



**Australian Government**

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

# **SISCDF301A Instruct the basic skills of unarmed self-defence**

**Release: 2**

## **SISCSDF301A Instruct the basic skills of unarmed self-defence**

### **Modification History**

Not Applicable

### **Unit Descriptor**

This unit describes the performance outcomes, skills and knowledge required to instruct basic unarmed self-defence skills against an opponent. This unit does not include self-defence against multiple attackers or armed attackers.

### **Application of the Unit**

This unit applies to those working as self-defence instructors working in a community recreation environment with responsibility for 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 unarmed self-defence program.</p>        | <p>2.1. Gather <i>relevant information</i> to plan a <i>basic 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 a 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 setup of equipment for self-defence sessions according to organisational policies and procedures.</p> |
| <p>3. Instruct the program.</p>                        | <p>3.1. Communicate instructions and relevant information in a manner suitable for the participants.</p> <p>3.2. Use appropriate methods of self-defence instruction to develop the basic 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 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 clients' execution of basic skills of unarmed self-defence and apply correction techniques to improve individual or group skills.
- 3.6. Monitor participants' progress against program aims and modify session as required.
- 3.7. Encourage participants to seek and provide feedback regarding their progress during the program according to organisational policies and procedures.
- 3.8. Implement injury prevention strategies 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 basic skills of unarmed self-defence within the specific self-defence system using appropriate communication strategies.
- 4.3. Monitor assistants during instruction of basic skills of unarmed self-defence 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 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 self-defence program
- problem-solving skills to:
  - plan self-defence programs 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 programs 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 programs for 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 and demonstration of injury prevention strategies

### Required knowledge

- relevant legislation to enable safe and non-discriminatory conduct of the self-defence program
- principles of community development to enable inclusive client-centred practices
- health and other factors affecting ability to participate in self-defence classes, to enable design of safe and effective self-defence movements and techniques
- organisational policies and procedures regarding the planning and conduct of an unarmed self-defence program such as those related to appropriate use of equipment and venues
- biomechanics associated with the unarmed self-defence skills of the particular self-defence system being taught to enable safe and effective instruction
- 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
- manoeuvres, techniques and methods of the self-defence system being taught to enable accurate demonstration and correction of skills
- risk analysis processes to enable assessment of the potential impact of planned

techniques and manoeuvres on participant safety

- self-defence principles, strategies, teaching methods and factors that affect skills acquisition, to promote effective skills development and confidence
- factors affecting group dynamics and conflict resolution strategies to enable constructive engagement of participants
- equipment testing and checking techniques to enable safe use of all equipment
- evaluation processes to enable improvements to be made to the program
- fundamental principles of technique analysis to enable accurate and prompt corrections to technique
- physiology and psychology of pain and danger to enable an appropriate response

## 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:

- carries out community self-defence instruction professionally and safely, in a non-discriminatory manner using a client-centred approach and appropriate communication strategies to encourage participation and interaction
- uses knowledge of self-defence systems, techniques and manoeuvres to plan and conduct unarmed self-defence programs in response to the needs and capabilities of participants
- uses teaching methods and strategies that are safe, supportive, encouraging and non-threatening; monitors the progress of participants and makes adjustments in response to changing situations
- coordinates and allocates program resources to optimise their use by participants
- 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
- provides positive feedback to encourage motivation and self development
- 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 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 to undertake an unarmed self-defence program
- an environment or facility appropriate and safe for the conduct of unarmed self-defence sessions
- equipment and resources required for the delivery of the program including assistants and equipment

- documentation such as program plans, forms relating to equipment checks and documentation relating to equipment damage
- relevant legislation and organisational policies and procedures in relation 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 biomechanical principles as they apply to the self-defence techniques and manoeuvres being instructed
- portfolio containing evidence of 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, for example:

- SISCCRD301A Facilitate community development through recreational activities.



## 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
- risk minimisation
- privacy
- duty of care
- extent and limitations of responsibilities
- staff behaviour
- 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
- available time
- staff, physical and financial resources

- suitable attire
  - safe use of equipment
  - safe and responsible behaviour
  - emergency procedures.
- Basic unarmed self-defence program*** may include:
- manoeuvres, techniques and methods
  - grouping and progression of fundamental skills
  - teaching methods
  - exercises
  - basic skills.
- 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
  - sexual harassment.
- Teaching strategies*** may include:
- whole skill
  - voice command and response
  - reciprocal or peer tutoring
  - feedback and refinement
  - explanation
  - demonstration
  - partner application.
- Risks*** may include:
- level of challenge and difficulty
  - behaviour of other participants
  - incorrect use of equipment
  - inappropriate floor coverings
  - conflict with others.
- Injury prevention strategies*** may include:
- warm-up, cool-down
  - stretching for flexibility
  - suitable footwear and clothing.

***Best practice principles*** may include:

- accepted preventative practice adopted throughout the self-defence or martial arts industry to minimise safety hazards or risks
- instructors' code of conduct policies 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
- parents or caregivers
- colleagues
- community organisations.

## **Unit Sector(s)**

Community Recreation

## **Competency Field**

Self-Defence