



**Australian Government**

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

# **SISSTNS201A Assist in conducting tennis activities for beginner players**

**Release: 2**

## **SISSTNS201A Assist in conducting tennis activities for beginner players**

### **Modification History**

Not Applicable

### **Unit Descriptor**

This unit describes the performance outcomes, skills and knowledge required to assist in the preparation and conduct of basic tennis activities for beginner players.

### **Application of the Unit**

This unit applies to those who work as assistant tennis coaches under direct supervision from an activity leader. This may include those undertaking a supportive role in the planning and implementation of tennis activities for beginner players.

### **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. Assist in planning for tennis activities.

- 1.1. Determine individual roles, tasks and responsibilities with the activity leader.
- 1.2. Confirm **activity plan** and **objectives** with leader.
- 1.3. Confirm the **basic tennis skills** to be developed.
- 1.4. Assess conditions and equipment for safety and suitability according to **relevant legislation** and **organisational policies and procedures**.
- 1.5. Brief the group on safety issues and activity-specific participation requirements and techniques prior to commencement.

2. Assist in conducting tennis activities.

- 2.1. Conduct warm-up and introductory activities.
- 2.2. Assist in implementing **game-based tennis activities** for **beginner players** according to relevant legislation and organisational policies and procedures.
- 2.3. Apply a range of **teaching and coaching techniques** to impart the basic tennis skills being developed.
- 2.4. Monitor participant's performance and maintain effective communication during activities.
- 2.5. Review and adapt teaching and coaching styles in response to feedback.
- 2.6. Allow time for cooling down at the end of the session.

3. Participate in activity debriefing.

- 3.1. Evaluate personal role within the activity, based on feedback from participants, activity leader and personal reflection.
- 3.2. Review own performance and identify potential improvements.

## Required Skills and Knowledge

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

### Required skills

- communication skills to:
  - confirm roles and responsibilities with activity leader
  - interact with participants and activity leader
  - convey information about activities
- planning and organising skills to:
  - assist in planning for tennis activities
  - assess conditions and equipment for safety and suitability
- self-management skills to:
  - recognise and act within boundaries of roles and responsibilities
  - evaluate and reflect on personal performance
- teamwork skills to carry out allocated tasks
- literacy skills to interpret and seek clarification on activity plans and objectives.

### Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of all activities
- location-specific information to assist in the planning process and enable management of potential risks applying to the location
- equipment used to teach and develop the basic skills of tennis
- teaching and coaching techniques applicable to a range of ages and physical and learning abilities
- basic skills of tennis to promote progressive skill acquisition in individuals and groups
- game-based activities to teach and develop the basic skills of tennis.

## 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:

- assists in planning processes required for tennis activities and identifies individual roles, responsibilities and activity objectives in consultation with activity leader
- interacts effectively with beginner level participants and communicates information about safety aspects
- uses a variety teaching and coaching techniques to cater for a range of individual learning styles and monitors participant's performance throughout game-based tennis activities
- contributes to the evaluation of tennis activities and reflects on own performance to identify areas that need improvement.

#### Context of and specific resources for assessment

Assessment must ensure assisting in the conduct of multiple tennis activities for beginner players that are of sufficient duration and breadth to demonstrate competency and consistency of performance.

Assessment must also include access to:

- groups of participants to take part in beginner level tennis activities
- a tennis venue with courts suitable for the conduct of tennis activities
- equipment for tennis activities.

#### 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 participation in planning, conducting and debriefing processes under the guidance of an activity leader
- oral or written questioning to assess knowledge of the application of legislation and organisational policies and procedures required to maintain participant

safety

- third-party reports from a supervisor or leader detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISSCGP201A Apply legal and ethical 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.

***Activity plan*** may include:

- objectives
- location
- equipment and resources
- time
- activities.

***Objectives*** may include:

- self-improvement
- fitness targets
- progressive skill acquisition.

***Basic tennis skills*** may include:

- serving
- forehand and backhand techniques
- rallying
- ball and racquet control.

***Relevant legislation*** may include:

- occupational health and safety
- working with children
- equal opportunity
- privacy
- environmental regulations.

***Organisational policies and procedures*** may include:

- occupational health and safety
- time and budget constraints
- risk management
- communication protocols
- supervision requirements
- first aid procedures
- code of ethics.

***Game-based tennis activities*** may include:

- warm-up games
- game-specific activities
- hand-eye coordination drills
- footwork activities
- decision making games.

***Beginner players*** may include:

- those demonstrating basic coordination and skill development
- non-competition players.

***Teaching and coaching***

- demonstration
- explanation

***techniques*** may include:

- whole and part approaches
- repetition and practice of skills.

## **Unit Sector(s)**

Sport

## **Competency Field**

Tennis