



Australian Government

SISSTNS307 Coach red stage tennis players

Release: 1

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Modification History

The release details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Release	Comments
1	New unit.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to coach red stage junior tennis players to perform basic tennis skills and apply tactics.

Tennis Australia governs the sport of Tennis in Australia through its affiliated network of member associations.

Application of the Unit

This unit applies to those working as tennis coaches in clubs and centres under the supervision of a program coordinator. This may include those responsible for the planning and delivery of tennis activities for red stage junior tennis players. Red stage players are aged 5-6+ years who are being introduced to the sport of tennis.

Licensing/Regulatory Information

Tennis Australia has specific training and assessment requirements for the industry accreditation of coaches. Those developing training and assessment to support this unit should undertake consultation with Tennis Australia, to determine any specific arrangements for courses, trainers and assessors which will facilitate RPL for individuals to achieve Tennis Australia coach member status as a Junior Development Coach.

Pre-Requisites

SISSSCO101 Develop and update knowledge of 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.

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|--|--|
| <p>1. Plan session for red stage players.</p> | <p>1.1 Assess <i>developmental readiness</i> of players to plan tailored session.</p> <p>1.2 Identify the <i>basic tennis skills</i> and <i>basic tactics</i> to be developed.</p> <p>1.3 Identify <i>fundamental aspects of stroke production</i> to be developed.</p> <p>1.4 Determine session <i>objectives</i>.</p> <p>1.5 Select an <i>organisational layout</i> to support maximum participation of players.</p> <p>1.6 Develop and document a <i>plan</i> to meet player needs.</p> <p>1.7 Identify risks and incorporate <i>safety procedures</i> to manage the risks associated with activities including <i>relevant legislation</i> and <i>organisational policies and procedures</i>.</p> <p>1.8 Access and select location, equipment and resources and check to ensure safety and suitability.</p> |
| <p>2. Coach red stage tennis players to perform basic tennis skills and apply tactics.</p> | <p>2.1 Communicate instructions in a manner understandable to players.</p> <p>2.2 Conduct warm-up activities for players.</p> <p>2.3 Demonstrate and explain basic tennis skills.</p> <p>2.4 Demonstrate and explain basic tactics.</p> <p>2.5 Provide opportunities for players to practice basic tennis skills and apply basic tactics.</p> <p>2.6 Use appropriate <i>coaching approaches</i> and <i>coaching style</i>.</p> <p>2.7 Maintain effective communication during activities.</p> <p>2.8 Observe and monitor player progress and <i>modify</i> activities if required to ensure players are appropriately challenged.</p> |
| <p>3. Analyse and correct basic tennis skills and tactics.</p> | <p>3.1 Analyse individual and group performance and provide appropriate corrective strategies.</p> <p>3.2 Identify if source of error is technical, tactical or physical in nature.</p> <p>3.3 Provide progression and regression activities to correct basic tennis skills and tactics of individuals and group.</p> |

- 3.4 Provide specific constructive feedback for players to improve basic tennis skills and tactics.
- 4. Review coaching session.
 - 4.1 Provide opportunities for players to identify personal progress and satisfaction with the session, and encourage feedback and questioning.
 - 4.2 Evaluate activities based on feedback from program coordinator, players, parents and personal reflection.
 - 4.3 Review own performance and identify potential improvements.
 - 4.4 Incorporate modifications into future session plans.

Required Skills and Knowledge

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

Required skills

- communication and interpersonal skills to:
 - interact with players and parents
 - explain and demonstrate basic tennis skills and tactics
 - provide instructions and demonstrations for red stage activities
 - provide feedback to players
- observation skills to:
 - identify learning needs
 - identify developmental readiness of players
 - analyse movement, basic tennis and tactical skills of players
 - monitor individual and group progress
- personal basic tennis skills and tactics to a high level of technical correctness to:
 - plan progressive skill acquisition
 - demonstrate and explain basic tennis skills and tactics for red stage players
 - feed ball for red stage players
- problem-solving skills to:
 - recognise and accommodate the needs of individual learners of different age groups and ability levels
 - select appropriate corrective strategies
 - modify coaching session to improve skills and tactical knowledge of players
- numeracy skills to support effective time management to deliver coaching activities within timeframes
- literacy skills to develop a session plan
- analytical skills to evaluate performance of players
- coaching approaches and coaching styles to suit a range of player's needs, characteristics and learning styles
- set up a red court with drop down lines and modified net.

Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all activities
- physical, social and psychological needs of red stage tennis players to plan developmentally appropriate activities
- competencies for red stage players
- technical fundamentals of basic tennis strokes for red stage players
- tactical fundamentals for red stage players
- progressions and regressions for technical and tactical skills
- common tactical, technical and physical errors and related correction strategies or

activities for red stage players

- modified equipment and resource requirements for red stage players.

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 ability to:

- demonstrate tennis skills to support explanation of basic tennis skills and tactics
- use and modify coaching approaches, coaching styles and activities to cater for a range of individual learning styles
- observe and monitor player progress and modify activities if required to ensure players are appropriately challenged
- analyse player performance and determine appropriate corrective strategies
- structure sessions to provide maximum opportunities for appropriate skill development for individuals and groups
- evaluate and reflect on own coaching performance to identify areas that need improvement
- comply with legislation and organisation policies and procedures during planning and delivery of activities to red stage tennis players.

Context of and specific resources for assessment

Assessment must ensure:

- coaching of multiple sessions for red stage junior players that are of sufficient duration and breadth to demonstrate competency and consistency of performance.

Assessment must also include access to:

- groups of players to take part in red stage tennis activities
- a tennis venue with courts suitable for the conduct of tennis activities (red courts)
- equipment for red stage tennis activities (red low compression balls).

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 explaining and demonstrating basic tennis skills, tactics and activities for red stage

players

- observation of monitoring player development of skills and tactics and modifying activities where required
- oral or written questioning to assess knowledge of the player competencies, technical and tactical fundamentals for red stage players
- oral or written questioning to assess knowledge of the application of legislation and organisational policies and procedures required to maintain player safety
- third-party reports from a supervisor or leader detailing performance
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

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

- SISSSCO303 Plan and deliver coaching programs
- SISSTNS205 Interpret and apply the rules and regulations of tennis
- SISSTNS308 Coach orange stage tennis players
- SISSTNS309 Coach green stage tennis players.

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 individual, accessibility of the item, and local industry and regional contexts) may also be included.

Developmental

readiness may include:

- gender
- age
- ability
- personality
- stage of learning
- previous tennis experience
- developmental characteristics (e.g. physical, cognitive, psychological, social).

Basic tennis skills may include:

- movement
- modified serve
- return of serve
- forehand groundstroke
- backhand groundstroke
- volley
- cooperative and competitive rally.

Basic tactics may include:

- consistency
- accuracy.

Fundamental aspects of stroke production may include:

- grip
- stance
- footwork
- initial preparation
- swing pattern
- contact
- follow through.

Objectives may include:

- cognitive
- psychomotor
- affective
- social.

Organisational layout may include:

- set-up of activities on court
- position of players and coach
- role of coach (feeding, roaming, rallying)
- type of activity (whole group, partner, station or combination).

Plan may include:

- session plan
- session objectives

- date, time and duration
 - coach and player roles
 - resources required
 - equipment required
 - activities.
- Safety procedures*** may include:
- court set up
 - prevention, symptoms and first aid treatment of common tennis injuries
 - sunsmart procedures
 - equipment checking and usage
 - court safety
 - safe and clear communication systems.
- Activities*** may involve:
- warm-ups and cool downs
 - fundamental motor skills
 - progressive skill acquisition
 - whole or part skill drills
 - technique-centred drills
 - game-centred rallies
 - whole group
 - station work
 - partner
 - coach
 - cooperation
 - competition.
- Relevant legislation*** may include:
- Occupational Health and Safety (OHS) or Work Health and Safety (WHS)
 - working with children
 - equal opportunity
 - privacy
 - environmental regulations.
- Organisational policies and procedures*** may include:
- work health and safety
 - risk management
 - communication protocols
 - supervision requirements
 - use and maintenance of equipment and procedures
 - first aid procedures
 - code of ethics or behaviour.
- Coaching approaches*** may include:
- on continuum from technique-centred to game-centred
 - combination of technique centred and game-centred.
- Coaching style*** may include:
- direct (i.e. coach makes most of the decisions and learner makes limited decisions, such as command)

Modify may include:

- indirect (i.e. learner makes most of the decisions and coach makes limited decisions, such as discovery).
- regress activities by simplifying equipment or environment (smaller racquet, low compression balls, reduce playing space); break down skill into parts and progressively add more parts; reduce decision-making related to tactical outcomes
- progress activities by changing equipment or environment (change ball, increase playing space); encourage use of whole skill; increase decision-making related to tactical outcomes.

Unit Sector(s)

Sport

Competency Field

Tennis