



Australian Government

Department of Education, Employment and Workplace Relations

SISSCGP303A Coach junior players to develop fundamental perceptual motor skills

Release: 2

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Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop fundamental perceptual motor skills of junior sports players as a precursor to sports coaching.

Application of the Unit

This unit applies to those conducting coaching activities suited to junior sports players in a variety of sports.

Licensing/Regulatory Information

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

Pre-Requisites

SISSCGP201A Apply legal and ethical coaching practices

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. Design a program to develop fundamental perceptual motor skills.

- 1.1. Assess ***readiness*** of junior players to inform the design of appropriate session plans.
- 1.2. Identify and assess ***constraints*** and ***risks*** associated with delivering the training session according to ***relevant legislation*** and ***organisational policies and procedures***.
- 1.3. Identify and confirm ***resources*** and specific learner support requirements for the training.
- 1.4. Develop delivery methods and practice schedules that are appropriate to learning a physical skill and to the needs of young players.

2. Deliver program.

- 2.1. Select ***coaching methods*** that are appropriate to the needs of junior players and to development of physical skills.
- 2.2. Match coaching methods to ***junior player characteristics***.
- 2.3. Present, sequence and pace information according to the needs of junior players and the session timeframes.
- 2.4. Apply ***presentations*** and clear ***communication methods*** that are suited to the learning needs of junior players.
- 2.5. Observe and monitor progress and adjust activities where required according to organisational policies and procedures.
- 2.6. Devise skill development progression and regression activities according to the needs of individuals and groups.
- 2.7. Evaluate coaching program, acquired learning and personal performance to identify opportunities for improvement.

Required Skills and Knowledge

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

Required skills

- planning and organising skills to:
 - design a program with safe activities that stimulate young learners to develop fundamental perceptual motor skills
 - identify potential constraints and risks
 - confirm resource requirements
- communication and interpersonal skills to:
 - present and pace presentations according to characteristics of junior players
 - use age-appropriate terminology to support coaching
- problem-solving skills to:
 - recognise and accommodate the needs of individual learners of different age groups and ability levels
 - maintain engagement and enthusiasm of young learners
 - apply techniques to manage inappropriate behaviour
- numeracy skills to support effective time management to deliver coaching activities within timeframes
- self management skills to:
 - reflect on personal coaching style
 - identify opportunities for improvement.

Required knowledge

- legislation and organisational policies and procedures to enable safe and appropriate conduct of all coaching activities
- perceptual motor skills required to play a selected sport
- physical, psychological and social characteristics of children and related stages for learning and coaching activities to enable the development of appropriate program
- learning principles and delivery methods appropriate to developing fundamental perceptual motor skills of junior learners
- skill development progression and regression activities suited to individuals and groups
- coaching techniques and methods of maintaining focus and engagement of learners
- behaviours and abilities of learners which may indicate learner difficulties
- session design and techniques for the recognition and resolution of inappropriate behaviours
- sport-specific equipment and resource requirements.

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:

- selects and delivers learning activities to develop fundamental perceptual motor skills and applies strategies to maintain engagement and enthusiasm of young players
- monitors learning progress of players and modifies activities accordingly
- assesses constraints and risks associated with the program and structures sessions to provide appropriate skill progression and regression to suit style of learning
- delivers safe coaching according to organisational policies and procedures, relevant legislation and codes of conduct.

Context of and specific resources for assessment

Assessment must ensure design and delivery of fundamental perceptual motor skill development programs relevant to the candidate's current or intended coaching role that are of sufficient breadth to demonstrate competency and consistency of performance. Assessment must also ensure access to:

- a facility where the sport-specific range of coaching activities can be conducted
- junior players, generally aged 4-6 years
- equipment appropriate for the specific sport.

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 interacting with junior sports players to foster a positive learning environment
- observation of delivering, monitoring and adjusting effective coaching sessions
- written or oral questioning to assess knowledge of the characteristics of young learners and fundamental perceptual motor skills of the specific sport
- portfolio of program plan and self evaluations.

Holistic assessment with other units relevant to the

industry sector, workplace and job role is recommended, for example:

- SISSCGP305A Plan coaching programs for junior sports players
- SISSCGP201A Apply legal and ethical coaching practices.

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.

Readiness may include:

- growth rates
- developmental stages
- heat tolerance and hydration
- physical ability
- social characteristics
- attention spans.

Constraints may include:

- access to industry experts, sporting facilities and equipment
- access to practice opportunities
- budget and time requirements
- numbers and groupings of players.

Risks may include:

- inappropriate facilities and or equipment
- inadequate equipment or resources
- inappropriate coaching methods.

Relevant legislation may include:

- occupational health and safety
- working with children
- duty of care
- mandatory reporting
- negligence
- waivers and exclusion clauses
- privacy.

Organisational policies and procedures may include:

- occupational health and safety
- use and maintenance of equipment and resources
- time and budget requirements
- behaviour management
- code of ethics.

Resources may include:

- specific facilities and venues
- accessibility and availability of appropriate equipment and technology.

Coaching methods may include:

- explanation and demonstration
- drills, games and other activities
- structured practice opportunities
- behaviour management

Junior player characteristics may include:

- progressive and regressive skill development activities
- guided discovery approaches.
- age and maturity
- stage of physical and psychological development and ability
- preferred learning styles
- level of prior experience.

Presentations may include:

- active involvement of learners
- generate interest and enthusiasm
- inclusive instructional practices for learners with different learning needs
- appropriate to the learning styles and preferences of individuals and groups
- opportunities for participant ownership of the activity.

Communication methods may include:

- tone and level of voice
- terminology and language
- verbal and body language
- critical listening and questioning
- constructive and supportive feedback.

Unit Sector(s)

Sport

Competency Field

Coaching General Principles