



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **SISCSDF302A Instruct the intermediate skills of unarmed self-defence**

**Release: 2**

## **SISCSDF302A Instruct the intermediate skills of unarmed self-defence**

### **Modification History**

Not Applicable

### **Unit Descriptor**

This unit describes the performance outcomes, skills and knowledge required to instruct unarmed intermediate self-defence skills including partner applications against an opponent. It focuses on planning, conducting and evaluating an intermediate unarmed self-defence program.

### **Application of the Unit**

This unit applies to those working as self-defence instructors in a community recreation environment and whose responsibilities include teaching self-defence programs. Work would be undertaken in locations such as community recreation centres or halls and indoor or outdoor recreation facilities with a focus on community development.

### **Licensing/Regulatory Information**

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

### **Pre-Requisites**

Nil

### **Employability Skills Information**

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

### Elements and Performance Criteria

#### ELEMENT

#### PERFORMANCE CRITERIA

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.

- |  |   |
|--|---|
| <p>1. Identify participant needs and expectations.</p>       | <p>1.1. Identify the <i>characteristics, needs and expectations</i> of <i>participants</i> according to <i>organisational policies and procedures</i>.</p> <p>1.2. Identify any participants with specific requirements according to organisational policies and procedures.</p> <p>1.3. Advise participants of any reasons why they should not participate in self-defence activities.</p>   |
| <p>2. Plan an intermediate unarmed self-defence program.</p> | <p>2.1. Gather <i>relevant information</i> to plan an <i>intermediate unarmed self-defence program</i> according to organisational policies and procedures.</p> <p>2.2. Identify and access <i>equipment</i> and <i>resources</i> appropriate for the program according to organisational policies and procedures.</p> <p>2.3. Design and document an intermediate self-defence program to meet the identified needs and abilities of participants according to <i>relevant legislation</i> and organisational policies and procedures.</p> <p>2.4. Identify effective and safe <i>teaching strategies</i> appropriate to the teaching context.</p> <p>2.5. Identify <i>risks</i> to participant safety and take action to minimise these according to relevant legislation and organisational policies and procedures.</p> <p>2.6. Identify <i>injury prevention strategies</i> according to organisational policies and procedures.</p> <p>2.7. Inspect and confirm set-up of equipment for self-defence session according to organisational policies and procedures.</p> |
| <p>3. Instruct the self-defence program.</p>                 | <p>3.1. Communicate instructions and relevant information to participants in a suitable manner.</p> <p>3.2. Use appropriate methods of self-defence instruction to develop the intermediate skills of a self-defence system according to <i>best practice principles</i> and</p>  |

**ELEMENT****PERFORMANCE CRITERIA**

- organisational policies and procedures.
- 3.3. Instruct participants in technically correct exercises and skills of intermediate unarmed self-defence according to organisational policies and procedures.
  - 3.4. Demonstrate safe methods of handling training equipment to trainees and assistants according to organisational policies and procedures.
  - 3.5. Observe participants' execution of intermediate skills of unarmed self-defence and apply correction techniques to improve individual or group skills.
  - 3.6. Encourage participants to seek and provide feedback regarding their progress during the program according to organisational policies and procedures.
  - 3.7. Implement injury prevention strategies according to organisational policies and procedures.
  - 3.8. Respond to accident and or emergency situations according to organisational policies and procedures.
4. Utilise assistants during a self-defence session.
    - 4.1. Instruct assistant or assistants to set up equipment for the self-defence activity safely and correctly according to organisational policies and procedures.
    - 4.2. Direct assistants to instruct participants in the intermediate skills of unarmed self-defence within the specific self-defence system using appropriate communication strategies.
    - 4.3. Monitor assistants during instruction of intermediate skills of unarmed self-defence and intervene as required according to organisational policies and procedures.
5. Evaluate the program.
    - 5.1. Seek and acknowledge feedback from **relevant stakeholders** involved in the program.
    - 5.2. Evaluate all relevant components of the program according to organisational policies and procedures.
    - 5.3. Identify potential areas for improvement in future programs.
    - 5.4. Review own performance and identify potential improvements.

## Required Skills and Knowledge

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

### Required skills

- communication skills to:
  - consult with participants and elicit information required to design an appropriate intermediate self-defence program to meet participant needs
  - convey information and instructions to participants and assistants about safe participation in the program
  - seek and provide feedback about the program
- problem-solving skills to:
  - plan an intermediate self-defence program according to participants' needs, abilities and risk factors
  - identify and implement effective teaching strategies to promote skills development
  - analyse self-defence technique to provide instructions for improvement
  - evaluate and modify the program as required
- planning and organisational skills to source, access and coordinate resources and equipment necessary for the implementation of the self-defence program
- literacy skills to produce and document a program for intermediate unarmed self-defence
- self-management skills to review and reflect on own work performance to facilitate personal development and self-confidence
- application of manoeuvres, techniques and methods of a self-defence system
- application of first aid treatment to deal with accidents or emergencies that arise during self-defence sessions

### Required knowledge

- relevant legislation and organisational policies and procedures to enable safe conduct of the self-defence program
- risk analysis processes to enable assessment of the potential impact of planned techniques and manoeuvres on participant safety
- equipment testing and checking techniques to enable safe use of all equipment
- fundamental principles of technique analysis to enable accurate and prompt corrections to technique to prevent injury
- common injuries sustained through self-defence drills and activities to enable the implementation of effective injury prevention strategies
- basic first aid procedures to enable effective management of injuries that may occur during the program
- physiology and psychology of pain and danger to enable an appropriate response
- principles of community development to enable inclusive client-centred practices factors commonly affecting ability to participate in self-defence classes, to enable design of appropriate self-defence movements and techniques

- biomechanics associated with the intermediate unarmed self-defence skills pertaining to the particular self-defence system being taught
- factors affecting group dynamics and conflict resolution strategies to enable constructive engagement of participants
- self-defence principles, strategies and teaching methods to promote skills development and confidence
- factors that affect acquisition of self-defence skills to enable use of appropriate teaching strategies
- manoeuvres, techniques and methods of the particular self-defence system being taught
- drills, activities and exercises to develop appropriate intermediate self-defence skills
- evaluation processes to enable improvements to be made to the program

## Evidence Guide

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.

### Overview of assessment

#### Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- plans and conducts intermediate unarmed self-defence programs in response to the needs and capabilities of participants, using safe and supportive teaching methods and strategies
- monitors the progress of participants and makes adjustments in response to changing situations to improve skills development
- applies effective contingency management techniques to deal with problems and issues that may arise during the program including motivation and participation levels and injuries to participants
- evaluates and reflects on own performance to identify ways in which program outcomes and benefits to participants can be improved.

#### Context of and specific resources for assessment

Assessment must ensure candidate plans and conducts multiple intermediate unarmed self-defence sessions of sufficient duration to demonstrate techniques that build group cohesion and balance individual and group needs, and consistency of performance.

Assessment must also ensure access to:

- a range of participants wishing to undertake an intermediate unarmed self-defence program
- an environment or facility appropriate for the conduct of unarmed self-defence sessions
- resources required for the delivery of the program including assistants and equipment
- legislation and organisational policies and procedures relevant to the conduct of self-defence sessions.

#### Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- observation of candidate interacting with a range of participants, including conveying information about safe participation in programs, monitoring and evaluating programs
- observation of candidate dealing with contingencies

such as the changing availability of equipment or venues

- oral or written questioning to assess candidate's knowledge of self-defence techniques and manoeuvres
- portfolio containing evidence of intermediate self-defence program planning and modification
- third-party reports from a supervisor detailing appropriate work performed by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.



## Range Statement

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.

***Characteristics*** may include:

- age
- skill level
- fitness
- emotional, physical and intellectual development
- existing injuries
- stage of development
- personality
- body type and composition.

***Needs and expectations*** may include:

- physical
- emotional
- motivational
- psychological.

***Participants*** may include:

- experienced or inexperienced
- adults
- children
- school or youth groups
- club or group members.

***Organisational policies and procedures*** may include:

- occupational health and safety
- collection and use of information
- privacy
- duty of care
- extent and limitations of responsibilities
- staff behaviour
- risk minimisation
- emergency procedures
- time constraints and scheduling requirements
- budget allocation
- hire of equipment.

***Relevant information*** may include:

- needs and expectations of organisation
- needs and expectations of participants
- numbers, ages and gender of participants
- previous experience and developmental stage of participants

***Intermediate unarmed self-defence program*** may include:

- available time
- special requirements
- staff, physical and financial resources
- suitable attire
- safe use of equipment
- occupational health and safety requirements
- safe and responsible behaviour
- emergency procedures.
- manoeuvres, techniques and methods
- grouping and progression of intermediate skills
- teaching methods
- exercises
- skills and strategies:
  - six basic locks
  - six movement lock flow
  - direct attack
  - indirect attack
  - timing
  - counter attack
  - mobile defence.

***Equipment and resources*** may include:

- jigsaw mats
- hand-held punching bags, kicking bags, focus mitts
- free-standing or structural types of striking or kicking equipment
- plastic training knives or other simulation equipment
- body guards, face guards and other forms of face and body protection equipment
- hand, shin, instep, forearm, groin, chest, elbow and knee guards.

***Relevant legislation*** may include:

- occupational health and safety
- privacy
- duty of care
- working with children
- equal opportunity.

***Teaching strategies*** may include:

- whole skill
- voice command and response
- reciprocal or peer tutoring
- feedback and refinement
- explanation

**Risks** may include:

- demonstration
- partner application.
- level of challenge and difficulty
- behaviour of other participants
- physical risks such as incorrect use of equipment
- inappropriate floor coverings
- movements or manoeuvres
- emotional risks such as conflict with others.

**Injury prevention strategies** may include:

- warm-up and or cool-down
- stretching for flexibility
- suitable footwear and clothing.

**Best practice principles of self-defence activities** may include:

- accepted preventative practice adopted throughout the self-defence or martial arts industry to minimise safety hazards or risks
- instructors' code of conduct developed by the peak bodies responsible for the teaching of self-defence
- national activity organisation regulations and guidelines
- national code of conduct for martial arts centres and instructors.

**Relevant stakeholders** may include:

- participants
- staff
- colleagues
- community organisations.

## **Unit Sector(s)**

Community Recreation

## **Competency Field**

Self-Defence