

# SISOFLD001 – Assist in conducting recreation sessions

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This yearly planner has been designed by SAVILE training to provide guidance for teachers and educators on the sequence of both units and examination revision for the Unit 1&2 sequence.

The planner is only a guide, which is designed to provide a suitable starting point for all teachers and school to further scaffold and personalise this planner to suit the individual learners in your cohort and class. This yearly planner is based on periods that are 75 minutes of length.

Students completing this course will have an additional study period allocated at their school and further study requirements as per their school's VCE Academic Policy.

For this unit of competency, you have the following resources **provided to you by SAVILE** to scaffold your lessons and extend your students:

- **Hard copy student workbook**
- **Hard copy teacher workbook**
- **Online access to student workbook**
- **Online access to teacher workbook**
- **Editable Power point presentation**
- **Revision Set 1**
- **Online self-directed revision questions**
- **Lesson planner**

## RTO REQUIREMENTS \*

- **RTO Assessment task 1 \***
- **RTO assessment task 2 \*\***



Lesson Content		Key Teaching Points	Additional extension
Block 1	<p>Create a key terminology and content page in your study book. As you are reading the content in the student workbook, you are to underline or highlight the key words and terminology for this unit.</p> <p>Create your own individual key terms point sheet which will assist with revision and study for this unit.</p> <p>Read page 4 -7</p> <ul style="list-style-type: none"> <li>Complete Inquiry Task 1 &amp; 2</li> </ul> <p>Read page 8 - 12</p> <ul style="list-style-type: none"> <li>Quick Learning engagement</li> <li>Complete Inquiry Task 3</li> </ul>	<p>Covering the basic principles of:</p> <ul style="list-style-type: none"> <li>Assist with activity preparation</li> </ul>	<p>Completion of:</p> <ul style="list-style-type: none"> <li>Creating key terminology sheet</li> <li>Critical questioning of content</li> <li>Use an answer to create a question</li> <li>Map the content to the UOC</li> </ul>
	<p><b>Practical session/s</b></p> <p>The practical component of this course is also the assessment process for students to complete 3 recreation sessions as assistants with a leader.</p> <p>Students can complete a range of roles as an assistant such as but not limited to:</p> <ul style="list-style-type: none"> <li>Fitting gear</li> <li>Checking equipment</li> <li>Demonstrating to participants</li> <li>WHS checks</li> <li>Attendance checking</li> <li>Equipment repairs</li> <li>Assisting to facilitate sessions</li> </ul>	<p>Examples of:</p> <ul style="list-style-type: none"> <li>Communication</li> <li>Conflict resolution</li> <li>Observing</li> </ul>	<p>Students should reflect on their practical sessions, projects, tasks, and activities throughout the unit to ensure that they extend their abilities and knowledge.</p>



Lesson Content		Key Teaching Points	Additional extension
Block 2	<p><i>After the creation of the student's key terminology and content page in their book, use 1 question from the revision set questions provided by SAVILE to start each lesson off with. Have students complete this question in 3 minutes and then get their classmate to mark their question. Provide the key terms on the board that need to be covered in their answer. For each theory lesson this should be the start to each lesson for students to get used to answering questions in a quick timeframe and ensuring key terminology is use</i></p> <p>Students are to underline or highlight the key words and terminology for this unit and add to their key terminology and content page.</p> <p>Read page 12</p> <ul style="list-style-type: none"> <li>• Complete Inquiry Task 4</li> </ul> <p>Read page 14 - 15</p> <ul style="list-style-type: none"> <li>• Complete Inquiry Task 5</li> <li>• Complete Reflection Bank Set A</li> </ul> <p>Read page 17 - 19</p> <ul style="list-style-type: none"> <li>• Complete Inquiry Task 6</li> </ul>	<p>Covering the basic principles of:</p> <p>Assist with participant preparation</p>	<p>Completion of:</p> <ul style="list-style-type: none"> <li>• Creating key terminology sheet</li> <li>• Critical questioning of content</li> <li>• Use an answer to create a question</li> <li>• Map the content to the UOC</li> </ul>
	<p><b>Practical session/s</b></p> <p>The practical component of this course is also the assessment process for students to complete 3 recreation sessions as assistants with a leader. Students can complete a range of roles as an assistant such as but not limited to:</p> <ul style="list-style-type: none"> <li>• Fitting gear</li> <li>• Checking equipment</li> <li>• Demonstrating to participants</li> <li>• WHS checks</li> <li>• Attendance checking</li> <li>• Equipment repairs</li> <li>• Assisting to facilitate sessions</li> </ul>	<p>Examples of:</p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Conflict resolution</li> <li>• Observing</li> </ul>	<p>Students should reflect on their practical sessions, projects, tasks, and activities throughout the unit to ensure that they extend their abilities and knowledge.</p>

Lesson Content		Key Teaching Points	Additional extension
Block 3	<p><i>After the creation of the student's key terminology and content page in their book, use 1 question from the revision set questions provided by SAVILE to start each lesson off with. Have students complete this question in 3 minutes and then get their classmate to mark their question. Provide the key terms on the board that need to be covered in their answer. For each theory lesson this should be the start to each lesson for students to get used to answering questions in a quick timeframe and ensuring key terminology is use</i></p> <p>Students are to underline or highlight the key words and terminology for this unit and add to their key terminology and content page.</p> <p>Read page 21 - 27</p> <ul style="list-style-type: none"> <li>• Complete Inquiry Task 7</li> <li>• Quick learning engagement</li> </ul>	<p>Covering the basic principles of:</p> <ul style="list-style-type: none"> <li>• Assist with session activities</li> </ul>	<p>Completion of:</p> <ul style="list-style-type: none"> <li>• Creating key terminology sheet</li> <li>• Critical questioning of content</li> <li>• Use an answer to create a question</li> <li>• Map the content to the UOC</li> </ul>
	<p><b>Practical session/s</b></p> <p>The practical component of this course is also the assessment process for students to complete 3 recreation sessions as assistants with a leader. Students can complete a range of roles as an assistant such as but not limited to:</p> <ul style="list-style-type: none"> <li>• Fitting gear</li> <li>• Checking equipment</li> <li>• Demonstrating to participants</li> <li>• WHS checks</li> <li>• Attendance checking</li> <li>• Equipment repairs</li> <li>• Assisting to facilitate sessions</li> </ul>	<p>Examples of:</p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Conflict resolution</li> </ul> <p>Observing</p>	<p>Students should reflect on their practical sessions, projects, tasks, and activities throughout the unit to ensure that they extend their abilities and knowledge.</p>

Lesson Content		Key Teaching Points	Additional extension
Block 4	<p><i>After the creation of the student's key terminology and content page in their book, use 1 question from the revision set questions provided by SAVILE to start each lesson off with. Have students complete this question in 3 minutes and then get their classmate to mark their question. Provide the key terms on the board that need to be covered in their answer. For each theory lesson this should be the start to each lesson for students to get used to answering questions in a quick timeframe and ensuring key terminology is use</i></p> <p>Students are to underline or highlight the key words and terminology for this unit and add to their key terminology and content page.</p> <p>Read page 28 - 32</p> <ul style="list-style-type: none"> <li>• Complete Inquiry Task 8</li> <li>• Reflection bank Set B</li> <li>• Roadmap to success</li> </ul> <p>Students should complete the non-accredited self-directed online learning tasks in preparation for the upcoming SAC.</p>	<p>Covering the basic principles of:</p> <ul style="list-style-type: none"> <li>• Complete post activity responsibilities</li> </ul>	<p>Completion of:</p> <ul style="list-style-type: none"> <li>• Creating key terminology sheet</li> <li>• Critical questioning of content</li> <li>• Use an answer to create a question</li> <li>• Map the content to the UOC</li> </ul>
	<p><b>Practical session/s</b></p> <p>The practical component of this course is also the assessment process for students to complete 3 recreation sessions as assistants with a leader.</p> <p>Students can complete a range of roles as an assistant such as but not limited to:</p> <ul style="list-style-type: none"> <li>• Fitting gear</li> <li>• Checking equipment</li> <li>• Demonstrating to participants</li> <li>• WHS checks</li> <li>• Attendance checking</li> <li>• Equipment repairs</li> <li>• Assisting to facilitate sessions</li> </ul>	<p>Examples of:</p> <ul style="list-style-type: none"> <li>• Communication</li> <li>• Conflict resolution</li> </ul> <p>Observing</p>	<p>Students should reflect on their practical sessions, projects, tasks, and activities throughout the unit to ensure that they extend their abilities and knowledge.</p>

**Completion of Assessment Task 2 (SAC) should be completed after revision and preparation has been completed.**