



Australian Government

Department of Education, Employment and Workplace Relations

SISSTOU303A Teach the intermediate skills of Touch

Release: 2

SISSTOU303A Teach the intermediate skills of Touch

Modification History

Not Applicable

Unit Descriptor

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

Application of the Unit

This unit applies to individuals operating as Touch 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 Touch session or sessions.

- 1.1. Establish ***participant's needs and characteristics***.
- 1.2. Assess participant's ***readiness*** and current knowledge of Touch 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 ***endorsed standards promoted by Touch***.
- 1.4. Identify ***safety procedures*** associated with Touch ***drills, activities*** and ***games*** according to organisational policies and procedures.
- 1.5. Select and access location, ***equipment*** and ***resources*** according to organisational policies and procedures.

2. Brief participants.

- 2.1. Communicate instructions and ***relevant information*** about the intermediate Touch session in a manner appropriate to the 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 intermediate Touch ***rules and regulations***.
- 2.4. Establish a suitable ***communication system*** to promote team work while participating in drills, activities and games.

3. Conduct intermediate Touch football session or session or sessions.

- 3.1. Apply clear and accurate ***teaching and coaching techniques*** to impart ***required knowledge*** and the requirements of the ***intermediate skills of Touch*** to be developed.
- 3.2. Conduct warm-up and or introductory activities for participants, to reduce the risk of injury.
- 3.3. Monitor individual ***participant's performance*** and

ELEMENT**PERFORMANCE CRITERIA**

- maintain effective communication during intermediate Touch drills, activities and games.
- 3.4. Observe participants during intermediate Touch drills, activities and games, and adjust or refine individual and or group technique as required.
- 3.5. Allow time for cooling down at the end of the session and inform participants of opportunities to further develop their intermediate Touch 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 **relevant aspects** of intermediate Touch session and determine the level of learning achieved.
- 4.3. Identify potential areas of improvement for future intermediate Touch 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 Touch sessions that meet their needs
 - convey information about the safety aspects of the sessions
 - interact with participants to create a safe and positive team environment
- problem-solving skills to:
 - plan a suitable intermediate Touch session 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 organisation skills to:
 - source, allocate and coordinate resources, equipment and a suitable location
 - monitor and evaluate progress
 - organise participants into manageable groups for intermediate Touch drills, activities and games
- language and literacy skills to:
 - produce a plan for the intermediate Touch session or 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 support effective time management to deliver drills, activities and games within session timeframes
- personal intermediate Touch skills to a high level of technical correctness to:
 - understand progressive skill acquisition
 - demonstrate, explain and break down skills and techniques to participants
- first aid and emergency response skills appropriate to the location.

Required knowledge

- legislation, organisational policies and procedures, and rules and regulations of intermediate Touch to enable safe and non-discriminatory conduct of session or 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 Touch
- 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 of Touch and specific drills, activities and games that promote progressive skill acquisition in individuals and group
- communication systems used between players, coaches, referees and support staff during intermediate Touch
- risks commonly associated with intermediate Touch, and methods of mitigating these risks
- emergency response and safety procedures appropriate for intermediate Touch, 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 Touch session or sessions to ensure 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 skills of Touch to an intermediate level
- uses and modifies teaching and 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:

- resources and information regarding participants and location to accurately plan, coach and document intermediate Touch sessions for a variety of participants
- local, national and international rules and regulations of Touch, International Activity Organisation laws and best practice codes of ethics
- current relevant legislation and organisational policies and procedures that impact on the conduct of drills, activities and games
- a suitable location, field or facility
- a group of participants to take part in the intermediate

Touch sessions and games

- suitably qualified referees
- equipment such as a Touch balls.

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, and rules and regulations of Touch to enable safe conduct of all drills, activities and games during the sessions
- observation of safe coaching of Touch skills to an intermediate level 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, for example:

- SISSTOU304A Teach the intermediate tactics and strategies of Touch.

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
- intermediate Touch skills and knowledge
- injuries and illnesses.

Readiness may include:

- fitness levels
- motor performance factors
- compatibility between players in match situations
- level of arousal which will enhance performance.

Session's aims and objectives may include:

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

Plan may include:

- session's aims and objectives
- date, time and duration
- location
- coach and participant ratios
- resources
- equipment
- skill-based, technical or physical drills and activities
- safety requirements.

Relevant legislation may include:

- occupational health and safety
- authority or permission from land owners, local council or Touch clubs
- 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 and

	field
	• training and scheduling commitments • individual Touch club's policies • code of ethics.
Endorsed standards promoted by Touch may include:	• the Australian Touch Association Incorporated Code of Conduct policy • Australian Touch Association Incorporated Anti-doping policy • Australian Sports Commission Harassment-free Sport policy.
Safety procedures may include:	• group management in emergency situations • symptoms, treatment and prevention of common Touch injuries • equipment checking and usage • clear communication systems • clear explanations of all requirements.
Drills, activities may include:	• those described in Australian Touch Association Incorporated Level 1 Coach Handbook • sequential progression of skills • breaking down skills • modified skill drills • warm ups and cool downs • grid work.
Games may include:	• modified games • practice matches • small and full games • games for outcomes • linking and practicing skills learnt during drills and activities.
Equipment may include:	• Touch balls • uniforms.
Resources may include:	• teaching and coaching tools • video equipment • sports science testing equipment • first aid kit.
Relevant information may include:	• skill or skills focus • equipment and resource requirements, selection and use • safety procedures • communication systems • objectives

Risks may include:

- rules and regulations of Touch
- responsible and safe behaviour.
- injuries
- exhaustion
- dehydration.

Rules and regulations may include:

- local, national and international rules of Touch
- International Activity Organisation laws
- Australian Touch Association Incorporated Code of Ethics
- age restrictions.

Communication system may include:

- calls
- hand and eye signals.

Teaching and coaching techniques may include:

- demonstration
- explanation
- focusing on a single skill
- breaking down skills into components
- progressing through and linking skills
- assessment and evaluation.

Required knowledge may include:

- rules and regulations of Touch
- Touch skills and positions
- basic biomechanical principles
- factors affecting skill acquisition
- safety and risk management
- equipment selection, use and maintenance.

Intermediate skills of Touch may include:

- running
- passing and catching
- positional play
- touching
- play the ball
- effecting a touch.

Participant's performance may include:

- use of appropriate communication systems
- team participation
- performance and accuracy of skills
- attitude and behaviour
- ability to link and perform the skills.

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

Touch Football