



**IASI FREESTYLE SKI COACH LEVEL 2 WORKBOOK**

This course is aimed at existing Level 1 IASI freestyle ski coaches who wish to increase their freestyle ski knowledge and coaching performance. This also requires a minimum personal technical standard.

**Course remit-**

IASI Freestyle ski level 2 can coach freestyle ski in a mountain environment snow-park with a supporting alpine qualification (minimum IASI level 2 or recognised equivalent)

**Course outline -**

Optional 2 day training

3 day technical and coaching assessment

**Technical outcomes -**

Show confidence on bigger features (jumps, rails, pipes or transitions)

Show accurate judgement of speed into a kicker 8m table or bigger (speed test for the group)

Good quality basic rotation with a grab (180 and above)

Show 3 of 4 180's

270 on or off a basic rail (not box)

Show the ability to slide a rail with a street style takeoff

Show switch carving with confidence and a high level of skill (minimum blue run)

Minimum of 3 different grabs in a straight air

**Coaching outcomes -**

Show accurate technical understanding of bio-mechanics (trick identification)

Good knowledge of progressions and apply them in coaching sessions

Show a basic understanding of the FIS judging criteria

Show a basic understanding of the pathway to elite level competition

Good knowledge of park features and freestyle specific equipment

Show an understanding of TTPPEE and use it appropriately in coaching sessions

Ability to understand performance charts, goal setting and apply to coaching sessions

Run a basic strength and conditioning session

Show an understanding of basic nutrition in relation to training and competition

Have an understanding of competition formats/rules and coaches roles at various levels

## Day 1 (optional training)

### **Personal performance training:**

The course educator will run a basic training session providing appropriate feedback. By the end of the session candidates will be aware of their strengths and also areas for improvement in relation to the course technical outcomes. During this session try to take note of the educators structure to the session. Generally as performance levels increase the session becomes more 'athlete' led. Your educator will go through this with you during the day.

### **Video analysis and feedback:**

Group video analysis from the performance training session. Your educator will go through some video from the earlier session. During this session you will be given personal feedback on performance as well as guided through the "skill analysis" process.

### **Coaching in small groups:**

Armed with information from the performance training session and video analysis your educator will put you into small groups to work together. You will take it in turns to play the roles of coach and athlete. Sometimes you will be coaching alongside someone. Even at the highest levels of competition coaches often ask each other for opinions or advice.

## Day 2 (optional training)

### **Personal performance training:**

Candidates have the opportunity to go and work on areas for improvement during the first part of this session. Often the chance to zone in and focus alone for a short period of time can generate performance breakthroughs.

### **Planning and implementing a training session:**

The educator will guide you through the planning and implementing process with a higher level of performance in mind. You will then plan a session of your own and implement it. The educator may ask for specific things to be covered and ensure certain athletes work with certain coaches with both the performance and coaching outcomes in mind.

### **Flat land training session:**

Performance training session run by the educator working away from the features on a flat piste. Even at the highest levels flat land is still worked on. Not only is it fun and can be implemented into warm up sessions and general tuning in but also essential athletes focus on the technical details of their general skiing or riding occasionally. Often a bit of time focusing on something small on a flat piste can trigger a big overall change to a trick on a terrain park feature.

## Day 3 (assessment)

### **Introduction to the course:**

#### **Athlete takes the lead**

The higher the level of coaching and performance, generally the more the 'athlete takes the lead'. As a coach there is often an expectation for you to give lots of information. Parents and athletes like lots of feedback. However, this puts the coach at the centre of the learning experience. Without the coach, the athlete cannot learn. The coach can become ever more important with the athlete relying on the coach completely and expecting to be improved. This way the speed of the learning process and the content are dictated by the coach.

However, if the athlete is at the centre of the process, it is the athlete who dictates not only the speed of process but also the content. This can be intimidating for the coach as they are often unsure of the outcome and it may not be what was intended at all. Research shows that the long-term consequences of an 'athlete led' approach allow for better understanding of tasks and a greater ability to perform under a wide variety of conditions.

It's the athletes desire to discover and the coach being the facilitator that leads the athlete to the desired outcome. The coach is simply in charge of creating the right learning environment.

#### **More often than not:**

1. Coaches have a wealth of knowledge that they need to pass it on to their athletes.
2. Parents and athletes expect lots of feedback.
3. Coaches are assessed on what they are delivering rather than what the athlete is learning.

#### **During the course try looking at:**

1. What are the athletes learning?
2. What are the athletes doing?
3. Is the coach allowing the learning process to happen and how?
4. Is the coach challenging the learner to improve their skill level and how?

**Inspirational video:**

High performance video of the latest big tricks from international athletes. This video is used to motivate and inspire before your first assessed performance session.

**Performance training session:**

General and specific warm up sessions. The educator might ask candidates to run these sessions. During the 'main task' part of the session the educator will be looking at the personal performance levels of each candidate with the course technical outcomes in mind.

Conditions permitting the educator will have a look at the below technical outcomes from each candidate.

Show confidence on bigger features (jumps, rails, pipes or transitions)

Show accurate judgement of speed into a kicker 8m table or bigger (speed test for the group)

Good quality basic rotation with a grab (180 and above)

Show 3 of 4 180's

270 on or off a basic rail (not box)

Show the ability to slide a rail with a street style takeoff

Show switch carving with confidence and a high level of skill (minimum blue run)

Minimum of 3 different grabs in a straight air

After the session appropriate feedback will be given in terms of both technical performance and performance in relation to passing the course.

**Coaching sessions and planning:**

Plan a training session for the group referring to the Level 2 freestyle ski manual for information on the coaching process. Try to make use of the various tools available within the manual to help plan your session. This could include speaking those you will be coaching to establish goals.

Training Plan			
Date and time		Number of athletes	
Training group		Age of athletes	
Aim of session			
Equipment and facilities required			
Intro/Key messages and safety points			
Warm up			
Main Part			
Cool down and conclusion			

**Implementation of training session:**

During this session the educator will most likely observe. However sometimes they might join in with the session if it makes sense numbers wise. After this session you will receive appropriate feedback with regards to the coaching outcomes below relevant to your session.

**Coaching outcomes -**

Show accurate technical understanding of bio-mechanics (trick identification)

Good knowledge of progressions and apply them in coaching sessions

Show a basic understanding of the FIS judging criteria

Show a basic understanding of the pathway to elite level competition

Good knowledge of park features and freestyle specific equipment

Show an understanding of TTPPEE and use it appropriately in coaching sessions

Ability to understand performance charts, goal setting and apply to coaching sessions

Show the ability to run a basic strength and conditioning session

Show an understanding of basic nutrition in relation to training and competition

Have an understanding of competition formats/rules and coaches roles at various levels

**General debrief and plan for day two:**

This is a general debrief with everyone together and a chance for candidates to raise any concerns with the educator and make a plan for the next day.

Day 4 (assessment)

**Trick identification:**

Take a look at the trick identification videos. Try to work out what the trick is by looking at the axis, number of rotations, number of flips and grabs etc. Understanding what is going on is an integral part of being able to coach manoeuvrers, even at a much more basic level of performance.

<https://www.youtube.com/watch?v=N88InVgbTjI>

<https://www.youtube.com/watch?v=hM1K20sQOXQ>

**Performance training sessions:**

By this stage the educator will have let candidates know of any areas that need work or could be improved. Bear in mind candidates might already be above the pass level but the educator will always look for improvement of some kind.

Working in small groups or pairs on personal performance. The educator might orchestrate this in a way to address candidates weaker areas. There will be no specific time limit to these sessions. You may use video feedback and take breaks to review during these sessions to help achieve the agreed goals set by both candidates, coaches and the educator.

### Classroom session:

### Competition, planning and case study:

Coaching often doesn't just involve improving athletes performance. There are many roles especially when it comes to competition and specific training camps. Often a coach is a provider of support in terms of logistics, travel, planning etc so athletes can focus one one task, 'performance'.

### Case Study: (Competition plan)

1. You are the head coach of a freestyle ski club in the UK. 10 of your athletes have done well at recent national competitions on the dry ski slopes and snow domes in the UK. Parents have asked if you can take them to the national championships in Laax Switzerland. They would like to do a weeks training before hand and then enter the competition the following week. The competition is for the whole week and includes Slopestyle, Big Air, Halfpipe and Ski Cross. The competition is in 4 months time. You also have an assistant coach who would like to go and also a parent willing to be support staff. All your athletes are aged between 14 and 18 and an equal number of males and females.

2. Working in small groups or pairs list the things that need to be considered in the planning stages. Refer to information on training camp planning and competition in the manual as much as you need to.

[illegible]

3. Share and compare your list with the rest of the group, discuss and add or remove anything you feel you need to.

4. In your groups try to arrange your list in an order of priority.

[illegible]

**5. Training week:** It's just before lunch time during the middle of the training week pre competition one of your athletes has a fall. It's been a really good day so far, the weather and jumps are perfect and everyone is super stoked and progressing well. He's okay and gets up and can still ski but he's complaining his knee is sore. List what steps as a coach you would take if faced with this situation.


**6. Competition week:** During the competition week, 2 of your athletes have decided they don't want to enter the ski cross event. They feel that this is their weakest area and they would rather train that day for halfpipe instead. What would you do as a coach when faced with this situation? List what questions you would ask them and what things you would look into. You might have several answers depending on the questions asked, answers given and what works logistically.


**7. Competition week:** In the big air event you feel one of your athletes was underscored for her jump on the 2<sup>nd</sup> run of qualifiers. She missed out on the finals by one point and one place. What do you do?


**8. Competition week:** During the week the weather has been warm and everyone is finding the speed for the jumps perfect. Its the halfpipe competition tomorrow and the weather forecast is for light snow and colder temperatures. One of the parents has raised the question whether speed will be an issue. What would you do in this situation.


**9. Competition week:** Due to bad weather the slopestyle event is pushed back a day to the 'contingency day'. Your flights home are that evening. You can still compete but will have to leave for the airport straight away and miss the prize giving. What things could you check and arrange to make the rush to the airport smoother.


**10. Debrief:** Usually after a training camp or competition it is necessary to write coaching reports for your athletes. Use the form below to write a mock coaches report for one of your athletes.

## Park & Pipe Athlete Update report

Athlete:

Date:

Location:

Coach:

### Training summary


### Technical notes:


### Tactical notes:


### Physical notes:


**Psychological notes:**


**Equipment notes:**


**Environment notes:**


**Day 5 (assessment)****Delivery of planned training sessions:**

Each candidate will plan and deliver a training session. There will be no time constraints on these sessions.

**Personal performance:**

Chance for each candidate to improve their personal performance. This might be done individually, or in small groups.

**Self-reflection and evaluation:**

It's important to reflect upon previous coaching sessions to continue to improve as a coach. Have a think about the coaching sessions you delivered on this course and then fill out the table below.

	What I did	Things to improve
Safety		
Maximum class activity		
Enjoyment		
Communication		
Creativity		
Learner engagement		
Viewing angles		
Technical progression		
Feedback		

**Action Plan for future development:**

**Agreed and signed by course educator** \_\_\_\_\_

**Course debrief with educator:**

Author – Andy Bennett  
IASI Education Team

