



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **SISSRGL204A Teach the skills of Rugby League for modified games**

**Release: 2**

## **SISSRGL204A Teach the skills of Rugby League for modified games**

### **Modification History**

Not Applicable

### **Unit Descriptor**

This unit describes the performance outcomes, skills and knowledge required to teach junior players fundamental Rugby League skills for modified games. It requires the ability to plan, conduct and evaluate drills, activities and games which focus on junior player development in the fundamental skills of Rugby League.

### **Application of the Unit**

This unit applies to Modified Games Coaches who plan and implement drills, activities and games to develop fundamental Rugby League skills for players at a junior level. Players between the ages of 6 and 12 years are involved in games using modified Rugby League laws which intend to provide an opportunity for fun and participation in a team game that protects them from unnecessary anxiety or injury.

Modified Games Coaches include coaches of Rugby League club teams 6-12 years, teachers and coaches of primary school representative teams and players assisting at junior skills clinics and camps.

### **Licensing/Regulatory Information**

The Australian Rugby League (ARL) governs the game of Rugby League in Australia through its network of affiliated Leagues and Clubs. Clubs of any type must adhere to prescribed ARL policies in order to participate in Rugby League competitions at any level. Clubs are required to engage only coaches who are accredited through the ARL's National Coaching Accreditation Scheme (NCAS).

The ARL 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 the ARL, acting as the industry occupational registration body, to determine any specific requirements for courses, trainers and assessors and any partnership arrangements which could facilitate RPL for candidates to achieve coach registration status as a Modified Games Coach.

### **Pre-Requisites**

### **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 level Rugby League sessions.                  | <p>1.1. Identify and assess <b><i>participants' needs and characteristics</i></b> to plan tailored Rugby League sessions.</p> <p>1.2. Identify and assess participants' <b><i>readiness</i></b> and current knowledge of modified Rugby League games to determine <b><i>session aims and objectives</i></b>.</p> <p>1.3. Develop a <b><i>plan</i></b> to meet young participants' needs in accordance with relevant <b><i>regulations, organisational policies and procedures</i></b></p> <p>1.4. Identify risks and incorporate <b><i>safety procedures</i></b> to manage the risks associated with fundamental Rugby League <b><i>drills, activities and modified games</i></b>.</p> <p>1.5. Access and select <b><i>location, equipment and resources</i></b> and check to ensure safety and suitability.</p> |
| 2. Brief young players.                                           | <p>2.1. Communicate instructions and <b><i>relevant information</i></b> about the fundamental Rugby League session in a manner understandable to young participants.</p> <p>2.2. Inform participants of known and anticipated <b><i>risks</i></b>, safety procedures, responsible, safe and appropriate behaviour and modified Rugby League <b><i>rules</i></b>.</p> <p>2.3. Discuss, clarify and establish a suitable <b><i>communication system</i></b> to promote teamwork while participating in drills, activities and games.</p> <p>2.4. Advise of procedures for dealing with emergency and non-routine situations.</p> <p>2.5. Encourage participants to ask questions and seek feedback during the briefing and the session.</p>                                                                        |
| 3. Conduct fundamental level Rugby League sessions.               | <p>3.1. Use <b><i>teaching and coaching techniques</i></b> appropriate to the needs of young participants to develop players' <b><i>fundamental Rugby League skills</i></b> in attack and defence and to impart <b><i>required player knowledge</i></b>.</p> <p>3.2. Conduct the coaching session according to <b><i>accepted</i></b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

**ELEMENT****PERFORMANCE CRITERIA**

*best practice in Rugby League coaching* and appropriate *endorsed standards promoted by sporting organisations*.

- 3.3. Conduct warm-up and introductory activities for participants to reduce the risk of injury.
- 3.4. Maintain group control and engagement of all young participants throughout the session.
- 3.5. Monitor individual *participant's performance* and maintain effective communication during fundamental Rugby League drills, activities and games.
- 3.6. Provide positive encouragement and feedback to each participant throughout the session.
- 3.7. Observe participants during fundamental Rugby League drills, activities and games, and adjust or refine individual or group technique as required.
- 3.8. Allow time for, and conduct, cool down activities at the end of the session.
4. Complete post-session responsibilities.
  - 4.1. Talk to young participants about opportunities to further develop their fundamental Rugby League skills.
  - 4.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and encourage their feedback and questioning.
  - 4.3. Evaluate *relevant aspects* of the Rugby League session and review the level of learning achieved.
  - 4.4. Identify areas of improvement for future fundamental Rugby League 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 a fundamental level Rugby League session that meets their needs
  - fully brief participants in all aspects of the session
  - interact with participants to create a safe and positive team environment
  - provide proper and positive encouragement and feedback
  - receive and evaluate feedback from participants
- literacy skills to:
  - produce basic written plans for Rugby League sessions
  - complete simple written post-session evaluation reports on the quality of player and self-participation in the session
  - complete any required forms to apply for permission or permits to use a suitable location or Rugby League field
- numeracy skills to manage time within session timeframes when delivering a series of drills, activities and games
- problem-solving skills to:
  - plan suitable Rugby League sessions according to participant's needs and characteristics
  - address participant difficulties in developing fundamental 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 location
  - organise participants into manageable groups for Rugby League drills, activities and games
- analytical skills to:
  - monitor and evaluate player and self-progression
- teaching and coaching techniques to suit a range of young participant's needs, characteristics and learning styles
- personal Rugby League skills to:
  - understand progressive fundamental skill acquisition
  - demonstrate, explain and break down fundamental skills and techniques to participants
- first aid and emergency response skills appropriate to the location.

### Required knowledge

- regulations that apply to the use of private and public Rugby League facilities and gyms

- site-specific information to assist in the planning process and enable management of potential risks and any special restrictions applying to the location
- the existence and basic aspects of occupational health and safety legislation
- risks associated with training for, and playing, modified Rugby League and techniques to manage these risks
- emergency response and rescue procedures, appropriate for Rugby League, to ensure risk minimisation to self and group
- the key content of ***endorsed standards promoted by sporting organisations***
- organisational policies and procedures for conducting coaching sessions
- the complete content of Rugby League Laws of Mini Footy and Rugby League Laws of Mod League
- the roles and responsibilities of all junior Rugby League positions in modified games
- the key features of Rugby League-related injuries, the range of physical and motor performance abilities and the appropriate player fitness levels to analyse the readiness of young participants to engage in skills acquisition
- formats, styles for, and inclusions of, basic plans used by Modified Games' coaches and the organisation in particular
- the key features and usage of accepted best practice techniques for coaching Rugby League including K-O-O-C (knowledge -organising-observing-coaching) and D-E-P-E (demonstration - explanation-participation-evaluation)
- fundamental teaching and coaching techniques and practices applicable to a range of learning abilities and young participants between the ages of 6 and 12 years
- fundamental Rugby League skills and specific drills, activities and games that promote progressive skill acquisition in young individuals and groups
- the key characteristics and use of equipment and technological aids used in the development of fundamental Rugby League skills
- the essential elements and appropriate use of communication systems used by players, coaches, support staff and referees during fundamental Rugby League drills, activities and modified games.

## 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:

- conducts multiple and diverse safe drills, activities and modified games that reflect the needs and characteristics of a diverse range of young participants that are of sufficient duration and breadth to demonstrate competency and consistency of performance
- plans and delivers information, explanations and demonstrations for fundamental Rugby League sessions to ensure activities are conducted safely and according to young participant's needs and characteristics
- observes and monitors the progress of participants and provides constructive feedback and intervention to improve and develop player skills in Rugby League to a fundamental level
- uses and modifies teaching and coaching techniques and drills, activities and games to cater for a range of individual learning styles and player differences
- 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 access to:

- resources and information on participants and location to accurately plan, coach and document Rugby League sessions for junior participants of modified games
- Rugby League training and competition facilities
- equipment such as Rugby League balls, including balls modified for junior player, uniforms, appropriate footwear and personal protective equipment
- groups of fundamental level Rugby League players to take part in the modified Rugby League sessions
- support staff, such as first aiders, medicos and appropriate assistants
- referees qualified to manage a match using the Rugby League Laws of Mini Footy and the Rugby League

### Laws of Mod League

- Rugby League Laws of Mini Footy
- Rugby League Laws of Mod League
- International Laws of Rugby League
- current relevant regulations, policies, procedures and codes that apply to coaching in fundamental and junior Rugby League skills.

### 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 talking with young participants to determine their needs and characteristics
- oral or written questioning to assess knowledge of relevant rules, regulations and policies
- observation of safe Rugby League coaching at a fundamental level and monitoring and adjusting activities that meet participant's needs, characteristics and responses
- evaluation of portfolio of session plans and player and self-evaluations
- evaluation of 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.

***Participants' needs and characteristics*** may relate to :

- age
- maturity for age
- gender
- preferences or protocols of different cultures, nationalities and religions
- player motivation for participation
- compatibility between players in match situations.

***Readiness*** may involve:

- previous experience in team sports, especially Rugby League
- Rugby League skills and knowledge of applicable laws
- emotional capability to deal with competing in a game
- fitness levels and physical capabilities
- motor performance factors
- past, current or recurring injuries and illnesses.

***Session aims and objectives*** may include:

- progressive skill acquisition during drills, activities and games
- improvement of individual player skills
- improvement of teamwork skills
- improvement of player fitness
- management of player injury.

***Plan*** may include:

- session aims and objectives
- date, time and duration
- location
- coach and participant ratios
- resources required
- equipment required
- tailored drills, activities and games.

***Regulations*** may relate to:

- occupational health and safety (OHS) legislation
- permits from land management authorities or local councils
- authority or permission from Rugby League

***Organisational policies and procedures*** may involve:

- clubs or associations
- privacy legislation
- working with children checks
- environmental protection regulations.
- risk management
- safety
- management of players' past, current or recurring injuries and illnesses
- conflict resolution
- communication protocols
- use, care and maintenance of equipment and field
- training and scheduling commitments
- coach to participant ratios
- codes of safety, conduct and ethics
- harassment-free sports policies.

***Safety procedures*** may include:

- group management in emergency situations
- prevention and first aid treatment of common Rugby League injuries
- management of players' past, current or recurring injuries and illnesses
- equipment checking and usage
- field safety
- safe and clear communication systems.

***Drills, activities*** may involve:

- those described in Australian Rugby League *Coaching Rugby League*
- developing skills to a fundamental level through appropriate sequencing of skills
- progressive skill acquisition
- breaking down skills
- modifying skill drills
- grid work
- coordinated positional plays
- warm-ups and cool downs.

***Modified games*** may include:

- those using Rugby League Laws of Mini Footy
- those using Rugby League Laws of Mod League
- simulated games
- competition games
- games, modified from a variety of sources, to meet specific player and team needs
- practice matches to develop fundamental skills.

- Location** may include:
- Rugby League fields
  - open fields
  - off-field locations such as gyms and play areas where coaching may occur.
- Equipment** may include:
- Rugby League balls including approved balls modified for use of junior players
  - uniforms
  - appropriate footwear
  - personal protective equipment
  - stop watches
  - whistles
  - cones and other approved and appropriate organisational aids
- Resources** may include:
- teaching and coaching tools
  - visual media equipment
  - food and water and approved and safe containers
  - first aid kit.
- Relevant information** may include:
- objectives of the session
  - skills focus of the session
  - equipment and resource requirements, selection and use
  - responsible and safe behaviour
- Risks** may include:
- collisions
  - injuries including:
    - fractures
    - dislocations
    - sprains
    - strains
    - concussions
  - exhaustion from exposure to extreme heat or cold weather
  - dehydration.
- Rules** may include:
- Rugby League Laws of Mini Footy
  - Rugby League Laws of Mod League.
- Communication systems** may include:
- calls
  - hand and eye signals
  - signs.
- Teaching and coaching techniques** may include:
- six levels of learning as identified by the Australian Rugby League
  - demonstration
  - breaking down fundamental skills into

***Fundamental Rugby League skills*** may include:

- components
- progressing through, and linking, skills
- monitoring and observing progress
- fault detection
- assessment of participants' skills
- providing positive reinforcement and feedback during and after drills, activities and games.
- game sense and decision making at a fundamental level
- running with and without a ball
- footwork
- ball handling:
  - catching
  - passing
  - spin and pass
  - playing the ball
  - ruck play
- kicking:
  - drop kicks
  - place kicks
- scrummaging:
  - formations
  - binding
  - feet placement
- attack skills:
  - dummy half play
  - evading
  - sidestepping
  - swerving
  - changing pace
- defence and tackling skills:
  - - formations
  - preparation to defend
  - tackling
  - contact
  - multiple tackling
- tackling:
  - side-on
  - front-on (blocking)
  - from behind

***Required player knowledge*** may include:

- basic formations.
- Rugby League Laws of Mini Footy
- Rugby League Laws of Mod League
- when to use different Rugby League skills
- role of player positions in modified Rugby League games
- strengths and weaknesses of opposition and own team
- equipment selection, use and maintenance
- communication systems used in modified Rugby League.

***Accepted best practice in Rugby League coaching*** may include:

- positive role modelling
- good sportsmanship
- preventative practices to minimise safety risks and hazards
- positivity in providing constructive feedback on player performance.

***Endorsed standards*** may include:

- Australian Sports Commission Harassment-free Sport policy
- Australian Sports Commission Junior Sport policy
- Australian Rugby League Anti-doping Policy
- Australian Rugby League Code of Conduct
- Australian Rugby League SafePlay Code.

***Participant's performance*** may include:

- use of appropriate communication systems
- accuracy of skill, appropriate to individual player differences
- team participation
- attitude and behaviour
- ability to link and use the fundamental skills of Rugby League.

***Relevant aspects*** may include:

- the quality of own performance in the coaching session
- effectiveness of the teaching and coaching session
- suitability of teaching and coaching methods
- feedback provided to, or by, participants.
- initial and final assessment of participants' abilities
- validity and reliability of coaching and assessment tools.

## **Unit Sector(s)**

Sport

## **Competency Field**

Rugby League