



Australian Government

SISSTPB201A Teach fundamental tenpin bowling skills

Release: 3

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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 |
|---------|--|
| 3 | Update to Guidance information for assessment. |

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach the fundamental skills of tenpin bowling. This unit focuses on planning, conducting and evaluating drills, activities and games to develop the skills of tenpin bowling to a fundamental level.

Application of the Unit

This unit applies to those operating as assistant tenpin bowling coaches.

Licensing/Regulatory Information

No licensing, 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.

1. Plan fundamental tenpin bowling session or sessions.

- 1.1. Establish *participant's needs and characteristics*.
- 1.2. Assess participant's *readiness* and current knowledge of tenpin bowling 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 tenpin bowling*.
- 1.4. Identify *safety procedures* associated with tenpin bowling *drills, activities and games* according to organisational policies and procedures.
- 1.5. Select and access facility, *equipment* and *resources* according to organisational policies and procedures.

2. Brief participants.

- 2.1. Communicate instructions and relevant information about the tenpin bowling 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 fundamental tenpin bowling rules and regulations.
- 2.4. Establish a suitable communication system to use while participating in drills, activities and games.

3. Conduct fundamental tenpin bowling session or sessions.

- 3.1. Apply clear and accurate *teaching and coaching techniques* to impart *required knowledge* and the requirements of the *fundamental skills of tenpin bowling* to be developed.
- 3.2. Advise procedures for dealing with emergency and non-routine situations according to organisational policies and procedures.
- 3.3. Conduct warm-up and *introductory activities* for

ELEMENT**PERFORMANCE CRITERIA**

- participants to reduce the risk of injury.
- 3.4. Monitor individual *participant's performance* and maintain effective communication during drills, activities and games.
- 3.5. Allow time for cooling down at the end of the session and inform participants of opportunities to further develop their skills.
4. Complete post session responsibilities.
- 4.1. Provide opportunities for participants to identify their personal progress and satisfaction with the session and give feedback as required.
- 4.2. Evaluate *relevant aspects* of session and determine the level of learning achieved.
- 4.3. Identify potential areas of improvement for future fundamental tenpin bowling 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 fundamental tenpin bowling sessions that meet their needs
 - convey information about the safety aspects of the session
 - interact with participants to create a safe and positive environment
- problem-solving skills to:
 - plan suitable fundamental tenpin bowling sessions according to participant's needs and characteristics
 - address participant difficulties in developing skills and techniques
 - anticipate and respond appropriately to non routine situations
- planning and organisational skills to:
 - source, allocate and coordinate resources, equipment and a suitable facility
 - monitor and evaluate progress
 - organise participants into manageable groups for fundamental tenpin bowling drills, activities and games
- language and literacy skills to:
 - produce a plan for the sessions
 - complete post-session participant and self-evaluations
 - give and receive feedback
 - apply for permission to use a suitable facility as required
- teaching and coaching techniques to suit a range of participant's needs, characteristics and learning styles
- numeracy skills to support effective time management to deliver drills, activities and games within session timeframes
- personal fundamental tenpin bowling skills to a high level of technical correctness to:
 - understand progressive skill acquisition
 - demonstrate, explain and break down skills and techniques to participants
- first aid and emergency response skills appropriate to the facility.

Required knowledge

- legislation, organisational policies and procedures, accepted best practices, and rules and regulations of tenpin bowling to enable safe and non-discriminatory conduct of sessions
- facility-specific information to assist in the planning process and enable management of potential risks, and any special restrictions applying to the facility
- equipment and resources used to teach and develop fundamental skills of tenpin bowling

- teaching and coaching techniques and practices applicable to a range of ages and learning abilities
- biomechanical principles related to tenpin bowling to minimise risk and prevent injury in the application of fundamental tenpin bowling skills
- characteristics of a range of physical abilities, fitness and motor performance to enable assessment of participant readiness
- fundamental skills of tenpin bowling and specific drills, activities and games that promote progressive skill acquisition in individuals and groups
- communication systems used between participants, coaches, referees and support staff during tenpin bowling
- risks commonly associated with fundamental level tenpin bowling, and methods of mitigating these risks
- emergency response and safety procedures appropriate for tenpin bowling, 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 information, explanations and demonstrations for tenpin bowling sessions to ensure activities are conducted safely according to participant's needs and characteristics
- observes and monitors the progress of participants and provides constructive feedback and intervention to improve and develop the fundamental skills of tenpin bowling
- uses and modifies teaching and coaching techniques and 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 drills, activities and games 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 sufficient tenpin bowling facility with space and lanes for at least 10 participants
- a group of participants at the beginner level to take part in sessions and games
- equipment such as bowling shoes, a variety of bowling balls, bowling lanes, pins, lane markers and coloured tape
- teaching resources and information regarding participants and facility to accurately plan, coach and document fundamental tenpin bowling sessions for a variety of participants
- current relevant legislation, organisational policies

and procedures, and rules and regulations of tenpin bowling that impact on the conduct of fundamental 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:

- observation of planning processes, such as consulting with participants to determine their needs and characteristics
- oral or written questioning to assess knowledge of relevant legislation, organisational policies and procedures, and rules and regulations of tenpin bowling to enable safe conduct of all drills, activities and games during the sessions
- observation of safe coaching of fundamental tenpin bowling skills, 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
- physical capabilities
- injuries and illnesses.

Readiness may include:

- fitness levels
- motor performance factors
- compatibility between participants in game situations
- level of arousal which will enhance performance.

Session's aims and objectives may include:

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

Plan may include:

- session's aims and objectives
- date, time and duration
- tenpin bowling facility
- coach and participant ratios
- equipment and resources
- drills, activities and games
- participant information
- safety requirements.

Relevant legislation may include:

- occupational health and safety
- authority or permission from local council or tenpin bowling clubs
- privacy
- working with children.

Organisational policies and procedures may include:

- occupational health and safety
- conflict resolution
- communication protocols
- use, care and maintenance of equipment
- training and scheduling commitments

Accepted best practice of tenpin bowling may include:

- code of ethics.
- guiding principles for nationally recognised programs
- coaches code of conduct policy
- safety considerations for bowlers
- sport program management and technical regulations.

Safety procedures may include:

- group management in emergency situations
- prevention of common tenpin bowling injuries
- clear communication systems and explanations of all requirements
- assessing bowling conditions and equipment
- adequately preparing bowlers for session
- ensuring participant's shoes and dress is safe and appropriate for bowling.

Drills, activities and games may include:

- a sequential progression of fundamental skills
- breaking down skills
- modified games
- modifying strategies for ***bowlers with a disability***.

Equipment may include:

- bowling shoes
- variety of bowling balls
- pins
- lane markers
- coloured tape.

Resources may include:

- Tenpin Bowling Australia coaching manual and resources
- accreditation or technical resources and information
- first aid kit
- score sheets or boards.

Risks may include:

- injuries
- falling or slipping
- incorrect weight of ball for participant
- hazardous objects on the ground
- inappropriate behaviour or fighting.

Teaching and coaching techniques may include:

- demonstration
- explanation
- progressing through and linking skills
- whole and part approaches
- shaping and modelling approaches
- reciprocal or peer tutoring

- Required knowledge*** may include:
- assessment and evaluation.
 - rules and regulations of tenpin bowling
 - fundamental tenpin bowling skills
 - biomechanical principles
 - factors affecting skill acquisition
 - safety and risk management
 - equipment selection, use and maintenance.
- Fundamental skills of tenpin bowling*** may include:
- balance
 - approach
 - release
 - four step delivery.
- Introductory activities*** may include:
- correct weight of ball for bowler
 - correct fit of ball for bowler
 - centre rules and etiquette.
- Participant's performance*** may include:
- use of appropriate communication systems
 - adequate participation
 - performance and accuracy of skills
 - attitude and behaviour.
- 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

Tenpin Bowling