



Australian Government

Department of Education, Employment and Workplace Relations

SISOCNE409A Instruct canoeing skills on Grade 2 water

Release: 1

SISOCNE409A Instruct canoeing skills on Grade 2 water

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	<p>This unit describes the performance outcomes, skills and knowledge required to instruct canoeing on Grade 2 water. Grade 2 water is determined by the International River Grading System. This unit focuses on planning, instructing and evaluating an instructional canoeing session to enable participants to achieve the skills and knowledge required to participate independently, or with minimal supervision, in a canoeing activity on Grade 2 water.</p> <p>No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.</p>
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Application of the Unit

Application of the unit	<p>This unit applies to those working as white water canoeing instructors who are responsible for planning, implementing and evaluating instructional sessions for groups of participants on Grade 2 water.</p> <p>This unit may also apply to leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.</p>
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Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units		

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Plan a canoeing session.	1.1. Establish participant's needs and <i>characteristics</i> . 1.2. Assess participant's current canoeing knowledge and skills in order to determine the <i>session's aims and objectives</i> . 1.3. Determine an appropriate <i>instructional plan</i> according to participant's needs and characteristics. 1.4. Develop a <i>canoeing plan</i> according to participant's needs and characteristics, <i>relevant legislation</i> and <i>organisational policies and procedures</i> . 1.5. Identify potential <i>hazards</i> associated with canoeing on Grade 2 water and manage <i>risks</i> , according to organisational policies and procedures. 1.6. Access <i>relevant sources</i> to interpret detailed <i>weather and environmental information</i> and determine <i>contingency plans</i> .
2. Select and organise equipment and resources.	2.1. Select and access <i>equipment</i> and <i>resources</i> according to <i>contextual issues</i> and organisational policies and procedures and check working condition. 2.2. Check equipment for safety and suitability, according to relevant legislation and manufacturer's recommendations, and adjust and fit to ensure personal comfort. 2.3. Check contents of first aid and repair kits to ensure suitability to the location and activity.
3. Brief participants.	3.1. Communicate instructions and <i>relevant information</i> about the canoeing session in a manner appropriate to the participants. 3.2. Encourage participants to seek clarification, information and feedback as required during the session. 3.3. Establish a suitable communication system for participants to use while canoeing. 3.4. Inform participants of known and anticipated hazards, <i>safety procedures</i> and appropriate behaviour. 3.5. Check and confirm that all participant equipment is fitted and adjusted.
4. Instruct a canoeing session.	4.1. Conduct introductory activities for participants to reduce the risk of injury.

ELEMENT	PERFORMANCE CRITERIA
	<p>4.2. Monitor individual participant's performance during canoeing session.</p> <p>4.3. Apply clear and accurate <i>instructional techniques</i> to impart <i>activity specific knowledge, canoeing skills</i> and <i>safety and rescue procedures</i>.</p> <p>4.4. Demonstrate procedures for dealing with emergency and non-routine situations according to organisational policies and procedures.</p> <p>4.5. Inform participants of opportunities to further develop their canoeing skills and knowledge.</p>
5. Complete post session responsibilities.	<p>5.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures.</p> <p>5.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and give feedback as required.</p> <p>5.3. Evaluate <i>relevant aspects</i> of canoeing session, and determine the level of learning achieved.</p> <p>5.4. Identify potential areas of improvement for future canoeing instructional sessions.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to:
 - consult with participants to plan a canoeing session that meets their needs
 - convey information about the safety aspects of the session
 - interact with participants to create a safe and positive canoeing environment
- problem-solving skills to:
 - plan suitable canoeing sessions according to participant's needs and characteristics
 - observe and correct canoeing technique faults
 - anticipate and respond to non-routine situations
- planning and organising skills to:
 - source, allocate and coordinate resources, equipment and a suitable body of water

REQUIRED SKILLS AND KNOWLEDGE

- monitor and evaluate progress
- organise participants into manageable groups for canoeing
- language and literacy skills to:
 - produce canoeing and instructional plans for the canoeing session
 - complete post-session participant and self evaluations
- effective and efficient personal canoeing skills on Grade 2 water to demonstrate and explain canoeing techniques to participants
- swimming skills to remove self from danger after a capsize and to manoeuvre canoe while in paddling gear
- river reading skills, such as direction and speed of flow, currents, eddies and other hydrological features that may impact on paddling and safety
- first aid and emergency response skills appropriate to the location to enable initial response and or rescue in emergencies whilst instructing canoeing on Grade 2 water.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of canoeing sessions
- information about location to assist in the planning process and enable management of potential canoeing hazards, and any special restrictions applying to the location
- equipment types, characteristics and technology used for canoeing on Grade 2 water, the advantages and disadvantages of the range of equipment and factors affecting appropriate selection of equipment
- clothing and footwear requirements for canoeing to ensure comfort and safety
- care and maintenance of canoeing equipment to ensure prolonged life span and safety requirements
- instruction techniques and theories applicable to a range of ages and learning abilities
- canoeing techniques and common communication systems used between craft on rivers to reduce risk during canoeing
- technical canoeing knowledge, such as paddling and capsizing techniques used on Grade 2 water
- hydrology and river features such as currents, banks, change in gradient and volume, and how these might impact on the canoeing session
- swimming techniques to swim out of trouble and manoeuvre canoe while in water
- communication systems and signals used on rivers
- weather and environmental information to ascertain possible conditions and their affect on the session
- hazards commonly experienced on Grade 2 water and ways to avoid or negotiate these
- emergency procedures, rescues, potential hazards and obstacles relevant to the

REQUIRED SKILLS AND KNOWLEDGE

location to ensure safety of self and others.

Evidence Guide

EVIDENCE GUIDE	
<p>The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the following is essential:</p> <ul style="list-style-type: none"> • plans and delivers information, explanations and demonstrations for canoeing sessions to ensure activities are conducted safely according to participant's needs and characteristics • observes and monitors the progress of participants and provides constructive feedback and intervention to improve canoeing performance • applies and modifies instructional techniques and or activities to cater for a range of individual learning styles • evaluates and reflects on own instruction performance to identify strengths, weaknesses and areas that need improvement.
Context of and specific resources for assessment	<p>Assessment must ensure instruction of canoeing activities that reflect the needs and characteristics of a range of participants to demonstrate competency and consistency of performance.</p> <p>Assessment must also ensure access to:</p> <ul style="list-style-type: none"> • resources and information regarding participants and location to plan, instruct and document canoeing sessions • a Grade 2 body of water suitable for the conduct of instructional sessions • a group of participants to take part in the canoeing session • canoeing, navigation, communication, safety, first aid and teaching equipment.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • observation of planning processes, such as consulting with participants to determine their needs and characteristics

EVIDENCE GUIDE	
	<ul style="list-style-type: none"> • oral or written questioning to assess knowledge and application of relevant legislation and organisational policies and procedures to enable safe conduct of all canoeing activities during the session • observation of safe canoeing instruction, monitoring and adjustment according to participant's needs and characteristics • portfolio of canoeing session plans • third-party reports from a supervisor detailing performance. <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p> <ul style="list-style-type: none"> • SISOWWR302A Perform white water rescues and recoveries.
Guidance information for assessment	

Range Statement

RANGE STATEMENT	
<p>The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.</p>	
<i>Participant's needs and characteristics</i> may include:	<ul style="list-style-type: none"> • age • cultural and situational factors • previous experience and knowledge • physical development.
<i>Session's aims and objectives</i> may include:	<ul style="list-style-type: none"> • developing canoeing skills • education • development • therapy • fitness targets • recreation.
<i>Instructional plan</i> may include:	<ul style="list-style-type: none"> • canoeing activities and drills

RANGE STATEMENT	
	<ul style="list-style-type: none"> • duration of activities and drills.
<i>Canoeing plan</i> may include:	<ul style="list-style-type: none"> • aims and objectives • date, time and duration • location, equipment and resources • instructor to participant ratios • safety requirements • risk management plan.
<i>Relevant legislation</i> may include:	<ul style="list-style-type: none"> • occupational health and safety • permits or permission for access • environmental regulations • marine regulations.
<i>Organisational policies and procedures</i> may include:	<ul style="list-style-type: none"> • occupational health and safety • time and budget constraints • use and maintenance of equipment • communication protocols • confidentiality of participant information • instructor to participant ratios • emergency and safety procedures • international river grading system • code of ethics.
<i>Hazards</i> may include:	<ul style="list-style-type: none"> • temperature extremes • slippery or unstable terrain • dangerous animals and insects • stinging trees and nettles • dense vegetation • group management hazards • slippery or unstable shore • poor posture, poor technique • poor carrying techniques • loose or insecure craft when being transported. • other craft.
<i>Risks</i> may include:	<ul style="list-style-type: none"> • hypothermia • heat exhaustion • injuries • exhaustion • lost party or party member • equipment failure.
<i>Relevant sources</i> may include:	<ul style="list-style-type: none"> • Bureau of Meteorology • media

RANGE STATEMENT	
	<ul style="list-style-type: none"> • land managers or agencies • coastal patrol or coastguard • volunteer marine rescue • local knowledge.
<i>Weather and environmental information</i> may include:	<ul style="list-style-type: none"> • satellite images • daily and weekly forecasts • maximum and minimum temperatures • weather warnings • event warnings • river levels • synoptic charts • high and low tide predictions.
<i>Contingency plans</i> may include:	<ul style="list-style-type: none"> • change in weather and conditions • equipment failure.
<i>Equipment</i> may include:	<ul style="list-style-type: none"> • canoeing equipment • safety and rescue equipment • navigation equipment • communication equipment.
<i>Resources</i> may include:	<ul style="list-style-type: none"> • food and water • clothing and footwear • teaching aids.
<i>Contextual issues</i> may include:	<ul style="list-style-type: none"> • weather conditions, including times • season • transport • location • trip distance and duration • group objectives • group size.
<i>Relevant information</i> may include:	<ul style="list-style-type: none"> • risk management • logistical details • canoeing techniques • safety procedures • responsible and safe behaviour.
<i>Safety procedures</i> may include:	<ul style="list-style-type: none"> • capsizing procedures • symptoms, treatment and prevention of common canoeing risks • communication systems • use of safety and rescue equipment.
<i>Instructional techniques</i> may	<ul style="list-style-type: none"> • part to whole

RANGE STATEMENT	
include:	<ul style="list-style-type: none"> • sequential • known to unknown • D.E.D.I.C.T: <ul style="list-style-type: none"> • demonstrate • explain • demonstrate • instruct • critique • test • E.D.I.C.T: <ul style="list-style-type: none"> • explain • demonstrate • instruct • critique • test • I.D.E.A: <ul style="list-style-type: none"> • introduce • demonstrate • explain • apply • orientate, enhance, synthesise.
<i>Activity specific knowledge</i> may include:	<ul style="list-style-type: none"> • canoeing skills and techniques • river features and hydrology • minimal impact practices • risk and hazard management • communication systems used in canoeing.
<i>Canoeing skills</i> may include:	<ul style="list-style-type: none"> • stroke techniques • directing and manoeuvring a canoe in a controlled manner • capsizing and rolling procedures.
<i>Safety and rescue procedures</i> may include:	<ul style="list-style-type: none"> • emergency response procedures • group management in emergency situations.
<i>Relevant aspects</i> may include:	<ul style="list-style-type: none"> • objectives • planning process • activity site • weather • equipment selection • clothing selection

RANGE STATEMENT

	<ul style="list-style-type: none"> • food selection • instructional content • instructional technique • assessment technique • group feedback • directing techniques • rescue techniques employed.
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Unit Sector(s)

Unit sector	Outdoor Recreation
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Co-requisite units

Co-requisite units	

Competency field

Competency field	Canoeing
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