



Australian Government

Department of Education, Employment and Workplace Relations

SISSSQU201A Teach the fundamental skills of squash

Release: 2

SISSSQU201A Teach the fundamental skills of squash

Modification History

Not Applicable

Unit Descriptor

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

Application of the Unit

This unit applies to current or past squash players operating as assistant squash coaches. This includes planning, conducting and evaluating training sessions and games under supervision.

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 squash session or sessions.

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

2. Brief participants.

- 2.1. Communicate instructions and ***relevant information*** about the fundamental squash 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 squash ***rules and regulations***.
- 2.4. Establish a suitable communication system to use while participating in drills, activities and games.
- 2.5. Identify the functions of the four components of a squash swing and determine efficient court movement.

3. Conduct fundamental squash session or sessions.

- 3.1. Apply clear and accurate ***teaching and coaching techniques*** to impart ***required knowledge*** and the ***fundamental skills of squash*** to be developed.
- 3.2. Conduct warm-up and introductory activities for participants to reduce the risk of injury.

ELEMENT**PERFORMANCE CRITERIA**

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| | 3.3. Monitor individual <i>participant's performance</i> and maintain effective communication during fundamental squash drills, activities and games. |
| | 3.4. Observe participants and implement <i>skill analysis</i> during fundamental squash drills, activities and games. |
| | 3.5. Adjust or refine individual or group technique as required according to accepted best practices of squash. |
| | 3.6. Allow time for cooling down at the end of the session and inform participants of opportunities to further develop their squash 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 <i>relevant aspects</i> of fundamental squash session and determine the level of learning achieved. |
| | 4.3. Identify potential areas of improvement for future fundamental squash 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 squash sessions that meet their needs
 - convey information about the safety aspects of the sessions
 - interact with participants to create a safe and positive environment
- problem-solving skills to:
 - plan suitable fundamental squash 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 organising skills to:
 - source, allocate and coordinate resources, equipment and suitable location
 - implement skill analysis
 - monitor and evaluate progress
 - organise participants into manageable groups for squash session
- language and literacy skills to:
 - produce a plan for the fundamental squash sessions
 - complete post-session participant and self-evaluations
 - give and receive feedback
- teaching and coaching techniques to suit a range of participant's needs, characteristics and learning styles
- numeracy skills to deliver drills, activities and games within session timeframes
- personal fundamental squash skills to a high level of technical correctness to understand progressive skill acquisition, and to demonstrate, explain and break down skills and techniques to participants
- first aid and emergency response skills appropriate to the squash location.

Required knowledge

- legislation, organisational policies and procedures, accepted best practices, and rules and regulations of squash to enable safe conduct of session or sessions
- site-specific information to assist in the planning process and enable management of potential risks, and any special restrictions
- equipment and resources used to teach and develop fundamental skills of squash
- 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
- fundamental skills of squash and specific drills, activities and games that promote

progressive skill acquisition in individuals and groups

- communication systems used between players, coaches, referees and support staff during squash
- risks commonly associated with fundamental level squash, and methods of mitigating these
- emergency response and safety procedures appropriate for squash, 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 squash session or sessions to ensure activities are conducted safely according to participant's needs and characteristics
- observes and monitors the progress of participants through skill analysis and provides constructive feedback and intervention to improve and develop the fundamental skills of squash
- uses and modifies teaching and coaching techniques and or 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 the 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:

- squash facilities with suitable courts
- a group of participants to take part in drills, activities and games
- equipment such as racquets and squash balls
- resources and information regarding participants and location to accurately plan, coach and document squash sessions for a variety of participants
- current relevant legislation, organisational policies and procedures, accepted best practices, and rules and regulations of squash 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:

- oral or written questioning to assess knowledge of relevant legislation, organisational policies and

procedures, accepted best practices and rules and regulations of squash to enable safe conduct of all drills, activities and games during the sessions

- observation of safe coaching of fundamental squash skills based on skills analysis
- observation of 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, for example:

- SISSSQU202A Teach the basic tactics and strategies of squash.

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
- fitness level and physical capabilities
- squash skills and knowledge
- injuries and illnesses.

Readiness may include:

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

Session's aims and objectives may include:

- progressive skill acquisition
- self-improvement
- fitness targets
- motivation
- individual player techniques.

Plan may include:

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

Relevant legislation may include:

- occupational health and safety
- permission from council or 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 and court
- training and scheduling commitments
- code of ethics.

Accepted best practices of squash

- Squash Coaches Code of Conduct as

may include:	developed by the Professional Squash Coaches Association of Australia
	• Squash Coaches Resource Manual • Squash Centre Operations Manual.
Safety procedures may include:	• group management in emergency situations • symptoms, treatment and prevention of common squash injuries • maintenance and usage of equipment and court.
Drills, activities and games may include:	• single drills • pair drills • group drills • restricted games.
Equipment may include:	• squash racquets • squash balls • eye protection.
Resources may include:	• teaching and coaching tools • video equipment • audiovisual aids • first aid resources.
Relevant information may include:	• skill or skills focus and objectives • equipment and resource requirements, selection and use • safety and emergency procedures • risk management • conditions and external influences • rules and regulations of squash • responsible and safe behaviour.
Risks may include:	• injuries • exhaustion • dehydration • collisions.
Rules and regulations may include:	• current edition of the International Rules of Squash.
Teaching and coaching techniques may include:	• demonstration • explanation • focusing on a single skill • breaking down skills into components and identifying observable body movements for each stage • 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 and regulations of squash
 - squash skills and court positions
 - basic biomechanical principles in the squash context
 - factors affecting skill acquisition
 - safety and risk management
 - equipment and court selection, use and maintenance
 - communication systems used in squash.
- Fundamental skills of squash*** may include:
- the grip
 - drive
 - lob
 - serve and return of serve
 - volleying
 - model swing
 - court movement techniques
 - speed
 - balance
 - coordination
 - decision making.
- Participant's performance*** may include:
- efficient squash swing and use of court
 - attitude and behaviour
 - ability to perform the fundamental skills of squash during a game.
- Skill analysis*** may include:
- angle of racquet face at impact
 - changes of wrist position
 - timing of swing
 - body position relative to the ball.
- 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

Squash