



Australian Government

Department of Education, Employment and Workplace Relations

SISSCNO304A Teach the intermediate skills and tactics of canoe polo

Release: 2

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Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to teach and develop the intermediate skills and tactics of canoe polo. This unit focuses on planning, conducting and evaluating drills, activities and games to develop the skills and tactics of canoe polo to an intermediate level.

Application of the Unit

This unit applies to individuals operating as canoe polo coaches at a local, regional or state level. This includes instructing, planning, conducting and evaluating training sessions and competitions. This also involves supervising practice sessions, preparing for competitions and completing post competition analysis on performance.

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 intermediate canoe polo session or sessions.	1.1. Establish <i>participant's needs and characteristics</i>. 1.2. Assess participant's <i>readiness</i> and current knowledge of canoe polo in order to determine <i>session's aims and objectives</i>. 1.3. Develop a <i>plan</i> according to participant's needs and <i>physical conditioning, relevant legislation, organisational policies and procedures</i> and <i>endorsed standards promoted by canoeing</i>. 1.4. Identify <i>safety procedures</i> associated with canoe polo <i>drills, activities</i> and <i>games</i> according to organisational policies and procedures. 1.5. Select and access <i>location, equipment</i> and <i>resources</i> suitable for the <i>introduction to competitions</i>, according to relevant legislation and organisational policies and procedures. 1.6. Inspect equipment and <i>set up and trim</i> canoes.
2. Brief participants.	2.1. Communicate instructions and <i>relevant information</i> about the 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 <i>risks</i>, safety procedures, appropriate behaviour and relevant <i>rules, regulations and policies</i>. 2.4. Establish a suitable <i>communication system</i> to use while participating in drills, activities and games.
3. Conduct intermediate canoe polo sessions.	3.1. Apply clear and accurate <i>teaching and coaching techniques</i> to impart <i>required knowledge</i> and the requirements of the <i>intermediate skills and tactics of canoe polo</i> to be developed. 3.2. Advise procedures for dealing with emergency and

ELEMENT**PERFORMANCE CRITERIA**

- non-routine situations according to organisational policies and procedures.
- 3.3. Monitor individual ***participant's performance*** and maintain effective communication during drills, activities and games.
- 3.4. Observe participants during drills, activities and games, and provide individual and or group ***stroke analysis and correction*** as required.
4. Complete post-session responsibilities.
- 4.1. Encourage participants to identify their personal progress and satisfaction with the session, and give feedback as required.
- 4.2. Inform participants of opportunities to further develop their canoe polo skills and tactics.
- 4.3. Evaluate ***relevant aspects*** of session and determine the level of learning achieved.
- 4.4. Identify potential areas of improvement for future intermediate canoe polo 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 intermediate canoe polo 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 a suitable session according to participant's needs and characteristics
 - address participant difficulties in developing skills and tactics
 - anticipate and respond appropriately to non-routine situations
- planning and organising skills to:
 - source, allocate and coordinate resources, equipment and a suitable location
 - monitor and evaluate progress
 - organise participants into manageable groups for drills, activities and games
- language and literacy skills to:
 - produce a plan for the intermediate canoe polo session or sessions
 - complete post-session participant and self evaluations
 - give and receive feedback
- numeracy skills to deliver drills, activities and games within session timeframes
- personal intermediate canoe polo skills to a high level of technical correctness to understand progressive skill acquisition and demonstrate, explain and break down skills and tactics to participants
- first aid and emergency response skills appropriate to the location.

Required knowledge

- legislation, organisational policies and procedures, and rules, regulations and policies of canoe polo to enable safe conduct of sessions
- site specific information to assist in the planning process and enable management of potential risks, and any special restrictions applying to the location
- equipment types, characteristics and technology used for intermediate canoe polo
- teaching and coaching techniques and practices applicable to a range of ages and learning abilities
- characteristics of a range of physical abilities, fitness and motor performance to enable assessment of participant readiness
- intermediate skills and tactics of canoe polo, 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 intermediate canoe polo
- risks commonly associated with intermediate canoe polo, and methods of

mitigating these risks

- emergency response and rescue procedures appropriate for canoe polo, 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 canoe polo sessions to ensure activities are conducted safely according to participant's needs
- observes and monitors the progress of participants and provides constructive feedback and intervention to improve and develop the skills and tactics of canoe polo to an intermediate level
- 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 sessions 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:

- swimming pools or flatwater rivers or lakes suitable for intermediate canoe polo
- a group of canoe polo participants to participate in intermediate sessions
- equipment such as polo canoes or kayaks, lightweight paddles, goals, personal protection, buoyancy aids, floating ropes and spray deck
- rules, regulations, policies and legislation that impact on the conduct of 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

legislative and organisational requirements and rules, regulations and policies of canoe polo to enable safe conduct of all drills, activities and games during the session or sessions

- observation of safe coaching of intermediate canoe polo skills and tactics, 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
- previous experience
- fitness level and physical capabilities
- knowledge of intermediate canoe polo skills and tactics
- swimming skills
- injuries and illnesses.

Readiness may include:

- fitness levels
- motor performance factors
- psychological factors.

Session's aims and objectives may include:

- progressive skill acquisition
- self improvement
- fitness targets
- motivation
- individual and team tactics and skills.

Plan may include:

- session's aims and objectives
- date, time and duration
- location
- coach and participant ratios
- equipment and resources
- drills, activities and games
- weather details
- safety requirements.

Physical conditioning may include:

- five components of fitness
- development of physical abilities
- techniques to prevent shoulder injury.

Relevant legislation may include:

- occupational health and safety
- permits from authorities
- privacy
- working with children
- environmental regulations.

Organisational policies and procedures may include:

- occupational health and safety
- conflict resolution

- communication protocols
 - use, care and maintenance of equipment
 - training and scheduling commitments
 - code of ethics.
- Endorsed standards promoted by canoeing** may include:
- Australian Canoeing coaches code of conduct policy
 - accreditation of coaches throughout National Coaching Accreditation Scheme
 - Australian Sports Commission Harassment-free Sport policy.
- Safety procedures** may include:
- group management in emergency situations
 - symptoms, treatment and prevention of common canoe polo injuries and risks
 - equipment checking and usage.
- Drills, activities** may include:
- those described in Level 1 Canoe Polo Manual
 - sequential progression of skills
 - offence and defence tactics and strategies
 - individualised drills
 - concentration drills
 - basic paddling drills.
- Games** may include:
- modified games and competitions
 - focus on skill or skills and or tactic or tactics
 - specific play focus
 - offence and defence
 - practice matches.
- Location** may include:
- suitably sized swimming pools
 - lakes or rivers with flatwater.
- Equipment** may include:
- polo canoes or kayaks
 - lightweight paddles
 - goals
 - polo ball
 - personal protective equipment
 - buoyancy aids
 - floating ropes
 - spray deck.
- Resources** may include:
- video equipment
 - stopwatch
 - sports science testing equipment
 - first aid kit.
- Set up and trim** may include:
- construction and characteristics of paddlers and boats
 - selection of equipment relevant to paddler and

	conditions
Relevant information may include:	• rig and steering. • skill or skills focus • equipment and resource requirements, selection and use • safety procedures • communication systems • aims and objectives • rules and regulations of canoe polo • responsible and safe behaviour.
Risks may include:	• impact injuries • collision • capsize • exhaustion • dehydration.
Rules, regulations and policies may include:	• national and international rules of canoe polo • Australian Canoeing anti-doping policy • Australian Sports Commission Harassment-free Sport policy • age restrictions.
Communication system may include:	• calls • signals • signs • codes.
Teaching and coaching techniques may include:	• demonstration • explanation • focusing on a single skill or tactic • breaking down skills and tactics into components • progressing through and linking skills • shaping and modelling approaches • reciprocal or peer tutoring • questioning, monitoring and observing progress • assessment and evaluation.
Required knowledge may include:	• rules, regulations and policies of canoe polo • canoe polo skills and tactics • basic biomechanical principles • factors affecting skill acquisition.
Intermediate skills and tactics of canoe polo may include:	• paddling skills • entry and exit of canoe • strokes

- edging the boat, off side and on side for each stroke
- control strategies
- hand roll, rolling and rolling with the ball
- passing
- receiving
- shooting
- dribbling
- blocking
- goal keeping
- positions and zoning
- tackling and avoidance
- teamwork and communication.

Participant's performance may include:

- performance and accuracy of intermediate canoe polo skills and tactics
- attitude and behaviour
- ability to link and perform the intermediate skills and tactics of canoe polo.

Stroke analysis and correction may include:

- posture
- common approach to technique
- trunk rotation
- hand position
- leg drive
- boat movement.

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.

Unit Sector(s)

Sport

Competency Field

Competitive Canoeing