



Australian Government

SISSTNS308 Coach orange 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 orange stage junior tennis players to perform tennis skills and 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 orange stage junior tennis players. Orange stage players are aged 7-8+ years and are playing local intra-club competition.

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

SISSTNS307 Coach red stage tennis players

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 sessions for orange stage players.</p> | <p>1.1 Identify <i>developmental readiness</i> of players to plan tailored session.</p> <p>1.2 Identify the <i>tennis skills</i> and <i>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 <i>activities</i> 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 orange stage players to perform tennis skills and apply tactics.</p> | <p>2.1 Communicate instructions clearly to players.</p> <p>2.2 Conduct warm-up activities for players.</p> <p>2.3 Demonstrate and explain tennis skills.</p> <p>2.4 Demonstrate and explain tactics.</p> <p>2.5 Provide opportunities for players to practice tennis skills and apply tactics.</p> <p>2.6 Use appropriate <i>coaching approaches</i> and <i>coaching style</i>.</p> <p>2.7 Maintain <i>effective communication</i> 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 tennis skills and tactics for orange stage players.</p> | <p>3.1 Analyse individual and group performance and provide appropriate corrective strategies.</p> <p>3.2 Identify if source of the error is technical, tactical or physical in nature.</p> <p>3.3 Provide progression and regression activities to correct tennis skills and tactics of individuals and group.</p> <p>3.4 Provide specific constructive feedback for players to improve</p> |

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.

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 tennis skills and tactics for orange stage players
 - provide instructions for orange stage activities
 - provide feedback to players
- observation skills to:
 - identify learning needs
 - identify developmental readiness of players
 - analyse movement, 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 tennis skills and tactics for orange stage players
 - feed ball for orange 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 an orange court with drop down lines and lower net.

Required knowledge

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

activities for orange stage players

- modified equipment and resource requirements for orange 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:

- plan and deliver multiple sessions for orange stage tennis players in accordance with organisation policies and procedures
- demonstrate skills to support explanation of 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.

Context of and specific resources for assessment

Assessment must ensure:

- coaching of multiple sessions for orange 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 orange stage tennis activities
- a tennis venue with courts suitable for the conduct of tennis activities (i.e., orange courts)
- equipment for orange stage tennis activities (i.e. orange 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 tennis skills, tactics and activities for orange stage players

- observation of monitoring player's 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 orange stage players
- portfolio of session plans for orange 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.

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).

Tennis skills may

include:

- movement
- serve
- return of serve
- forehand groundstroke (topspin)
- backhand groundstroke
- approach shot
- volley
- overhead
- cooperative and competitive rally.

Tactics may include:

- consistency
- accuracy
- know the zone of the court
- directional change
- ball control (height, direction, distance).

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

- Plan*** may include:
- role of coach (feeding, roaming, rallying)
 - type of activity (whole group, partner, station or combination).
 - 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
 - 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***
- on continuum from technique-centred to game-centred
 - combination of technique centred and game-centred.

may include:

Coaching style may include:

- direct (i.e. coach makes most of the decisions and learner makes limited decisions, such as command)
- indirect (i.e. learner makes most of the decisions and coach makes limited decisions, such as discovery).

Effective communication may include:

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

Modify may include:

- 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