

IRISH ASSOCIATION OF SNOWSPORTS INSTRUCTORS

# Level 1 Snowboard Instructor Award Student Workbook



SEPTEMBER 2022

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## Overview of the Award

a) Holders of the IASI Level 1 Snowboard Instructor award will have;

- An all round riding performance on artificial surfaces or snow.
- A good understanding of modern snowboard technique, equipment and rider's development.
- The ability to plan and deliver snowboard sessions to all riding standards up to regular turns.
- Demonstrate sound group management with a good knowledge of safety requirements for artificial venues including indoor snow domes.
- Professional manner at all times.

**NB:** Please note that a more detailed breakdown of the technical and teaching assessment criteria is detailed on the following pages.

b) Limitations of the award:

- Holders of the IASI Level 1 Snowboard Instructor award are qualified to instruct riders on artificial surfaces, including indoor snow domes (closed environment).
- Holders are **NOT** qualified to work "on snow" in the open mountain environment.

c) Using the workbook:

The workbook is designed to cover key areas of the award and to guide you through the training and assessment.

Please note that IASI supply all workbooks in electronic format and encourage students to use electronic devices during the course to refer to it. Notes can be taken separately on electronic devices or in a traditional paper based notebook.

# IASI QUALIFICATION PATHWAY SNOWBOARD LEVEL 1



## Pre – Selection

(Only applicable to Dry Slope environment – 1 day or 6 hours)

## Training & Assessment

(6 day course or 5 days in an indoor environment)

## Snowsports School Experience

(20 logged hours)



## First Aid

(2 days or 16 hours)

# LEVEL 1 SNOWBOARD INSTRUCTOR

**(for artificial surfaces and indoor facilities)**

Pre-selection can either be a formal IASI session or part of a snowboard school programme run by an IASI Snowboard trainer.

Snowsports school experience can include shadowing snowboard lessons, assisting in the booking office or helping in equipment hire. Where possible we recommend shadowing snowboard lessons as this is the most useful preparation.

The Level One Training and Assessment can be run in a variety of formats including evening sessions, full days, consecutive days etc to suit the venue - artificial slope, indoor dome or on snow in a mountain environment.

The refresher requirement for Level One is 1 day every 3 years, plus a valid First Aid.

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The following criteria are broken down under the headings of **Core Rider Development (CRD)**, **Piste Performance** and **Additional Activities**. It sets out what you, as potential level 1 instructors, need to "Show" by the end of the course.

## CORE RIDER DEVELOPMENT

### Demonstrate:

- **Straight running** on appropriate terrain to control speed with a flat base.
- **Sideslip** on both heel and toe edge using good edge control with 'flexion & extension' movements.
- **Diagonal sideslip** on both heel and toe edge using effective 'fore & aft' movements to ensure change of direction.
- **Falling leaf** steering on both heel and toe edge to ensure effective board rotation.
- **First turns** showing basic edge change in the fall line.
- **Standard turns** changing edge before the fall line using turn shape to control speed.
- Maintaining good control of posture, speed and balance throughout the above.

## WORKWOCARVING AND SHORT TURNS

### **Demonstrate:**

- Short radius turns using a good blend of the steering elements to produce rounded skidded turns. Each descent should be rhythmic and flowing with good control of speed.
- Cleanly carved turns on easy terrain, with tail following the tip.
- Maintaining good control of posture, speed and balance throughout the above.

## ADDITIONAL ACTIVITIES

### **Demonstrate:**

- Traversing with good edge control to maintain a high line across the slope.
- Basic garlands using efficient foot steering to guide the board into the fall line and back out on the same edge.
- Grip and slip steering - using efficient foot steering to guide the board towards the fall line and skidding away from it to control speed and line. Demonstrate the difference between board orientation to the fall line vs momentum.
- Freestyle on flatter terrain. Demonstrate ollies, nollies, nose and tail presses, and a straight air on a small jump.
- Maintaining good control of posture, speed and balance throughout the above.

## 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 1 instructors, 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 of Conduct**<sup>1</sup> for skiers and boarders.
- About accident procedure.
- The different types of lifts encountered at artificial slopes and snow domes and how to introduce them.

#### **Able to show:**

- Good group management during session delivered.
- The ability to use and teach the FIS rules of conduct as required.

- 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 appropriate to the learners ability level.

## ENJOYMENT

### Know:

- How to adapt lessons for adults and children.
- A range of activities for each stage of **Core Rider Development<sup>2</sup>**.

### Be able to 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.
- The ability to adapt language to different types of client .
- The ability to keep learners moving (MCA).

## LEARNING

### Know:

- What **teaching styles<sup>3</sup>** are and why we use different styles (Mosston & Ashworth).
- The 3 phases of **skill acquisition<sup>3</sup>** are (Fits & Posner).

## Be able to show:

- A logical progression of activities.
- A session that has a beginning, middle and end.
- The ability to use a good mixture of explanation and demonstration.
- The ability to give positive and corrective feedback either through telling or questioning.

## Resources:

- 1) **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)
- 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**, by Andrew Lockerbie & Derek Tate, 2012, available as ebook from Amazon, iBooks and print version from Parallel Dreams and Amazon

**NB:** Please note that while the above texts (2 & 3) are largely written for skiers they contain generic sections that are relevant to snowboarding in terms of basic principles (Parallel Dreams Alpine Skiing) and general teaching methodology in snowsports (Ski Instructors Handbook).

## **IRISH ASSOCIATION OF SNOWSPORTS INSTRUCTORS**

### **Level 1 Snowboard Instructor Course Programme:**

**Morning**

**Afternoon**

**Classroom**

**Support Programme**

### **Day 1:**

**SB Basic Principles (BP)** of riding  
Forces, Movements, Balancing, Steering

**Core Rider Development (CRD)**  
Straight running to diagonal side slipping

## **Review of on slope content**

**BP & CRD** review sheets

### **Day 2 :**

#### **Core Rider Development (CRD)**

Grip 'n' slip steering to standard turns

#### **Piste Performance**

Standard & advanced turns

#### **Analysing performance**

Review of on slope content

#### **SB Performance Analysis Model (SPAM)**

Teaching review & planning

### **Day 3:**

#### **Session Deliveries**

by students

#### **CRD & Piste Performance**

Purposeful Practice

#### **Review of on slope content**

#### **Individual mid course reviews**

### **Day 4:**

#### **Revisit SB Basic Principles (BP)**

of riding & analysing performance

#### **Revisit Core Rider Development (CRD)**

**Review of on slope content**

**The assessment process**

**Day 5:**

**Developmental Activities for CRD stages**

Drills & exercises

**CRD & Piste Performance**

Development of individual strengths & weaknesses

**Review of on slope content**

**Session Planning**

**Day 6:**

**Session Deliveries**

by students

**Review of Level 1 course**

both technical & teaching

**Individual results & action planning**

**Course review & IASI qualification pathway**

**NB:** The Snowboard Level 1 course runs in a variety of formats including 2 x 3-days and evening sessions. The programme above describes the course in the 6-day consecutive format. One day represents approximately 7 hours with this typically being 5 hours riding and 2 hours off slope in the classroom. However this is only a guide and courses will vary slightly depending on the venue and format. The educator will ensure that all the content is covered no matter what format is used.

## **1.0 Day One (or equivalent hours)**

### 1.1 Outcomes and notes



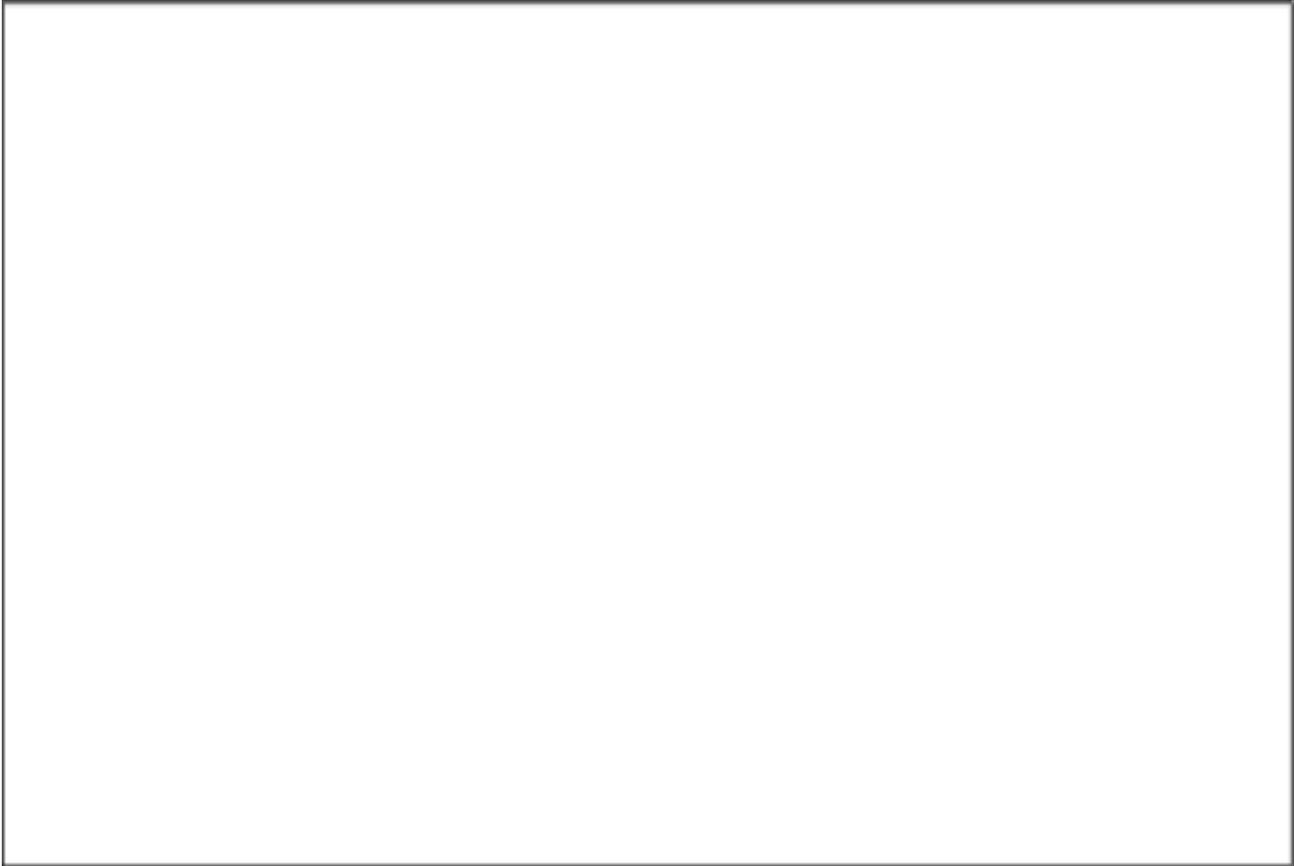
#### **OUTCOMES:**

- Relaxed and comfortable with your peers, educator and course programme.

- Understand the SB Basic Principles and the terminology used.
- Enjoy some riding at your own level.
- Begin to understand Core Rider Development (CRD).
- Ride CRD stages up to diagonal side slipping.



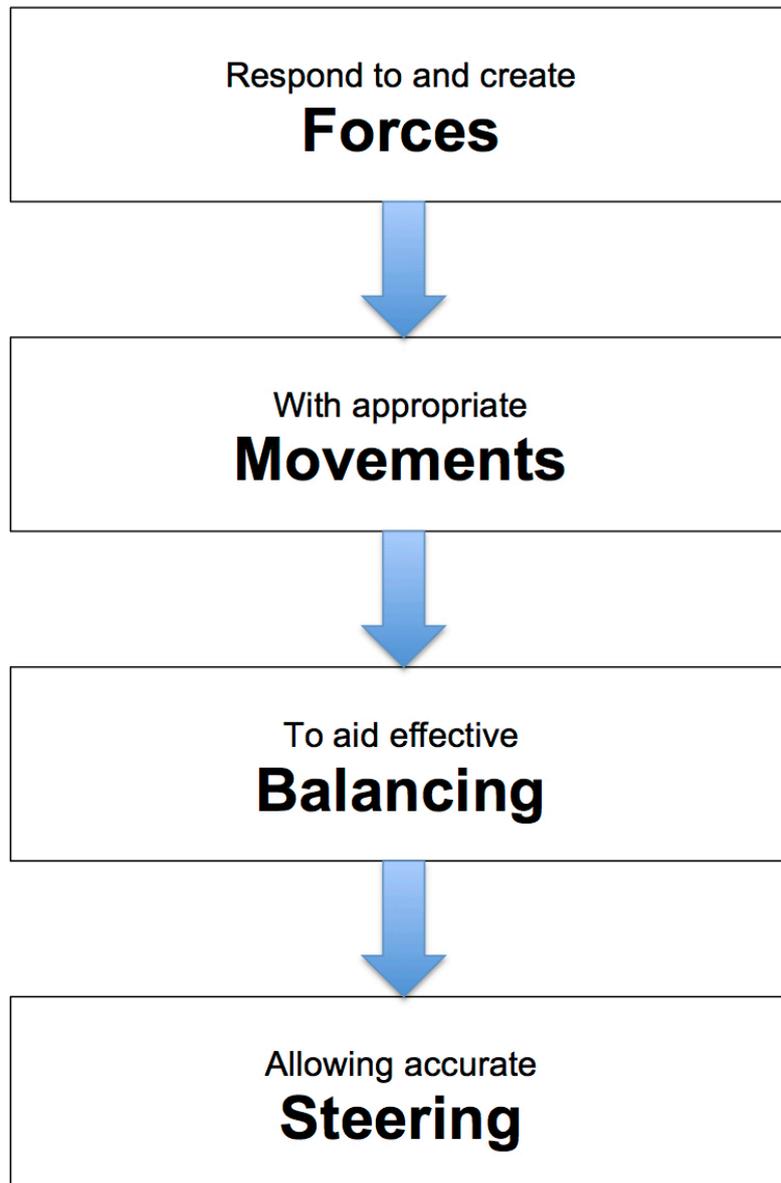
**Notes:**



**Feedback on your performance:** (include source)

1.2 SB Basic Principles Model

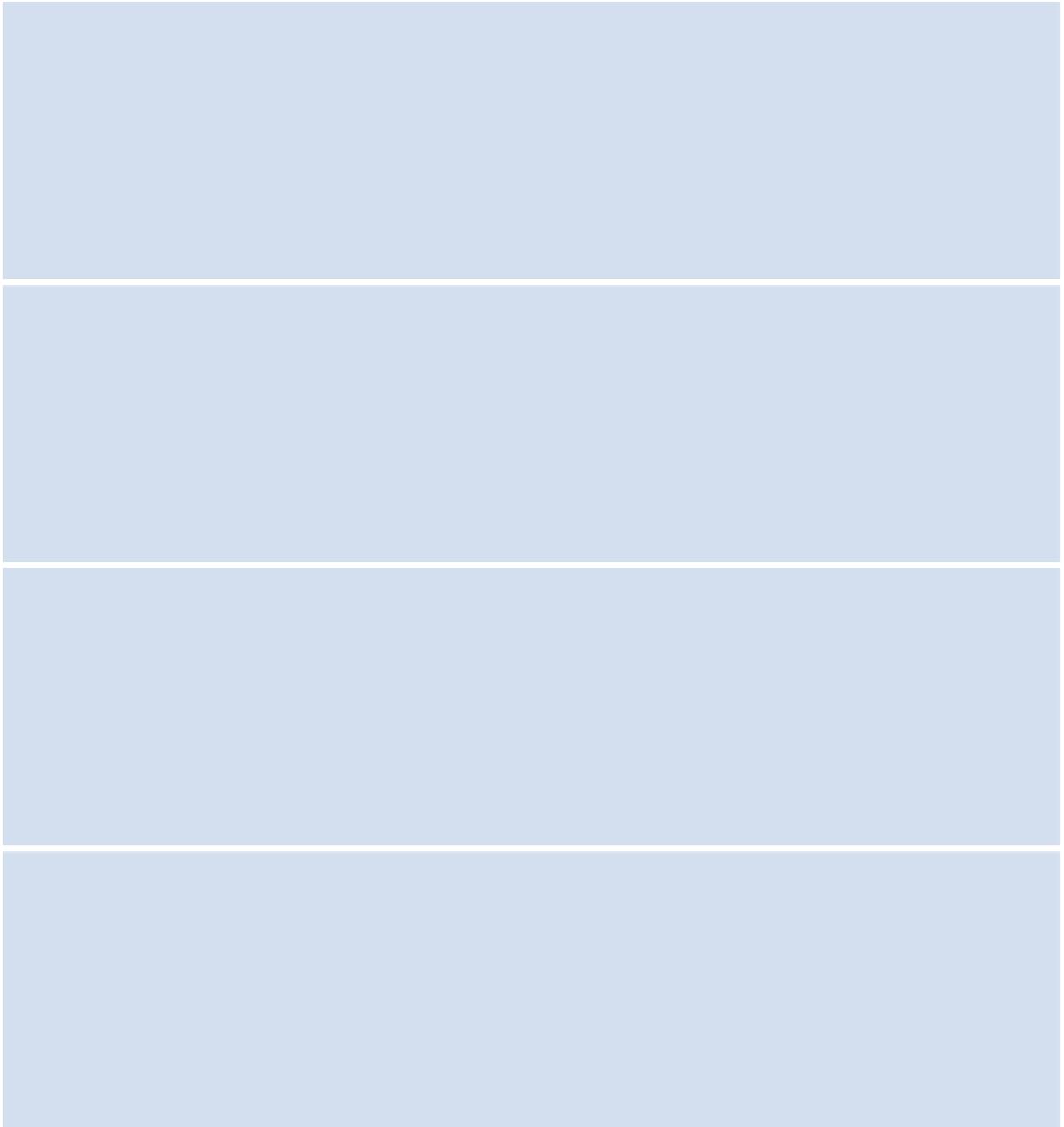
# Snowboard Basic Principles Model



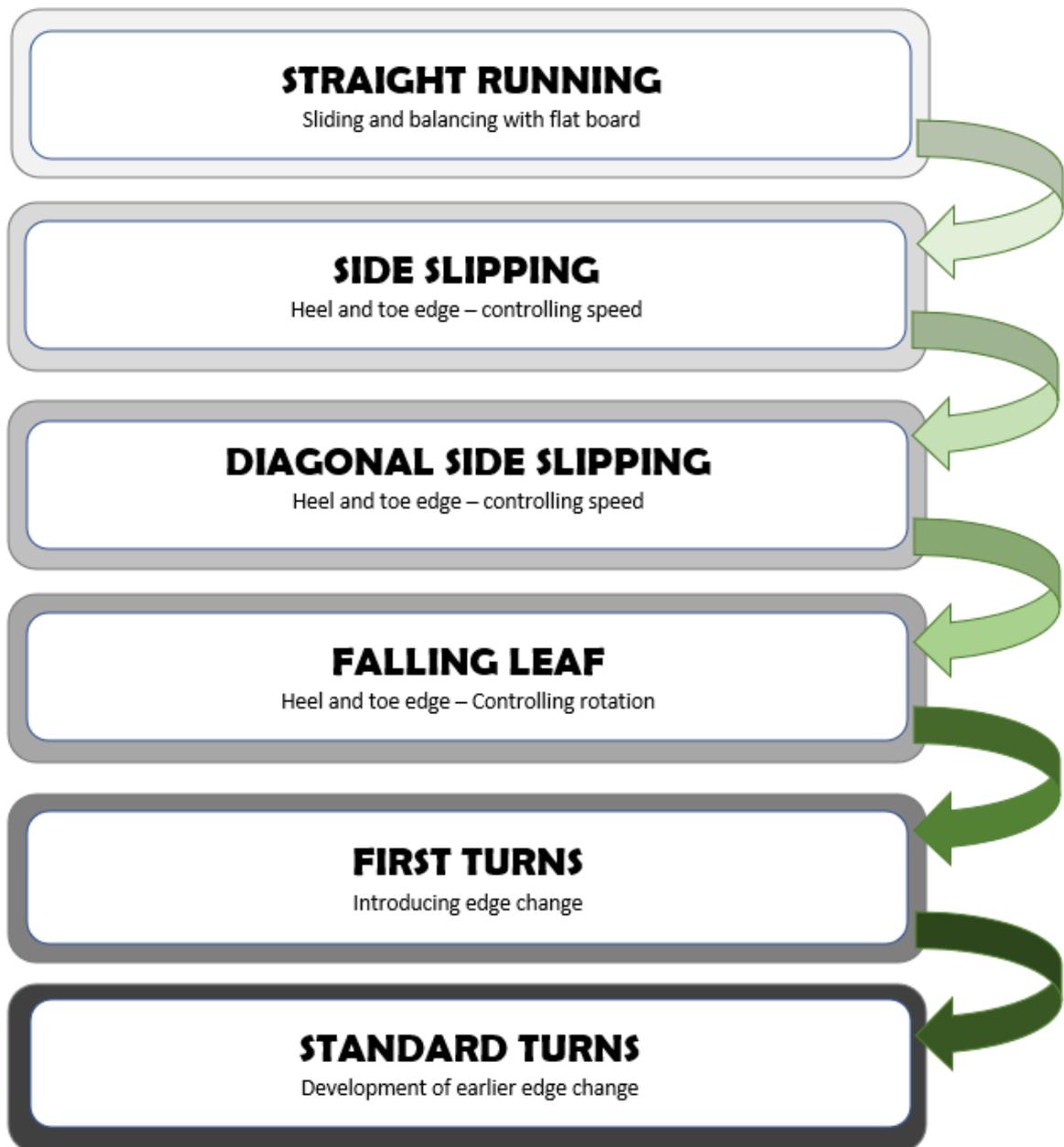
Respond to and create **Forces** with appropriate **Movements** to aid effective **Balancing** allowing for accurate **Steering** of your board.

## 1.3 SB Basic Principles review

**FORCES  
MOVEMENTS  
BALANCING  
STEERING**



**Core Rider Development stages model**



## **Core Rider Development phase task(s)**

### **SB Basic Principles** (Which ones are the **main** focus?)

#### **Straight running**

Board flat allowing terrain to control speed.

#### **Side slipping**

Managing and controlling speed on both the heel and toe edges.

#### **Diagonal side slipping**

Moving smoothly across and down the slope on both heel and toe edges.

#### **Traversing**

Keeping a high line to cross the slope.

#### **Falling leaf**

Moving the board forwards and backwards and down the slope on both heel and toe edges.

#### **Garlands**

Guiding the board into the fall line and back out on the same edge.

#### **First turns**

Basic linked turns using the shape of the turn to control speed.

#### **Standard turns**

Linked turns with smooth transition between turns.

## **2.0 Day Two (or equivalent hours)**

## 2.1 Outcomes and notes

### **OUTCOMES:**

- Ride CRD stages up to regular turns.
  
- Ride Piste Performance short turns.
  
- Ride Piste Performance carving.
  
- Start to analyse performance using video of your riding.
  
- Understand Snowboard Performance Analysis model (SPAM).

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**Notes:** including feedback on your performance

## 2.2 Analysing performance

### **Snowboard Performance Analysis Model**

**Set Task** – be specific as this makes analysis easier.

**Board Performance** – look at how the board is interacting with the snow (forces).

**Rider's Movements** – are they appropriate (range & rate)?

**Rider's Balance** – in terms of fore/aft and heel/toe.

**Board 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 with feedback.



## 2.2 Analysing performance cont.

A large, empty rectangular box with a thin black border, intended for students to take notes on their performance and the performance of others in their group.

Using the model on the previous page, make notes about your own performance and the performance of others in your group. These notes should be based on your observations both on the slope and through watching video playback.

## 2.3 Teaching styles A to E

**Describe** the key aspects, safety considerations and main **communication and feedback** for Mosston & Ashworth's **Teaching Styles** below.

Style A

**Command**

Style B

**Practice**

Style C

**Reciprocal *practice***

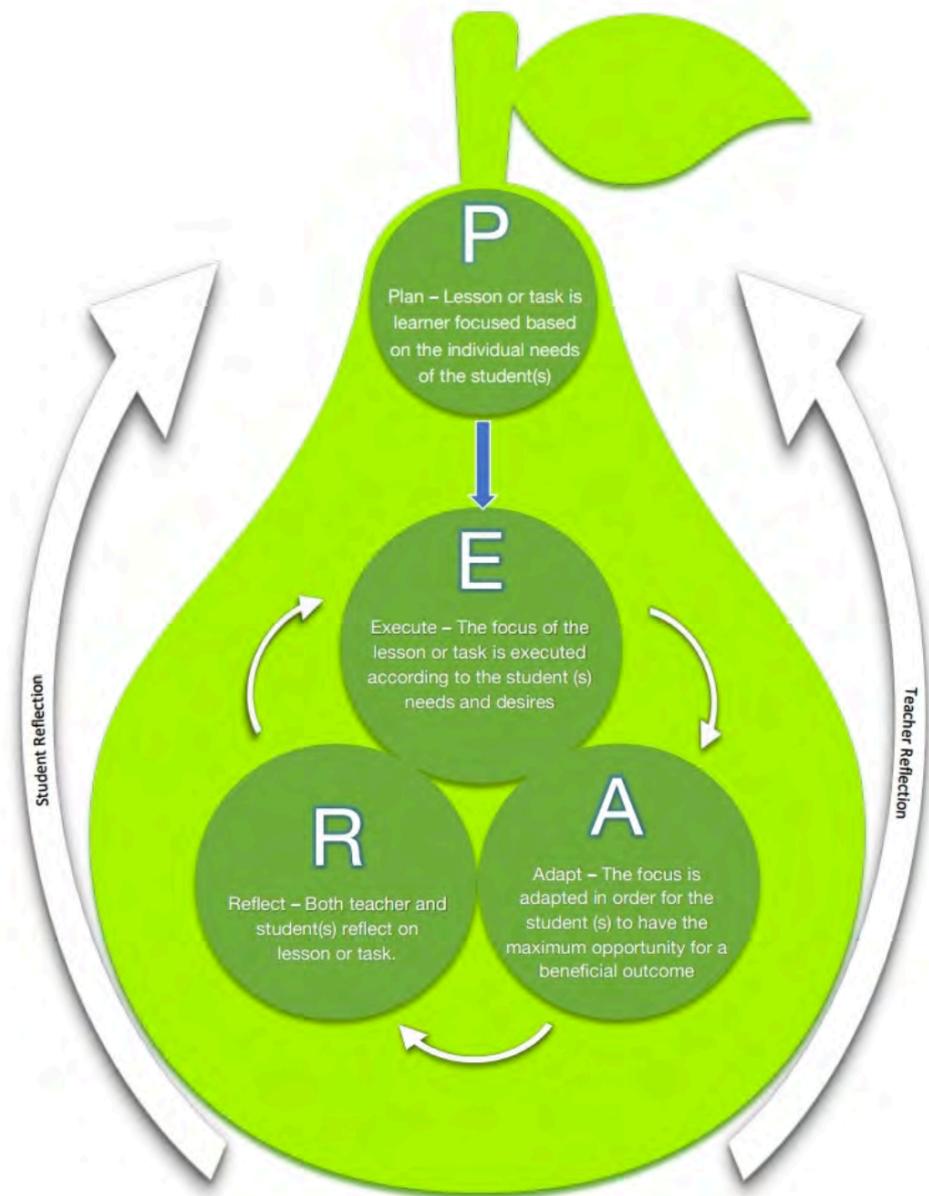
Style D

**Self Check *practice***

Style E

**Inclusion *practice* "slanty rope style"**

## 2.4 Pear Model (how we teach)



The importance of the pear shape – any good lesson starts with a good plan but a great lesson and teacher will fluidly adapt their plan whilst executing it and continually reflect on how things could be improved to better the student. The shape of a pear emphasises that the planning phase is only a small aspect of what makes a good lesson and teacher and there should be a larger emphasis on the execution, adaption and reflection that should constantly be taking place within a good lesson.

## **Pre-teaching session planning – Collecting information**

### **Initial information required:**

- 1) How many students will you be teaching?
- 2) What is their demographic?
- 3) How long will the session be?

### **Once you have answered the above questions you should consider the following prior to planning the teaching session;**

- a) What previous experience do the learners have?
  
- b) Do you know of any particular or individual needs that your learners might have?
  
- c) What is the aim and intended outcome of the session for your learners?
  
- d) What safety considerations do you have in mind?
  
- e) Are there any other factors that might inhibit your learners?

2.4 Session planning continued

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## **Considerations for planning your teaching session**

Now that you have completed your pre-teaching session planner you need to think about structuring your session into a beginning, middle and end. Use the list below to help you plan your session;

### **Getting the learners ready**

- Welcome and introductions
- Have a friendly and cheerful disposition
- Learn names ASAP and help learners to feel comfortable
- Check clothing and equipment
- Highlight safety points
- Prepare physically and mentally
- Clarify the needs of the learners
- Clarify the aims and outcomes of the session
- Refer to FIS Rules of Conduct (see recourses section)

## Improving performance

- Give clear and accurate directions, explanations and demonstrations
- Ensure maximum useful learner activity
- Ensure good group management
- Encourage learners to ask questions
- Check the learner's understanding
- Observe and analyse the learner's performance using the "Snowboard Performance Analysis model" (SPAM)
- Identify strengths and areas for change
- Provide useful and accurate feedback
- Refer to FIS Rules of Conduct (see resources section)

## **Bringing the session to a close**

- Never finish the session doing an “exercise” – always finish with “normal” riding feeling the benefit of any tasks and exercises used
- Provide a summary of what has been done and achieved
- Enquire into the learner’s future needs
- Advise learners of preparation needed before their next session
- Clear up and put away any equipment used
- Refer to FIS Rules of Conduct (see resources section)

## 2.4 Session planning continued

### Teaching Session Planner

*Instructor :*

*Location :*

*Date :*

**Aims and intended outcomes**

**Resources required**

e.g. turning markers, slalom poles, video camera, juggling balls etc.

**Safety Considerations**

Group management

Content

Time & method

**Getting the learners ready**

**Improving performance**

**Bringing the session to a close**

## 3.0 Day Three (or equivalent hours)

### 3.1 Outcomes and notes

#### OUTCOMES:

- Deliver a session to your peers.
- Take part in sessions delivered by your peers.
- Take part in the review of sessions delivered by yourself and your peers.
- Practice Core Rider Development stages.
- Practice Piste Performance – short turns, carving & additional activities.

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**Notes:** (including feedback on your performance)

### 3.2 Student teacher delivery – review notes



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

Refer back to the Teaching Assessment criteria and identify your strengths & weaknesses in relation to what you need to **know** and what you need to **show** under the headings of **Safety, Enjoyment and Learning**.

3.3 Technical & Teaching mid course review

A large, empty rectangular box with a thin black border, occupying most of the page. It is intended for a mid-course review.

Based on the first three days of the course summarise below your main action points for your Technical and your Teaching performance:

**Technical action points:**

**Teaching action points:**

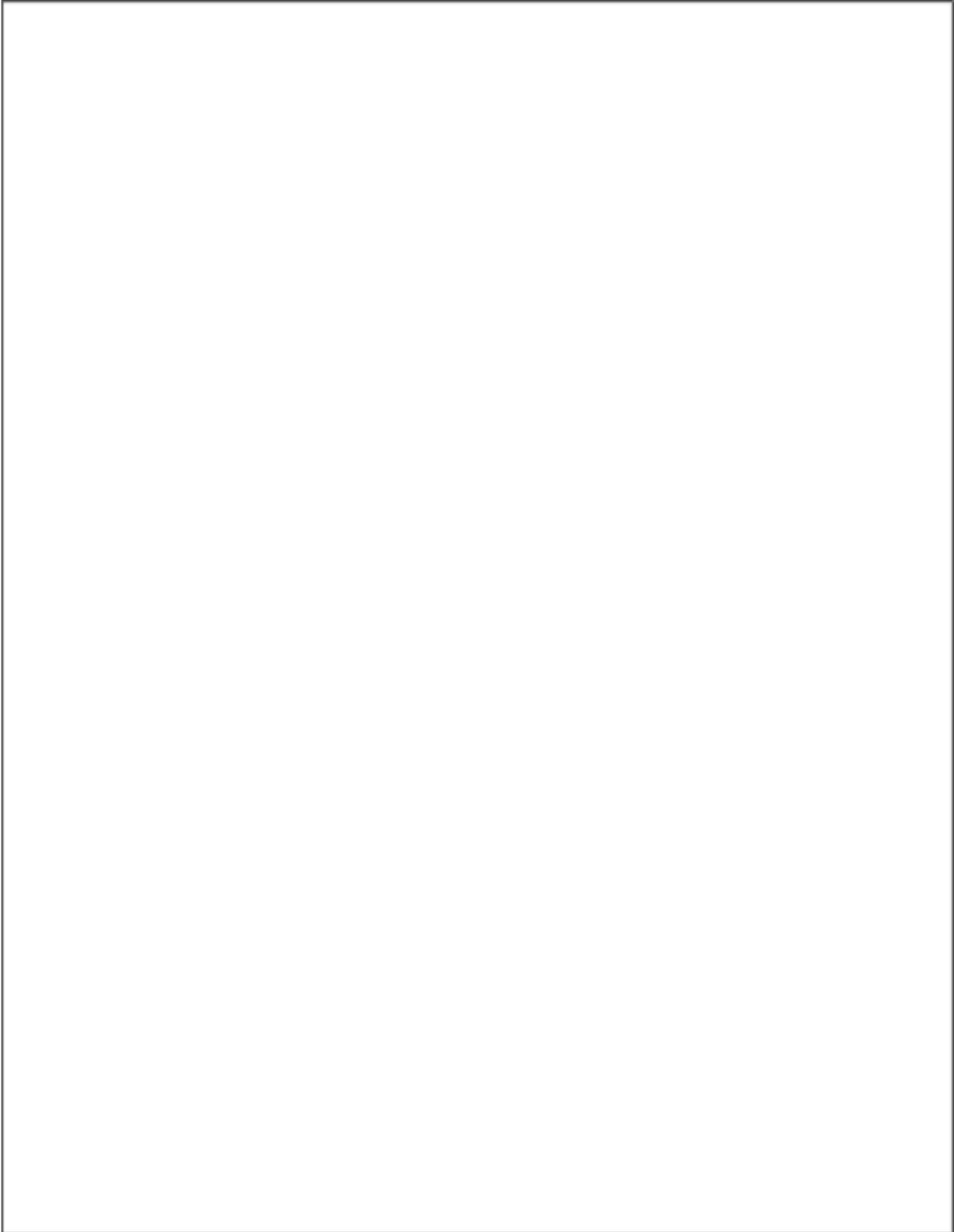
## 4.0 Day Four (or equivalent hours)

### 4.1 Outcomes and notes



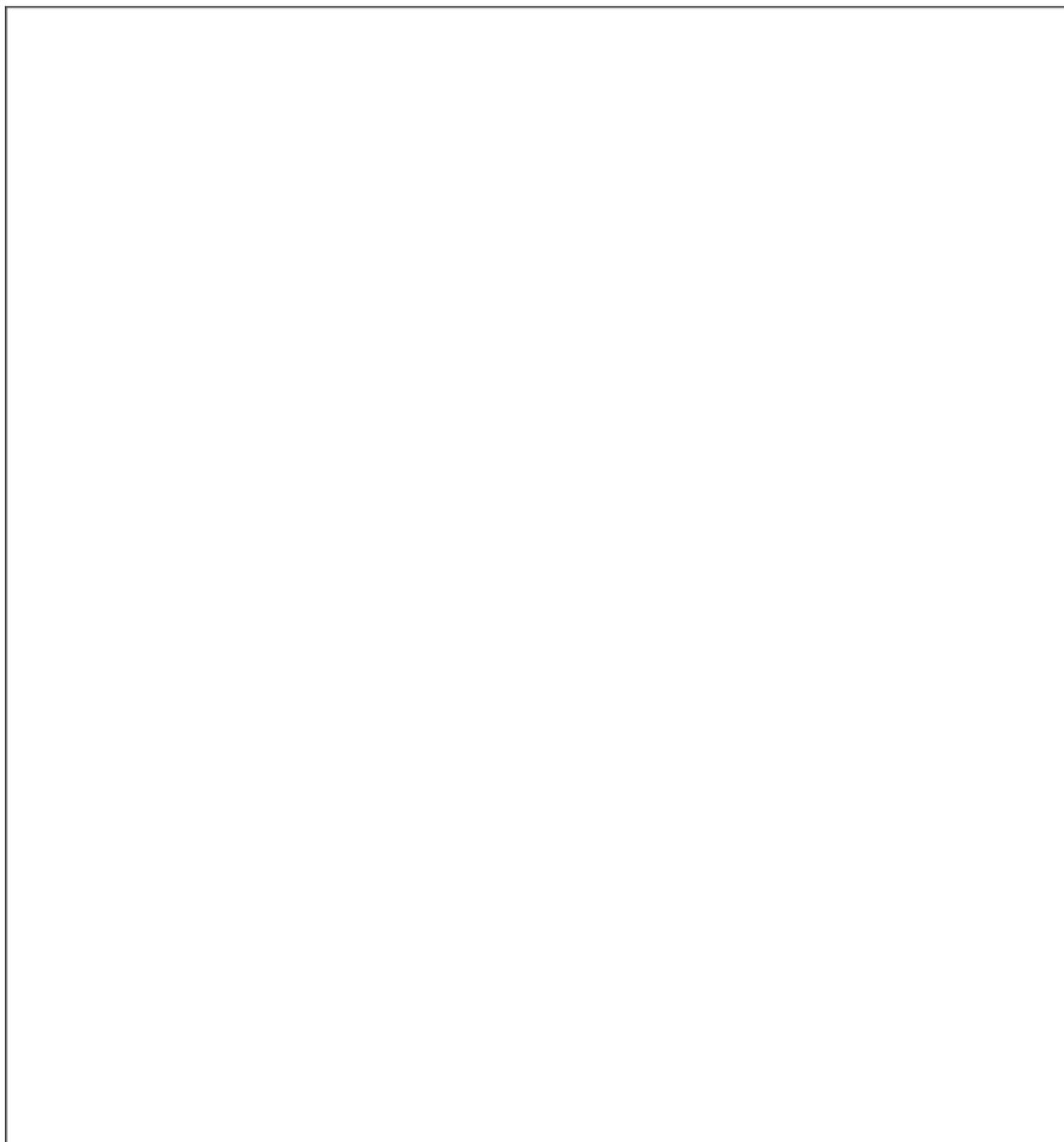
#### OUTCOMES:

- Revisit Snowboard Basic Principles in piste performance.
- Revisit Core Rider Development stages & enhance your understanding.
- Further practice on analysing performance using video footage of your performance in both CRD and Piste Performance.
- Understand the link between SB BP and CRD & Piste Performance.



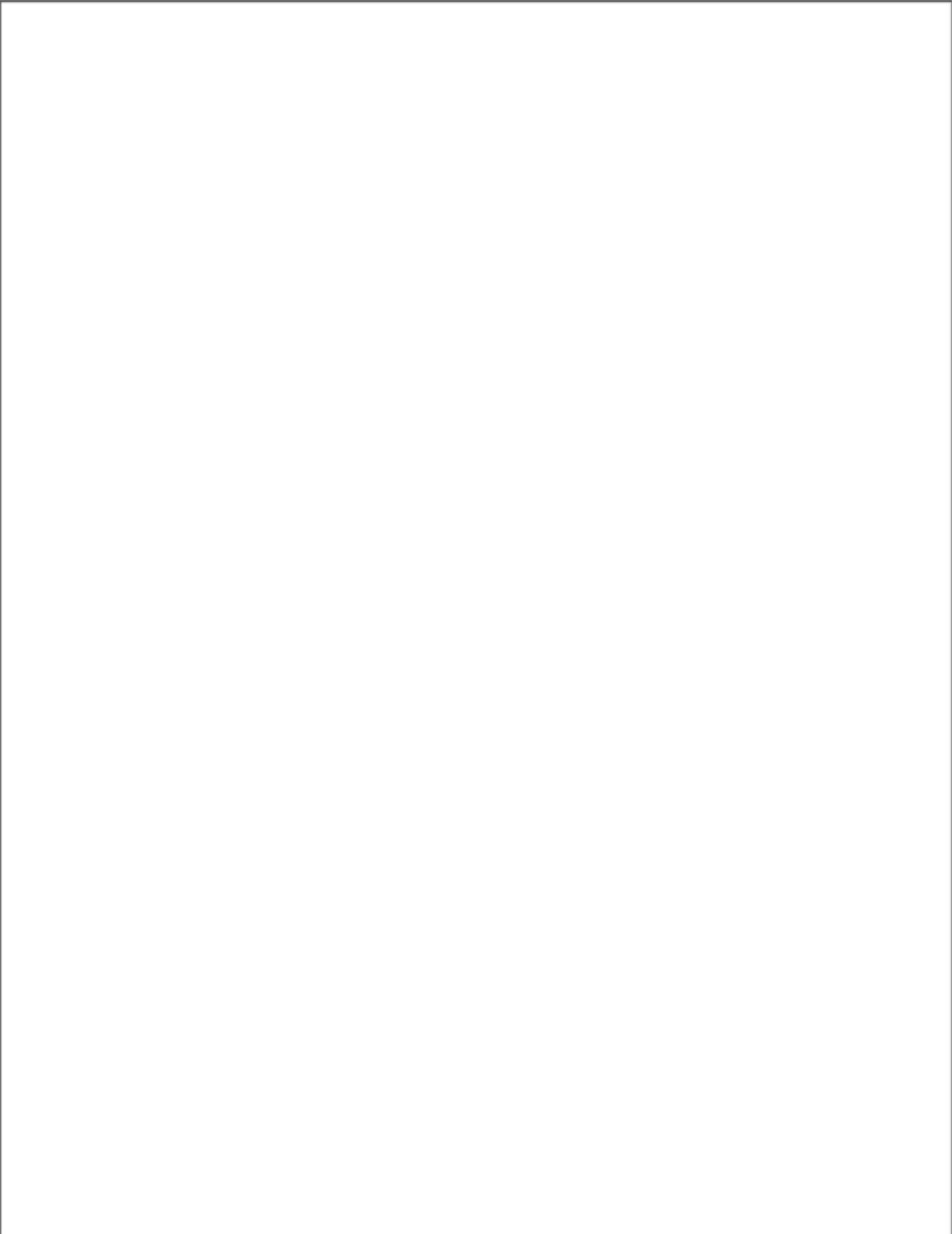
**Notes:** (feedback on your performance including any feedback from your video footage)

## 4.2 Review of SB BP, CRD & PP



It is important to understand the LINK between the **Snowboard Basic Principles (BP)**, **Core Rider Development (CRD)** and **Piste Performance (PP)**. Essentially we teach the SB Basic Principles:- Forces, Movements, Balancing and Steering to help our learners move through the stages of Core Rider Development:- straight running to standard turns. These are the same SB Basic Principles that we use to develop peoples performance beyond CRD as they move into Piste Performance:- short turns and carving and eventually into all mountain riding including freestyle.

Refer back to the SB BP & CRD models earlier in this workbook. Record any further notes here about your understanding:

A large, empty rectangular box with a thin black border, intended for the user to write their notes on the SB BP & CRD models.

### 4.3 The Assessment Process

IASI courses are run on a continual assessment basis. This means that by the end of the course you need to be meeting **ALL** the assessment criteria.

During the Snowboard Level 1 course you are assessed on both your **Technical** performance and your **Teaching**.

The assessment criteria for both Technical and Teaching are detailed near the beginning of this workbook.

The **Technical** criteria details what you must “**show**” for;

- **Core Rider Development**
  - **Piste Performance**
  - **Additional Activities**

The **Teaching** criteria details what you must “**know**” and what you must “**show**” for;

- **Safety**
- **Enjoyment**
- **Learning**

**The method of assessment is a simple PASS or FAIL against each of the assessment criteria.**

Following the completion of the course your educator (who is also your examiner) will write a report detailing your strengths and weaknesses for both your technical and teaching and recording your result.

If you fail both the technical and the teaching then you will need to retake the full Level 1 course.

If you are unsuccessful in either the teaching or the technical then you can re-sit that element of the course i.e., Technical re-sit or Teaching re-sit.

A technical or teaching re-sit is a minimum of one day. To do this you can either join another Level 1 course (providing there is space) or take the re-sit

during an IASI CPD course. Alternatively you may wish to book an IASI educator privately for a one to one re-sit (technical only).

To pass the full Level 1 Snowboard Instructor award you must complete all the required elements including snowsport school experience and first aid.

## 5.0 Day Five (or equivalent hours)

### 5.1 Outcomes and notes

#### **OUTCOMES:**

- Practice and record a range of developmental activities (drills and exercises) for Core Rider Development stages.
- Work on individual strengths and weaknesses in CRD and Piste Performance.
- Plan a session.

A large, empty rectangular box with a thin black border, occupying most of the page. It is intended for the user to write notes, including feedback on their performance about strengths and weaknesses that have been identified.

**Notes:** (including feedback on your performance about strengths and weaknesses that have been identified)

## 5.2 Developmental activities

A large, empty rectangular box with a thin black border, intended for recording developmental activities. It occupies the central portion of the page.

Use this page to record any developmental activities that you did today (sometimes referred to as drills or exercises). Remember that you should always know the **purpose** of any activity in terms of the SB basic principles being developed and how the activity fits into the overall CRD progression.

5.3 Session planning

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## **Pre-teaching session planning – collecting information**

Initial information required:

- 4) How many students will you be teaching?
- 5) What is their age and gender?
- 6) How long will the session be?

Once you have answered the above questions you should consider the following prior to planning the teaching session;

- f) What previous experience do the learners have?
- g) Do you know of any particular or individual needs that your learners might have?
- h) What is the aim and intended outcome of the session for your learners?
- i) What safety considerations do you have in mind?
- j) Are there any other factors that might inhibit your learners?

5.3 Session planning continued

A large, empty rectangular box with a thin black border, occupying most of the page. It is intended for session planning.

## **Considerations for planning your teaching session**

Now that you have completed your pre-teaching session planner you need to think about structuring your session into a beginning, middle and end. Use the list below to help you plan your session;

### **Getting the learners ready**

- Welcome and introductions
- Have a friendly and cheerful disposition
- Learn names ASAP and help learners to feel comfortable
- Check clothing and equipment
- Highlight safety points
- Prepare physically and mentally
- Clarify the needs of the learners
- Clarify the aims and outcomes of the session
- Refer to FIS Rules of Conduct (see recourses section)

### **Improving performance**

- Give clear and accurate directions, explanations and demonstrations
- Ensure maximum useful learner activity
- Ensure good group management
- Encourage learners to ask questions
- Check the learner's understanding

- Observe and analyse the learner’s performance using the “Snowboard Performance Analysis model” (SPAM)
- Identify strengths and areas for change
- Provide useful and accurate feedback
- Refer to FIS Rules of Conduct (see resources section)

### **Bringing the session to a close**

- Never finish the session doing an “exercise” – always finish with “normal” riding feeling the benefit of any tasks and exercises used
- Provide a summary of what has been done and achieved
- Enquire into the learner’s future needs
- Advise learners of preparation needed before their next session
- Clear up and put away any equipment used
- Refer to FIS Rules of Conduct (see resources section)

## 5.3 Session planning continued

### Teaching Session Planner

*Instructor :*

*Location :*

*Date :*

#### **Aims and intended outcomes**

#### **Resources required**

e.g. turning markers, slalom poles, video camera, juggling balls etc.

#### **Safety Considerations**

Group management

Content

Time & method

#### **Getting the learners ready**

#### **Improving performance**

#### **Bringing the session to a close**

## 6.0 Day Six (or equivalent hours)

### 6.1 Outcomes and notes

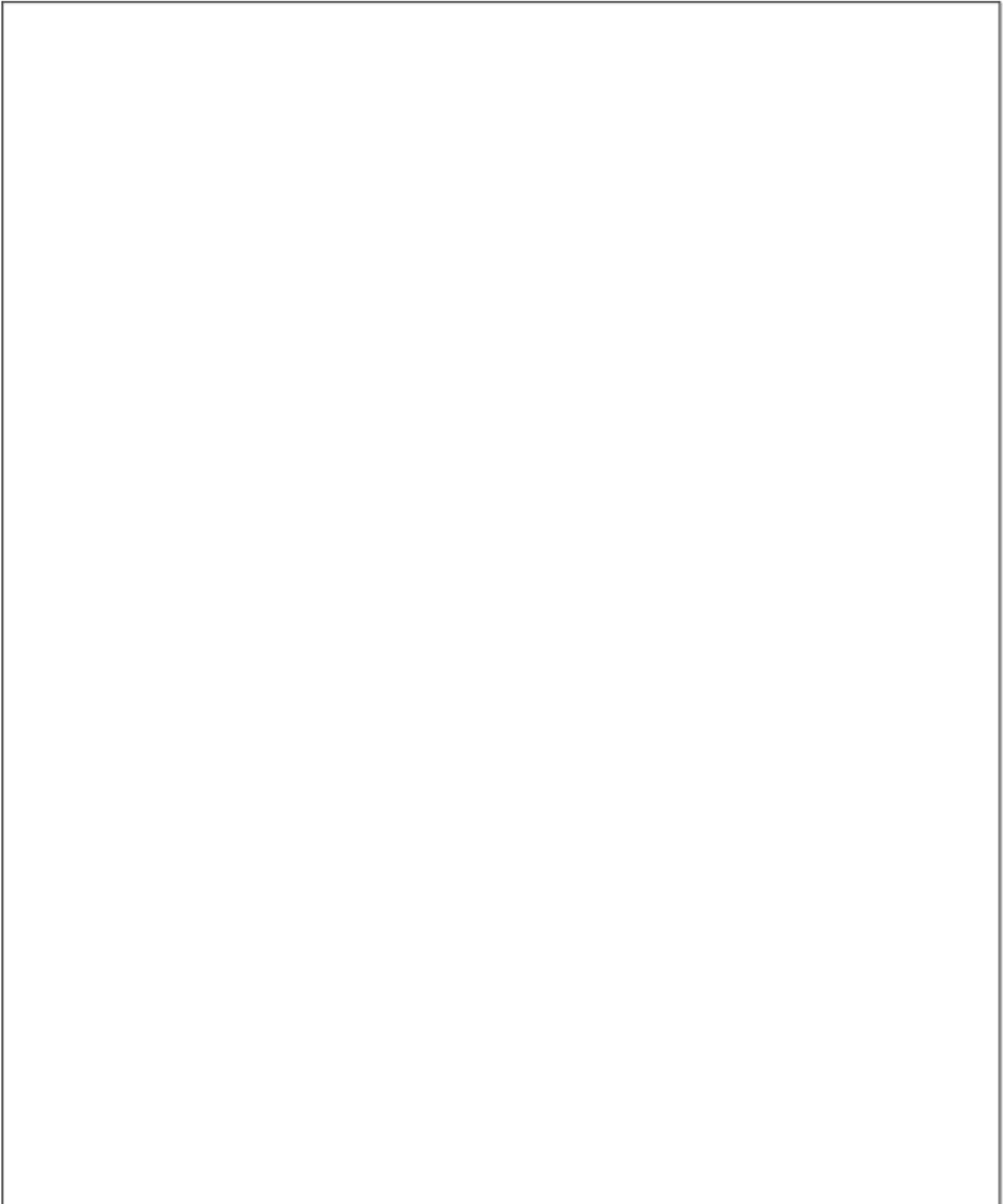
#### OUTCOMES:

- Deliver a session to your peers.
- Take part in sessions delivered by your peers.
- Take part in the review of sessions delivered by yourself and your peers.
- Take part in both a course review and a review of your individual performance.
- Understand the IASI Qualification pathway – Snowboard Levels 1 to 4.

A large, empty rectangular box with a thin black border, occupying most of the page. It is intended for the user to write notes, including feedback on their performance.

**Notes:** (including feedback on your performance)

## 6.2 Student teacher delivery – review notes



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

Refer back to the Teaching Assessment criteria and identify your strengths & weaknesses in relation to what you need to **know** and what you need to **show** under the headings of **Safety, Enjoyment and Learning**.

6.3 Individual action points – teaching & technical

A large, empty rectangular box with a thin black border, occupying most of the page. It is intended for the user to write individual action points related to teaching and technical aspects.

Write down your overall action points from the course for both your teaching and technical performance. This can be compared to the report that will be completed by your educator.

**Teaching action points:**

**Technical action points:**

## 6.4 IASI Qualification pathway – Snowboard Levels 1 to 4



### Notes:

- ISIA is the International Ski Instructors Association.
- The ISIA stamp is issued at Level 3.
- The ISIA card is issued at Level 4.
- The CPD refresher requirement for Level 1 and Level 2 is 1 day every 3 years, plus a valid First Aid certificate.
- The CPD refresher requirement for Level 3 and Level 4 is 1 day every year (this is an ISIA requirement) plus a valid First Aid certificate.

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## IASI COURSE WORKBOOKS

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The Technical content of this workbook has been adapted from content in the book “Parallel Dreams Alpine Skiing” © Parallel Dreams. Adaptations include the Snowboard Performance Analysis model (SPAM), CRD model and BP model with permission of Parallel Dreams Coaching.

The Teaching Styles referred to in this publication are those developed by Muska Mosston and later Sara Ashworth.

See [www.spectrumofteachingstyles.org](http://www.spectrumofteachingstyles.org)

