



**Australian Government**

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

# **SISSSAI301A Teach the basic tactics and strategies of sailing**

**Release: 2**

## **SISSSAI301A Teach the basic tactics and strategies of sailing**

### **Modification History**

Not Applicable

### **Unit Descriptor**

This unit describes the performance outcomes, skills and knowledge required to teach the basic tactics and strategies of sailing. This unit focuses on planning, conducting and evaluating drills, activities and games to develop the tactics and strategies of sailing to a basic level in a safe and sheltered in-shore location.

### **Application of the Unit**

This unit applies to individuals operating as sailing coaches at a local, regional or state level. This includes instructing, planning, conducting and evaluating training sessions and competitions. This also involves supervising practice sessions, preparing for competitions and completing post-competition analysis on performance.

### **Licensing/Regulatory Information**

Refer to Unit Descriptor

### **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.

1. Plan basic sailing sessions.

- 1.1. Establish ***participant's needs and characteristics***.
- 1.2. Assess participant's ***readiness*** and current knowledge of sailing in order to determine ***session aims and objectives***.
- 1.3. Develop a ***plan*** according to participant's needs and ***characteristics, relevant legislation, organisational policies and procedures*** and ***accepted best practice of sailing***.
- 1.4. Identify ***safety procedures*** associated with sailing ***drills, activities*** and ***games*** according to organisational policies and procedures.
- 1.5. Select and access suitable location, ***equipment*** and ***resources*** according to relevant legislation and organisational policies and procedures.
- 1.6. Access ***relevant sources*** to interpret detailed ***weather information*** and determine its impact on the session.

2. Brief participants

- 2.1. Communicate instructions and ***relevant information*** about the sailing session in a manner appropriate to participants.
- 2.2. Encourage participants to seek clarification, information and ***feedback*** as required during the session.
- 2.3. Inform participants of known and anticipated ***risks***, safety procedures, appropriate behaviour and sailing ***rules and regulations***.
- 2.4. Establish a suitable ***communication system*** to use while participating in drills, activities and games.

3. Conduct basic sailing sessions

- 3.1. Apply clear and accurate ***teaching and coaching techniques*** to impart ***required knowledge*** and the ***basic tactics and strategies of sailing***.
- 3.2. Advise procedures for dealing with emergency and

**ELEMENT****PERFORMANCE CRITERIA**

- non-routine situations according to organisational policies and procedures.
- 3.3. Monitor individual *participant's performance* and maintain effective communication during sailing drills, activities and games.
- 3.4. Provide positive encouragement and feedback to each participant throughout session and encourage feedback and questioning.
- 3.5. Observe participants during basic sailing drills, activities and games, and provide individual or group correction and *advice* as required.
4. Complete post-session responsibilities
- 4.1. Encourage participants to identify their personal progress and satisfaction with the session, and give feedback as required.
- 4.2. Inform participants of *opportunities* to further develop their sailing tactics and strategies.
- 4.3. Evaluate *relevant aspects* of session and determine the level of learning achieved.
- 4.4. Identify potential areas of improvement for future sailing sessions.

## 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 basic sailing session that meets their needs
  - convey information about the tactics and strategies used in sailing
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - plan a suitable sailing session according to participant's needs and characteristics
  - address participant difficulties in developing basic tactics and strategies
  - anticipate and respond appropriately to non-routine situations
- planning and organisational skills to:
  - source, allocate and coordinate resources, equipment and a suitable location
  - monitor and evaluate progress
  - organise participants into manageable groups for sailing drills, activities and games
- language and literacy skills to:
  - produce a plan for the basic sailing sessions
  - complete post-session participant and self-evaluations
  - give and receive feedback
- teaching and coaching techniques to suit a range of participant's needs, characteristics and learning styles
- numeracy skills to deliver drills, activities and games within session timeframes
- personal sailing skills to a high level of technical correctness to understand progressive skill acquisition, and to demonstrate, explain and break down tactics and strategies to participants
- first aid and emergency response skills appropriate to the location.

### Required knowledge

- legislation, organisational policies and procedures, and rules and regulations of sailing to enable safe and non-discriminatory conduct of sessions
- location-specific information to assist in the planning process and enable management of potential risks and any special restrictions applying to the location
- equipment types, characteristics and technology used for basic sailing
- teaching and coaching techniques and practices applicable to a range of ages and learning abilities
- characteristics of a range of physical abilities, fitness and motor performance to enable assessment of participant readiness
- basic tactics and strategies of sailing, and specific drills, activities and games that promote progressive skill acquisition in individuals and groups

- communication systems used between participants and coaches during sailing
- risks commonly associated with sailing, and methods of mitigating these risks
- emergency response and rescue procedures appropriate for sailing, to ensure risk minimisation to self and group.

## 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 delivers precise relevant information, explanations and demonstrations for sailing sessions to ensure activities are conducted safely according to participant's needs
- observes and monitors the progress of participants and provides constructive feedback and intervention to improve and develop the tactics and strategies of sailing to a basic level
- uses and modifies teaching and coaching techniques, drills, activities and games to cater for a range of individual learning styles
- evaluates and reflects on own coaching performance to identify strengths, weaknesses and areas that need improvement.

#### Context of and specific resources for assessment

Assessment must ensure conduct of safe sessions that reflect the needs and characteristics of a range of participants and are of sufficient duration and breadth to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- a safe and sheltered inshore location suitable for basic sailing
- a group of participants to participate in basic sailing sessions
- equipment such as a boat and accessories
- rules and policies, legislation and organisational policies and procedures that impact on the conduct of drills, activities and games.

#### 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:

- oral or written questioning to assess knowledge of relevant legislation, organisational policies and procedures, and rules and regulations of sailing to enable safe conduct of all drills, activities and games
- observation of safe coaching of basic sailing tactics

and strategies, and monitoring and adjusting instructional techniques according to participant's needs, characteristics and responses

- portfolio of session plans and self-evaluations
- third-party reports from a supervisor detailing performance.

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.

***Participant's needs and characteristics*** may include:

- age
- cultural factors
- situational factors
- previous experience
- fitness level
- knowledge of sailing tactics and strategies
- physical capabilities
- swimming skills
- injuries and illnesses.

***Readiness*** may include:

- fitness levels
- motor performance factors
- compatibility between participants
- psychological and emotional factors
- level of arousal which will enhance performance.

***Session aims and objectives*** may include:

- progressive skill acquisition
- self-improvement
- fitness targets.

***Plan*** may include:

- session aims and objectives
- date, time and duration
- location
- coach and participant ratios
- equipment and resources
- drills, activities and games
- food and water
- weather details
- participant information
- safety requirements.

***Relevant legislation*** may include:

- occupational health and safety (OHS)
- permits from authorities
- privacy
- working with children
- harassment-free sports policies
- environmental regulations.

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

- OHS
- conflict resolution
- communication protocols
- use, care and maintenance of equipment
- training and scheduling commitments
- code of ethics.

***Accepted best practice of sailing*** may include:

- group management in emergency situations
- symptoms, treatment and prevention of common sailing injuries and risks
- capsize and basic rescue procedures
- equipment checking and usage
- appropriate dress
- clear communication systems.

***Drills, activities*** may include:

- those described in Level 1 Coaching Manual
- basic tactic and strategic drills of sailing
- sequential progression to race situation.

***Games*** may include:

- modified competitions
- practice races.

***Equipment*** may include:

- boat and accessories
- communication equipment
- spray jacket
- personal flotation devices (PFD)
- personal clothing and footwear.

***Resources*** may include:

- stopwatch
- food and water
- first aid kit.

***Relevant sources*** may include:

- bureau of meteorology
- media.

***Weather information*** may include:

- satellite images
- daily and weekly forecasts
- maximum and minimum temperatures
- rainfall
- weather warnings
- high and low tides
- rips and bars
- wave height
- visibility.

***Relevant information*** may include:

- tactic and strategy focus
- equipment and resource requirements, selection and use
- safety and risk management procedures

- boat and general sailing terminology
  - communication systems
  - rules and regulations of sailing
  - responsible and safe behaviour
  - good sportsmanship.
- Feedback*** may include:
- information on participant progress
  - improvements needed
  - verbal, written or visual.
- Risks*** may include:
- sun, wind or rope burn
  - marine stingers
  - drowning
  - dehydration
  - hypothermia
  - injuries
  - capsize
  - exhaustion
  - collision
  - man over board
  - inappropriate behaviour or fighting.
- Rules and regulations*** may include:
- international rules of sailing
  - best practice codes of ethics
  - anti-doping policy
  - Australian Sports Commission Harassment-free Sport policy.
- Communication system*** may include:
- microphones
  - flags
  - whistles
  - bells
  - flares
  - radios
  - phones.
- Teaching and coaching techniques*** may include:
- demonstration
  - explanation
  - using correct sailing and boat terminology
  - single tactic or strategy focus
  - breaking down tactics and strategies into components
  - monitoring and observing progress
  - assessment and evaluation.
- Required knowledge*** may include:
- rules and regulations of sailing
  - sailing tactics and strategies in various conditions

***Basic tactics and strategies of sailing*** may include:

- basic biomechanical principles
- boat and general sailing terminology
- factors affecting skill acquisition
- safety and risk management
- equipment selection, use and maintenance
- communication systems used in sailing.
- starting techniques
- climatic influences
- upwind tactics
- downwind tactics
- racing tactics and strategies
- regatta strategies.

***Participant's performance*** may include:

- performance and accuracy of tactics and strategies
- attitude and behaviour
- use of appropriate sailing terminology and communication systems.

***Advice*** may include:

- how to adjust sails to maximise speed
- how to optimise angles of attack to reach turning marks as quickly as possible
- risks of maximising boat speed at the expense of reduced angles of attack.

***Opportunities*** may include:

- suitable sailing clubs in local area
- range of sailing equipment and technology available.

***Relevant aspects*** may include:

- effectiveness of the teaching and coaching session
- suitability of teaching and coaching methods
- feedback provided to or by participants
- initial and final assessment of participant's abilities
- validity and reliability of assessment and evaluation tools.

## Unit Sector(s)

Sport

## **Competency Field**

Sailing