



Australian Government

SISSATH201A Teach the fundamental skills of athletics

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 athletics. This unit focuses on planning, conducting and evaluating drills, activities and games to develop the fundamental skills of athletics.

Application of the Unit

This unit applies to current or aspiring athletics coaches who may assist more senior coaches in the planning and implementation of drills, activities and games at a local level.

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 athletics session or sessions

- 1.1. Establish ***participant's needs and characteristics***.
- 1.2. Assess participant's ***readiness*** and current knowledge of athletics in order to determine ***session's 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 athletics***.
- 1.4. Identify ***safety procedures*** associated with athletics ***drills, activities*** and ***games*** according to organisational policies and procedures.
- 1.5. Select and access ***athletics facility, equipment*** and ***resources*** according to organisational policies and procedures, and check to ensure safety and suitability.

2. Brief participants.

- 2.1. Communicate instructions and relevant information about the athletics session in a manner appropriate to the 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 and appropriate behaviour.
- 2.4. Establish a suitable ***communication system*** appropriate to the age and level of the participants.

3. Conduct athletics session or sessions

- 3.1. Apply clear and accurate ***teaching and coaching techniques*** to impart and develop ***required knowledge, fundamental skills of athletics and physical fitness***.
- 3.2. Advise procedures for dealing with emergency and non-routine situations according to organisational policies and procedures.

ELEMENT**PERFORMANCE CRITERIA**

- 3.3. Conduct warm-up and or introductory activities for participants to reduce the risk of injury.
 - 3.4. Monitor individual ***participant's performance*** and maintain effective communication throughout athletics drills, activities and games.
 - 3.5. Observe participants during athletics drills, activities and games, and adjust or refine individual and or group technique as required.
 - 3.6. Allow time for cooling down at the end of the session and inform participants of opportunities to further develop their athletics 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 the athletics session and determine the level of learning achieved.
 - 4.3. Identify potential areas of improvement for future athletics 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 athletics 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 athletics sessions according to participant's needs and characteristics
 - address participant difficulties in developing fundamental skills
 - recognise participant's readiness to progress to the next level of skill development
 - anticipate and respond appropriately to non-routine situations
- planning and organisational skills to:
 - source, allocate and coordinate resources and equipment
 - monitor and evaluate progress
 - organise participants into manageable groups for athletics drills, activities and games
- language and literacy skills to:
 - produce a plan for the athletics session or sessions
 - complete post session participant and self evaluations
- numeracy skills to:
 - support effective time management to deliver drills, activities and games within session timeframes
 - measure and record distances and times
- personal athletic skills to a high level of technical correctness to:
 - understand progressive skill acquisition
 - demonstrate, explain and break down fundamental skills to participants
 - identify the physical preparation required to improve individual skill performance
- first aid and emergency response skills appropriate to the facility to enable initial response in emergencies while teaching athletics.

Required knowledge

- legislation, organisational policies and procedures and accepted best practice of athletics to ensure safe and non-discriminatory conduct of session or sessions
- site-specific information to assist in the planning process and enable management of potential risks and any special restrictions applying to the location or facility
- equipment types, characteristics and set up for athletics drills, activities and games

- teaching and coaching techniques and practices applicable to a range of ages, learning abilities, physical abilities, disabilities and impairments, fitness and motor performance to ensure readiness of participants
- fundamental athletic skills to plan specific drills, activities and games that promote skill acquisition in individuals and group
- communication systems used in athletics to ensure safety of participants
- risks commonly associated with athletics, and methods of mitigating these risks
- emergency response and safety procedures appropriate for athletics, 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 precise relevant information, explanations and demonstrations for athletics session or sessions to ensure activities are conducted safely, according to participant's needs and characteristics
- observes and monitors participants to identify the physical preparation required to improve fundamental skills of athletics and to recognise participant's readiness to progress to the next level
- modifies teaching and coaching techniques, drills, activities and games to cater for a range of individual learning styles and provides constructive feedback and intervention to develop the fundamental skills of athletics
- 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 the conduct of safe athletics 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:

- suitable open space for the conduction of athletics drills, activities and games
- a group of participants to take part in the athletics session or sessions
- equipment suitable for running, jumping and throwing drills, activities and games such as hurdles, long and triple jump pits, high jump bed, bar and stands, discuses and shot puts
- resources and information regarding participants and location to accurately plan, coach and document fundamental athletics sessions for a variety of participants
- relevant legislation, organisational policies and procedures, and accepted best practice of athletics 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 analysing participants to determine their needs and characteristics, and implementing, monitoring and adjusting safe athletics coaching sessions
- oral or written questioning to assess knowledge of relevant legislation, organisational policies and procedures, and ***accepted best practice of athletics*** to enable safe conduct of all drills, activities and games during the session or sessions
- 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, for example:

- SISSSCO101 Develop and update knowledge of 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.

Participant's needs and characteristics may include:

- age
- cultural and situational factors
- previous experience
- fitness level and physical capabilities
- basic athletics skills and knowledge
- injuries and illnesses.

Readiness may include:

- level of fitness
- motor performance factors
- level of arousal which will enhance performance
- positive approach to enjoyment and performance.

Session's aims and objectives may include:

- fundamental skill acquisition
- physical fitness targets
- building on existing skills.

Plan may include:

- session's aims and objectives
- date, time and duration
- location or facility
- equipment and resources
- drills, activities and games
- safety requirements.

Relevant legislation may include:

- occupational health and safety
- equal opportunity
- privacy
- working with children
- harassment-free sports policies.

Organisational policies and procedures may include:

- occupational health and safety
- conflict resolution
- communication protocols
- permissions and authorities
- use and maintenance of equipment
- risk management procedures
- time and budget constraints
- coach and participant ratios

- code of ethics.
 - safety considerations for program content
 - guiding principles for nationally recognised programs
 - the athletics coaches code of conduct policy
 - sport program management and technical regulations.
- Accepted best practice of athletics*** may include:
- Safety procedures*** may include:
- group management in emergency situations
 - assessment of the conditions and external influences
 - rules and safety requirements of running, jumping and throwing activities
 - adequate supervision at all times
 - clear communication systems.
- Drills, activities*** may include:
- skills focused
 - fitness focused.
- Games*** may include:
- modified athletics games or disciplines
 - linking and practicing skills learnt during drills and activities.
- Athletics facility may include:***
- athletics clubs or facilities
 - sports reserves or ovals.
- Equipment*** may include:
- junior reverse board
 - team-tumble mat
 - folding hurdles
 - high stepper
 - high jump bed, bar, stands.
- Resources may include:***
- Team Athletes coaching manual
 - accreditation or technical resources and information
 - audio visual equipment.
- Feedback*** may include:
- information on participant progress
 - improvements needed
 - verbal or written or visual.
- Risks*** may include:
- injuries
 - illness
 - collisions and falls
 - damaged or faulty equipment
 - hazardous objects on the ground
 - inappropriate behaviour.
- Communication system*** may include:
- verbal and non verbal communication
 - white-board presentations.

Teaching and coaching techniques may include:

- repetition
- systemisation
- gradual loading
- circuits
- partner work
- sequential progressions of skill or skills.

Required knowledge may include:

- skills focus of session
- safety and risk management
- equipment selection, use and maintenance
- communication systems.

Fundamental skills of athletics may include:

- running
- jumping
- throwing.

Physical fitness may include:

- strength
- flexibility
- endurance
- speed
- power.

Participant's performance may include:

- participation and determination
- performance and accuracy of fundamental skills
- attitude and behaviour
- ability to link and perform the fundamental skills of athletics.

Relevant aspects may include:

- effectiveness of the teaching and coaching session
- suitability of teaching and coaching methods
- initial and final assessment of participant's abilities
- validity and reliability of assessment and evaluation tools.

Unit Sector(s)

Sport

Competency Field

Athletics