



Australian Government

Department of Education, Employment and Workplace Relations

SISSQU304A Teach the intermediate tactics and strategies of squash

Release: 2

SISSSQU304A Teach the intermediate tactics and strategies of squash

Modification History

Not Applicable

Unit Descriptor

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

Application of the Unit

This unit applies to individuals operating as squash coaches at a local, regional or state level. This includes instructing, planning, conducting and evaluating training sessions and games. This also involves supervising practice sessions, preparing for games 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 squash session or sessions.

- 1.1. Assess participant's ***readiness*** and current knowledge of ***squash tactics and strategies*** in order to determine ***aims and objectives***.
- 1.2. Develop a ***plan*** according to participant's ***needs and characteristics, relevant legislation, organisational policies and procedures*** and ***accepted best practices of squash***.
- 1.3. Identify ***safety procedures*** associated with intermediate squash ***drills, activities and games*** according to organisational policies and procedures.
- 1.4. Access suitable squash 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 intermediate squash drills, activities and games in a manner appropriate to participants.
- 2.2. Encourage participants to seek clarification, information and feedback as required.
- 2.3. Inform participants of known and anticipated ***risks***, safety procedures, appropriate behaviour and squash ***rules and regulations***.
- 2.4. Establish a suitable communication system to use while participating in drills, activities and games.
- 2.5. Conduct ***pre-match analysis*** and develop ***game plans and rally strategies*** which include tactics to counter strengths and weaknesses of own players and opposition player or players.
- 2.6. Prepare players ***psychologically*** for squash games played at an intermediate level.

3. Conduct drills, activities and games.

- 3.1. Apply clear and accurate ***teaching and coaching techniques*** to impart ***required knowledge*** and the

ELEMENT**PERFORMANCE CRITERIA**

- requirements of the tactics and strategies 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 participants to reduce the risk of injury.
- 3.4. Monitor individual ***participant's performance*** and maintain effective communication during intermediate squash drills, activities and games.
- 3.5. Conduct ***in-match analysis*** and implement relevant adjustments where required.
- 3.6. Allow time for cooling down at the end of the session and inform participants of opportunities to further develop their squash tactics and strategies.
4. Complete post-session responsibilities.
- 4.1. Provide opportunities for participants to identify their personal progress and satisfaction with drills, activities and games, and give feedback as required.
- 4.2. Analyse performances of individuals and develop relevant on-going coaching strategies to enhance performance.
- 4.3. Evaluate ***relevant aspects*** of intermediate squash game and determine the level of learning achieved.
- 4.4. Identify potential areas of improvement for future intermediate squash games.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

The following skills must be assessed as part of this unit:

- communication skills to:
 - consult with participants to plan, conduct and evaluate intermediate squash drills activities and games that meet their needs
 - convey information about safety aspects
 - clarify game plans, tactics and strategies
- interact with participants between games to create a safe and positive squash environment
- problem-solving skills to:
 - plan suitable squash drills, activities and games
 - determine player's intentions, movements, strengths and weaknesses
 - read and predict play
 - address participant difficulties in developing tactics and strategies
 - 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 short and long term progress
 - develop game and rally plans
 - organise participants into manageable groups for squash drills, activities and games
- language and literacy skills to:
 - produce a plan for intermediate squash sessions
 - complete post-game 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 timeframes
- personal intermediate level squash tactics and strategies to a high level of technical correctness to demonstrate, explain and break down tactics and strategies for participants
- first aid and emergency response skills appropriate to the location.

Required knowledge

- legislation, organisational policies and procedures, accepted best practices, and rules and regulations of squash to enable safe and 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 intermediate tactics and strategies 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
- intermediate squash tactics and strategies, such as rally and game plans for individuals and teams, and how to implement these during a game
- specific drills, activities and games that promote the learning of tactics and strategies in individuals and groups
- communication systems used between players, coaches, referees and support staff during intermediate squash
- ***psychological methods and techniques*** used in game preparation
- risks commonly associated with squash, and ways to avoid or prevent 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 to ensure squash 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 intermediate tactics, rally and game strategies of squash
- uses and modifies coaching techniques, 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:

- access to squash facilities with suitable courts
- access to a group of participants to take part in drills, activities and games
- access to equipment such as racquets and balls
- access to resources and information regarding participants and location to accurately plan, coach and document sessions for a variety of participants
- access to 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:

- 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 squash to enable safe conduct of all drills, activities and games
- observation of safe coaching of intermediate squash tactics and strategies and monitoring and adjusting instructional techniques according to participant's needs, characteristics and responses
- portfolio of 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:

- SISSSQU303A Teach the intermediate skills 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.

Readiness may include:

- fitness levels
- motor performance factors
- level of arousal which will enhance performance
- psychological and emotional.

Squash tactics and strategies may include:

- scoring
- shot selection
- offence and defence
- controlling the 'T'
- varying speed, pace and direction of shots and serves
- playing to the gaps
- playing own style of game
- making the opponent run
- breaking up opponent's game
- positioning
- rally and game strategies
- motivating self
- decision making
- deception
- anticipation.

Aims and objectives may include:

- progressive skill acquisition
- self-improvement
- fitness targets
- motivation
- intermediate movements
- physical fitness.

Plan may include:

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

Needs and characteristics may

- age

include:

- cultural factors
- situational factors
- previous experience
- fitness level
- physical capabilities
- injuries and illnesses.

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 may include:

- Squash Coaches Code of Conduct as developed by the Professional Squash Coaches Association of Australia
- Squash Coaches Resource Manual
- Squash Centre Operations Manual
- Squash Australia's Anti-doping policy
- Australian Sport Commission Harassment-free Sport policy.

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:

- warm ups and cool downs
- simulated game conditions
- individual and pair drills
- group drills
- tactical drills
- restricted and modified games
- routines and drills
- group discussions.

Equipment may include:

- squash racquets
- squash balls
- eye protection.

- Resources** may include:
- teaching and coaching tools
 - video equipment
 - computers
 - first aid kit.
- Relevant information** may include:
- tactic and strategy focus
 - equipment and resource requirements, selection and use
 - safety procedures
 - conditions and external influences
 - rules and regulations of squash
 - responsible and safe behaviour
 - good sportsmanship.
- Risks** may include:
- injuries
 - exhaustion
 - dehydration
 - collisions
 - inappropriate behaviour or fighting.
- Rules and regulations** may include:
- current edition of the International Rules of Squash.
- Pre-match analysis** may include:
- analysing strengths and weaknesses of player's technique, skill level, physical and psychological abilities
 - developing game plans
 - analysing strengths and weaknesses of opponent.
- Game plans** may include:
- plan A and plan B
 - use strengths and weaknesses to determine game plans
 - use of cues to stick to game plan.
- Rally strategies** may include:
- applying the ten fundamentals of squash to intermediate rally strategies
 - deception
 - adapting strategies to strengths and weaknesses
 - shot selection and placement
 - anticipation
 - opportunities.
- Psychologically** may include:
- goal setting
 - visualisation
 - relaxation techniques
 - motivation techniques
 - focusing

Teaching and coaching techniques may include:

- creating values
- confidence
- control
- commitment.
- demonstration
- explanation
- focusing on a single tactic or strategy
- breaking down tactics and strategies
- 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 tactics and strategies
- counteractive strategies encountered during competition
- biomechanical principles
- factors affecting acquisition of tactics and strategies
- strengths and weaknesses of own players and opponents
- equipment selection, use and maintenance.

Participant's performance may include:

- participation
- speed and accuracy of performance
- attitude and behaviour.

In-match analysis may include:

- adopting psychological approaches
- analysing strengths and weaknesses of own players and opponents in relation to in-match strategies
- using statistics to adapt or change strategies.

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

Squash