IRISH ASSOCIATION OF SNOWSPORTS INSTRUCTORS

# Level 2 Snowboard Instructor Award Student Workbook

**September 2022**

# Contents:

## Overview of the Award

a) Holders of the IASI Level 2 Snowboard Instructor award will have;

- An all round riding performance on all pistes with the ability to cope with varied terrain and snow conditions.

- A thorough 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 within the CRD and teach basic freestyle.

- Demonstrate sound group management and leadership skills with a good knowledge of safety requirements within a 'mountain' riding environment.

**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 2 Snowboard Instructor award are qualified to instruct and lead snowboarders on marked pistes within developed areas where a snow sports patrol operates.

- Holders are **NOT** qualified to work "privately" in the open mountain environment and must be employed by a recognised snow sport school

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 QUALIFCATION PATHWAY SNOWBOARD LEVEL 2

**Performance Training**

(6 Days - Optional)

**Snowsports School Experience**

(70 logged hours)

**Assessment**

**Including technical & teaching**

(6 day course)

# LEVEL 2 SNOWBOARD INSTRUCTOR

**(For working within a Snowsports school structure)**

All training and assessment is on snow in a mountain environment.
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 in a mountain environment, as this is the most useful preparation.
20 of the 70 logged hours must be teaching in the appropriate environment for a level one instructor.
The performance training is optional but recommended.
The refresher requirement for Level two is 1 day every 3 years, plus a valid First Aid.

The following criteria are broken down under the headings of **Core Rider Development (CRD), Piste Performance, Variable Conditions, Bumps, Freestyle** and **Additional Activities**. It sets out what you, as potential level 2 instructors, need to "Show" by the end of the course.

## CORE RIDER DEVELOPMENT

**Be able to 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.

## CARVING & SHORT TURNS

**Demonstrate:**

- Short radius turns within an 8m corridor 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 (red run terrain).
- Ability to perform skidded short turn's on easier terrain (blue/red)
- Cleanly carved turns on moderate terrain, with tail following the tip (red run terrain). Be able to adjust edge angle for turn shape and terrain.

- Ability to carve switch on easy terrain.

- Ability to adjust and blend movements appropriate to the terrain.
- Ability to display the difference between up-unweighted and down-unweighted turns on easy terrain (blue/red).
- Maintaining good control of posture, speed and balance throughout the above.

## VARIABLE CONDITIONS: ≤ 25 degrees

**Demonstrate:**

- Ability to ride in all variable conditions.
- Rhythmic, flowing turns - different sizes.
- Ability to use an effective amount of edge control throughout the run - gripped
- Maintaining good control of posture, speed and balance throughout the above.

## BUMPS: ≤ 25 degrees

**Demonstrate:**

- Continuous linked rhythmic turns matching movements to the terrain.
- Linked turns with some traversing showing good absorption of the bumps.
- Ability to maintain contact with the ground.
- Maintaining good control of posture, speed and balance throughout the above.

## FREESTYLE: Terrain Park and easy terrain

**Demonstrate:**

- Flatland skills; Ollies, Nollies, Nose press + Tail press, 2 x 180 spins.
- Ride on 50-50 Box/Rail.
- 180 spin on a small jump.
- 1 grab on a small jump.
- All of the above to performed cleanly and consistently.

## ADDITIONAL ACTIVITIES

**Demonstrate:**

- Pivot turns (pivoting on the line) on steep terrain within a narrow corridor (approx. 1.75m), keeping the upper body mainly uninvolved and using active turning of the board (board rotation).
- Traversing with excellent edge control to maintain a high line across the slope.
- Sliding FS and BS 180's linking switch and regular turns on moderate terrain, known as 'toe to toes' and heel to heels' (blue/red).
- Ability to hop from edge to edge at the top of the turn before the fall line as an edge change in the air (long turns - easy terrain).
- 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 2 instructors, need to "know" by the end of the course and what do you need to "show" when delivering your session(s).

## SAFETY

**Knowledge:**

- The **10 FIS Rules of Conduct**[1] for snowboarders and skiers.
- About accident procedure in a ski resort and how to deal with it.
- 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.

**Demonstrate:**

- 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 and slope selection appropriate to the learners ability level.
- 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.
- Ability to teach beyond the CRD on the mountain, including AMR (all mountain riding) and freestyle sessions, using appropriate drills and progressions.
- The ability to video and give feedback to a rider to improve their performance and confidence.

## ENJOYMENT

**Knowledge:**

- How to adapt lessons for adults and children.
- A range of activities for each stage of **Core Rider Development**[2].

**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 but still accurate to the SB Basic Principles.
- The ability to adapt language to different types of learner.
- The ability to present activities in a fun and interesting way using analogies as required.
- The ability to keep learners moving (MCA), teaching on the move and using the runs available.

## LEARNING

Knowledge:

- The **teaching styles** A to E and why we use different styles (Mosston & Ashworth).

• The 4 phases of **skill acquisition** (KMPF Model).

• About different types of Feedback.

• about SMARTER Goal Setting.

**Be able to show:**

• A logical progression of activities.

• A session that has a beginning, middle and end.

• The ability to use different teaching styles (A to E)

• The ability to use a good mixture of explanation and demonstration.

• The ability to give informative, positive and corrective feedback either through telling or questioning.

• A basic understanding of learner phases and how to adapt your sessions/ activities for these phases.

• An understanding of how to set realistic goals with your learners.

g) 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

. 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

. 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 2 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 & rating performance against criteria

## Day 3:

**ALL Mountain Riding (AMR)**
Bumps and variables

**AMR & Development of Performance**
Purposeful Practice

**Review of on slope content**
Using Video if used

**Teaching styles, Planning of Session Delivery**

## Day 4:

**Session Deliveries**
By Students

**Session Deliveries**
By Students

**Review of on session deliveries and Skill Acquisition (SA)**

**Mid course reviews. Phases of learning**

## Day 5:

**CRD, Piste Performance and AMR**
Development of individual strengths & weaknesses

**Accident Procedure, lift awareness**
Leadership scenarios

**Review of on slope content**
Including Video if used

**Assessments process and rating performance against criteria**

## Day 6:

**Snowboard Performance**
Students covering all technical areas: CRD, PP, AMR.

**Review of Level 2 course**
both technical & teaching

**Individual results & action planning**

**Course review & IASI qualification pathway**

**NB:** The Snowboard Level 2 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.
- Good understanding of the SB Basic Principles and the terminology used.
- Enjoy some riding at your own level building a team.
- Show understanding of Core Rider Development (CRD).

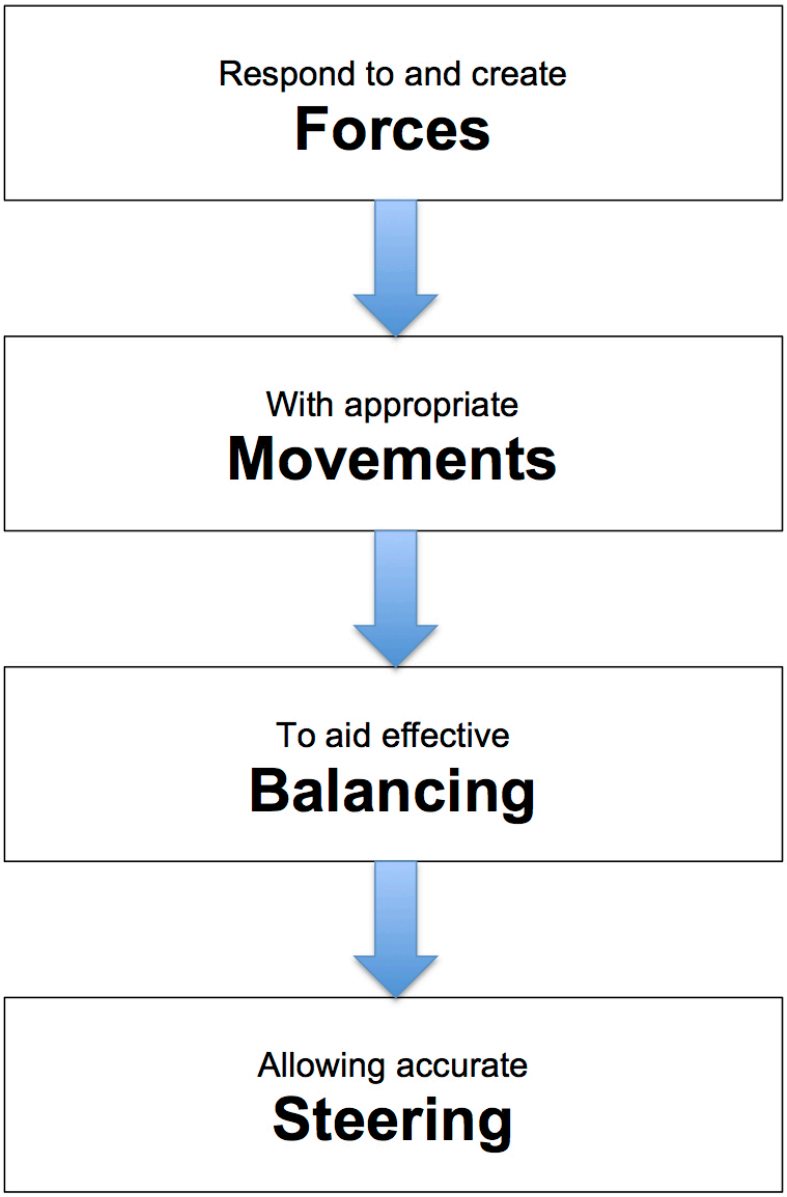
- Ride CRD stages up to diagonal side slipping.

**Notes:**

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

1.2 SB Basic Principles Model

# Snowboard Basic Principles Model

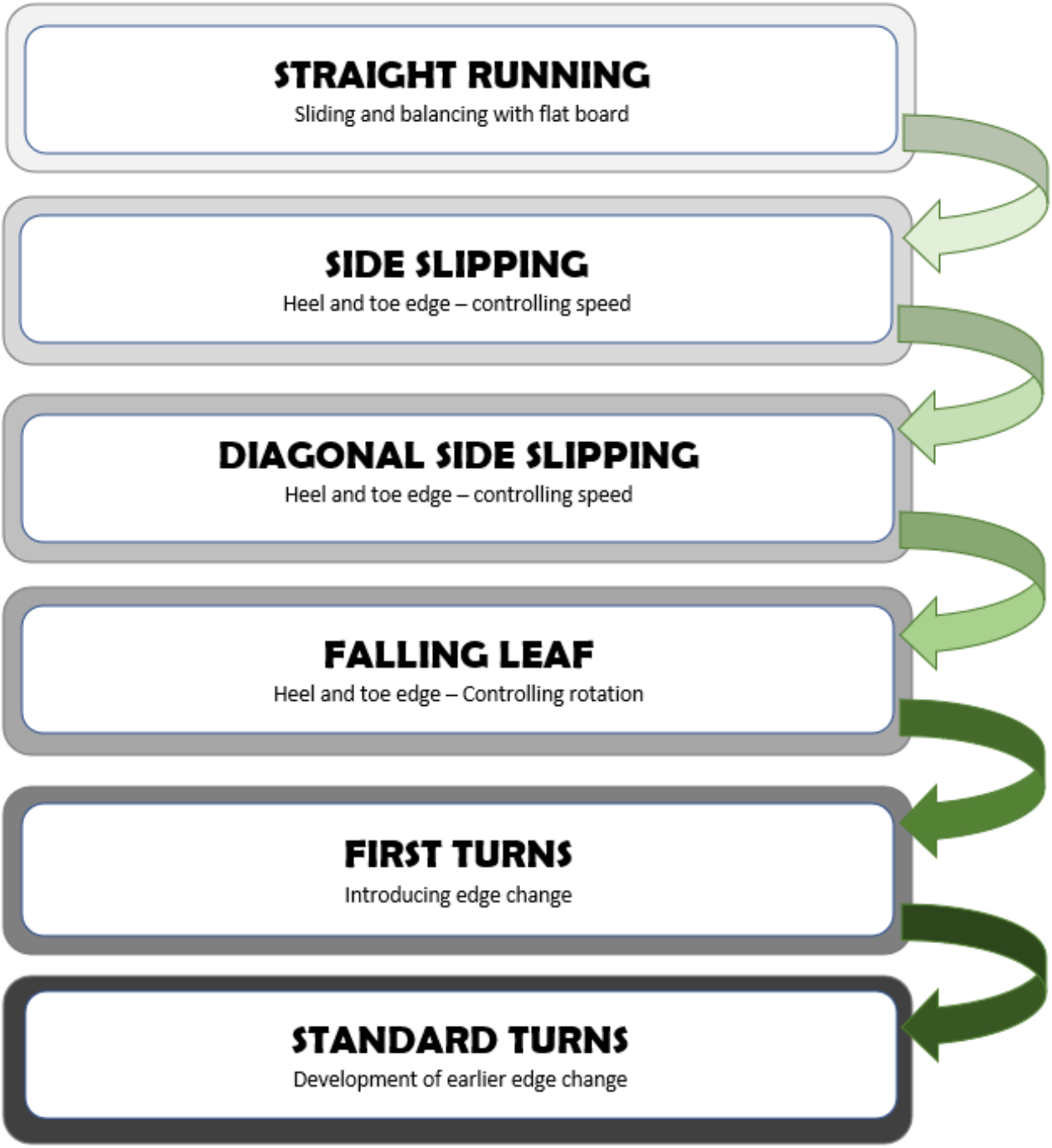



Respond to and create **Forces** with appropriate **Movements** to aid effective **Balancing** allowing for accurate **Steering** of your board.

1.3 SB Basic Principles review

## FORCES
## MOVEMENTS
## BALANCING
## STEERING

# Core Rider Development stages model


STRAIGHT RUNNING
Sliding and balancing with flat board
SIDE SLIPPING
Heel and toe edge – controlling speed
DIAGONAL SIDE SLIPPING
Heel and toe edge – controlling speed
FALLING LEAF
Heel and toe edge – Controlling rotation
FIRST TURNS
Introducing edge change
STANDARD TURNS
Development of earlier edge change

**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.

**Grip 'n' slip steering**
Rotating the board using the torsion in the board to slip each foot independently.

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

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

**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.
- Analyse performance using video of your riding. Rate your performance against assessment criteria.
- Good understanding of Snowboard Performance Analysis model (SPAM).

**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.

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. Also rate your performance against the technical assessment criteria found earlier in this workbook.

# **3.0 Day Three** (or equivalent hours)

3.1 Outcomes and notes

**OUTCOMES:**

- Ride Bumps and Variables with your peers.
- Develop your own AMR performance.
- Analyse your own performance with video feedback.
- Understand Teaching styles A - E.
- Plan a session for delivery on day 4.

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

3.2 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*

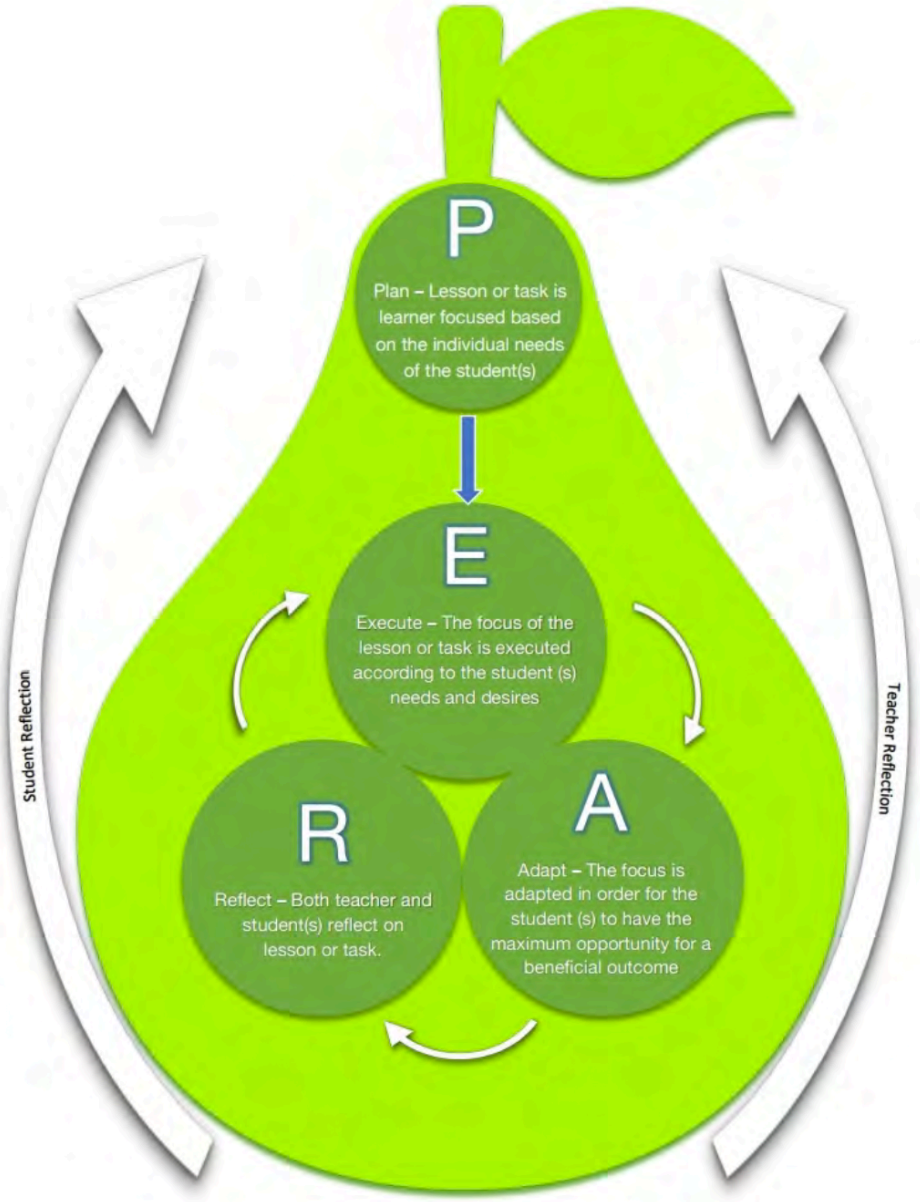
Style D

**Self Check** *practice*

Style E

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

## 3.3 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?

## 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)

3.4 Session planning

## 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**

## 3.4 Session planning notes

# **4.0 Day Four** (or equivalent hours)

4.1 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.
- Understand the phases of learning in relation to skill acquisition.
- Mid course reviews.

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

4.2 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**.

## 4.3 Technical & Teaching 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:**

# **5.0 Day Five** (or equivalent hours)

5.1 Outcomes and notes

**OUTCOMES:**

- Development of Basic Principles in CRD, PP and AMR.
- Work on strengths and weaknesses & enhance your understanding.
- Understand the accident procedure in a mountain environment and your role as a leader of a group.
- Further practice on analysing performance using video footage of your performance in CRD, Piste Performance and AMR.
- Understand the link between SB BP and CRD & Piste Performance.

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 all mountain riding including freestyle.

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

## 5.2 Review of Accident procedures and lift use in a mountain environment

Refer back to your AMR, CRD and PP feedback earlier in this workbook.
Record your strengths and weaknesses:

## 5.3 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**
- **Variables**
- **Bumps**
- **Freestyle**
- **Additional Activities**

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

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

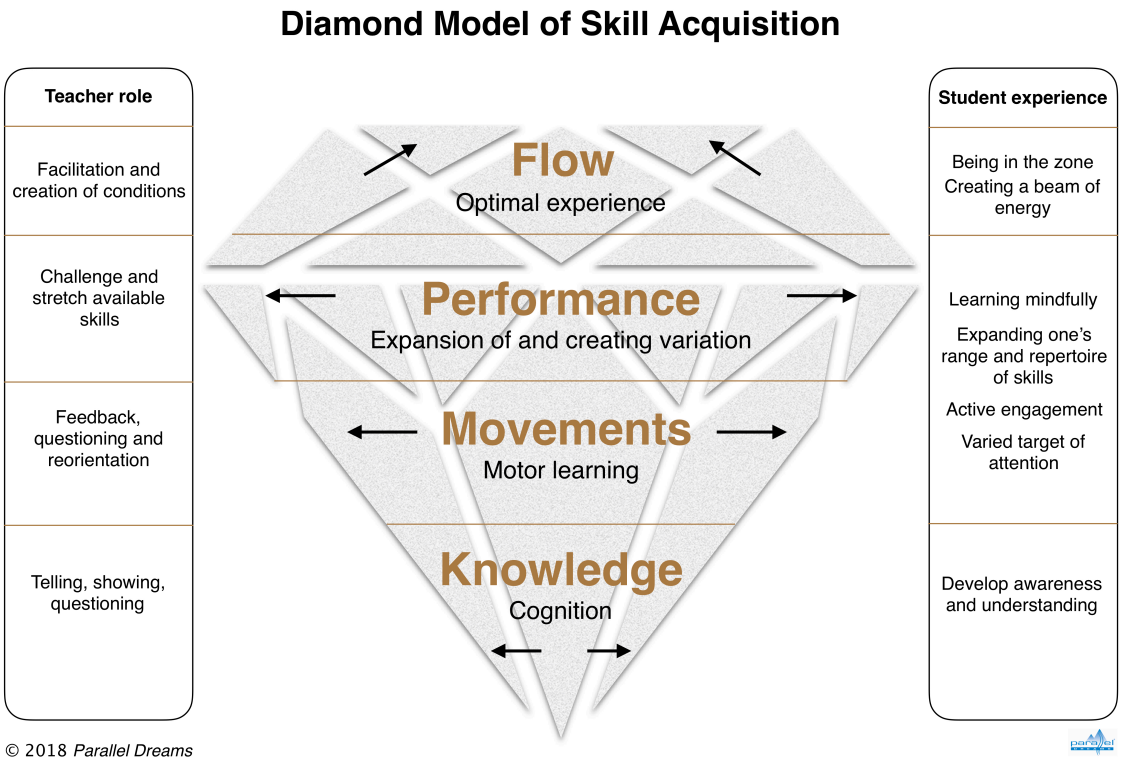
**The method of assessment is a simple PASS or FAIL against each of the assessment criteria.**

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 2 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 2 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 2 Snowboard Instructor award you must complete all the required elements including snowsport school experience and first aid.**

5.4 The Diamond Model of Skill Acquisition




## Knowledge:

This is the cognitive learning phase of skill acquisition. The brain begins to acquire knowledge and the breadth and depth of that understanding gradually expands. The mechanisms for learning here are through reading, seeing and hearing. It is vital, therefore, that the learner sees visual demonstrations (showing) and receives clear explanations (telling) in order to build up a mental picture and assist with early attempts. In effect, the brain is being warmed up to new activity in preparation for learning new movement patterns.

## Movements:

During the second stage, the learner develops a range and repertoire of movement patterns that gradually become more complex, allowing the required skills to be executed both efficiently and effectively. This is where motor learning takes place requiring exploration, repetition and practice of the movements needed to

perform (see the article Purposeful Practice; Tate, 2017b). In the original Fitts and Posner model this is called the associative phase however, the mindful learning approach suggests that the learner should keep their mind actively involved in the present noticing new and novel distinctions as they practice. This will promote greater adaptability of the skill, which, for sports that take place in an open environment, such as skiing and snowboarding, is an essential quality for coping with the ever-changing conditions.

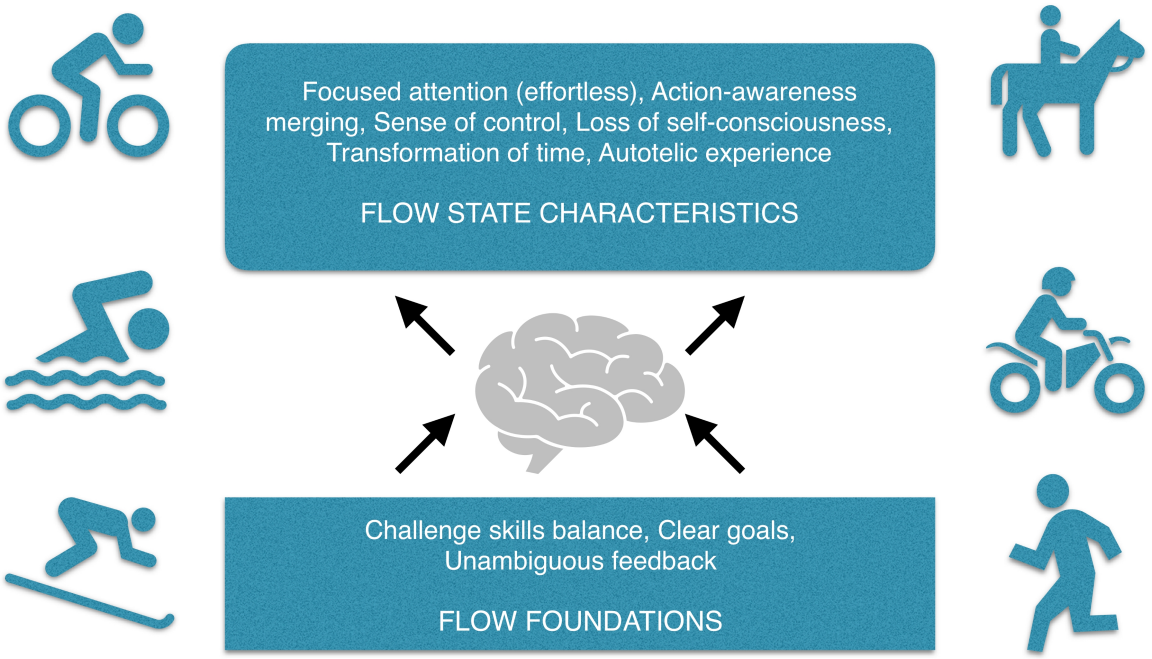
## Performance:

This is the stage where the skills become autonomous and thinking becomes more effortless. The brain, at this stage, could be said to be quieter or less busy than the previous stage. The training focus now moves to creating variation in the execution of the skills. As in the previous stage, from a mindful learning perspective, it is important for the learner to remain present moment focused, noticing new and novel distinctions as they perform. A more external focus is beneficial in terms of the activities chosen by the teacher and this is the stage where the learner can be challenged in order to make the performance more robust and set up the likelihood of moving into the next phase of achieving optimal experience (see the article Challenge Yourself; Tate, 2017c).

## Flow:

Optimal experience is the more accurate terminology for the 'mental state' that performers enter when some or all of its nine dimensions are met. The Figure (below) illustrates the nine dimensions of the flow mindset and how they are divided into flow foundations and flow state characteristics.

## The nine dimensions of the Flow mindset






*Based on the work of Mihaly Csikszentmihalyi*

Notes

# 6.0 Day Six (or equivalent hours)

6.1 Outcomes and notes

**OUTCOMES:**

- Perform all aspects of snowboard technical performance relating to the assessment criteria.
- Individual results and review of level 2 course.
- Take part in both a course review and a review of your individual performance. Make an action plan for the future.
- Course review and IASI Qualification pathway – Snowboard Levels up to level 4.

6.2 Student technical – review notes

**Feedback & action points**: Refer back to the Technical Assessment criteria and identify your strengths & weaknesses in relation to what you needed to **show.**

## 6.3 Individual action points – teaching & technical

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 Lever 3 and Level 4 is 1 day every year (this is an ISIA requirement) plus a valid First Aid certificate.

## IASI COURSE WORKBOOKS



www.iasisnowsports.com

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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