



Australian Government

Department of Education, Employment and Workplace Relations

SISSTOU304A Teach the intermediate tactics and strategies of Touch

Release: 2

SISSTOU304A Teach the intermediate tactics and strategies of Touch

Modification History

Not Applicable

Unit Descriptor

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

Application of the Unit

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

- 1.1. Assess participant's ***readiness*** and current knowledge of ***intermediate tactics and strategies of Touch*** 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 endorsed standards promoted by Touch***.
- 1.3. Identify ***safety procedures*** associated with intermediate Touch ***drills, activities and games*** according to organisational policies and procedures.
- 1.4. Select and access location, ***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 Touch 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 Touch ***rules and regulations***.
- 2.4. Establish a suitable ***communication system*** to promote teamwork while participating in drills, activities and games.
- 2.5. Develop individual and team ***game plans*** which include tactics and strategies to counter strengths and weaknesses of own player or players and opposition player or players.
- 2.6. Prepare players ***psychologically*** for Touch 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. Conduct warm-up and introductory activities for participants to reduce the risk of injury.
- 3.3. Monitor individual ***participant's performance*** and maintain effective communication during intermediate Touch drills, activities and games.
- 3.4. Conduct ***in-game analysis*** and implement relevant adjustments where required.
- 3.5. Allow time for cooling down at the end of the session and inform participants of opportunities to further develop their Touch 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 the team, and develop relevant ongoing coaching strategies to enhance performance.
- 4.3. Evaluate ***relevant aspects*** of intermediate Touch game and determine the level of learning achieved.
- 4.4. Identify potential areas of improvement for future intermediate Touch games.

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, conduct and evaluate Touch drills, activities and games that meet their needs
 - convey information about safety aspects
 - clarify positions, tactics and strategies
 - interact with participants to create a safe and positive team environment
- problem-solving skills to:
 - plan suitable Touch drills, activities and games according to participant's needs and characteristics
 - 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 organisation skills to:
 - source, allocate and coordinate resources, equipment and a suitable location
 - monitor and evaluate short and long term progress
 - organise participants into manageable groups for intermediate Touch drills, activities and games
- language and literacy skills to:
 - produce a plan for intermediate Touch session or 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 support effective time management to deliver drills, activities and games within allocated timeframes
- personal intermediate level Touch 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, and rules and regulations of intermediate Touch to ensure safe conduct of all activities
- 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 Touch tactics and strategies, such as patterns of play in attack and defence and game plans for team and individuals, and how to implement these during a game
- specific drills, activities and games that promote the learning of tactics and strategies in individuals and group
- communication systems used between players, coaches, referees and support staff during intermediate Touch
- ***psychological methods and techniques*** used in game preparation
- positions and players of Touch and their roles and responsibilities on the field, during games
- risks commonly associated with intermediate level Touch, and ways to avoid or prevent these
- 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 to ensure Touch 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 attacking and defending tactics and strategies of Touch to an intermediate level
- 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 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 evaluate intermediate Touch drills, activities and games 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 intermediate Touch session or sessions and games
- suitably qualified referees
- support staff, such as runners
- equipment, such as 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
- observation of safe coaching of intermediate Touch tactics and strategies and monitoring and adjusting instructional techniques according to participant's needs, characteristics and responses
- portfolio of plans, self and or player 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:

- SISSTOU303A Teach the intermediate skills 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.

Readiness may include:

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

Intermediate tactics and strategies may include:

- set plays
- patterns and principles of play in attack and defence
- decision making
- reading play
- match analysis
- game plans for team and individuals
- preparation time
- communication.

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
- tactical and strategically based, technical or physical drills and activities
- safety requirements.

Needs and characteristics may include:

- age
- cultural factors
- fitness level and physical capabilities
- knowledge of intermediate Touch tactics and strategies
- injuries and illnesses.

- 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
 - 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.
- Drills, activities** may include:
- those described in Australian Touch Association Level 1 Coach handbook
 - warm ups and cool downs
 - small group practices
 - individual and team practices
 - offensive and defensive situations
 - grid work.
- Games** may include:
- coordinated positional plays
 - practice matches
 - small games
 - full games
 - games for outcomes.
- Equipment** may include:
- Touch balls
 - uniforms with numbers.
- Resources** may include:
- teaching and coaching tools
 - video equipment
 - sports science testing equipment
 - first aid kit.
- Relevant information** may
- tactic and strategy focus

include:

- equipment and resource requirements, selection and use
- objectives
- rules and regulations of Touch
- responsible and safe behaviour.

Risks may include:

- injuries
- exhaustion
- dehydration.

Rules and regulations may include:

- local, national and international rules of Touch football
- International Activity Organisation laws
- Australian Touch Association Incorporated code of ethics
- age restrictions.

Communication system may include:

- calls
- hand and eye signals.

Game plans may include:

- individual and team
- set plays
- targeting opposition players
- style of play
- situational plays.

Psychologically may include:

- goal setting
- visualisation
- relaxation techniques
- motivation techniques
- focusing
- creating values.

Teaching and coaching techniques may include:

- demonstration
- explanation
- whole, part, whole approaches
- shaping and modelling approaches
- command and response approaches
- reciprocal or peer tutoring approaches
- feedback and refinement approaches
- experiential, guided discovery and problem-solving
- diagrams and drawings
- individual, pair, small group and large group work
- assessment and evaluation.

Required knowledge may include:

- rules and regulations of Touch

- Touch tactics and strategies
 - counteractive strategies encountered during competition
 - basic biomechanical principles:
 - balance
 - motion
 - factors affecting tactic and strategy acquisition
 - strengths and weaknesses of opposition and own team.
- Participant's performance*** may include:
- use of appropriate communication systems
 - team participation
 - speed and accuracy of performance
 - attitude and behaviour.
- In-game analysis*** may include:
- analysing game statistics
 - analysing game performances
 - psychological and motivational wellbeing of players
 - tactical strengths and weaknesses:
 - ability to successfully implement team plays
 - ability to use deception and prediction.
- 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