

DIMITRA INSTITUTE OF TRAINING AND DEVELOPMENT

Training Module for Outdoor Sports Instructors

Syllabus Development



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Training Module for Outdoor Sports Instructors

Introduction

Instructor competency in outdoor sports is not a job profile well defined in the Greek context. Although there has been a rapid expansion of literature specially regarding the US and the UK contexts, about the qualities, competencies, and skills that can or should be possessed by instructors of outdoor sports, this sector is not yet developed in Greece.

Outdoor sports are an important part of the alternative and agro tourism sectors. Two sectors that are into a well defined and constant development scheme in Greece, in Europe and worldwide and are also enjoying large profits especially connected to the sustainable development plans of specific areas. They do not though, enjoy the same maturity regarding the accreditation of their instructor's profile and moreover the professional description of the competences and skills required.

General Profile and role description

Outdoor Activities Instructors lead and supervise groups and individuals in the outdoors, ensuring their safety and teaching skills and techniques relevant to the particular activity being undertaken. They may work with novices or more experienced clients, and with young people or adults, including groups with special needs. Instructors are employed by private companies as well as charities, local education authorities and other organisations. The emphasis may be on recreation, self-development or teaching activity-specific skills.

An Outdoor Activities Instructor might deliver short sessions or be responsible for a group on longer trips/expeditions. The role also extends beyond the activity itself – in residential centres instructors are likely to be involved with general housekeeping duties and are responsible for all aspects of the welfare of the group.

Specific role description

- Assisting with outdoor activities re-creational marketing
- Office based tasks (reception, computer based enquires, answering telephones and give informations)
- Leading/instructing individuals or groups on a particular activity (e.g. hill-walking, mountain biking, caving)
- Briefing participants about safety and logistics
- Assist at Designing outdoor activity programmes and products for different groups
- Assist at Designing learning resources for groups
- Assist at Delivering training sessions or lessons in the outdoors and/or in a classroom environment

- Driving groups and equipment to the activity site (often involving a minibus and trailer)
- Complying with health and safety legislation also according to in-house procedures
- Carrying out and updating risk assessments
- Recording accidents/incidents and writing incident reports
- Cleaning, maintaining and preparing equipment (e.g. climbing ropes, canoes)
- Assisting with catering and housekeeping duties
- Liaising with other outdoor users and organisations regarding local environmental conditions and site-specific issues (e.g. safety issues caused by rockfall)

Knowledge Competences and Skills based on the EQF model

Level 3

Knowledge
<i>The learning outcomes relevant to Level 3 are knowledge of facts, principles, processes and general concepts, in a field of work or study</i>
<ul style="list-style-type: none"> -Valid, systematic and cognitive structure of the concepts and principles of the discipline the instructor is trying to teach - Experiential learning knowledge/guide participants to discovery learning -Interpersonal and communication skills -Coaching and Group coaching -Environment awareness -Health and Safety

Competences <i>take responsibility for completion of tasks in work</i> <i>or study adapt own behaviour to circumstances in solving problems</i>	Skills <i>a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information</i>
1.1 Preparing and using equipment of different types.	<ul style="list-style-type: none"> -Selection of equipment according to the needs (Group needs, weather needs etc) -Activity Specific Check of Condition of Equipment -Maintenance and Repair
1.2 Basic outdoor movements and outdoor sport specific movements	<ul style="list-style-type: none"> -Basic movements for each activity proceeding from general to specific (As an example from the basic movement on a rock for climbing to how to get to anchors and artificial anchors) -Human anatomy and the way the body will react to each movement <ul style="list-style-type: none"> -Fatigue and body suppression from the specific movement -Possible injuries and harm
1.3 Basic and specific outdoor techniques	<ul style="list-style-type: none"> -Orienteering and map reading -Weather prediction -River/sea reading
1.4 Provoking and managing optimal psychological challenges and experiences in participants	<ul style="list-style-type: none"> -Tender-minding, warm personality -Creative/imaginative -Empathy, understanding
1.5 Health and Safety	<ul style="list-style-type: none"> -Equipment and use of equipment regulations -Maintenance and repair -Safety Considerations -Safety equipment -First Aid - Emergency Survival Techniques - Avalanche Awareness and Safety -Specific outdoor activities rescues
1.6 Environmental awareness	<ul style="list-style-type: none"> -The leave-no-trace consideration: The use of the environment in any activity should be minimal, the changes should be not permanent and contamination should be avoid at any cost -Ethic issues -Environmental regulations

Training Modules – Design

The training module design has taken into consideration the above mentioned skills and competencies required for the specific job profile of the instructor for outdoor sports activities and its aim is to deliver vocational training that will develop the knowledge and the competences and skills of the participants accordingly.

The training design has also taken into consideration the on-going development of the participants, the need for practical and experiential learning, and the ability to develop oneself through field experience, which is vital in this specific job profile. In parallel though the syllabus intends to instil also less technical knowledge and also provide soft-skills and effective facilitation techniques and communication skills and make sure, that once the technical activity and safety skills are developed, the training will focus on improving instructors effectiveness.

The design is to be based on the needs of the target group. The training design has to take into consideration though that the trainees can be also people disengaged from the formal learning procedures, that have a practical knowledge of the outdoor discipline and want to acquire a certification, or young graduates that have less technical knowledge and no theoretical background on sports education. So in order to include all possible trainees it has to be a flexible syllabus that will include all possible groups of learners and form various backgrounds.

The time framework of the training is of great importance for the design as well. For this educational instance the training will be longer than a briefing or an introduction to the general outdoor sports instructor idea but at the same time it cannot be a very long, theoretical-oriented training because it would eventually tire the participants and make them loose their interest. At the same time there should be an inherent balance between the theoretical modules and the practical in-the-field time where the modules can be implemented. In more details the syllabus comprises of 200 hours of in-class teaching and of 100 hours of field work

An additional design feature for the syllabus is the consistent evaluation of the developed operational functions and skills/competencies that consists of an on-going assessment scheme, designed for this specific profile, both for on-the-field activities as for the theoretical modules.

Trainees' requirements:

- Graduates of the secondary level education (Likeio) or (secondary obligatory education – Gymnasio)
- Some experience with outdoor activities (2-3 years)
- Knowledge of the Greek Language and another European Language
- Initial Digital Competences
- Fitness and good physical condition

Syllabus Development-Main Modules

Theory

Module Title	Knowledge Background	Hours
1. Introduction to Management of Outdoor Sports	1.1 Management Principles 1.1.1 Definition of Management Principles 1.1.2 Functional Areas/Key Skills 1.2 Financial Principles 1.2.1 Tapping New Revenues 1.2.2 Doing More with Less 1.3 Legal Principles Applied to Sport Management 1.3.1 Review of Key Terms 1.3.2 Outdoor Sports and activities Law 1.3.3 Current Issues in Sport Law 1.4 Ethical Principles Applied to Sport Management 1.4.1 Ethics Defined 1.4.2 Morality vs. the Law 1.4.3 Morality vs. Corruption 1.4.4 Codes of Conduct 1.5 Facility Management/Event Management 1.5.1 History of Facility and Event Management 1.5.2 Financing 1.5.3 Current Issues 1.5.4 Risk Management (Events) 1.6 Media Relations 1.6.1 Press Conference/Announcements 1.6.2 Making a Media campaign 1.7 Recreational Sport 1.7.1 Recreation Segments 1.7.1.1 Community Base Recreation 1.7.1.2 Public Recreation 1.7.1.3 Outdoor Recreation 1.7.1.4 Therapeutic Recreation	20

<p>2. Introduction to Outdoor Sports Marketing</p>	<p>2.1 Emergence of Outdoor Sport Marketing 2.1.1 Definitions of marketing and sport marketing 2.1.2. Production, sales and marketing orientation theories 2.2 Framework for Strategic Outdoor Sport Marketing 2.2.1 Goals and objectives of sport marketing 2.2.2 Marketing mix for sport marketing 2.3 External and Internal Contingencies 2.3.1 External 2.3.1.1 Economy 2.3.1.2 Sport governing bodies 2.3.1.3 Legal and political 2.3.1.4 Competitors 2.3.1.4 Consumers 2.3.2 Internal 2.3.2.1 Management/administrative 2.3.2.2 Participants 2.4 Promotion Concepts 2.4.1 Communications process 2.4.2 Promotional strategic planning 2.4.3 Role of media in sport marketing 2.4.4 Measurement through media rating and market share 2.5 Promotion Mix Elements 2.5.1 Advertising 2.5.2 Publicity/public relations 2.5.3 Personal selling 2.5.4 Endorsements 2.5.5 Special events 2.5.6 Media strategy 2.6 Distribution Concepts 2.6.1 Distribution concepts 2.6.2 Types of channels 2.6.3 Ticket distribution 2.6.4 Product extension distribution 2.6.5 Internet as distribution channel 2.6.6 Sport media as distribution 2.7 Pricing Concept 2.7.1 Definition of price 2.7.2 Determinants of price</p>	<p>20</p>
<p>3. Introduction to Experiential Teaching and Learning Styles</p>	<p>3.1 Characteristics of experiential learning 3.1.1 The experiential learning process 3.1.2 Analyzing the experiential learning process 3.2 Learning Theories Introduction 3.2.1 Concrete Experience and Abstract Conceptualization 3.2.2 Reflective Observation and Active Experimentation 3.3 Experience cycle 3.3.1 Having an experience 3.3.2 Reviewing the experience 3.3.3 Concluding from the experience 3.3.4 Planning the next steps.</p>	

		10
4. Communication and Interpersonal Skills	<p>4.1 Communication Principles</p> <p>4.1.1 Exploring the Communication Process</p> <p>4.1.2 Communication Competence</p> <p>4.1.3 Characteristics of Self Concept</p> <p>4.1.4 Managing Impressions</p> <p>4.2 Characteristics of Nonverbal Communication</p> <p>4.2.1 Types of Nonverbal Communication</p> <p>4.3 Conflict Resolution</p> <p>4.3.1 Conflict Resolution Process</p> <p>4.3.2 Healthy vs Non Healthy Conflict Resolution</p>	20
5. Basic Maintenance Techniques	<p>5.1 Basic Maintenance</p> <p>5.1.1 Types of equipment</p> <p>5.1.2 Techniques</p> <p>5.2 Mechanical Equipment</p> <p>5.3 Wooden Equipment</p> <p>5.4 Plastic Equipment</p> <p>5.5 Other Equipment</p>	10
6. Basic elements of physiology for each activity	<p>6.1 Introduction to Exercise and Sport Physiology</p> <p>6.1.1 Myoskeletal System and motor skill</p> <p>6.1.2 Neural adaptation to resistance training</p> <p>6.1.3 Anaerobic and Aerobic Systems</p> <p>6.1.4 Oxidative Capacity of Muscle, Estimating Anaerobic</p> <p>6.1.5 Effort, Resting Energy Expenditure</p> <p>6.1.6 Energy Cost of Activities, Fatigue and its Causes.</p> <p>6.2 High altitude physiology</p> <p>6.3 Possible Injuries</p>	20
7. Basic and specific outdoor techniques	<p>7.1 Orienteering</p> <p>7.1.1 Map reading</p> <p>7.1.2 Use of Compass and electronic orienting instruments</p> <p>7.2 Weather prediction</p> <p>7.2.1 Using Internet sites</p> <p>7.2.2 Using local knowledge</p> <p>7.3 River/sea reading</p> <p>7.3.1 Using Information Channels</p> <p>7.3.2 Using Local knowledge</p> <p>7.4 Specific outdoor sports techniques</p>	30
8. Health and Safety for Outdoor activities	<p>8.1 General Safety Precautions</p> <p>8.2 Regulations and Legal Framework</p> <p>8.3 Responsibilities for Health and Safety in Fieldwork</p> <p>8.3.1 Group Leaders</p> <p>8.3.2 Fieldworkers</p> <p>8.4 Notification of Routes and schedules</p> <p>8.4.1 Vehicles</p>	

	8.5 Clothing 8.6 Equipment 8.6.1 Personal Equipment 8.6.2 Group Equipment 8.7 Situations in which extra care is required 8.8 Especially hazardous locations and techniques 8.9 Recognized Distress Signals 8.10 Reporting of Injuries and Ill Health	30
9. Environmental awareness	9.1 Ethic issues 9.1.1 Leave not trace concept 9.2 Environmental regulations 9.3 Contingency Plan 9.3.1 Different types of plans according to activities 9.4 Dispose of waste 9.5 Different anti-contamination techniques	20
10. First Aid for Outdoor Activities	10.1 First Aid Basics 10.2 Bleedings & Tourniquets 10.2.1 External Bleeding 10.2.2 Applying a Tourniquet 10.2.3 Internal Bleeding 10.3 Cardiopulmonary Resuscitation (CPR) 10.4 Fractures & Applying Splints 10.5 Frostnip & Frostbite 10.6 Heat Exhaustion & Heat Stroke 10.7 Hypothermia 10.8 Spinal Injuries 10.9 Sprains & Strains 10.10 Organizing a first aid kit 10.10.1 What to include according to specific activities	20
Total		200

Practical on-the-field training

Thematic Unit Title	Description	Hours
Basic Maintenance Techniques	Preparing and Using Equipment	10
Basic and specific outdoor techniques	Compass and Instruments reading Map reading Weather prediction River/sea reading Ropes and ties Specific sports techniques	20
Health and Safety	Safety equipment Emergency Survival Techniques Practical issues on Awareness and Safety Specific outdoor activities rescues	20
Environmental awareness	Practical Issues How to organise leave-no-trace	(10)

	outdoor activities	
First Aid	Practical Issues First Aid in the outdoor, available materials	10
Preparing and Escorting a Group as assistants	Reception Personal and Group Equipment preparation Interaction with Group Organization of activities under supervision	30
Total		100

Specific Structure of Modules (to be done)

Indicative analysis of a theory module

Introduction to Management of Outdoor Sports

Course Description

To offer the opportunity for the trainee to gain information and understanding of the various practices and procedures associated with sport administration and management.

Course Goals

- To introduce the field of Sport Management and of the Management of Outdoor Sports in particular to trainees and introduce the concepts, scope, organization and common practices in the sport management industry.
- To identify major issues in Outdoor Sport Management and provide students with the intellectual tools to analyze those issues.
- To introduce effective management practices as applied to the field of Outdoor Sport Management

Category	Competences	Teaching Methods
Soft Skill	Demonstrate understanding of the development of the concept of Management and the evolution of management thought. Demonstrate understanding of the elements of organizational design, including traditional organization models and flexible models of organizational design.	Case Studies Scenario/project assignments
Soft Skills	Demonstrate understanding of the strategic management process from the development of a strategic plan, through environmental analysis, and planning implementation.	Case Studies Scenario/project assignments

Soft Skills	Demonstrate understanding of human resource management including recruiting, staffing, training, development and evaluation of personnel.	Case Studies Scenario/project assignments
Soft Skills	Demonstrate understanding of risk management and the importance of managing ancillary services in outdoor facilities.	Case Studies Scenario/project assignments

Evaluation and Assessment (to be done)

(Types of assessment, continuous evaluation)