organisations where risks are involved. But again, remember that normally there could be hundreds of risks to monitor and review and can be an expensive process for these type of organisations!

After the “Review Risk Register Table” is completed, evaluate the review and monitoring of the risk management process in the form of a report. In your evaluative discussion make sure you;

- discuss how you have monitored the Risk Management Plan during the activities on camp
- explain how the Risk Management Plan you have developed has reduced the likelihood of an incident occurring,
- Discuss any changes to the way an activity might be conducted as a result of your Risk Management Plan

End of Task
AUSKICK COACHING
LOGBOOK

Name:
Session Evaluation Summary points

The Units of Competency relevant to this task are:

- SROODR005A GUIDE OUTDOOR RECREATION SESSIONS
- SRXGRO001A FACILITATE A GROUP
- SRCCRO007A OPERATE IN ACCORDANCE WITH ACCEPTED INSTRUCTIONAL PRACTICES, STYLES AND LEGAL AND ETHICAL RESPONSIBILITIES

Below are some key aspects of the Units of Competency that are being delivered through this coursework. Use these dot points to prompt your discussion when evaluating your sessions and filling in this Logbook.

Below are the Key Range statement terms (bold italic) that should prompt your evaluation discussion. To get more detail on these terms, refer directly to the relevant Unit of Competency. You have been provided with copies of these.

GUIDE OUTDOOR RECREATION SESSIONS

**Communication Strategies** – consider the strategies that worked well and those that didn’t

**Evaluation** – consider original aims and objectives, personal performance, session processes, client satisfaction

**Information** – assess your resourcefulness. Consider information variances and how you adapted to them

**Physical Resources** – consider needs of clients and safety requirements

**Situational Variances** – reflect on how different age groups adapted (or how you adapted) to your session plan

**Influencing Factors** – consider factors that may have inhibited the success of your session

**Emotional Well Being** – reflect on individuals that required assistance from you and discuss your duty of care role

FACILITATE A GROUP

**Barriers** – reflect on factors that may have created conflict or prevented good group formation

**Needs** – consider specific needs of participants, physical or emotional

**Group Performance** – monitoring and spontaneous assessment of participants ability, task allocation

**Group Dynamics** – discuss the dynamics of the groups in your sessions, decision making, conflict resolution, respect

**Facilitation Skills** – consider group work strategies that may help provide a positive experience for all

**Problems** – discuss problems and how they were overcome

OPERATE IN ACCORDANCE WITH ACCEPTED INSTRUCTIONAL PRACTICES, STYLES AND LEGAL AND ETHICAL RESPONSIBILITIES

**Ethical Responsibilities** – consider possible ethical situations that may be worth discussing

**Information** – consider information collection and information delivery methods, what worked well, what didn’t?

**Instructional Styles** – reflect on and describe the instructional styles required to deliver information to participants

**Responsibilities as a role model** – think of situations where this is important and consider why it is important

**Principles of Risk Management** – consider risks and how they are managed, did you have to manage a risk?

**Support Personnel** – describe communication required with support personnel in relation to your session

**Legal Responsibilities** – reflect on legal obligations (duty of care) that you may have considered during your session

**Rules, policies & Regulations** – discuss difficulties in following rules and regulations

**Philosophy of Instruction** – describe your instructional philosophy, particularly when rules are unclear

**Key Competency information examples**

Below are some examples of the sorts of things you should be considering in your sessions. In your session evaluation, you need to write down how you achieved each of the Key competencies. The following pages provide a section to record your response.

- **Collecting, analyzing and organizing information**: permission forms, medical information, participant numbers
- **Communicating ideas and information**: instructional styles and techniques used
- **Planning and organizing activities**: session planning conducted and facilitated
- **Working with others in a team**: role modeling and developing strategies to encourage team work amongst group
- **Using mathematical ideas and techniques**: analyzing and modifying activities according to participant numbers
- **Solving problems**: dealing with conflict, organizing helpers, equipment failure etc
- **Using technology**: planning & research methods using computer, new equipment technologies, stop watch

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<thead>
<tr>
<th>Date:</th>
<th>Session Conducted:</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group:</td>
<td>Describe the tasks conducted:</td>
<td>Length of Session:</td>
</tr>
</tbody>
</table>

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Explain the key learning outcomes achieved today. Consider what instructional styles you used and when. How in particular did you facilitate the group? To answer this section, make sure you refer to the key UoC terms on page 1 (for even more detail refer to the actual UoC’s to obtain key information to relate to your session).

Explain what Key competencies you achieved today and explain how you applied it in the workplace.

- Collecting, analyzing and organizing information:
- Communicating ideas and information:
- Planning and organizing activities:
- Working with others in a team:
- Using mathematical ideas and techniques:
- Solving problems:
- Using technology:

Upon reflection, describe what went well in your session and why. Explain what parts could be improved and how you could improve them.

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<thead>
<tr>
<th>Coach/instructor signature</th>
<th>Session Conducted:</th>
<th>Age</th>
</tr>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>Date:</th>
<th>Group:</th>
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<tbody>
<tr>
<td></td>
<td>Session Conducted:</td>
</tr>
<tr>
<td></td>
<td>Age</td>
</tr>
</tbody>
</table>

Describe the tasks conducted: Length of Session:
Explain the key learning outcomes achieved today. Consider what instructional styles you used and when. How in particular did you facilitate the group? To answer this section, make sure you refer to the key UoC terms on first page of logbook (for even more detail refer to the actual UoC’s to obtain key information to relate to your session).

Explain what Key competencies you achieved today and explain how you applied it in the workplace.

- Collecting, analyzing and organizing information:
- Communicating ideas and information:
- Planning and organizing activities:
- Working with others in a team:
- Using mathematical ideas and techniques:
- Solving problems:
- Using technology:

Upon reflection, describe what went well in your session and why. Explain what parts could be improved and how you could improve them.

Coach/instructor signature ..................................................

PORTFOLIO 1
TASK 1

Camp Preparation for Conducting Beach Activities

This task assesses the following two units of competency:

- SRXCAI004B PLAN A SESSION OR PROGRAM FOR PARTICIPANTS
- SRXCAI005B CONDUCT A SESSION OR PROGRAM FOR PARTICIPANTS

You are required to plan and deliver a session that will allow participants (your class mates) to learn skills that relate to recreational activities on a surf beach. This type of session could be something you may conduct on a holiday program for school students or as part of a holiday tour for a travelling group of adults. The theme or context is up to you, but make sure your skills and activities target a specific age group or clientele mix.

To complete this task satisfactorily you must competently:

4. Complete a session plan
5. Conduct the session plan on the beach at camp with your peers as participants
6. Evaluate your session via set questions and a self designed feedback questionnaire

To complete these 3 items, follow the provided task outline.

Portfolio 1: Task 1 - “PLAN A SESSION OR PROGRAM FOR PARTICIPANTS SRXCAI004B”.

Camp Preparation for Conducting Beach Activities

NAME: ___________________________ DUE DATE: ________________

Assessment Plan
The following Elements from this Unit of Competency are assessed through the completion of the tasks indicated. Your
work will be deemed competent or not yet competent and recorded in the following table.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Tasks used to assess the required performance criteria</th>
<th>Competent</th>
<th>Not Yet Competent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Collect information to plan a session or program</td>
<td>A. Preliminary Planning &amp; Information Collecting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Produce a session or program plan</td>
<td>B. Session Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Resource a session</td>
<td>B. Session Plan (2. Resources &amp; Equipment)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This unit of work covers the knowledge and skills to independently plan a session or program for the Year 11 Sport and Recreation students to participate in when on camp. A specific day will be allocated for all students to conduct their sessions. The theme of the sessions is Surf Safety and Beach activities. This planning task is to be incorporated as part of your Camp Planning Portfolio Assessment Task.

Resources and Materials
The following resources are required for you to access if you are to complete this unit of work successfully.
- Internet Access (computer room is booked for all of our single lessons – 5 lessons per fortnight)
- Word Processing program (work to be completed electronically is preferable)
- Access to industry information in the form of books, magazines or directly to industry organisations
- Information provided in theory lessons conducted in class

Note: A bibliography of all resources used in your research must be included in your final document.

Critical Aspects of evidence you must show in your work:
- Your finished plan must confirm sufficient knowledge of the factors influencing the planning of a session or program for participants that will be involved in surf safety and or beach activities.
- You should endeavour to cover all relevant categories within the Range Statements that are applicable to the planning of surf safety and beach activities. Indication of a good understanding of the key range statement terms will assist your assessment and work quality.
- In particular, your task must confirm the ability to
  - collect information to plan a session or program
  - produce a session or program plan
  - resource a session or program

Task Details

Task 1: Planning a Beach Activity

To prepare for your Beach activity, you will be required to produce a session plan. Your session is to encourage all students to be involved on the day. Your session should go no more than 30 minutes. Your session plan, once completed must be taken with you on camp. The use of technology is preferable, and your session plan is encouraged to be completed in an electronic document format. You will also be required to use the internet to find much of your information. Your session plan must include the following sections: (each section must be labelled clearly)

Note: words that are bold and italic in the following body of text are actual UoC Range Statement terms. You should refer to the UoC to obtain extra information about these key terms.

A. Preliminary Planning and Information Collecting

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Under this heading, set out a “preliminary planning” section of your Session Plan. You should consider all points raised below and explain carefully how you will address the points as part of your session. Remember this should be a ‘user friendly’ document that will need to be referred to on the day you conduct your beach activity. Therefore, attempt to set out your work on a neat and orderly fashion so that key points are easy to identify from your planning document. Consider carefully, the headings and titles you should use. A ‘Session plan template’ is provided for you to use.

1. To plan effectively you first must identify the **sources of information** required to plan your **session or program**. Check these sources of information are up-to-date, accurate and as comprehensive as possible. Identify any conflicts or concerns with any particular sources of information.

Typical **sources of information** to consider are as follows:

- organisational aims
- expectations and aspirations of participants
- numbers, ages and gender of participants
- previous experience of participants
- medical condition
- special requirements
- the session environment

Your **session or program** should be:

- a task, game, activity or exercise in which the extent of instruction is minimal and covers only that which is required to allow the participant to participate safely and effectively
- a component of a sequenced program of individual sessions
- approximately 30 minutes in length in total that includes a short warm up and warm down component within the 30 minutes

Outline the general nature of your session or program. Is it task orientated, a game, a competition etc?

2. Consider the Participants’ needs. Provide some examples of what you may have to be considerate of when conducting your session for participants. The following key terms are the needs that should be considered. Demonstrate your understanding of the following needs of participants that will partake in your set activities.

- Physical, emotional, psychological, individual, group, individuals within group

3. In consultation with your teacher (**support personnel**), determine the **participant aims and priorities** for your session. Some aims and priorities to consider are:

- competition/performance targets
- self improvement
- fitness targets
- lifestyle adjustments
- comfort/discomfort levels
- technical
- tactical
- participation
- social
4. Assessing the expected demands of your activity on the participants is an important consideration. Assess the physical nature of your activity and determine the types of participants that your activity is suited to. Consider the clientele that you will be conducting your session to and describe them as a whole. To help you with your description, some typical categories of participants from the UoC Range statement are:

- Experienced, inexperienced, adults, children, school, variety of ethnic groups, participants with special needs, groups, tourists club members, general public

5. Consider any special requirements of participants. There may be none to consider, however, you should endeavour to find out if there are any conditions of a medical or physical nature that may require you having to modify your activity or session. Or if required, to identify if there are any individuals that should not participate in your activity. Make sure you explain why modifications are required. Identify the support personnel that can assist you with such special requirements.

6. Describe the work environment and workplace context that you will be conducting your session under. To help you answer this question, please note that the work environment relates to the type of location, complexity of the area, range of services/products available at the site and the size and type of organisation you will be working with. You need to assume that you are in the workplace and are conducting sessions for an organisation under a ‘Sport and Recreation’ context. Make sure you describe this context specifically.

B. Session Plan

Choosing an activity:
You are required to choose an appropriate sport or recreation skill that you believe you can competently teach to a class of school students at a beachside venue. A common approach to this task is to conduct three activities that encourage the practice of specific skills that relate to a sport or recreation activity. Then a game (shortened or modified versions of well known games) is played in a competitive team environment. Effectively, you are the instructor or coach of your chosen sport or recreation activity.

Task Details: (please follow these accurately)
- You are to work in pairs to complete this task. Ensure even workload is distributed and that you both can effectively address/demonstrate all assessment criteria outlined.
- The session you deliver to participants should be no longer than 30 minutes.
- A written lesson plan is required and should include timelines and diagrams that will help you conduct your session. Use provided template.
- The lesson plan and session must have 3 main sections in it. An introduction outlining the session aims, a middle section that is the “meat” of the activity and a summative end.
- You will be assessed on your ‘professional’ approach in delivering a session for participants – this means that you should consider safety at all times and implement your session in a sensible and mature way. Risks should be managed and Hazards avoided.
- Be prepared to communicate with participants at various levels. At times you may need to resolve conflict and be a disciplinarian towards participants. You must endeavour to be ethical in your teaching approach (Consider Coach’s code of ethics).
- A positive harmonious environment is to be encouraged at all times.
- You must include Warm-up activities at the start and Cool-down activities at the end.
- Make sure your transition between the various activities you conduct is smooth and deliberate.
- Ensure all equipment used is returned safely and in good order. Check for missing items, damage and/or wear of specific items.
- A feedback system should be conducted at the end of your session. This could be a survey indicating participation satisfaction or you could ask for feedback through a verbal discussion, but the responses should be recorded and submitted in written form.
- Consider carefully the structure of your session and the rules to games you implement. All aspects of the game (should you play one) need to relate to your chosen skill.
✓ You are not required to implement a game, particularly if your skill is not sport related. Activities that practice specific skills are sufficient. Remember your chosen skill could be a recreation activity, not necessarily a sport.

**Practice Activity (may be conducted if time permits):**
Before you plan your real session for participants, work in groups of 3 and develop a lesson plan for one of the following sporting activities.

- Dodge ball
- Cricket
- Football

Use the ‘Session plan template’ provided.

You will now follow the same lesson plan outline provided as a practice run. Ensure you consider the following:

- Safety and equipment
- People – teams, groups, participation
- Progression and the rules of the game/activity
- Modification to plan if needed
- Sufficient challenge to suit your participants needs

**Your Final ‘Beach Activity’ Session Plan**
The session plan template is set out for you to make sure you answer the following questions under the appropriate sections of your session plan. Remember your assessment is based on how accurately you address these questions in your session plan.

1. **Session Aim:**
Write a detailed aim of your session activity. Your aim should be relevant to the preliminary planning you have already done and the identified needs of the clientele.

2. **Resources and Equipment:**
Provide an equipment register that outlines the need for the equipment and the quantity of each item. This part is crucial to get right. Once on camp you need to be sure that you have all equipment with you. Ensure you include the following in your record plan:

   - A record of any related logistical requirements or transport needs in relation to the equipment.
   - Financial requirements relating to your chosen resources?
   - A description of the venue where your session will be conducted (ask your teacher)
   - Consideration of possible risks to avoid in the use of equipment and venue
   - Consideration of possible environmental damage to the venue (your plan should emphasise your ideas to prevent environmental damage)
   - What physical resources should participants and support personnel arrange for themselves. This would include specific food, hydration, clothing and safety equipment (sun protection, first aid, medication etc)?
   - Inform support personnel and participants of their responsibilities, special needs and expected attitudes (this could be outlined in your session plan introduction as well)

3. **Session plan:**
Design your 30 minute session activity ensuring you include and think about the following important aspects. The session plan template is designed so that you consider all these factors and include them in your plan. Follow it accurately.

**Important things to consider:**
When teaching or instructing there are 3 rules that you should think of:

1) Maximise Participation (everyone should be working most of the time)
2) Make it fun (alter the rules if needed, mini competitions etc)
3) Make it “appropriately” Challenging (aim activities at the right level - novices and experts)

**Things to think about:**
- **Area** that you use (size – too big, too small – directions you run a game or drills)
- **Time** (for each drill/skill and overall)
- **Equipment** (how to distribute it, is less better, and packing up)
- **Numbers** (of students in group, breaking them into smaller groups etc)
- **Rules** (modify to suit or change the dynamic of the game)
• **safety** (sensible use of equipment and instructions given include a safety message to participants)

**What to include:** Your plan must include the following sections:

- A warm up activity (short time)
- 3 skill specific drills
- A small game / activity that incorporates the use of these skills
- A warm / cool down activity (short time)
- All sections need to be completed within 30 minutes.

4. **Specific supervision and safety Considerations**

In this section you must answer the following questions to indicate that you have thought of all safety requirements and organisational logistics.

A. **External Factors:** Describe any external factors that may inhibit your session delivery. Consider elements that influence how you deliver your session or whether the disruptions may devalue the session outcomes.

B. **Back Up planning:** Describe a back up plan or how you can modify your session to allow for possible external factor disruption. What can you do to allow your session to continue in some form?

C. **Restrictions:** Identify the restrictions that must be enforced to conduct your activity. These restrictions are usually those that decrease levels of risk on participants and allow you as a leader to work within acceptable levels of supervision. Some supervision requirements you may have to investigate are:
   - restrictions on the type of site, location or facility used
   - restrictions on the type of session conducted (why?)
   - restrictions on the number of participants
   - restrictions on session environmental conditions or the type of group you are working with
   - working within defined organisational policies and OH&S procedures

D. **Appropriateness of Plan:** Does your plan meet health and safety requirements and accepted good practice? Justify the appropriateness of your plan with consideration of clientele age and ability to participate in your activity.

E. **Discrimination considerations:** Check that your session plan does not discriminate. Make sure that everyone can participate and stereotyping is avoided. Justify how your session plan meets this requirement.

**End of task**

In preparation for the session you now need to conduct, please complete the “**conducting beach activities**” task.
Session Plan for conducting Beach Activities

SRXCAI004B Plan a session or program for participants

Name: .......................................................... Student Number: .........................

Use the following as a template for your session plan if you choose to. Make sure you check all assessment criteria and ensure you include coverage of all required outcomes as outlined in your ‘Camp Preparation for Conducting Beach Activities’ document.

A. Preliminary Planning and Research

1. Identification of Sources of Information and nature of session

2. Participant needs

3. Participant Aims and Priorities

4. Types of Participants and demands of activity

5. Special Requirements

6. Work Environment and Workplace Context
**B. Session Plan**

**Activity Name:** (Provide a name to your session or activity. Put it as a heading or title)

**Group Members:** (insert the names of your group members here)

1. **Aim of this session:** (answer question 1 here)

2. **Equipment Needed:** (list the equipment you need. The table below should be used but can be modified if needed. You must also answer the dot points below)

<table>
<thead>
<tr>
<th>Equipment</th>
<th>quantity</th>
<th>justification</th>
<th>Care &amp; safety</th>
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</tbody>
</table>

   - Transport and logistical requirements of equipment:
   - Financial impact:
   - Venue Description:
   - Venue and Equipment Safety & risks:
   - Environmental considerations:
   - Physical Resource advice to support personnel and participants:
   - Expectations and responsibilities:

3. **The session Plan:**

   **Introduction:** (explain what you are going to say and who is saying it. This is a good time to explain the focus of your session. It should be sharp and to the point and not time wasting)

   **Warm up:** (describe your warm up activity. You can use a diagram if needed. This should involve low impact exercise that elevates heart rates.

   Explain the reason for your warm up activity.
Drill One: (describe the drill. Use diagrams as much as possible. Explain who is running it and how)

Drill Two: (this drill should introduce a different skill still relevant to your game/activity or it may provide more challenging aspects of what you did with drill one)

Drill Three: (this drill should be the most challenging and encourage your clientele to build up expertise and confidence before the central game/activity is conducted)
Central Game /Competition / Challenge: (this should be a relatively short activity that encompasses the 3 drills demonstrated. Try not to make the activity too long but give it sufficient time so that clients get some enjoyment and skills practice out of it)

Warm down: (describe your warm down activity. You can use a diagram if needed. This should be a relaxing phase involving low impact exercise or stretching.

Explain the reason for your warm down activity.

4. Specific supervision and safety Considerations: (the questions to these subheadings are included on the ‘Camp Preparation for Conducting Beach Activities’ handout)

F. External Factors:

G. Back Up planning:

H. Restrictions:

I. Appropriateness of Plan:

J. Discrimination considerations:
Conducting Beach Activities

SRXCAI005B Conduct a session or program for participants

Task Aim:
The purpose of this task is to help prepare you more thoroughly for the conducting of your Beach Activity Session. Remember you will be assessed via teacher observation as you conduct your activity. The assessment checklist that will be used by your teacher is attached to the back of this document.

You are expected to show a certain level of professionalism in your approach to conducting your session. Therefore, you should consider the following questions seriously in order to make you not only think about how you present yourself, but also to acquaint yourself more thoroughly with the Unit of Competency key terms from the Range Statement. This in turn will help prepare you for your VCAA examination.

Session Aims when conducting your beach activity:
The following dot-points are taken from your ‘planning’ phase. Considering these points as a guide to your session will help you meet the performance criteria listed on the assessment sheet.

- You will be assessed on your ‘professional’ approach in delivering a session for participants – this means that you should consider safety at all times and implement your session in a sensible and mature way. Risks should be managed and Hazards avoided.
- Be prepared to communicate with participants at various levels. At times you may need to resolve conflict and be a disciplinarian towards participants. You must endeavour to be ethical in your teaching approach (Consider Coach’s code of ethics).
- A positive harmonious environment is to be encouraged at all times.
- You must include Warm-up activities at the start and Cool-down activities at the end.
- Make sure your transition between the various activities you conduct is smooth and deliberate.
- Ensure all equipment used is returned safely and in good order. Check for missing items, damage and/or wear of specific items.
- A feedback system should be conducted at the end of your session. This could be a survey indicating participation satisfaction or you could ask for feedback through a verbal discussion, but the responses should be recorded and submitted in written form.
- Consider carefully the structure of your session and the rules to games you implement. All aspects of the game (should you play one) need to relate to your chosen skill.

Preliminary Questions:
The following questions are designed to put you in the context of conducting your session so that you can think through some of the situations that may arise during your session. They are also designed to give you a more real connection to what industry based organisations might need to deal with. You should refer to the UoC Range Statement to help you answer the questions. Key terms should be used in your responses to indicate your level of understanding. The ‘bold-italic’ words in the questions are key Range Statement terms that provide a hint on what to look up in the UoC document.
1. One of the important things you may need to do is assess the suitability of **participants** to partake in your activity prior to starting your main activities. Suggest what you could do to assess the status of your group (and individuals within).

2. List the main **influencing factors** that could affect your session activity. Describe how each factor could influence how you conduct your session. Make sure you put your descriptions in the context of your Beach Activity.

3. Imagine on the day of conducting your beach activity session the weather is unfavourable (extremely hot) or you have a **participant** in your group that has special needs (vision impaired). Explain how you could **modify your session** to suit both of these situations.

4. Make a list of at least 5 points that you should consider that will help you **maintain a positive social environment** during the conducting of your session.

5. List the key **communication strategies** that you endeavour to use during your session and describe a situation for each when that particular strategy should be used.

6. One of your main responsibilities as a session leader is to **ensure participant safety**. Think of some important safety reminders you should consider informing your **participants** about before your session begins. Again keep your answer in the context of your session activities.

7. If during your session a participant falls ill or injures themselves, describe how you intend to deal with this ‘non-routine’ situation and the safety procedure you intend to follow to **ensure participant safety**.

8. Identifying potential **hazards** before and during your session is an important ‘risk management’ procedure that should be adhered to. Consider as many hazards as possible that belong in the following 3 categories:
   - **Environmental**
   - **People/human behaviour**
   - **Product/equipment and their use**
   Make sure you show an awareness of how you intend to monitor hazards (continually assessing risks) during your session. It is not enough to simply identify hazards before you begin your session – why?

9. The equipment you use during your session needs to be cared for appropriately. Explain how you intend to care for the equipment and ensure it is used correctly and in compliance with safety procedures. This should include instructions for ensuring the safe return of equipment and checking it for damage and wear.

10. Describe what you can do with your participants to help you return the environment/facility to a condition that is acceptable for future use. This could be specific to the type of equipment you use or how much wear on the environment is expected from your activity.
Evaluating your session:

You are now required to design a feedback system that will allow you to obtain information from the participants in your session. There are many ways this can be done, but it is important your feedback system provides you with a direct and honest account of the quality of your session. It should also allow participants to suggest areas for improvement. Participants should be made aware that feedback is to be constructive not condemning. Once feedback data is gathered, you are expected to analyse the information and evaluate your own performance based on the reviewed information.

Consider using one of the following systems:

- Simple questionnaire with an assessment rating that can be handed out at the end of the session
- Verbal question and answer time during warm down. This does require someone to record the information as it is discussed which can pose some difficulties. It is also time consuming.
- A more reflective evaluation form that could be done at a later time and submitted, say the next day. This requires more detailed and specific questioning.

Whichever system you use, it should not be too time consuming. If it is to be done after your session, it must be completed within the 30 minute time limit you have for your session.

The main evaluation categories you should consider are as follows. Try to design questioning that covers these categories.

- original aims and objectives
- participant satisfaction
- suitability and safety of facilities and equipment
- content, structure and processes of the session
- personal and group objectives
- personal performance

Analysing feedback and self-evaluating your session:

Once you collect all feedback from the participants, you are required to analyse the information and present it as an honest evaluative account of your beach activity session. You are expected to identify in particular, the following:

1. Areas where things went well with explanation as to why they went well
2. Areas where your session could be improved with suggestions as to how you would improve your performance if conducted again.

A typical ‘self-evaluation’ question sheet is shown below. The questions provided could provide you with a guide on what sorts of things you should ask yourself after you conduct your session. In reality, you will have a fair idea if the session went well or not, so you should be ‘self-reflective’ about your performance. Using these self-evaluative questions as a guide, you can now modify them to suit the specific requirements of your session and the participants involved. You do not have to use them, but they are there as a suggestion. If you use them, please try and modify them to suit the specifics of your session rather than using them as ‘generalised’ questions.
Self-Evaluation

Reflect on each activity that you conducted (warm up, drills and challenge/modified game) and answer the following questions.

The intended outcomes of the lesson
- Were the intended aims and objectives achieved/achievable? If not, why? How could you change your lesson so that the objectives are more achievable?

_________________________________________________________________________________________
_________________________________________________________________________________________
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The Content
- Was adequate time spent on the activities?
- Were the activities too easy or too difficult?
- Did the activities challenge and extend the students?

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_________________________________________________________________________________________
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The method
- Did you follow your lesson plan or did you have to make changes part of the way through? If so, why, and did the changes enhance the students’ learning? Consider timing of activities, space/area, appropriateness of equipment used etc

_________________________________________________________________________________________
_________________________________________________________________________________________
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_________________________________________________________________________________________
Your teaching technique

- Did students understand clearly what the tasks were and what they had to do? If they did, what techniques worked well? If not, what personal changes did you or could you make to help rectify this? Consider things like language used, how much time you spent on explanations and the effectiveness of demonstrations, the speed and tone of voice.

- How do you know if learning took place? What assessment strategies did you use?

- Do you think you maintained a professional coaching style? Did you adhere to the Coach’s Code of ethics? If so how? If not, what changes could make to rectify this?
## END OF EVALUATION

### OBSERVATION ASSESSMENT RECORD

Name: .................................................................

**Unit of Competency**:
**Conduct a sport and recreation session for participants**
**code: SRXCAI005B**

During the delivery of your “Teaching a Skill” session, the candidate will be assessed for competency on the following Key Competencies and Skills.

<table>
<thead>
<tr>
<th>Competency being assessed</th>
<th>C</th>
<th>NYC</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communicating ideas and information</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Session aims are introduced</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Session delivery encourages group co-operation and maximum participation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Instructions are communicated clearly and are clarified when questioned</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Collecting analysing and organising information</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Participants are observed closely during preliminary activities to discover skill capabilities</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>5. Safety instructions are delivered and/or demonstrated clearly and monitored throughout session</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>6. An appropriate evaluation process of session is conducted</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Planning and organising activities</strong></td>
<td></td>
<td></td>
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<tr>
<td>7. Warm up and Cool down activities are followed according to lesson plan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Participants are supervised and monitored during Warm up and Cool Down</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>9. Equipment is distributed to participants safely and in a responsible manner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Transition between skill activities and use of equipment is conducted smoothly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Working with others and in teams</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Feedback and instruction clarification is encouraged in the form of Question time during session</td>
<td></td>
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</tr>
<tr>
<td>12. Deliberate effort is made to work with all group members on a one on one basis when needed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Using mathematical ideas and techniques</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Appropriate terms are used in session delivery</td>
<td></td>
<td></td>
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<tr>
<td>14. Appropriate equipment quantity has been provided according to number of participants</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Solving problems</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Session and rules are modified appropriately for participants where necessary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Conflict is resolved promptly when it arises</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

An appropriately detailed and accurate lesson plan was submitted:   Yes ☐     No ☐

The Candidate’s Performance was:  Competent ☐     Not Yet Competent ☐

Feedback to Candidate

Candidate signature: .................................................................

Date: ........................................

Updated Feb 2010 – SRO03 V2.0 Training Package
ASSESSMENT RECORD for Planning and Conducting a Beach Session (Task 1)

Name: ......................................................... Student Number: .......................................

Unit of Competencies being assessed:

Plan a sport and recreation session for participants code: SRXCAI004B
Conduct a sport and recreation session for participants code: SRXCAI005B

This assessment sheet addresses the following Units of Competency. It recognises competency achievement as well as quantifying a level of achievement according to Portfolio 1 Assessment Criteria.

Performance Criteria for assessment of Session Plan

<table>
<thead>
<tr>
<th>Information collecting &amp; Preliminary Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sources of information are outlined</td>
</tr>
<tr>
<td>Participant needs are considered</td>
</tr>
<tr>
<td>Participant aims are clearly identified</td>
</tr>
<tr>
<td>Participant group is defined as a whole</td>
</tr>
<tr>
<td>Participant special needs are identified</td>
</tr>
<tr>
<td>Work environment and workplace context are recognised</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session aim is clearly explained</td>
</tr>
<tr>
<td>Equipment register and resource recognition is sufficient</td>
</tr>
<tr>
<td>Warm up, Warm down and activity timings are appropriate</td>
</tr>
<tr>
<td>Three drills and appropriate activity designed</td>
</tr>
<tr>
<td>Drills and activity connect to enhance skills introduced</td>
</tr>
<tr>
<td>Levels of supervision and safety considerations are confirmed</td>
</tr>
</tbody>
</table>

The Candidate’s Performance was: Competent ☐ Not Yet Competent ☐

Feedback to Candidate

Beach activity session has been conducted and assessed: Yes ☐ No ☐

The following quantifies overall student performance (as a whole) for the planning and conducting phases

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>LEVELS OF PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application of underpinning knowledge</td>
<td>Some understanding of knowledge and skills, Some recognition of Range statement terms.</td>
</tr>
<tr>
<td>Planning and organisation</td>
<td>Session follows plan to some degree. Session is conducted with some organisation.</td>
</tr>
<tr>
<td>Expressing ideas and information</td>
<td>Main ideas and information are expressed partially throughout the plan and the session conducted.</td>
</tr>
<tr>
<td>Content</td>
<td>The session plan and delivery of it provides evidence of sound work that meets the task requirements.</td>
</tr>
<tr>
<td>Independence</td>
<td>Completes tasks needing guidance with task procedures.</td>
</tr>
</tbody>
</table>

Score for Level of performance in this task: / 25

Glossary Task and Review Questions have been completed: Yes ☐ No ☐ Task Quality: H M L

Updated Feb 2010 – SRO03 V2.0 Training Package
Candidate signature: ___________________________ Date: ________________
Assessor signature: ___________________________ Date: ________________
Listed below are the units of competence in VCE VET Units 3–4:
These are the Units of competence that must be facilitated during the year. The numbers on the right represent the nominal teaching and assessment hours for each unit. In this Assessment Task you will be addressing the 6 Units of Competence that are highlighted below.

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SRXINU002A</td>
<td>Apply sport and recreation law</td>
<td>10</td>
</tr>
<tr>
<td>SRXRK001A</td>
<td>Undertake risk analysis of activities</td>
<td>10</td>
</tr>
<tr>
<td>SRXINU003A</td>
<td>Analyse participation patterns in specific markets of the leisure and recreation industry</td>
<td>20</td>
</tr>
<tr>
<td>SRXCAI004B</td>
<td>Plan a session or program for participants</td>
<td>8</td>
</tr>
<tr>
<td>SRXCAI005B</td>
<td>Conduct a sport and recreation session for participants</td>
<td>8</td>
</tr>
<tr>
<td>SRXGRO001A</td>
<td>Facilitate a group</td>
<td>12</td>
</tr>
<tr>
<td>SRXRES001B</td>
<td>Educate the public on the safe use of sport and recreational resource</td>
<td>10</td>
</tr>
<tr>
<td>SRXGRO002A</td>
<td>Operate in accordance with accepted instructional practices, style and legal and ethical responsibilities</td>
<td>10</td>
</tr>
<tr>
<td>SROODR002A</td>
<td>Plan outdoor recreation activities</td>
<td>20</td>
</tr>
<tr>
<td>SROODR005A</td>
<td>Guide outdoor recreation sessions</td>
<td>8</td>
</tr>
<tr>
<td>SROOPS002B</td>
<td>Plan for minimal environmental impact</td>
<td>15</td>
</tr>
<tr>
<td>SROOPS003B</td>
<td>Apply weather information</td>
<td></td>
</tr>
</tbody>
</table>

Assessment Planning: Portfolio of evidence relating to Camps Preparation

This assessment task assesses the following units of competence:

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>SRXCAI004B</td>
<td>Plan a session or program for participants</td>
<td>8</td>
</tr>
<tr>
<td>SRXCAI005B</td>
<td>Conduct a sport and recreation session for participants</td>
<td>8</td>
</tr>
<tr>
<td>SROODR002A</td>
<td>Plan outdoor recreation activities</td>
<td>8</td>
</tr>
<tr>
<td>SROOPS002B</td>
<td>Plan for minimal environmental impact</td>
<td>10</td>
</tr>
<tr>
<td>SRXRK001A</td>
<td>Undertake risk analysis of activities</td>
<td>8</td>
</tr>
<tr>
<td>SROOPS003B</td>
<td>Apply weather information</td>
<td></td>
</tr>
</tbody>
</table>
15 hours

These Units of Competence have been grouped together for assessment as they are influential in the preparation of your first camp. The nominated hours indicate the required amount of time that should be spent on the teaching and assessment of each Unit of Competence. Some of this time will be teacher directed, some will be allocated for you to research and develop a portfolio of work for assessment.

The Assessment Task:  
SPORT & RECREATION – Work Portfolio (Camps Preparation)

STUDENT INFORMATION:

The following assessment task is part of your assessment for VCE VET Sport & Recreation.

For this task you will submit evidence in a Portfolio for the above six units of competence that requires you to plan and prepare for your first two Sport & Recreation Camps to Torquay and Port Phillip Bay for Snorkeling and to Mount Arapiles for Rock Climbing.

Below is information that outlines the set tasks that are designed to meet the requirements of the 6 Units of Competency for this Portfolio. The tasks are designed to satisfy VET assessment but also to help you prepare for your end of year examination. This portfolio only requires particular parts to be submitted for holistic assessment against the provided VCAA assessment criteria at the back of this document.

During this term you will be undertaking various activities that will help you acquire knowledge relating to the planning of camping trips, the preparing and conducting of particular beach activities, the levels of risk involved in the specified camp activities, an appreciation of weather patterns and an awareness of the impact we can have on the outdoor environment.

SPECIFIC REQUIREMENTS OF THE PORTFOLIO:

The 5 individual tasks that must be completed and submitted individually are:

1. **Plan, Conduct and Evaluate:** A Planning Document for the conducting of a Beach Activity for participants. A work performance will be observed when the beach activity is conducted on camp. A structured feedback system is to be implemented and the session conducted evaluated.

2. **Risk Management Plan:** A Risk Analysis Exercise that indicates risks involved in the Beach Activities and the activity of ocean snorkeling.

3. **Weather postcode presentation:** An oral presentation (or video) that describes
particular weather patterns of a particular ‘post-coded’ area of Australia.

4. **Camp Planning manual:** A plan that outlines the logistics of minimal impact camping in a remote area of Mount Arapiles. This planning document is to include also the preparation and equipment needs for cliff face rock climbing.

5. **Portfolio Examination:** A topic test that will contain examination style questioning from all Units of Competency within this portfolio.

**Time Allowed for Tasks:**

The above 5 tasks will be completed over Term 1 and for the first half of Term 2 (up to your Rock Climbing camp in May). These tasks are designed to allow you to meet competency for the 6 Units of Competency listed on the previous page. They are also designed to allow you to become familiar with the Range Statement terms of each Unit of Competency in preparation for the End of Year Examination. Each task is to be submitted on completion. They will be assessed for competency and handed back to you with feedback on your progress.

**Portfolio Assessment:**

Whilst all of the above must be completed as evidence for VET assessment, you are only required to submit a selection of 3 – 5 tasks associated with the above work as a complete portfolio. **Your portfolio is not to contain all 5 tasks above.** Early in Term 2 you will be provided with a detailed outline of what you must collate and submit as a portfolio. You will be provided with approximately one week to organize and gather the required assessment sections from the work tasks above and then submit it as a portfolio. **This task will most likely be scheduled the week before you go on your Rock Climbing Camp (May 20).** Your final portfolio must include an index that clearly indicates which pieces of work relate to which Unit of Competency. **It is this portfolio that will be graded ‘holistically’ from the provided assessment criteria giving you’re a scored assessment out of 25.**

**ASSESSMENT TASK DUE DATE:**

The final Portfolio is to be submitted in Term Two before the Rock Climbing camp is conducted. The exact deadline will be set by your teacher closer to the scheduled camp date. Please note that you will be asked to put together 3-5 items for your portfolio. The portfolio examination will be one of these items and will be the final portfolio task that contributes towards your portfolio assessment.
In preparation for your Torquay camp you are required to plan and deliver a session that will allow participants (your classmates) to learn skills that relate to recreational activities on a surf beach. This type of session could be something you may conduct on a holiday program for school students or as part of a holiday tour for a travelling group of adults. The theme or context is up to you, but make sure your skills and activities target a specific age group or clientele mix.

Link to Camp Plan and Conduct a Beach Activity Session Task

Part 2. Risk Analysis activity – Snorkeling & Beach Activities
You are required to undertake risk analysis processes relating to the activities of Snorkeling and your Beach Activity Session. You will end of developing a Risk Management Plan for these two activities. A practice task will most likely be conducted within class or the school grounds where you will identify the hazards in the workplace and assess their risk level. In a similar way, you should identify the hazards involved in Snorkeling and your Beach Activity Session and categorize the level of risk of each hazard. You should also discuss ways to minimize risk. The following link will allow you to access a supplementary document you will need to complete this task.

Link to Risk analysis activity

Part 3. Weather
Your teacher will conduct a series of theory lessons and learning tasks to help you develop an understanding of reading weather patterns. An understanding of weather patterns is very useful when conducting outdoor activities. You will observe weather maps and cloud formation to help you make weather predictions. Think about how important it is for the surfing instructors to have competent knowledge of coastal wave conditions and predictions of weather to minimize risk and ensure the safety of participants. To show your understanding of weather patterns you will be asked to play the role of a weather forecaster (or news-reader) and develop a 5 day forecast for a particular postcode area of Australia. The BOM website will be your main resource for this task, but there are many other websites that can be used for your research. You will be required to produce an electronic support document (such as a power point) that contains all of your weather forecast information and then present this document to the class. Some of you that are good at video editing may like to take on the challenge of producing your own ‘weather forecast’ segment that is typical from the evening news. What you learn in completing this section of your assessment task, you will be encouraged to put into practice on camp.

The following link will take you to a folder containing the associated lesson resources as used and displayed during the theory lessons on weather.

Link to weather task

Updated February 2010 –SRO03 V2.0 Training Package
Part 4. Rock Climbing Camp Preparation workbook

In preparation of your Rock Climbing Camp to Mount Arapiles, you will be required to record important information in the form of a workbook. This workbook is to contain essential logistical information, itinerary planning and meal organization. An understanding of hydration requirements is expected as well. You will be camping in a national park that has specific rules and requirements of use that must be investigated. This will include research on minimizing the impact on the environment when camping. Specific questions may relate to the Mount Arapiles camp site. This workbook, once completed must be taken with you on camp. Your workbook can be made up of electronic documents; it does not have to be hand written into a binder book. In actual fact, the use of technology is preferable. You will be required to use the internet to find much of your information. The following link will allow you to access a supplementary document you will need to complete this task. You can type your answers on this document and submit your work electronically.

Link to minimal impact assessment task

Part 5. Portfolio Examination

A topic test will be conducted that will include examination style questions that relate to all 6 Units of Competency in this Portfolio. This task will be conducted in class at a date soon after the Rock Climbing Camp (late May). The purpose of this topic test is to encourage you to study the required Units of Competency and their Range Statements. This will help you prepare more thoroughly for the VCE examination at the end of the year. This topic test will be considered as one of your portfolio items so it will contribute towards your final portfolio assessment.

Checklist against criteria for assessment

This checklist outlines the elements that your assessor will be looking for in the assessment of your portfolio.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Elements of Assessment</th>
</tr>
</thead>
</table>
| Application of underpinning knowledge | - Analysis of work performance through feedback systems (evaluation)  
- Identification and control of risks through a Risk Management Plan  
- Identify weather patterns on charts and use of forecasting methods  
- Logistical planning for outdoor recreation activities and camping  
- Recognition of minimal impact practices |
<p>| Planning and organisation | - Plan development and conducted organization of work performance |</p>
<table>
<thead>
<tr>
<th>Expressing ideas and information</th>
<th>Content</th>
<th>Independence</th>
</tr>
</thead>
</table>
| - Organize adequate resources for group activities  
- Selection of risks with management in an organized form  
- Managed work processes in weather forecasting and camp preparation  
- Portfolio sections are completed within specified timelines | - Communication, both written and oral  
- Feedback information analyzed appropriately in a self-evaluative form.  
- Work produced is informative and relevant to the context.  
- Appropriate ideas within context are expressed throughout the portfolio | - Project tasks are met and explained accurately  
- Appropriate processes are adhered to and implemented independently  
- Specified Guidelines are agreed to and encouraged |
| | - Evaluate work performance feedback  
- Identify appropriate risks for analysis  
- Level of depth of weather media presentation  
- Investigate appropriate resources for task requirements  
- Completion and coverage of portfolio tasks |
<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>LEVELS OF PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 (base) 2 3 (medium) 4 5 (high)</td>
</tr>
<tr>
<td>Application of underpinning</td>
<td>Work performance and client based feedback data is identified and evaluated. Knowledge of Risk Management planning and application of procedures is evident. Identifies understandings of basic weather forecasting, and logistical planning and minimal impact practices for camps.</td>
</tr>
<tr>
<td>knowledge</td>
<td></td>
</tr>
<tr>
<td>Planning and organisation</td>
<td>Identifies the key stages in planning and conducting a work performance. With additional support, identifies processes in the planning and organization of Camp preparation, analyzing risks, predicting weather patterns and applying minimal impact practices. An appropriate level of organization is shown and timelines of each task are satisfactorily met. Describes and applies the key stages in planning and conducting a work performance. Selects and applies appropriate processes in the planning and organization of Camp preparation, analyzing risks, predicting weather patterns and applying minimal impact practices. A sound level of organization is shown and timelines of each task are met as specified.</td>
</tr>
<tr>
<td>Expressing ideas and information</td>
<td>Identifies a range of relevant information and communicates it in some context that relates to industry. Work processes are expressed and communicated sufficiently. Researches and interprets a range of relevant information and communicates it in a contextualized expression that relates to industry. Work processes are communicated with use of adequate written expression.</td>
</tr>
<tr>
<td>Content</td>
<td>Demonstrates an appropriate level of depth in the planning of camp activities and in the analysis of work performance feedback data. Work provided identifies adequate management of risks, analyzing weather patterns and application of minimal impact practices.</td>
</tr>
<tr>
<td>Independence</td>
<td>Completes tasks with additional support, whilst needing guidance to follow task requirements and procedures. Problems are identified and support to solve them is often initiated by supervisors. Completes tasks with limited additional support, whilst following task requirements and procedures appropriately. Identifies problems and endeavors to solve them independently.</td>
</tr>
</tbody>
</table>
RECORDING ASSESSMENTS

1. Record achievement of the unit/s of competence this task is being used to assess on Chart 1. Circle 'S' to indicate achievement of the unit of competence or 'N' to indicate not yet competent.

2. If the student has achieved all the units of competence relevant to this task, use the criteria provided to judge the level of performance the student has demonstrated on the task. Record your ratings 1–5 (1 = base, 5 = high) on Chart 2 by circling the appropriate number. Ensure that a rating is recorded for all criteria. Record the total by adding the circled numbers.

3. If the student has not achieved all the units of competence relevant to this task, do not record any ratings on Chart 2 as the student is not eligible to receive a score for this task.

CHART 1: ACHIEVEMENT OF UNIT/S OF COMPETENCE

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit of competence title</th>
<th>Achievement (please circle)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SRXCAI004B</td>
<td>Plan a session or program for participants</td>
<td>N</td>
</tr>
<tr>
<td>SRXCAI005B</td>
<td>Conduct a sport and recreation session for participants</td>
<td>N</td>
</tr>
<tr>
<td>SROOPS003B</td>
<td>Undertake risk analysis of activities</td>
<td>N</td>
</tr>
<tr>
<td>SROSSRIK001A</td>
<td>Apply weather information</td>
<td>S</td>
</tr>
<tr>
<td>SROODR002A</td>
<td>Plan outdoor recreation activities</td>
<td>N</td>
</tr>
<tr>
<td>SROOPS002B</td>
<td>Plan for minimal environmental impact</td>
<td>N</td>
</tr>
</tbody>
</table>

S = Competent
N = Not yet competent

DO NOT COMPLETE CHART 2 UNLESS THE STUDENT HAS ACHIEVED ‘S’ FOR ALL UNITS OF COMPETENCE IN THIS TASK

CHART 2: LEVEL OF PERFORMANCE ON TASK (please circle)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>(base)</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5 (high)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application of underpinning</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning and organisation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Expressing ideas and information</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Independence</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessor name:

Signature:
Introduction

This document outlines the coursework you will be expected to achieve competency in this year.

The year 10 units are also listed below. Please check all units listed and confirm with your current teacher that you have achieved competency (or at least covered the UoC’s last year in class) – indicate with a Y (yes) or N (no) in the table below if you completed these units last year. Please notify any concerns to your teacher for record updating purposes.

Table of Contents: The following is a Table of Contents links that may be of use when needing to refer to particular aspects of this document.

- Camps Summary
- Assessment Plan 2010
- Assessment Scoring and your Study Score
- Term by Term Planning and Assessment Tasks
- Term Schedule Summary Table
- Glossary Tasks and Review Questions
- Work submission guideline
- Assessment Policy
- Structured Workplace Learning (SWL)

YEAR 10 UNITS OF COMPETENCY

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit of Competence</th>
<th>Completed Y/N</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSBCMN202A</td>
<td>Organise and complete daily work activities</td>
<td></td>
</tr>
<tr>
<td>SRXFAD001A</td>
<td>Provide first aid</td>
<td></td>
</tr>
<tr>
<td>SRXGCSO02A</td>
<td>Deal with client feedback</td>
<td></td>
</tr>
<tr>
<td>SRXINU001A</td>
<td>Develop knowledge of the sport and recreation industry</td>
<td></td>
</tr>
<tr>
<td>SROH5001B</td>
<td>Follow defined Occupational Health and Safety policies and procedures</td>
<td></td>
</tr>
<tr>
<td>SROOHR001A</td>
<td>Apply basic outdoor recreation logistics</td>
<td></td>
</tr>
<tr>
<td>SROOHR004A</td>
<td>Assist in conducting outdoor recreation sessions</td>
<td></td>
</tr>
<tr>
<td>SROOPS001B</td>
<td>Implement minimal environment impact practices</td>
<td></td>
</tr>
<tr>
<td>SRXEMR001A</td>
<td>Respond to emergency situations</td>
<td></td>
</tr>
<tr>
<td>SRXCAI003B</td>
<td>Provide equipment for activities                                                  *</td>
<td></td>
</tr>
<tr>
<td>SROCLA001A</td>
<td>Demonstrate simple climbing skills on artificial surfaces</td>
<td></td>
</tr>
<tr>
<td>SROCLN001A</td>
<td>Demonstrate simple climbing skills on natural surfaces                            **</td>
<td></td>
</tr>
<tr>
<td>SROSRF002B</td>
<td>Perform basic surfing manoeuvres in controlled conditions</td>
<td></td>
</tr>
<tr>
<td>SROKYS001A</td>
<td>Demonstrate simple sea kayaking skills</td>
<td></td>
</tr>
<tr>
<td>SROSNK001A</td>
<td>Participate in snorkelling activities **</td>
<td></td>
</tr>
<tr>
<td>SRXCAI001B</td>
<td>Assist in preparing sport and recreation sessions for participants</td>
<td></td>
</tr>
<tr>
<td>SRXCAI002B</td>
<td>Assist in conducting sport and recreation session for participants</td>
<td></td>
</tr>
</tbody>
</table>

* Prerequisite units for particular units in Year 11 coursework

Updated May 2010 – based on SRO03 V2.0 Training Package
** Conducted in Year 11 Coursework

** YEAR 11 UNITS OF COMPETENCY (VCE VET UNITS 3-4)**
You can use this table to tick off each unit as you complete it. Your teacher will help you with this throughout the year.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit of competence</th>
<th>Tick when completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>SRXINU002A</td>
<td>Apply sport and recreation law</td>
<td></td>
</tr>
<tr>
<td>SRXRIRK001A</td>
<td>Undertake risk analysis of activities</td>
<td></td>
</tr>
<tr>
<td>SRXINU003A</td>
<td>Analyse participation patterns in specific markets of the leisure and recreation industry</td>
<td></td>
</tr>
<tr>
<td>SRXCAI004B</td>
<td>Plan a session or program for participants</td>
<td></td>
</tr>
<tr>
<td>SRXCAI005B</td>
<td>Conduct a sport and recreation session for participants</td>
<td></td>
</tr>
<tr>
<td>SRXGRO001A</td>
<td>Facilitate a group</td>
<td></td>
</tr>
<tr>
<td>SRXRES001B</td>
<td>Educate the public on the safe use of sport and recreational resource</td>
<td></td>
</tr>
<tr>
<td>SRXGRO002A</td>
<td>Deal with conflict</td>
<td></td>
</tr>
<tr>
<td>SRCRO0007B</td>
<td>Operate in accordance with accepted instructional practices, style and legal and ethical responsibilities</td>
<td></td>
</tr>
<tr>
<td>SROODR002A</td>
<td>Plan outdoor recreation activities</td>
<td></td>
</tr>
<tr>
<td>SROODR005A</td>
<td>Guide outdoor recreation sessions</td>
<td></td>
</tr>
<tr>
<td>SROOPS002B</td>
<td>Plan for minimal environmental impact</td>
<td></td>
</tr>
<tr>
<td>SROOPS003B</td>
<td>Apply weather information</td>
<td></td>
</tr>
</tbody>
</table>

*The following units are assessed for Competency only*

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit of competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>SROSNK001A</td>
<td>Participate in snorkelling activities</td>
</tr>
<tr>
<td>SROCLN001A</td>
<td>Demonstrate simple climbing skills on natural surfaces</td>
</tr>
</tbody>
</table>

** Camps Summary **

The coursework designed is influenced by 3 compulsory camps. The following is a brief summary of the camps that will be conducted this year.

** Camp 1: Snorkelling and Conducting of Beach Activities in Torquay for 5 days **
This camp will involve a snorkel and boat trip in Port Phillip Bay. One day will be kept free for students to conduct beach activities that have been pre-prepared in class. Other activities will involve surfing and a practice indoor rock climb in preparation for Camp 2.

** Date of Camp: ** This camp occur in the School’s camps week and will be 3 nights and 4 days in length

** Camp 2: Rock Climbing and Minimal Impact Camping at Mount Arapiles for 2 days **
This camp involves an overnight stay at Mount Arapiles. There will be a rock climb on both days and camping will require students to analyse and follow environmental minimal impact practices.

** Date of Camp: ** This camp is scheduled for a Thursday and Friday on May 12th and 13th

** Camp 3: Ski Tour at Mount Stirling for 2 days **
This is an overnight camp that involves ski lessons on the first day and a cross country ski tour on the second day. The skiing activities are essentially a context through which specific Units of Competency can be analysed. Expect the evening to involve a formal discussion with note taking that will evaluate the first day’s events.

** Date of Camp: ** This camp is scheduled for a Thursday and Friday on August 25th and 26th

**Note:** the camps are deliberately designed to fulfil coursework requirements. Therefore do not expect them to be simply a fun event. Yes you will enjoy the activities, but you should expect a significant amount of work to be done before, after and “during” the camp.

Updated May 2010 – based on SRO03 V2.0 Training Package
The table below outlines the assessment tools to be used for each UoC. It also indicates the integration of units that will be assessed holistically under three main tasks as required by VCE guidelines.

<table>
<thead>
<tr>
<th>Unit of Competency</th>
<th>Main Assessment Tool</th>
<th>UoC Glossary &amp; Review</th>
<th>Examination Practice</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Portfolio 1: Camps 1 &amp; 2 Preparation</strong></td>
<td>Camp Two Planning &amp; Preparation document (including a camp evaluation task)</td>
<td>Review questions including Bay dredging questions &amp; Glossary task</td>
<td>Examination designed to test knowledge on all 6 UoC’s as practice for Real End of Year Exam</td>
<td>10</td>
</tr>
<tr>
<td>Plan outdoor recreation activities</td>
<td>Camp Two Planning &amp; Preparation document (including a camp evaluation task)</td>
<td>Review questions including Bay dredging questions &amp; Glossary task</td>
<td>Examination designed to test knowledge on all 6 UoC’s as practice for Real End of Year Exam</td>
<td>10</td>
</tr>
<tr>
<td>Plan for minimal environmental impact</td>
<td>Camp Two Planning &amp; Preparation document (including a camp evaluation task)</td>
<td>Review questions including Bay dredging questions &amp; Glossary task</td>
<td>Examination designed to test knowledge on all 6 UoC’s as practice for Real End of Year Exam</td>
<td>8</td>
</tr>
<tr>
<td>Apply Weather information</td>
<td>Weather postcode analysis task including oral / video presentation</td>
<td>Weather Test / worksheet</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Undertake risk analysis of activities</td>
<td>Risk Management Plan (for Torquay Camp Beach Activities)</td>
<td>Glossary Task &amp; Review questions</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Plan a session or program for participants</td>
<td>Torquay Camp Planning, Performance &amp; Evaluation Task for Beach Activities instruction</td>
<td>Glossary Task &amp; Review questions</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Conduct a sport and recreation session for participants</td>
<td>Torquay Camp Planning, Performance &amp; Evaluation Task for Beach Activities instruction</td>
<td>Glossary Task &amp; Review questions</td>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Portfolio 2: Mt Stirling Ski Camp Preparation and Evaluation</strong></th>
<th>Main Assessment Tool</th>
<th>UoC Glossary &amp; Review</th>
<th>Examination Practice</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyse participation patterns in specific markets of the leisure and recreation industry</td>
<td>Analysis and research task on participation patterns relating to cross country skiing</td>
<td>Participation patterns analysis task and glossary</td>
<td>Examination designed to test knowledge on all 4 UoC’s as practice for Real End of Year Exam</td>
<td>20</td>
</tr>
<tr>
<td>Educate the public on the safe use of sport and recreational resource</td>
<td>Brochure and oral/video presentation on educating public about resources and activities available at Mount Stirling</td>
<td>Glossary Task &amp; Review questions</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Sport and recreation law</td>
<td>Analysis of law case studies relating to skiing</td>
<td>Law Glossary Task</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Deal with Conflict</td>
<td>Analyse Conflict scenarios and evaluation task for Ski Tour Camp</td>
<td>Glossary Task &amp; Review questions</td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Project: Instruction and Coaching</strong></th>
<th>Main Assessment Tool</th>
<th>UoC Glossary &amp; Review</th>
<th>Examination Practice</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guide outdoor recreation sessions</td>
<td>Planning and evaluation document for Guiding outdoor recreation sessions for groups. This document must include knowledge of how the groups were facilitated and show examination of instructional practices from a legal and ethical point of view.</td>
<td>Glossary Task &amp; Review questions</td>
<td>Examination designed to test knowledge on all 3 UoC’s as practice for Real End of Year Exam</td>
<td>20</td>
</tr>
<tr>
<td>Facilitate a Group</td>
<td>Planning and evaluation document for Guiding outdoor recreation sessions for groups. This document must include knowledge of how the groups were facilitated and show examination of instructional practices from a legal and ethical point of view.</td>
<td>Glossary Task &amp; Review questions</td>
<td>Examination designed to test knowledge on all 3 UoC’s as practice for Real End of Year Exam</td>
<td>12</td>
</tr>
<tr>
<td>Operate in accordance with accepted instructional practices, style and legal and ethical responsibilities</td>
<td>Planning and evaluation document for Guiding outdoor recreation sessions for groups. This document must include knowledge of how the groups were facilitated and show examination of instructional practices from a legal and ethical point of view.</td>
<td>Glossary Task &amp; Review questions</td>
<td>Examination designed to test knowledge on all 3 UoC’s as practice for Real End of Year Exam</td>
<td>25</td>
</tr>
</tbody>
</table>

### Assessment Scoring and your Study Score

The three main Coursework Tasks indicated in the above table will be assessed out of a score of 25 for each task. Specific VCE Assessment Criteria will be used. Handouts relating to each of the Assessment Tasks will contain detailed information about the assessment criteria being used. Essentially each Criteria Scoring Sheet includes 5 criteria with a maximum score of 5 for each criterion. Hence the score out of 25 is created. A final score out of 75 for all 3 tasks is reported to VCAA at the end of the year.

It is important to note that each Coursework Task is weighted according to the hours allocated for each Unit of Competency. This is a VCAA ruling. The table above outlines these percentage weightings. Each Task is deliberately weighted as close to a third (33.33%) as possible so that equivalent importance is encouraged for all 3 tasks. Also, when scores are entered at the end of the year to VCAA, the score out of 25 is not greatly adjusted by the weightings and should provide you a better indication of your final achievement.

Keeping in mind statistical moderation procedures, your VCE Sport and Recreation Study Score is determined from two sources of evidence:
Coursework - your Coursework Score (out if 75) for the three Coursework Tasks contribute 66% towards your final Study Score for this subject.
End of year Examination – this externally set 90 minute VCAA examination contributes the remaining 34% towards your Study Score.

This Study Score will be reported as a single number out of 50.

**Term by Term Planning and Assessment Tasks**

The following information outlines the work that must be completed each term to not only gain competency for all Units of Competency, but to also determine a study score for your VCE. Further details are also provided for each assessment task that needs to be completed. You are also required to complete review and glossary tasks throughout the year to help prepare you for the end of year Examination.

**TERM 1**

**Assessment Task 1: Portfolio 1 for Camp Preparation**

For this Assessment Task you will submit evidence in the form of a Portfolio for the following six Units of Competence:

- Plan a session or program for participants
- Conduct a sport and recreation session for participants
- Undertake risk analysis of activities
- Apply Weather information
- Plan outdoor recreation activities
- Plan for minimal environmental impact

The work involved in this portfolio requires you to plan and prepare for your first two Sport & Recreation Camps. Camp 1 is to Torquay with a theme of beach activities, leadership and surf safety. Camp 2 is to Mount Arapiles with a theme of Rock Climbing and Minimal Impact Practices. These camp activities form the basis of your portfolio work. Below is a more detailed look at the separate tasks you will have to complete to not only gain competence in the six UoC's listed above, but to also form your Portfolio Assessment Task for VCE purposes.

During Term One you will be undertaking various activities that will help you acquire knowledge relating to the planning and conducting of beach activities and surf safety for participants (your class mates). A detailed plan of your session is required that will be conducted whilst on camp and will be observed for assessment of competency. This term will also require you to plan and consider food and hydration requirements and developing a logistical plan for the 5 day camp. Camps also inhibit considerable risks that need to be managed. You will be required to develop a Risk Management Plan of the beach activities you will be involved in as part of your camp planning. With this, some knowledge relating to weather patterns and simple prediction methods may be practiced whilst on camp. Also, you will undertake a snorkelling trip in Port Phillip Bay that will allow you to gain competence in the 'Participate in Snorkelling Activities' Unit of Competency. You will be encouraged to enquire about the ocean floor dredging that has made a significant impact on the Bay's sea life environment in preparation for an examination review task that you are required to complete.

Five individual tasks will encompass the assessment of this first portfolio. Three tasks will need to be completed in Term 1. Each task must be submitted as individual items for assessment. Specific items are to be collated as a portfolio and submitted after the 5 set tasks are conducted. A collective grade for the final portfolio will be determined 'holistically' using required VCE assessment criteria that are outlined in the Portfolio Assessment Task handout. A brief outline of each portfolio task for Term 1 is outlined below:

**Task 1: Camp One Planning, Performance & Evaluation Task:** Conduct a Beach Activity session for Participants. These sessions must be planned and evaluated with a written plan submitted for assessment. The session you conduct will be assessed via teacher observation and must include specific practices outlined in the Unit of Competency. The session conducted will require you to submit a written evaluation.

**Task 2: Risk Management Plan:** An analysis of the risks involved in the conducting of the planned beach activities outline in Task 1. You will also be required to analyse the risks involved in the other outsourced activities on camp such as snorkelling, surfing and Indoor Rock Climbing.

**Task 3: Weather postcode research & Presentation:** You must research typical weather patterns for a given postcode region in Australia. A 'Newsreader' weather report is to be presented in video format based on your findings.

Updated May 2010 – based on SRO03 V2.0 Training Package
You must show a developed understanding of reading weather prediction charts and of terms that relate to the ‘Apply Weather Information’ Unit of Competency.

**Note:** A small research task on Snorkelling is required to be completed this term. You will also have to demonstrate competence in various Snorkelling Activities that will be conducted at the Bendigo Aquatic Centre. This is also to ensure your safety when snorkelling on Camp 1. These tasks do not contribute towards your VCE study score, but is required to be delivered as part of your VET Certificate requirements.

**TERM 2**

For the first four weeks of Term 2, you will be required to prepare for your Rock Climbing Camp to Mount Arapiles (Camp Two). The main focus for this camp is for you to demonstrate your organisational skills in the preparation of a planned itinerary for this camp. This Planning Booklet must contain a comprehensive understanding of methods to minimise environmental impacts whilst camping and those impacts associated with human interference when Rock Climbing. Depending on the course progress and your preparation, you will be required to sit an in class examination based on the six UoC’s of this Portfolio Assessment Task either before or after Camp Two. Your score for this examination will contribute towards your final Portfolio score. Details on this will be provided in class when the Portfolio Task is introduced. The remainder of Term 2 after the Rock Climbing Camp will be spent on your next Assessment Task Project.

The two remaining tasks for this Portfolio are as follows:

**Task 4: Camp 2 Planning Booklet:** An Outdoor Camping planning manual needs to be completed prior to departure for Mount Arapiles. The booklet must include a schedule and itinerary for the two day camp. Consideration of food requirements, camping cooking skills, hydration and minimal environmental impact practices must be outlined in your manual. Some information about Mount Arapiles and particular Rock Climbing Activities must also be included. An evaluation on your Mount Arapiles experience will need to be conducted soon after you return from camp. Consideration of what you evaluate should be outlined in this planning booklet before you go on camp.

**Task 5: Examination conducted in class:** All UoC’s for Portfolio 1 will be examined with typical exam style questions. The mark achieved in this test will contribute towards the final grade for Portfolio 1. This examination will occur in class time. It will either occur before Camp Two or after, depending on course progress and student preparation requirements. The exam date will be confirmed at an appropriate time in Term 2.

---

**Assessment Task 2: Project – Coaching and Instruction**

The remainder of Term 2 will be spent working on your second main Assessment Task. This will involve you planning a minimum of three different Outdoor Recreation sessions to guide with various groups of participants. Expect that you will conduct these sessions with Junior School students. There may be an option to deliver your sessions toAuskick children as a Work Placement in Industry, but you will most likely need to commit a small amount of time on a weekend to teach Auskick. Details on this option will be provided in class.

For this Assessment Task you will submit evidence in the form of a Project for the following three Units of Competence:

- Guide outdoor recreation sessions
- Facilitate a Group
- Operate in accordance with accepted instructional practices, style and legal and ethical responsibilities

For approximately six weeks, you will plan, conduct and evaluate the Outdoor Recreation sessions that you guide. Guided questions will direct you with this project that will help you address all key elements of the three Units of Competency involved. Expect some questions to be evaluative in regards to the sessions you have conducted, so you will need to pay attention during your sessions and keep a journal of your experiences to help you with this project. The project is to be no more than 1500 words in length. Specific VCE Assessment Criteria will be used to derive a score for your project.

**Term 3**

**Assessment Task 3: Portfolio 2 for Camp Preparation**

Updated May 2010 – based on SRO03 V2.0 Training Package
For this Assessment Task you will submit evidence in the form of a Portfolio for the following four Units of Competence:

- Educate the public on the safe use of sport and recreational resource
- Analyse participation patterns in specific markets of the leisure and recreation industry
- Sport and recreation law
- Deal with Conflict

Below is a more detailed look at the separate tasks you will have to complete to not only gain competence in the four UoC's listed above, but to also form your Portfolio Assessment Task for VCE purposes.

The work involved in this portfolio requires you to plan and prepare an oral presentation relating to the education of the public that wish to use Mount Stirling as a recreational resource. Your presentation must include a supporting brochure that can be handed out to the public as part of your presentation. Your Presentation can also be done as a video if preferred. An analysis of participation levels in the specific market of Cross Country Skiing is to be conducted and presented as part of your Mount Stirling marketing strategy. Some information about participation patterns relating to Cross Country Skiing can also be delivered as part of your oral presentation. In preparation for your two day ski tour some conflict scenarios will be analysed and methods to resolve conflict will be practiced and documented. An analysis of the laws associated with Skiing and delivering skiing educational programs will be conducted. Some Sport and Recreation Law case studies may also be analysed.

Five individual tasks will encompass the assessment of this first portfolio. Four tasks will need to be completed in Term 3. Each task must be submitted as individual items for assessment. Specific items are to be collated as a portfolio and submitted after the 5 set tasks are conducted. A collective grade for the final portfolio will be determined ‘holistically’ using required VCE assessment criteria that are outlined in the Portfolio Assessment Task handout. A brief outline of each portfolio task for Term 3 is outlined below:

Task 1: Brochure and oral/video presentation: A brochure on educating public about resources and activities available at Mount Stirling is to be produced. You must then conduct a presentation advertising educational facilities and activities available for the public at Mt Stirling. This presentation can be done in a video format if preferred. Your presentation will be observed and assessed by your teacher. You must also evaluate your presentation.

Task 2: Research and Analysis task: you must research and analyse participation patterns relating to cross country skiing. General participation patterns relating to public involvement in sport and recreation activities may also be required.

Task 3: Conflict scenarios: You will be required to analyse at least three different conflict scenarios that could happen whilst on ski tour. You must then suggest various methods that may resolve the conflicts. You will be required to assess the effectiveness of each conflict resolution method used. Some scenarios may require you having to act out and demonstrate your resolution strategies.

Task 4: Analysis of law case studies relating to skiing: Some case studies relating to skiing and mountain activities may be reviewed and analysed. General questioning and a specific glossary of terms task will be set as part of this task.

**Term 4**

The last task for this portfolio is to be conducted early in Term 4. It is outlined below:

Task 5: Examination conducted in class: All UoC’s for Portfolio 2 will be examined with typical exam style questions. The mark achieved in this test will contribute towards the final grade for Portfolio 2. This examination will occur in class time.

The remainder of Term 4 (approximately 5 weeks) up until the VCE Sport and Recreation Examination will be used as much as possible for revision for this exam. Some time may be used to complete unfinished coursework, but it is hoped that most of this time will be used for VCE Examination revision.
An externally set examination by VCAA will be scheduled in November. This will incorporate 1/3 of your study score. The Examination will be designed around the required Unit's of Competency. **Exam revision activities will occasionally occur throughout the year.**

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### Term Schedule Summary Table

The table below outlines the Term scheduling of the tasks that must be completed this year. Please note that the timings to complete tasks are a guide only and that the coursework schedule is likely to alter throughout the year. Strict work deadlines will be discussed in class at the time a task is set.

<table>
<thead>
<tr>
<th>Timing</th>
<th>Individual Task Outline</th>
<th>UoC’s being assessed within each task</th>
<th>UoC Review task</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Term 1</strong></td>
<td><strong>Assessment Task 1: Portfolio 1 – Preparation for Camp One to Torquay</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>weeks 1 – 3</td>
<td>Task 1: Camp One Planning, Performance &amp; Evaluation Task including Snorkel practice and observation</td>
<td>Plan a session or program for participants</td>
<td>Review questions &amp; Glossary task</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conduct a sport and recreation session for participants</td>
<td></td>
</tr>
<tr>
<td>Weeks 4 – 5</td>
<td>Task 2: Risk Management Plan</td>
<td>Undertake risk analysis of activities</td>
<td>Review questions &amp; Glossary task</td>
</tr>
<tr>
<td>Weeks 6 – 7</td>
<td>Task 3: Weather postcode analysis task including oral / video presentation</td>
<td>Apply Weather information</td>
<td>Weather Test / worksheet</td>
</tr>
</tbody>
</table>

**Camp One (Last week of term 1):** Four night camp in Torquay. Main Emphasis is to Participate in Snorkelling Activities to gain Snorkelling competency and to be observed conducting beach activities for participants. Task 1 above is designed to help you plan for this camp.

**Easter Vacation:** Homework is expected - to finish off essential coursework and revise the UoC’s delivered thus far.

| **Term 2** | **Continue Assessment Task 1: Portfolio 1 – Preparation for Camp Two to Mount Arapiles** | | |
| weeks 1 – 3 | Task 4: Camp Two Planning & Preparation document (including a camp evaluation task) | Plan outdoor recreation activities | Review questions (Bay dredging) & Glossary task |
| | | Plan for minimal environmental impact | |
| Week 4 | Task 5: Examination conducted in class | All UoC’s for Portfolio 1 will be examined with typical exam style questions. Test score will contribute towards final portfolio grade. | |

**Camp Two (Late in May):** One night camp at Mount Arapiles. Emphasis is to Demonstrate Simple Climbing Skills on Natural Surfaces to gain competency in Rock Climbing and observe minimal impact practices in a camping environment. An evaluation task will be set for this camp.

| weeks 5 – 11 | **Assessment Task 2: Project** - Coaching & Instruction. The following UoC’s will be investigated collectively for the remainder of the term. This project involves completing a planning exercise for the Outdoor Recreation Sessions that you will conduct to Junior School Students or to Auskick Children (Industry Work Placement) | | |
| | Project Task: Planning and evaluation document for Guiding outdoor recreation sessions for groups. This document must include knowledge of how the groups were facilitated and show examination of instructional practices from a legal and ethical point of view. | Guide outdoor recreation sessions | Review questions & Glossary task |
| | | Facilitate a Group | |
| | | Operate in accordance with accepted instructional practices, style and legal and ethical responsibilities | |

**Mid-year Vacation:** Homework is expected - to finish off essential coursework and revise the UoC’s delivered thus far.

| **Term 3** | **Assessment Task 3: Portfolio 2 – Preparation and evaluation for Camp Three to Mount Stirling** | | |
| weeks 1 – 3 | Task 1: Brochure and oral/video presentation on educating public about resources and activities available at Mount Stirling | Educate the public on the safe use of sport and recreational resource | Review questions & Glossary task |
| weeks 4 – 5 | Task 2: Analysis and research task on participation patterns relating to cross country skiing | Analyse participation patterns in specific markets of the leisure and recreation industry | Participation Patterns analysis task |
| week 6 | Task 3: Conflict scenarios and evaluation task for Ski Tour Camp | Deal with Conflict | Review questions & Glossary task |

**Camp Three (Late in August):** One night camp at Mount Stirling. Main emphasis is to analyse the UoC’s for this Portfolio through the activity of a cross country ski Tour.

| weeks 7 – 8 | Task 4: Analysis of law case studies relating to skiing | Sport and recreation law | Law Glossary task |
| week 9 – Proposed Exam week for Year 11 | | | |

**September Vacation:** Homework is expected - to finish off essential coursework and revise the UoC’s delivered thus far in preparation for task 5 examination.

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Updated May 2010 – based on SRO03 V2.0 Training Package
Aside to the 3 main VCE Assessment Tasks and the work you must do to gain competency in each of the 13 Units of Competency, you are also required sit an end of year examination that will determine your Study Score for Sport and Recreation. To help you prepare for this examination, specific tasks have been designed that will provide you with appropriate revision material for your exam study. These tasks are work that must be done on top of the 3 main VCE Assessment Tasks and will allow you to become familiar with the abundant number of terms and information that is contained within each of the 13 Units of Competency. Typical tasks are as follows:

- **Glossary Tasks:** For every Unit of Competency you should make your own glossary that contains definitions of all key terms that exist within their Performance Criteria, Range Statements and Evidence Guides. Glossary Tasks will be provided that will outline the key terms and definitions that you should focus on. There are not a lot of resources that can be supplied to help you with your glossary, but in class, websites and particular information will be provided that may help you build up your own glossary of terms.

- **Review Questions:** These questions are deliberately designed with examination preparation in mind. They will be questions that relate to specific Units of Competency and will give you practice on the style of questioning that may pop up in your exam.

- **Class Examinations and Tests:** on occasions you will be required to sit topic tests on a single Unit of Competency as well as an in class examination that tests a group of Units of Competency. These in class examinations are a part of your Two Main Portfolio Tasks and are also designed to help give you practice for your end of year VCE Examination. So they are very important as they also count towards your Portfolio study scores.

### Important Notes:

- It is important you do your Glossary Tasks and Review Questions progressively during the year to help you build up your required knowledge over the year as well as a body of revision material that you can use to revise before your end of year examination.

- To help you achieve this goal, it will be a requirement to submit these ‘extra’ tasks at the same time as your ‘assessed’ work. Your assessed work will not be marked unless these extra exam review tasks are also submitted. They are not assessed, just checked for completion.

### Work submission guideline

When submitting written work, please follow the following guideline:

1. All Tasks will be set up so that you can complete them electronically. We will be timetabled in a computer room for most lessons to encourage this. You will need to be organised to ensure you always have your work accessible in class and at home. A USB key will be a useful item to have to assist with the transference of work between school and home. With this expectation, leaving your work on your home computer is not a valid excuse for late submission of work.

2. Electronic copies of your work should be e-mailed to your teacher on or before set deadlines. Hard copies can be printed and submitted, but electronic documents are encouraged.

3. All work submitted has to be kept on file according to VET regulations. Please ensure you are organised and keep a copy of your work in a specific folder on your computer or in hard copy in case it is needed or you need it for exam revision. This is the benefit of doing your work electronically as you should always have a copy of it even after you have submitted it by e-mail for assessment.
4. Your Name, Student Number, the title of the Assignment and the Unit of Competency being addressed must be the first things included on your work. Consider using ‘Headers and Footers’ to put your name and student number in. Using a Header will allow your name and student number to be on every page of your work. If a front cover page is not used, please make sure the first page of your work contains this information at the top of the page. Something like the example on the next page is appropriate.

Amanda Hugginkiss  
(Student Name) 

XLR821B4U  
(Student number) 

Risk Management Plan  
(Assignment Title) 

Unit/s of Competency:  
SRXRIK001A Undertake Risk Analysis of Activities 

(Note: If the assignment covers more than one Unit of Competency, list all that are covered by this task) 

5. Feedback on your progress is important for your learning. Your work will be assessed as quickly as possible and returned to you with advice on how to improve your work standards. Take note of this advice and use it to progress further in your next set task. Also, this feedback may help you with your examination preparation.

Assessment Policy

All Assessment Tasks must meet deadlines. Work submitted late will be penalized. If a student does not achieve the required standard in a competency assessment task then the student is entitled to resubmit their work. However, the original mark will hold for VCAA assessment. Students are required to resubmit their work within a two week time frame or within deadlines as set out by your teacher.

Test style assessment tasks
If a test or similar style of task is considered unsatisfactory after being assessed, students have opportunity to re-sit the test to gain competency. Students must wait a minimum of two weeks before they can sit a re-test. The re-test will most likely have to be in the student’s own time such as during Lunch or after school. The re-test will provide a student opportunity to demonstrate competency as part of VET requirements but will not give students the opportunity to improve their VCAA assessment score originally recorded.

Types of Assessment
Assessment can be in the form of a written test, oral test, research assignment, practical demonstration, classroom presentation or a combination of these. Assessment is flexible and designed to best meet the performance criteria for the specific elements of competency. A single assessment task may be used to test competency in one or more elements of competency. Pass marks for competency tests are not necessarily 50%. A competency relating to safety may require a 100% pass mark if that is what the industry requires. Competency levels for each assessment task will be outlined by your teacher prior to each task you conduct.
• Completion of the unit "Follow defined Occupational Health and Safety policies and procedures (SRXOHS001B)" which should have been completed as part of your Year 10 Sport and Recreation coursework. This may also need to be completed online through a website. The Head of VET will provide details on this.

• Camps you do accumulate typical daily work hours. We usually suggest about 8 hours per day of SWL whilst on camp.

• Any leadership assistant work you do at special events within the school. Simply talk to your teacher about the event and it can be determined if the SWL hours can be counted.

• Assistant at the Junior School Swimming sports

• Assistant at the Girton Golf Day fund raising event (held on a Sunday in October usually)

• Assistant / volunteer marshall at the Sports Focus Bendigo Fun Run (held on a Sunday in November usually)

• Auskick coaching, that you may choose to be involved in as part of your coursework requirements.

• An opportunity to organize a work placement may be arranged. If you have a contact or connection into an associated industry workplace, please approach the Head of VET to help arrange the formalities for your SWL. The Head of VET may also provide you with appropriate SWL opportunities that you may like to consider.

**Note:** In reference to the final dot point above, SWL in a workplace is different than the usual work experience organised within a school. SWL requires you to complete specific Unit of Competency elements as an on the job learning and assessment task within an appropriate industry workplace. Involvement with the Head of VET is needed to assist the setting up of such an arrangement.

**Further Notes:**

The golf day and fun run are events at which you are expected to assist. It is to provide you with experience in working in the Sport and Recreation industry and being community minded – a quality that is essential if involved in the Sport and Recreation industry. The only way out of assisting with these events is if you actually participate in them as an entrant.

You have been given early notification commitments. Exact dates will be published as soon as they are known. If you normally have other commitments on the days of the golf day and fun run, you are expected to alter your arrangements so that you can attend these two events.

**Record keeping of SWL hours:**

Please keep a record of your SWL hours. The following chart can be used to record your SWL hours. Please keep this in a safe place and record your SWL hours as you do them throughout the year. If you misplace this sheet a new one is obtainable from the school intranet. The following link will take you to the document as well.  

[Link to SWL Record Sheet](#)
the equivalent of a Year 12 Unit 3&4 subject and hard work is expected from you. The legal responsibilities, compliance issues and management of risks are important aspects of the sport and recreation industry which can make considerable work for those involved. This course will help prepare you for these industry expectations. There is so much more to Sport and Recreation than what most people realise, so please remember this:

*Sport and Recreation is not just about playing sport and being recreational!*

*Back to top*