

**IRISH ASSOCIATION  
OF SNOWSPORTS INSTRUCTORS**



# **Alpine Level 3 Teaching Module**

**Part of the Ski Teacher Award, ISIA**

## **Student Workbook**

**Version 2, April 2020**

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# 1. Overview of the Module

## 1.1 Entry Criteria:

- ❑ Students should hold the IASI Level 2 Alpine Ski Instructor Award
- ❑ Completed a minimum of 200 hours ski teaching
- ❑ Hold a current and valid first aid certificate
- ❑ Be a paid up member of the Irish Association of Snowsports Instructors

## 1.2 About this workbook:

The purpose of this workbook is to guide you through each day of the course, giving you areas to record and make notes about the content of the module. It also provides you with a “Record of Achievement” that will be a valuable resource for your future teaching in Snowsports.

### Your role:

The workbook is designed to cover key areas of the module and contribute to your overall training and assessment, so, keep it:

- ◆ NEAT AND TIDY
- ◆ UP TO DATE
- ◆ IN A SAFE PLACE
- ◆ AS A FUTURE REFERENCE AND RESOURCE

## 1.3 Overall course outcomes:

By the end of the IASI Alpine Level 3 Teaching Module you will be better equipped to “Understand and help your learners”. The course will help you, the student teacher, to recognise the needs of learners, their preferred styles of learning, their perceptions and the issues that need to be considered in order to help them improve their performance and reach their goals.

By focusing on the “Learner” throughout the course you will learn to use appropriate “Teaching Strategies”, drawing from a range of teaching tools to help get the most out of the sessions that you deliver.

In addition you will be very comfortable with issues relating to working in the mountain environment and you will have a greater understanding and ability to work with higher-level performers.

You should also keep in mind that gaining the IASI Alpine Level 3 Ski Teacher Award (ISIA) will give you greater employment opportunities around the world and may give you opportunities to become involved in the delivery of Ski School staff training programmes.

#### 1.4 Teaching assessment criteria:

The following criteria are broken down under the headings of **Safety**, **Enjoyment** and **Learning** (SEL). It sets out what you as potential level 3 teachers need to "Know" by the end of the course and what do you need to "Show" when delivering your session(s).

### **SAFETY**

#### Know

- the **10 FIS Rules<sup>1</sup>** of Conduct for skiers and snowboarders
- the **4 FIS Instructor Rules<sup>3</sup>**
- about accident procedure in a ski resort
- about the different types of lifts encountered in ski resorts and how to introduce them to your learners
- about weather and its potential effects on your learners
- about snow conditions and how to deal with them (tactically)

#### Show

- good group management during sessions delivered
- the ability to use and teach the FIS rules of conduct as required
- the ability to follow the 4 FIS Instructor Rules
- the ability to give clear instructions/directions to assist with management of learners
- awareness of other slope users
- good communication with other instructors delivering sessions as required
- good choice of terrain and slope selection appropriate to the learner's ability level
- the ability to deal with different snow types and help your learners with tactics to cope with the conditions
- the ability to deal with different weather conditions; whiteout, poor visibility, cold, sun etc. and make good decisions to ensure the safety and well being of your learners

## ENJOYMENT

### Know

- how to adapt lessons for adults and children
- a **range of activities**<sup>4&6</sup> for each stage of **Core Skier Development(CSD)**<sup>2</sup> and for **All Mountain Skiing(AMS)**<sup>2</sup>

### Show

- confident communication that focuses on the whole group and individuals within the group
- the ability to use simple every day language that is not overly technical but still accurate to the **Basic Principles**<sup>2</sup>
- the ability to adapt language to different types of learners
- the ability to present activities in a fun and interesting way using analogies & imagery as required
- the ability to keep learners moving (MCA), teaching on the move and using the runs and terrain available
- the ability to set an appropriate “climate” that promotes both enjoyment and hence learning

## LEARNING

### Know

- the Reproduction **Teaching Styles**<sup>3</sup> A to E (**Mosston & Ashworth**)<sup>5</sup>
- the Production **Teaching Styles**<sup>3</sup> F to K (**Mosston & Ashworth**)<sup>5</sup>
- the 3 Phases of **Skill Acquisition**<sup>3</sup> (Fits & Posner)
- about different types of **Feedback**<sup>3</sup>
- about **SMARTER Goal Setting**<sup>3</sup>
- about **using video**<sup>3</sup> to enhance learning

### Show

- a logical progression of activities for **CSD**<sup>2</sup> and **AMS**<sup>2</sup> sessions
- sessions that have a beginning, middle and end
- the ability to use different teaching styles (A to H)
- an understanding of teaching styles I to K
- the ability to use a good mixture of explanation and demonstration
- an understanding of learner phases and the ability to recognize which phase your learners are in and how to adapt your sessions/ activities for individual learners
- the ability to give informative, positive and corrective feedback through telling and questioning
- the ability to set realistic goals with your learners
- the ability to use video and analyze your learners performance in playback

## 1.5 Resources:

- 1) **IASI Manual** – Derek Tate, Jamie Kagan, Fedrico Sollini  
<https://iasisnowsports.ie/education/iasi-manual/>
- 2) **Parallel Dreams Alpine Skiing**, 2007 available from Amazon  
[http://www.amazon.co.uk/s/ref=nb\\_sb\\_noss?url=search-alias%3Daps&field-keywords=parallel+dreams+alpine+skiing](http://www.amazon.co.uk/s/ref=nb_sb_noss?url=search-alias%3Daps&field-keywords=parallel+dreams+alpine+skiing)
- 3) **Ski Instructors Handbook – Teaching Tools and Techniques**, 2012 available as ebook from Amazon, iBooks and print version from Parallel Dreams and Amazon
- 4) **Ski Instructors Assistant** by Derek Tate, 2014 available as a free download from Apple iBooks <https://itunes.apple.com/us/book/ski-instructors-assistant/id916145002?ls=1&mt=11>
- 5) **Spectrum of Teaching Styles**  
<http://www.spectrumofteachingstyles.org>
- 6) **Ski Instructors Handbook – Technical Skills & Drills**, 2011 available in print from Parallel Dreams and Amazon
- 7) **10 FIS Rules of Conduct for skiers & boarders**  
[http://www.fis-ski.com/mm/Document/documentlibrary/Administrative/02/04/30/10FISRulesofConduct-English-A4\\_Neutral.pdf](http://www.fis-ski.com/mm/Document/documentlibrary/Administrative/02/04/30/10FISRulesofConduct-English-A4_Neutral.pdf)

## 1.6 Sample programme:

### IRISH ASSOCIATION OF SNOWSPORT INSTRUCTORS Alpine Level 3 Teaching Module Daily Programme

Day	Morning	Afternoon	Off Snow	Support Programme
	Travel to Resort		<b>Group Introductory Session</b> Roles: Learner, Teacher, Observer	
<b>Day 1</b>	<b>Putting the Learner at the centre of everything you do</b> Trainer led	<b>Methods of Practice &amp; using the mountain environment effectively</b> Trainer led with informal student led episodes	Daily Review	Review of Pre-course Questions & sharing recent teaching experiences
<b>Day 2</b>	<b>Student Teacher Delivery</b> Focus on methods of practice & using the mountain environment effectively	<b>Student Teacher Delivery</b> Focus on methods of practice & using the mountain environment effectively	Daily Review	Teaching Styles A to E and Skill Acquisition/Learner Phases and the Diamond Model of Skill Acquisition
<b>Day 3</b>	<b>Student Teacher Delivery</b> Focus on using teaching styles A to E	<b>Student Teacher Delivery</b> Focus on using teaching styles A to E	Daily Review	Analysing Performance
<b>Day 4</b>	<b>Analysing Performance for Core Skier Development stages</b> Trainer led	<b>Analysing Performance beyond CSD plus use of video</b> Trainer led with students videoing performance	Video Review	Teaching Styles F to K and Skill Acquisition/Learner Phases
<b>Day 5</b>	<b>Student Teacher Delivery</b> Focus on teaching styles A to H	<b>Student Teacher Delivery</b> Focus on teaching styles A to H	Daily Review	Goal Setting for Clients SMARTER
<b>Day 6</b>	<b>Student Teacher Delivery</b> Focus on matching teaching styles to learner phases	<b>Student Teacher Delivery</b> Focus on matching teaching styles to learner phases	Course Review	Individual Student Teacher Reviews

## 2. Day One

### 2.1 Daily outcomes and notes

#### OUTCOMES:

- Relaxed and comfortable with your peers, trainer and course programme
- Clear understanding of putting the learner at the centre of everything you do
- Clear understanding of methods of practice:- chaining, whole/part/whole & shaping
- Understand how to use the mountain environment effectively & safely

#### Daily Notes:

#### Personal action points: (knowledge & understanding)



## 2.2 Review of pre-course questions & sharing of recent teaching experiences

**Notes:**

### 3.0 Day Two

#### 3.1 Daily outcomes and notes

##### **OUTCOMES:**

- Deliver a teaching session
- Observe a teaching session & be involved in the review process
- Be a learner in some sessions
- Understand teaching styles A to E
- Understand skill acquisition and the phases of learning and the Diamond Model of skill acquisition

##### **Daily Notes:** (including your role as a learner & observer/reviewer)

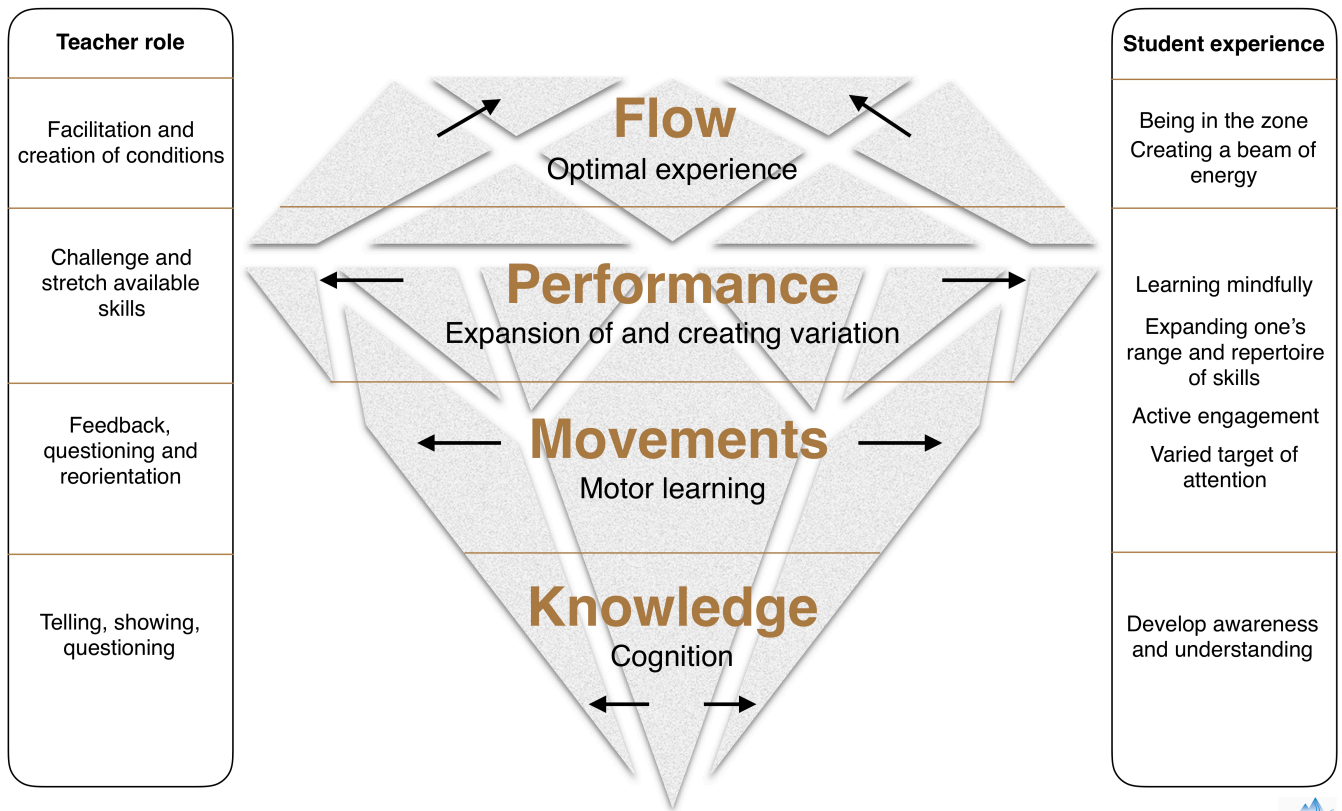
### 3.2 Student teacher delivery #1 – review notes

**Feedback & action points:** (from the session you delivered)

### 3.2 Skill acquisition and learning

<b>Learner Phase</b>	<b>Breakdown of learner phases</b>	<b>Mental state</b>	<b>Learner's perceptions</b>
		Unconscious incompetence	I don't know
<b>Cognitive</b>	Early awareness	Conscious incompetence	I think I understand but....
<b>Cognitive</b>	Late awareness		AHA! I get it...
<b>Associative</b>	Early practice		I can't feel it, is it OK?
<b>Associative</b>	Late practice	Conscious competence	It works OK as long as I think about it
<b>Autonomous</b>	Early acquired	Subconscious competence	I don't have to think about it
<b>Autonomous</b>	Late acquired	Unconscious competence	I can trust it even when the going gets tough

## Diamond Model of Skill Acquisition



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## 4.0 Day Three

### 4.1 Daily outcomes and notes

#### OUTCOMES:

- Deliver a teaching session
- Observe a teaching session & be involved in the review process
- Be a learner in some sessions
- Understand the process of analysing performance
- Analyse performance of unknown skiers (from video footage)

**Daily Notes:** (including your role as a learner & observer/reviewer)

## 4.2 Student teacher delivery #2 – review notes

**Feedback & action points:** (from the session you delivered)

### 4.3 Skier performance analysis model (SPAM)



- **Set Task** – be specific as this makes analysis easier
- **Ski Performance** – look at how the skis are interacting with the snow (forces)
- **Skier's Movements** – are they appropriate (range & rate)?
- **Skier's Balance** – in terms of fore/aft and lateral
- **Ski Performance** – accurate steering?
- **Task Achieved** – has the task been achieved?

The process above relies on a clear and specific task being set. After working through this process the instructor/observer is in a position to provide the learner/doer with feedback.



#### 4.4 Analysing performance of other skiers (from video footage)

**Notes:** - make notes on the skiers you observe using the process described in the skier performance analysis model;

## 5.1 Daily outcomes and notes

### **OUTCOMES:**

- Analyse your peers performance of CSD stages
- Analyse your peers performance beyond CSD
- Use video to record your peers performance
- Analyse the video footage you have taken
- Understand teaching styles F to K
- Understand skill acquisition and the phases of learning

**Notes:** - make notes about your analysis of the Core Skier Development stages

**Notes:** - make notes about your analysis beyond Core Skier Development

**Notes:** - make notes about your analysis of the video footage you recorded including notes about the quality of the video footage taken

## 5.2 Understanding Mosston's Teaching Styles

### Review questions:

- In what decade did Muska Mosston develop the teaching styles?
- Who is Sara Ashworth?
- What is meant by the "Reproduction Styles"?
- What is meant by the "Production Styles"?
- Which of the styles is sometimes referred to as the "slanty rope style"?
- In the reproduction styles what is meant by practice with a twist?
- How many teaching styles are there in each cluster?
- What is meant by the **spectrum** of teaching styles and how does the **responsibility** shift between the teacher and learner?
- Can you list the teaching styles in the correct order?
- When using the reciprocal teaching style what must the teacher avoid doing?

## 6.0 Day Five

### 6.1 Daily outcomes and notes

#### OUTCOMES:

- Deliver a teaching session
- Observe a teaching session & be involved in the review process
- Be a learner in some sessions
- Understand goal setting for clients

**Daily Notes:** (including your role as a learner & observer/reviewer)

**Feedback & action points:** (from the session you delivered)

## 7.0 Day Six

### 7.1 Daily outcomes and notes

#### **OUTCOMES:**

- Deliver a teaching session
- Observe a teaching session & be involved in the review process
- Be a learner in some sessions
- Take part in the course review
- Individual review and result

#### **Daily Notes:** (including your role as a learner & observer/reviewer)



## 7.2 Student teacher delivery #4 – review notes

**Feedback & action points:** (from the session you delivered)

## IASI COURSE WORKBOOKS

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The Teaching Styles referred to throughout the publication are those developed by Muska Mosston and later Sara Ashworth. See [www.spectrumofteachingstyles.org](http://www.spectrumofteachingstyles.org)

