

### Overview

This unit is about preparing a session – for example, an outdoor activity session, or a recreational ‘taster’ session for a particular sport or activity. The purpose of the session could be to:

1. give people an introduction to a sport or activity
2. offer people fun and enjoyable recreational activities
3. help them to grow as individuals
4. develop their social skills
5. encourage future participation and progress in the sport or activity
6. meet certain curriculum requirements – for example the national curriculum

or a curriculum designed by a national governing body of sport. The unit is divided into three parts. The first part (page 2) gives examples and explanations of some of the words we use in the unit. The second part (pages 3-5) describes the three things you have to do. These are:

- D21.1 Plan the session**      **D21.2 Prepare yourself for the session**  
**D21.3 Prepare equipment and facilities for the session**

The third part (page 6) covers the knowledge and understanding you must have.

**Target Group** This unit is for people who can prepare a sport, recreation or outdoor activity session with limited supervision, typically in a controlled environment.

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## Prepare for a session

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### Performance criteria

### Participants

*You must be able to:*

**People with particular needs**

*You must be able to:*

**Personal and social development**

*You must be able to:*

**Physically and mentally prepared**

*You must be able to:*

**Plan**

*You must be able to:*

**Encouraging future participation**

*You must be able to:*

**and progress in a sport or activity**

*You must be able to:*

**Recreation**

*You must be able to:*

**Sequences**

*You must be able to:*

**Session**

*You must be able to:*

**Style of leadership**

*You must be able to:*

**Timings**

*You must be able to:*

**in an educational context, this may refer to the requirements of the national curriculum; in a coaching context it may refer to requirements laid down by the national governing body of the sport or activity**

*You must be able to:*

**the area in which the activity will take place; this could be an indoor facility or a natural outdoor environment**

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*You must be able to:*

**those required by law, industry codes of practice, national governing bodies (where the activity is covered by a national governing body) and those of your own organisation**

*You must be able to:*

**what the participants should achieve during the session**

*You must be able to:*

**the people you are leading during the activity**

*You must be able to:*

**people for whom the session may be more than normally challenging, for example people with medical conditions, people who are overweight, unusually shy or nervous, pregnant women; this unit does not cover disabled participants**

*You must be able to:*

**enabling people to improve their own personal abilities in areas such as self-confidence, self-esteem, self-reliance, self-control and problem solving as well as their ability to work with and relate to other people**

*You must be able to:*

**being able to undertake the activity without unnecessary physical or emotional stress or risk of injury**

*You must be able to:*

**evidence that the session has been systematically organised; this will normally be written but could be a 'mental plan'**

*You must be able to:*

**encouraging participants to continue to take part**

*You must be able to:*

**pleasurable, fun leisure experiences, often delivered in the context of an activity holiday or holiday scheme**

*You must be able to:*

**how the activities within the session follow on from each other**

*You must be able to:*

**P1 period during which you will lead participants in activities with some component of physical exertion and/or skill / problem solving; these activities may be recognised sports, such as canoeing, sailing, badminton or football or may be improvised to meet certain objectives; in the outdoor context they will almost certainly involve a component of**

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managed risk; activities may provide a 'taster' for a sport which encourages a participant to go on to develop their performance in a coached context

**the way in which you will lead the participants through the activities; for example, you could carefully direct them at every stage, or you could support them in undertaking the activities, encouraging them to analyse and solve problems for themselves**

*You must be able to:*

**when particular activities should take place D21.1 Plan the session**

*You must be able to:*

- P2 collect the necessary **information about the session**
- P3 have a session plan that meets the aims of the **programme** and the needs and potential of individual **Participants**
- P4 make sure the plan has realistic objectives, sequences and timings
- P5 make sure the plan satisfies health and safety
- P6 adapt the plan to take account of available equipment, facilities and time
- P7 identify any circumstances that may change and plan how to deal with these
- P8 get approval for the session plan from the colleague responsible for the programme
- P9 have your plans and other essential information about the **Session** readily available
- P10 make sure your own personal competence and qualifications meet the requirements of leading the **Session** and the participants
- P11 make sure you are physically and mentally prepared for the **Session**
- P12 make sure you have the correct and safe **personal equipment** ready for the session
- P13 choose a style of leadership that is appropriate to the aims of the **Session** and the needs and potential of the **Participants**
- P14 select and obtain equipment and facilities that are suitable for the **Participants** and the

#### **Session**

*You must be able to:*

- P15 make sure that the equipment and facilities meet health and safety requirements and local codes of practice
- P16 identify any unsafe or unserviceable equipment and facilities and follow the correct procedures for dealing with these
- P17 encourage and help the **Participants** to prepare equipment and facilities safely and in line with your organisation's procedures
- P18 prepare equipment and facilities in a way that reduces harm to the local environment and injury to self and others

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### Knowledge and understanding

*You need to know and understand:*

### Participants

**People with particular needs**  
**Personal and social development**  
**Physically and mentally prepared**  
**Plan**  
**Encouraging future participation**  
**Recreation**  
**Sequences**  
**Session**  
**Style of leadership**  
**Timings**

in an educational context, this may refer to the requirements of the national curriculum; in a coaching context it may refer to requirements laid down by the the area in which the activity will take place; this could be an indoor facility or a natural outdoor environment

those required by law, industry codes of practice, national governing bodies (where the activity is covered by a national governing body) and those of your what the participants should achieve during the session

the people you are leading during the activity

people for whom the session may be more than normally challenging, for example people with medical conditions, people who are overweight, unusually enabling people to improve their own personal abilities in areas such as self-confidence, self-esteem, self-reliance, self-control and problem solving as well being able to undertake the activity without unnecessary physical or emotional stress or risk of injury

evidence that the session has been systematically organised; this will normally be written but could be a 'mental plan'

encouraging participants to continue to take part

pleasurable, fun leisure experiences, often delivered in the context of an activity

holiday or holiday scheme

how the activities within the session follow on from each other

a period during which you will lead participants in activities with some component of physical exertion and/or skill / problem solving; these activities

the way in which you will lead the participants through the activities; for example, you could carefully direct them at every stage, or you could support when particular activities should take place

D21.1

Plan the session For the whole unit

K1.1 the values or codes of practice relevant to the work you are carrying out

K1.2 the importance of careful and thorough planning and preparation for sessions

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- K1.3 the requirements for health and safety that are relevant to the activities you are planning, for example: your organisation's health and safety policies and procedures, the Health and Safety at Work Act, requirements for activities in the scope of National Governing Bodies, requirements for activities in the scope of the Activity Centres (Young Persons' Safety) Act where these are relevant
- K1.4 the aims of the programme that you are helping to deliver
- K1.5 the needs and potential of the participants
- K1.6 the types of special needs that participants may have and how to adapt your plans, yourself and the equipment and facilities to meet these needs
- For D21.1 Plan the session
  - K1.7 what a session plan should cover
  - K1.8 the importance of treating information about participants confidentially and what this means
  - K1.9 how to develop and check objectives, sequences and timings for a session
  - K1.10 how to find out about the equipment and facilities that will be available for the session
  - K1.11 the types of circumstances that may change and how to plan for these
  - K1.12 why it is important to get the approval of the colleague responsible for the programme
  - For D21.2 Prepare yourself for the session
    - K1.13 why it is important to have your plans for the session and other essential information readily available
    - K1.14 levels of personal competence and the types of qualifications you need to lead these sessions you are preparing
    - K1.15 why it is important to have the correct level of personal competence and the appropriate qualifications and what may happen if you do not
    - K1.16 the physical and mental demands of leading the planned session and why it is important that you are in the right physical and mental condition
    - K1.17 different styles of leadership that are appropriate to different types of participants and sessions
- For D21.3 Prepare equipment and facilities for the session
  - K2 the types of equipment and facilities that you need for the planned sessions
  - K3 how to choose equipment that will be appropriate to a particular client group
  - K4 how to check equipment and facilities and the correct procedures to follow when you find unsafe or unserviceable equipment and facilities
  - K5 why participants should help to prepare facilities and equipment
  - K6 how the local environment could be harmed and how to protect the environment from harm

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### Additional Information

#### Scope/range

**From your work you must show that you have collected all of the following types of:**

1. information about the **Session**
2. time and location
3. expected participants
4. participant needs and potential
5. aims of the programme
6. health and safety requirements
7. available equipment and facilities
8. evaluations of similar sessions

**planned for at least two of the following types of**

9. aims of the programme
10. recreation
11. curriculum-based
12. personal and social development
13. encouraging future participation and progress in the sport or activity

**planned for at least two of the following types of**

14. participant
15. adults
16. children and young people
17. people with particular needs

**However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above. D21.2 Prepare yourself for the session**

**From your work you must show that you have planned for at least two of the following types of:**

18. **Session**
19. recreation
20. curriculum-based
21. personal and social development
22. encouraging future participation and progress in the sport or activity

**have available at least two of the following types of**

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23. personal equipment
24. activity equipment
25. clothing
26. safety equipment
27. first aid equipment

**and prepared yourself for at least two of the following**

28. participant
29. adults
30. children and young people
31. people with particular needs

**However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above. D21.3 Prepare equipment and facilities for the session**

**From your work you must show that you have prepared equipment and facilities for at least two of the**

32. participant
33. adults
34. children and young people
35. people with particular needs

**for at least two of the following types of**

36. **Session**
37. recreation
38. curriculum-based
39. personal and social development
40. encouraging future participation and progress in the sport or activity

**However, you must also show that you have the necessary knowledge and skills to cover all the types of context listed above.**

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### Skills

This unit will provide some evidence for the following QCA Key Skills  
**Communication 2.1a, 2.2, 2.3 Application of Number 1.1, 1.2, 1.3**  
**Working with Others 2.1, 2.2, 2.3 Problem Solving 2.1, 2.2, 2.3**

and the following SQA Core Skills **Communication Intermediate 1**  
**Numeracy Access 3 Working with Others Intermediate 1 Problem Solving Intermediate 1**

### Glossary

**Curriculum based**

**Environment**

**Health and safety requirements**

**Encouraging future participation and progress in a sport or activity**

**Recreation**

**Sequences**

**Session**

**Style of leadership**

**Timings**

in an educational context, this may refer to the requirements of the national curriculum; in a coaching context it may refer to requirements laid down by the national governing body of the sport or activity

the area in which the activity will take place; this could be an indoor facility or a natural outdoor environment

those required by law, industry codes of practice, national governing bodies (where the activity is covered by a national governing body) and those of your own organisation

what the participants should achieve during the session

the people you are leading during the activity

people for whom the session may be more than normally challenging, for example people with medical conditions, people who are overweight,

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unusually shy or nervous, pregnant women; this unit does not cover disabled participants

enabling people to improve their own personal abilities in areas such as self-confidence, self-esteem, self-reliance, self-control and problem solving as well as their ability to work with and relate to other people

being able to undertake the activity without unnecessary physical or emotional stress or risk of injury

evidence that the session has been systematically organised; this will normally be written but could be a 'mental plan'

encouraging participants to continue to take part

pleasurable, fun leisure experiences, often delivered in the context of an activity holiday or holiday scheme

how the activities within the session follow on from each other

a period during which you will lead participants in activities with some component of physical exertion and/or skill / problem solving; these activities may be recognised sports, such as canoeing, sailing, badminton or football or may be improvised to meet certain objectives; in the outdoor context they will almost certainly involve a component of managed risk; activities may provide a 'taster' for a sport which encourages a participant to go on to develop their performance in a coached context

the way in which you will lead the participants through the activities; for example, you could carefully direct them at every stage, or you could support them in undertaking the activities, encouraging them to analyse and solve problems for themselves

when particular activities should take place

D21.1

Plan the session

#### Links to other NOS

1. This unit links closely with units D22 and D23.
2. **Place in the NVQ/SVQ Framework**
3. This unit is a core unit in the level 2 Activity Leadership NVQ/SVQ.

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