

IRISH ASSOCIATION OF SNOWSPORTS INSTRUCTORS

Level 3 Snowboard Teaching Exam Student Workbook

Part of the Snowboard Teacher Award, ISIA



September 2022

Irish Association of Snowsports Instructors

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Overview of the Module

a) Entry Criteria:

- Students must hold the IASI Snowboard Level 2 Instructor Award.
- Hold a current and valid first aid certificate
- Be a paid up member of the Irish Association of Snowsports Instructors

b) 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 snow sports.

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

c) Overall goal:

IASI Snowboard Level 3 is internationally recognised and snowboarders who achieve this level will be **skilful riders** with the ability to **adapt** their skills on different terrain.

Holders of the IASI Level 3 Snowboard Teacher 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
- The ability to plan and deliver snowboard sessions to all riding standards within AMR (all mountain riding) including freestyle sessions - the level of

these sessions will be at the standard of the Level 3 Technical assessment criteria.

- 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 teaching assessment criteria is detailed on the following pages.

d) The KMPF model in the exam environment:

The KMPF skill acquisition model is part of the Irish Snowsports Teaching Methodology (ISTM) and an integral part of the IASI system. It helps you to understand both the process of learning during training courses and performing during exams. The four key stages are: Knowledge, Movements (motor learning), Performance and Flow.

The exam prep course allows you to hone your skills under exam conditions, clarifying your understanding of the tasks required and the environment where they are performed.

The exam will test your skills as you perform all the skills across the strands as per the assessment criteria.

It is important to understand that during the Snowboard Level 3 Exam Prep and Exam courses you will be primarily working in the performance and flow stages of the skill acquisition model. Should you still need to develop your skills and work towards the assessment standards then you should attend a skills development course which are available upon request.

You can find further information about the KMPF skill acquisition model and the Irish Snowsports Teaching Methodology via the IASI website and in the appendix at the end of this workbook.

e) The PEAR model:

- Sound knowledge of the PEAR model and its application in the planning and execution of sessions within the Level 3 Assessment criteria.
- The PEAR model should not only be used for planning a session but considered and used during your session as changes in terrain, conditions and outcomes become apparent.
- More details on the PEAR model can be found in the Snowboard Manual and will be discussed in detail during the course.

f) Equipment required:

- Helmets are required for the entire duration of the course/exam.
- It is recommended that students have performance snowboards (all mountain / all mountain freestyle) and be comfortable using them for all tasks and terrain.
- Avalanche safety equipment: ruck sac, transceiver, shovel & probe. Your course educator/examiner will decide on which days you need to bring this kit depending on available terrain, snow conditions and the course program.
- As with all courses you need to be able to take notes but this can be done on paper or electronically. You also need to have access to this workbook either on a smartphone or mobile device or by printing it before the course.

g) 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) and reviewing your peer's sessions.

SAFETY

Know

- The 10 FIS Rules of Conduct for skiers and snowboarders.
- The 4 FIS Instructor Rules.
- About accident procedure in a resort on and off piste.
- About the different types of lifts encountered in resorts and how to use them safely.
- About weather and its potential effects on your learners.
- About all types of 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/mountain 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 all 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 wellbeing of your learners.

ENJOYMENT

Know

- How to adapt lessons for adults and children.
- A range of activities 4&6 for each stage of Core Rider Development (CRD) and for All Mountain Riding (AMR).

Show

- Confident communication that focuses on the whole group and individuals within the group.
- The ability to use language that is appropriate to your learner's knowledge and understanding, but still not overly technical, while remaining accurate to the Basic Principles.
- The ability to adapt your approach 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 A to E (Mosston & Ashworth).
- The Production Teaching Styles F to K (Mosston & Ashworth).
- The KMPF Skill Acquisition Model.
- The Irish Snowsports Teaching Methodology (ISTM).
- About different types of Feedback.
- About SMARTER Goal Setting.
- The 6 Ways to Influence (Robert Cialdini).
- About using video to enhance learning.

Show

- A logical progression of activities for CRD and AMR sessions.
- Clear & accurate demonstrations of all phases of CRD.
- Sessions that have a good structure and come to a clear conclusion.
- The ability to skilfully use different teaching styles (A to I).
- A good understanding of teaching styles J & K
- The ability to use a good mixture of explanation and demonstration.
- A clear understanding of skill acquisition and the ability to recognise 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 analyse your learner's performance in playback.
- An understanding of the 6 ways to influence and how to integrate them to your delivery.
- The ability to review your peer's sessions, identifying strengths and weaknesses in their delivery through the use of questioning rather than telling .

f) Resources:

- 1) IASI Manual – Derek Tate, Jamie Kagan, Federico 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=searchalias%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/skiinstructors-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) Irish Snowsports Teaching Methodology (ISTM), 2016, article written by Derek Tate & available on the IASI website.
www.iasisnowsports.com/#!documents/c20pp
- 8) 10 FIS Rules of Conduct for skiers & boarders http://www.fis-ski.com/mm/Document/documentlibrary/Administrative/02/04/30/10FISRulesofConduct-EnglishA4_Neutral.pdf

NB: Please note that while the above texts (2 & 8) 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 snow-sports (Ski Instructors Handbook).

IASI QUALIFICATION PATHWAY SNOWBOARD LEVEL 3



Performance Training

(6 Days – Optional but recommended)

Teaching Experience

(200 logged hours of which 50 hours need to be on snow)

Technical Assessment

(6 day course)

Teaching Assessment

(6 day course)

Level 1 Off Piste Security

(6 Day course)

Second Discipline

(See small print below)

Second Language

(See second language page on website)

Coaching Theory

(3 days off snow)

Level 1 Coach

(Freestyle 2 day course)

LEVEL 3 SNOWBOARD TEACHER

(ISIA Stamp – Total training hours 450)

Performance training is optional but recommended.

The teaching experience logged hours MUST be completed before attending the teaching assessment and 200 hours is the minimum requirement. Logged hours "on snow" means an open mountain environment/resort and not an indoor snowdome.

The second discipline can be alpine, telemarking, adaptive or nordic and requires 20 logged hours of snowsports school experience (lessons in that discipline).

The refresher requirement for Level Three is 1 day every year (this is an ISIA requirements), plus a valid First Aid.

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IRISH ASSOCIATION OF SNOWSPORTS INSTRUCTORS

Level 3 Snowboard Teacher Course Programme:

Morning

Afternoon

Classroom

Support Programme

Day 1:

Put the learner at the centre of everything

Responsibility, Safety and Enjoyment

Methods of Practice & Teaching

Using mountain environment effectively

Review of on slope content

Pre course questions Share recent teaching experiences

Day 2 :

Skill Acquisition

Stages of learning and the Diamond model

Teaching Styles

A to K

Review of on slope content

Review of Snowboard Performance Analysis Model (SPAM)

Day 3:

CRD Teaching Sessions, with Video

Video performance

AMR Teaching Sessions with Video

Video performance

Review Video Performance Relating to SPAM and Accurate feedback

Video performances

Phases of learning using Video Feedback

Day 4:

ALL Mountain Riding and Freestyle Lessons

Stories with logical progression

Development of Feedback and types of Learners

'Learn it, love it, live it' Create a climate for success

Review of on slope content

Planning of personal development and mid Course Review

Set goals

Day 5:

Student Teacher Delivery

Development of individual strengths & weaknesses

Student Teacher Delivery

Development of individual strengths & weaknesses

Review of on slope content

Feedback from peers

Goal setting and client care

SMARTER, TTPPEE and 6 Ways to Influence

Day 6:

Student Teacher Deliveries

Student sessions

Review of Level 3 course

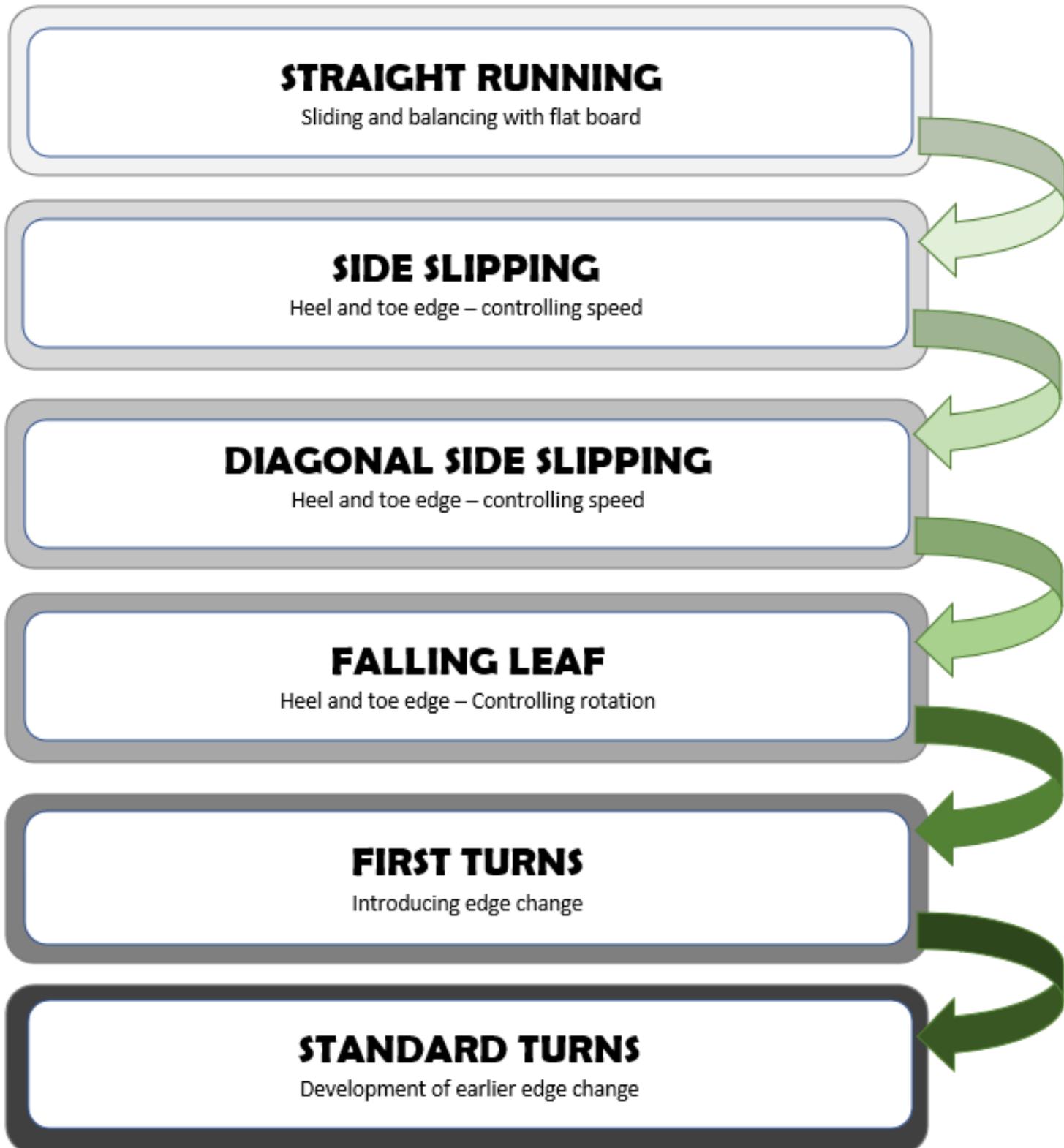
Teaching & development

Individual results & action planning

Course review & IASI qualification pathway

NB: The Snowboard Level 3 course runs in a variety of formats. 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.

Core rider development model



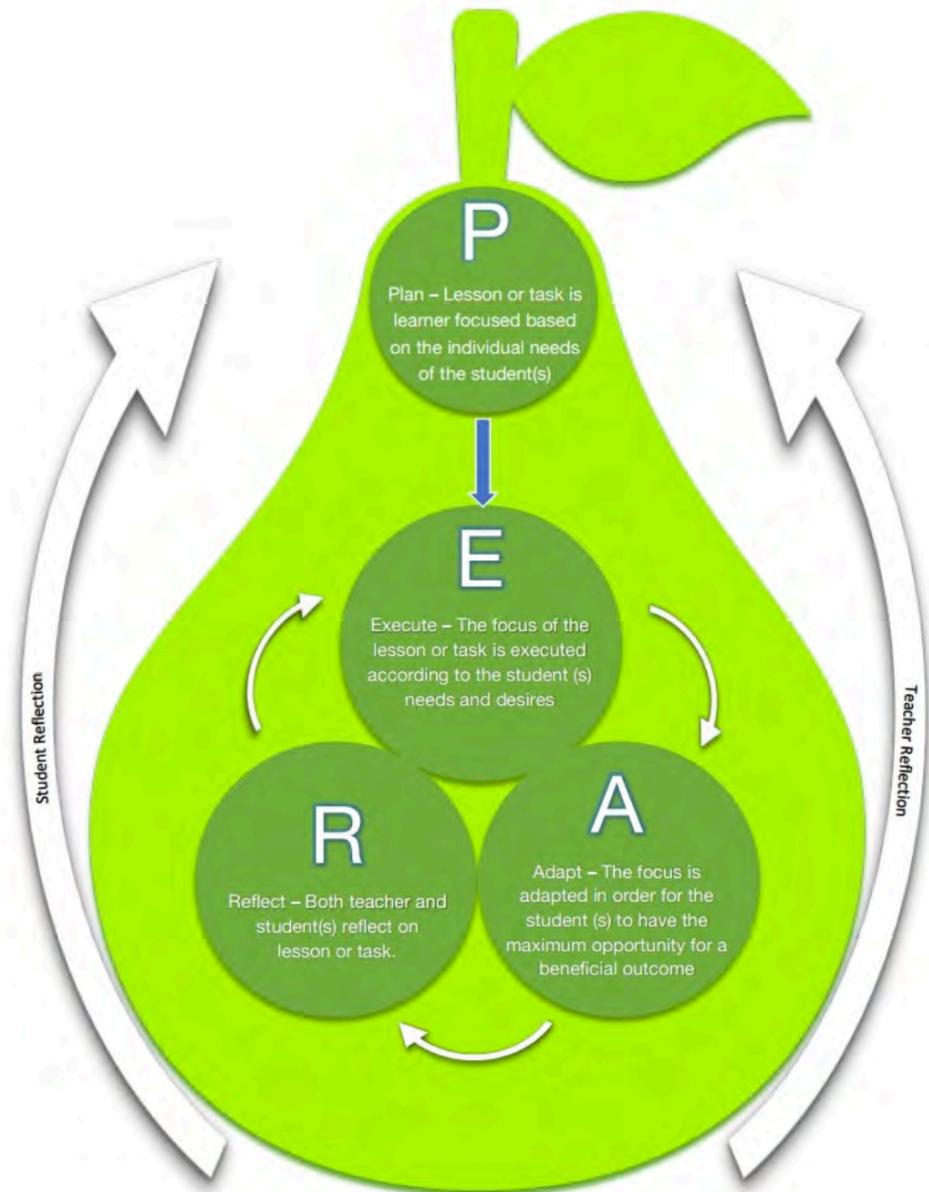
1.0 Day One (or equivalent hours)

1.1 Outcomes and notes

OUTCOMES:

- Relaxed and comfortable with your peers, educator and course programme.
- Good understanding of the FIS Rules and other safety procedures in a mountain environment. Ability to put the learner at the centre of everything.
- Enjoy some riding at your own level building a team. Teach a small lesson episode using the Pear Model.
- Show understanding of making decisions for weather, snow types, lifts and group management using the pear Model.
- Understand the different methods of teaching. (Shaping, Chaining, Whole-Part-Whole).

1.2 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, adaptation and reflection that should constantly be taking place within a good lesson.

Ref. Chapter 10 IASI Pear Model in manual.

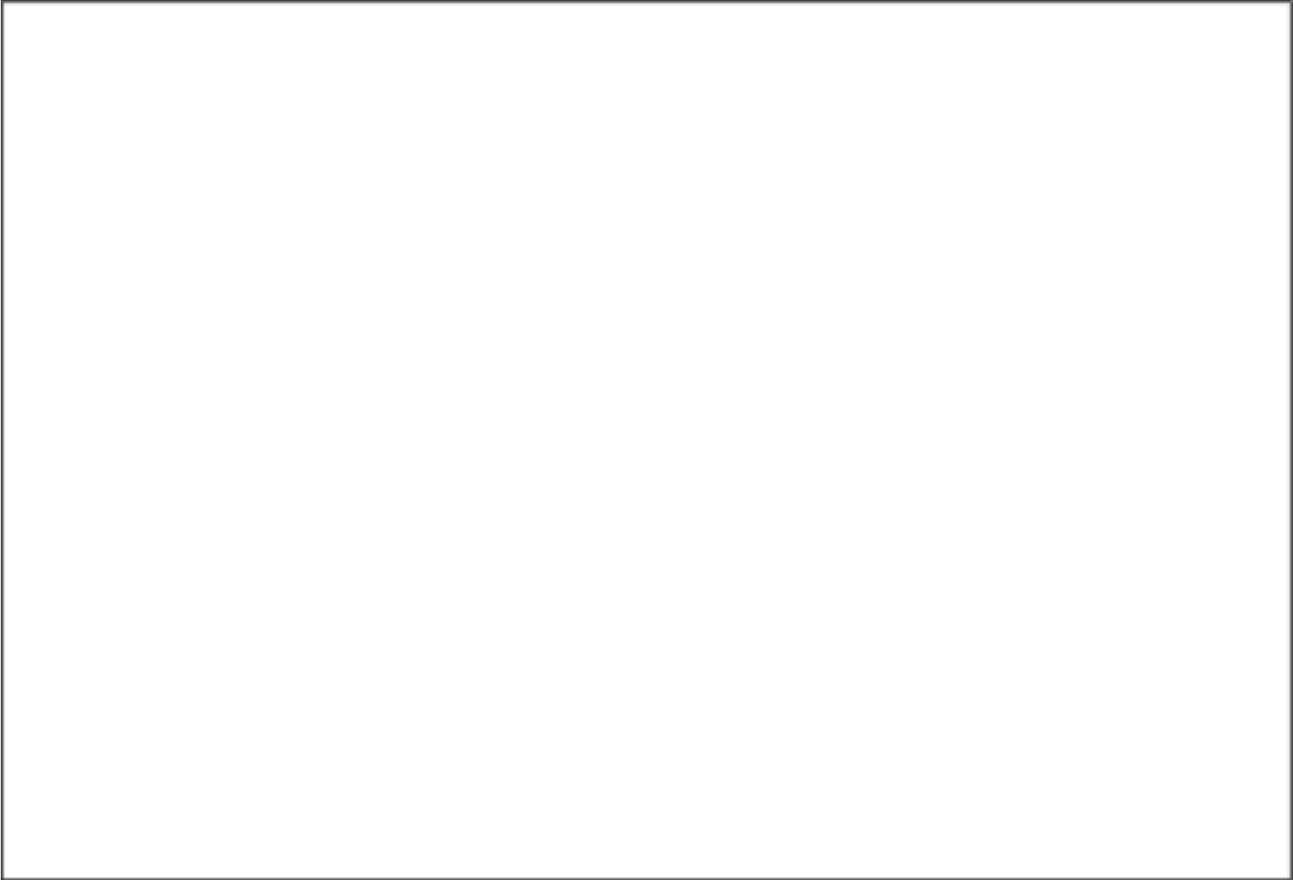
1.3 FIS Rules and notes

https://assets.fis-ski.com/image/upload/v1585812658/fis-prod/assets/10_fis_rules_for_conduct_and_environment_02.08.2016_gender_neutral_31032020.pdf

Additional Rules for Instructors

- 1: The ski schools, instructors and guides must teach pupils how to ski safely, which means teaching the technique of skiing and the rules of conduct for skiers.
- 2: The ski schools are responsible for placing their pupils into different classes according to their standard of skiing.
- 3: The ski schools, instructors and guides must never allow their pupils to take any risk beyond their capability especially taking into account the snow and weather conditions.
- 4: The instructors must remind their pupils that during instruction they have no particular priority on the piste and that they should at all times respect the rules of conduct of skiers.

Notes:



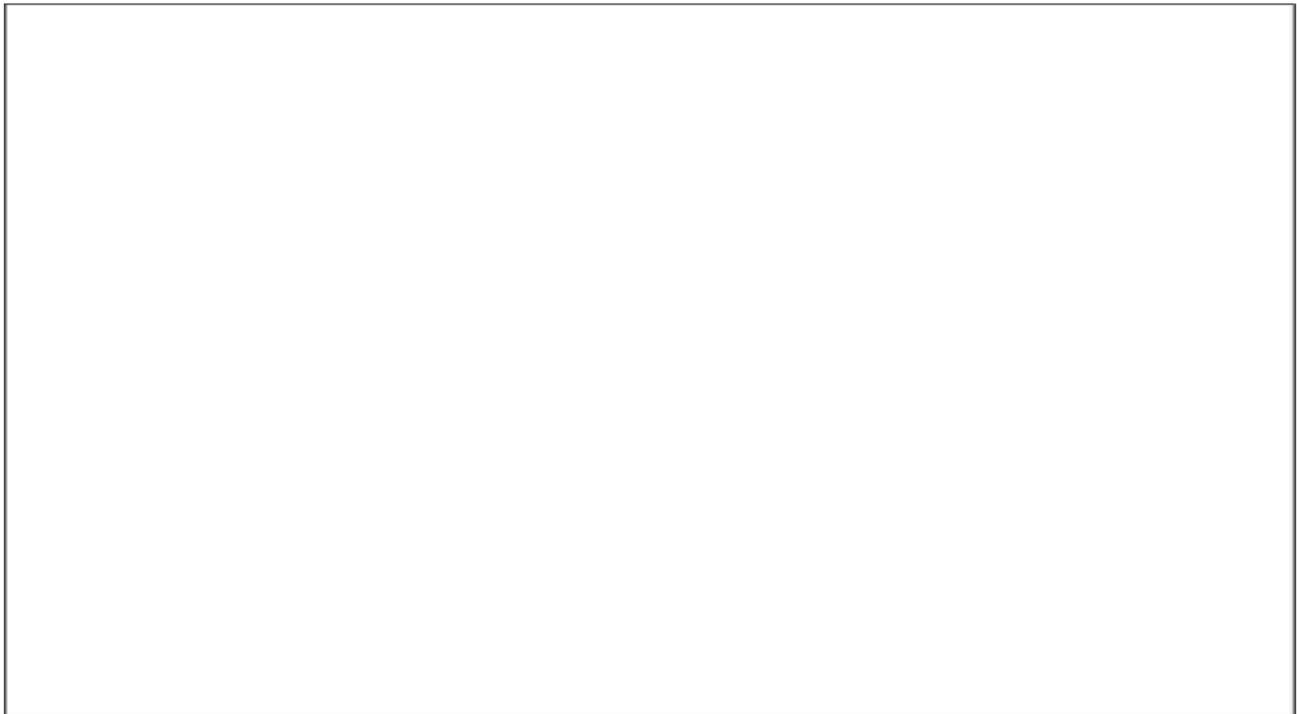
2.0 Day Two (or equivalent hours)

2.1 Outcomes and notes



OUTCOMES:

- Deliver a teaching session.
- Observe and review a teaching session as an onlooker and a participant.
- Clear understanding of teaching styles A to E and know the production teaching styles F to K.
- Understand skill acquisition and the phases of learning shown in the Diamond Model of Skill Acquisition.
- Clear understanding of Snowboard Performance Analysis model (SPAM).



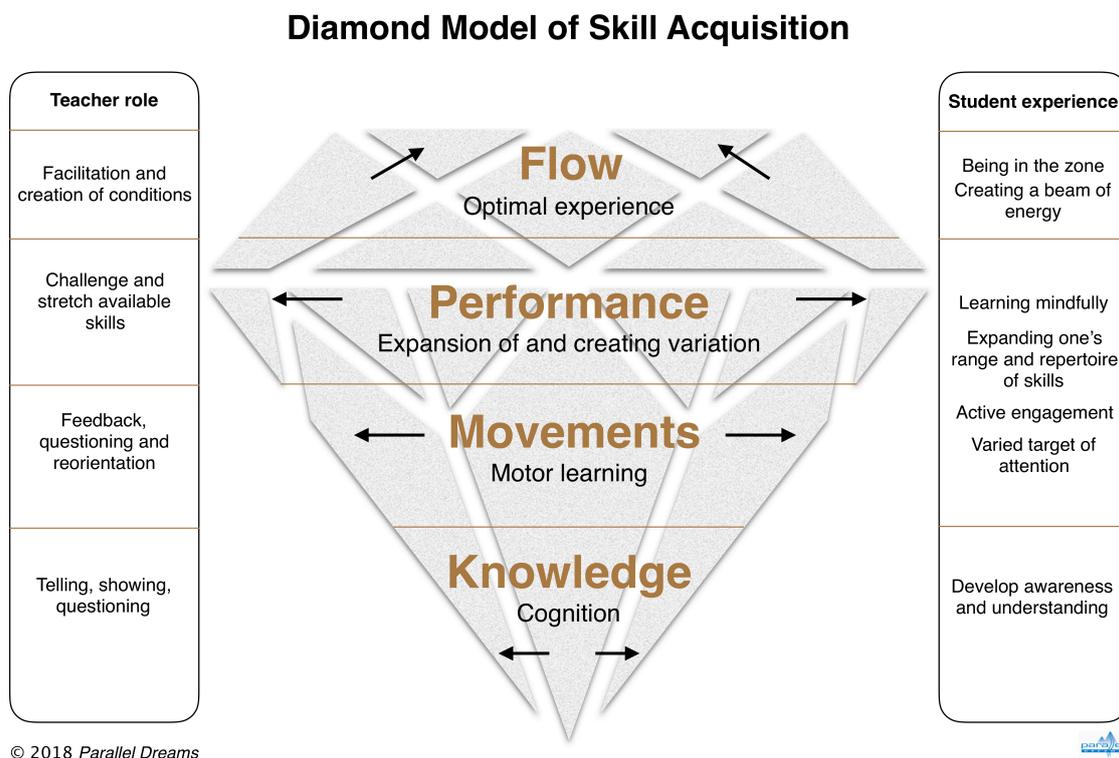
Notes: including feedback on your session

2.2 Teaching Styles (Mosston and Ashworth, 2002)

Teaching style	Interaction	Role of practitioner	Role of participant
Command (A)	Practitioner makes decisions. Participant copies and complies with decisions and instructions.	Instructing	Copying
Practice (B)	Practitioner sets up opportunities giving feedback to participant who is working at own pace on tasks set.	Establishing	Repeating and improving
Reciprocal (C)	Participants work together, receiving feedback from each other. Practitioner provides reference points for feedback.	Supporting	Performing and peer assessing
Self-check (D)	Practitioner sets criteria for success. Participants check own performance against these.	Directing	Self assessing
Inclusion (E)	Practitioner sets out a variety of tasks/opportunities. Participants select which task is most appropriate for their abilities and/or motivations.	Facilitating	Selecting

Guided discovery (F)	Practitioner uses questions and tasks to gradually direct participants towards a pre-determined learning target.	Questioning	Uncovering
Convergent discovery (G)	Practitioner sets or frames problems. Participant attempts to find most appropriate solutions.	Guiding	Finding out
Divergent discovery (H)	Practitioner sets or frames problems. Participant attempts to create possible solutions.	Prompting	Creating
Learner designed (I)	Practitioner decides on area of focus. Participants develop within this area, drawing on practitioners' expertise.	Advising	Initiating
Learner initiated (J)	Participant decides on how and what they are aiming for. Practitioner drawn on for support as needed.	Mentoring	Deciding
Self teach (K)	Participant engages in development on their own.	N/A	Self-determined

2.3 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.



Notes

2.4 Skill acquisition and learning

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

2.5 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.

3.0 Day Three (or equivalent hours)

3.1 Outcomes and notes

OUTCOMES:

- Deliver a CRD teaching session.

- Deliver a AMR teaching session.

- Observe and review a teaching session as an onlooker and a participant.

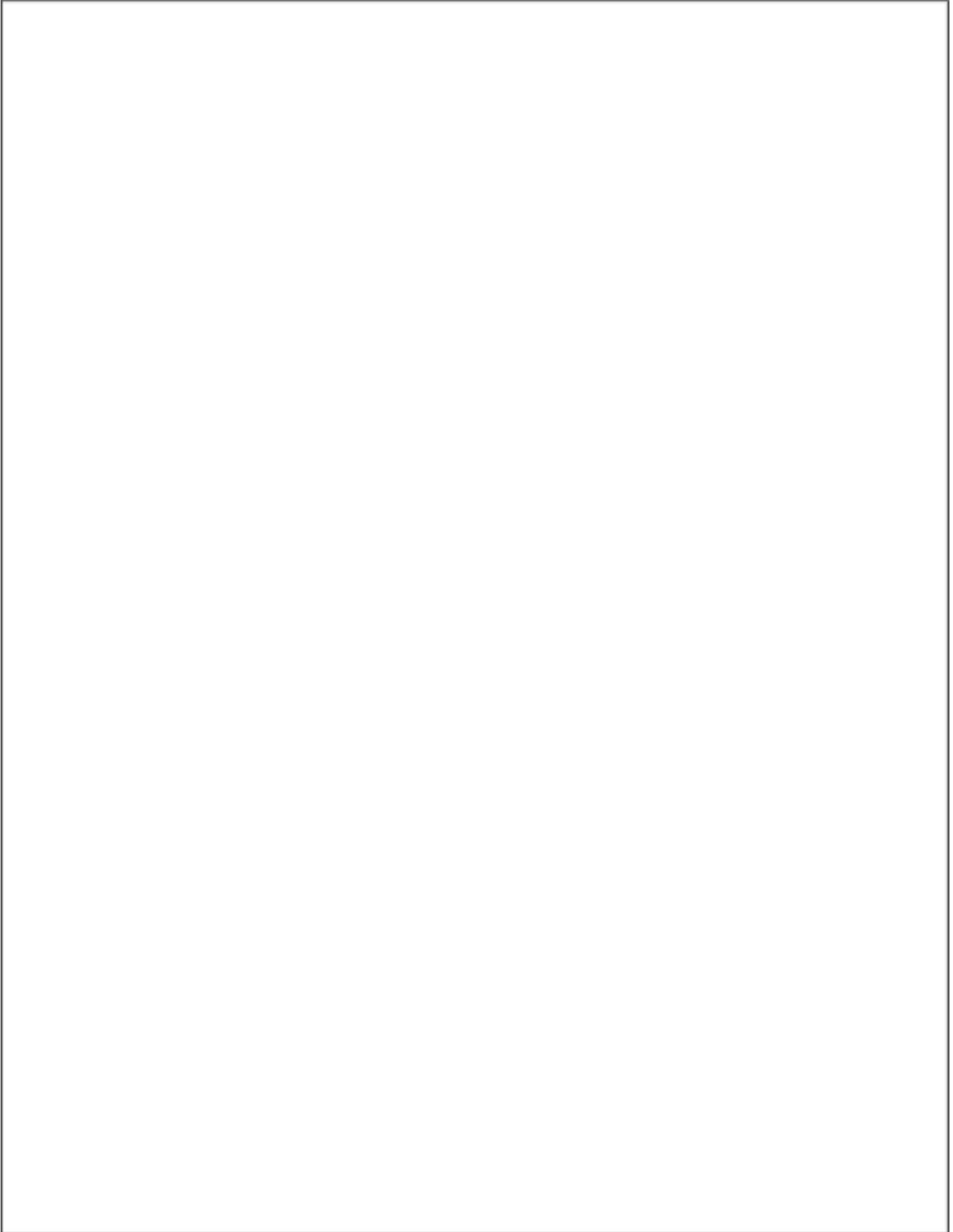
- Analyse your own performance (CRD, AMR) with video feedback.

- Develop video analysis skills relating to the SPAM model.

- Understand Technical feedback vs Tactical feedback.

- Know the relationship between the Skill Acquisition Model and video feedback.

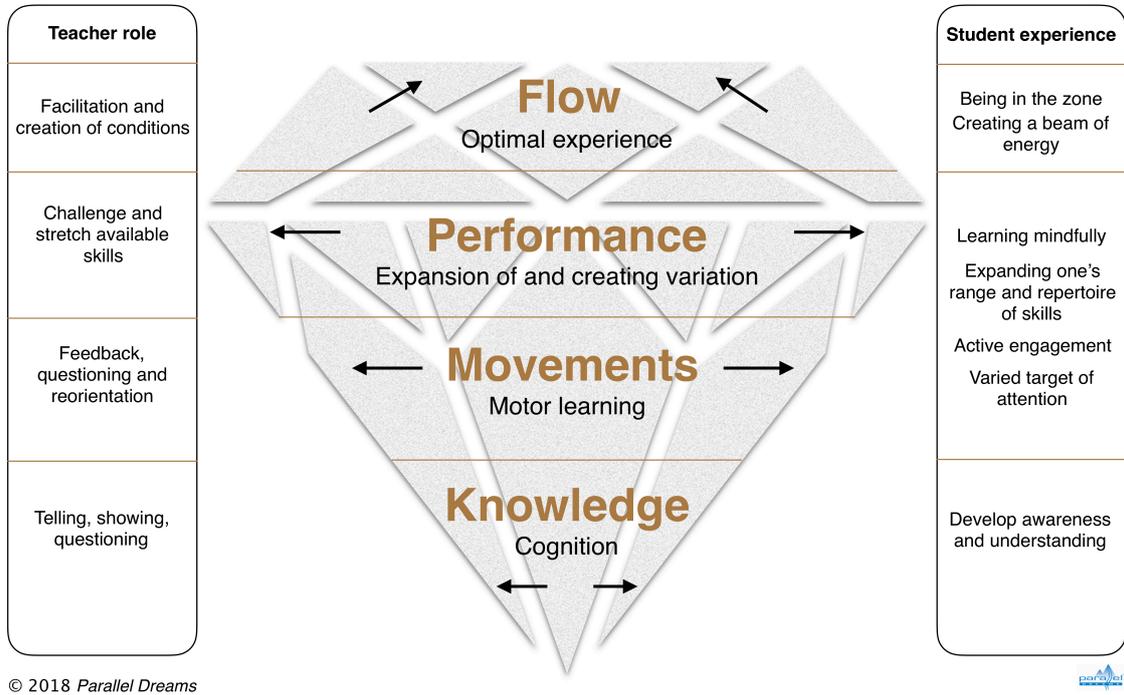
3.2 Session feedback

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Notes: Technical vs Tactical including feedback on your performance (video)

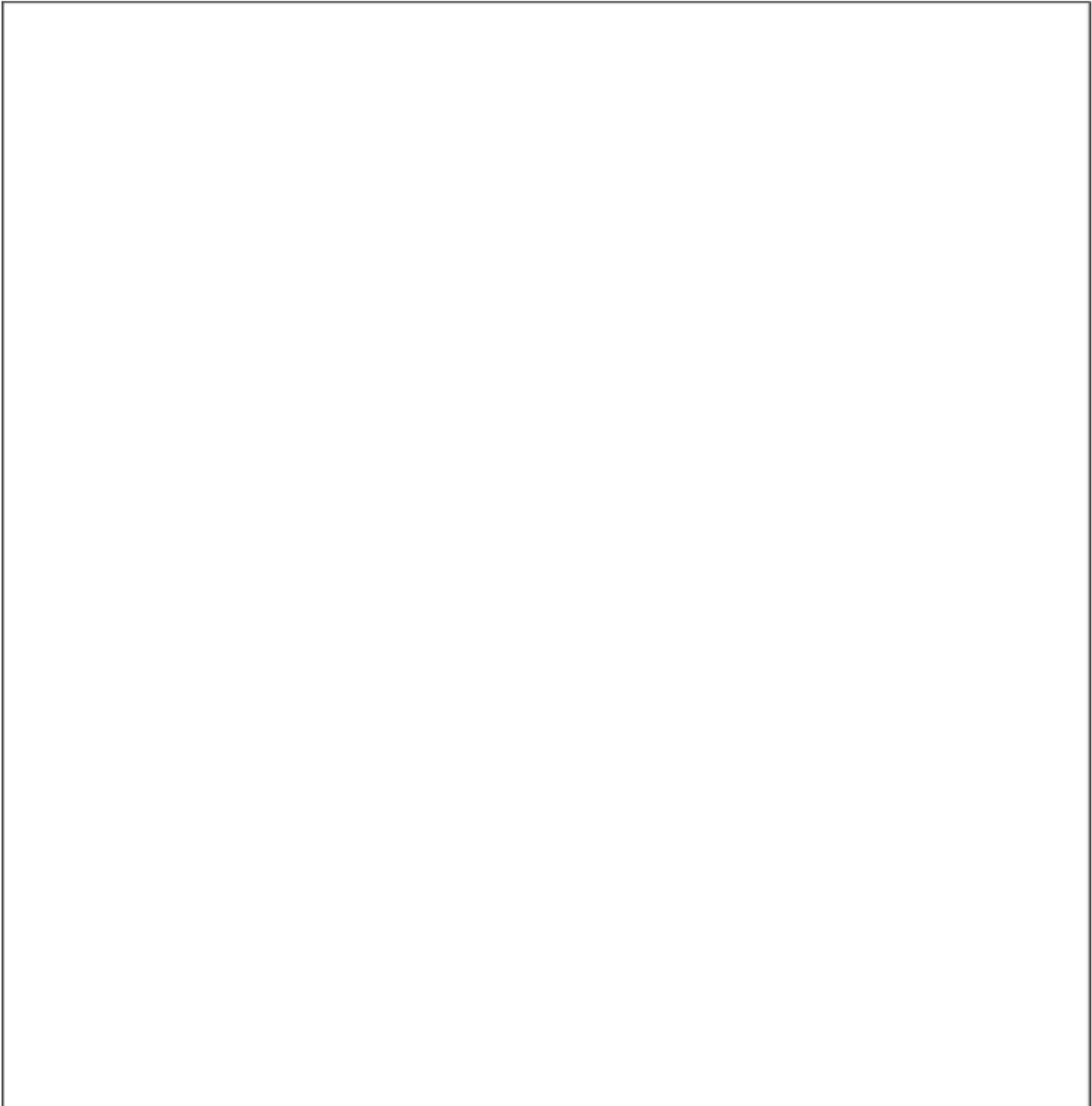
3.3 The Diamond Model of Skill Acquisition

Diamond Model of Skill Acquisition



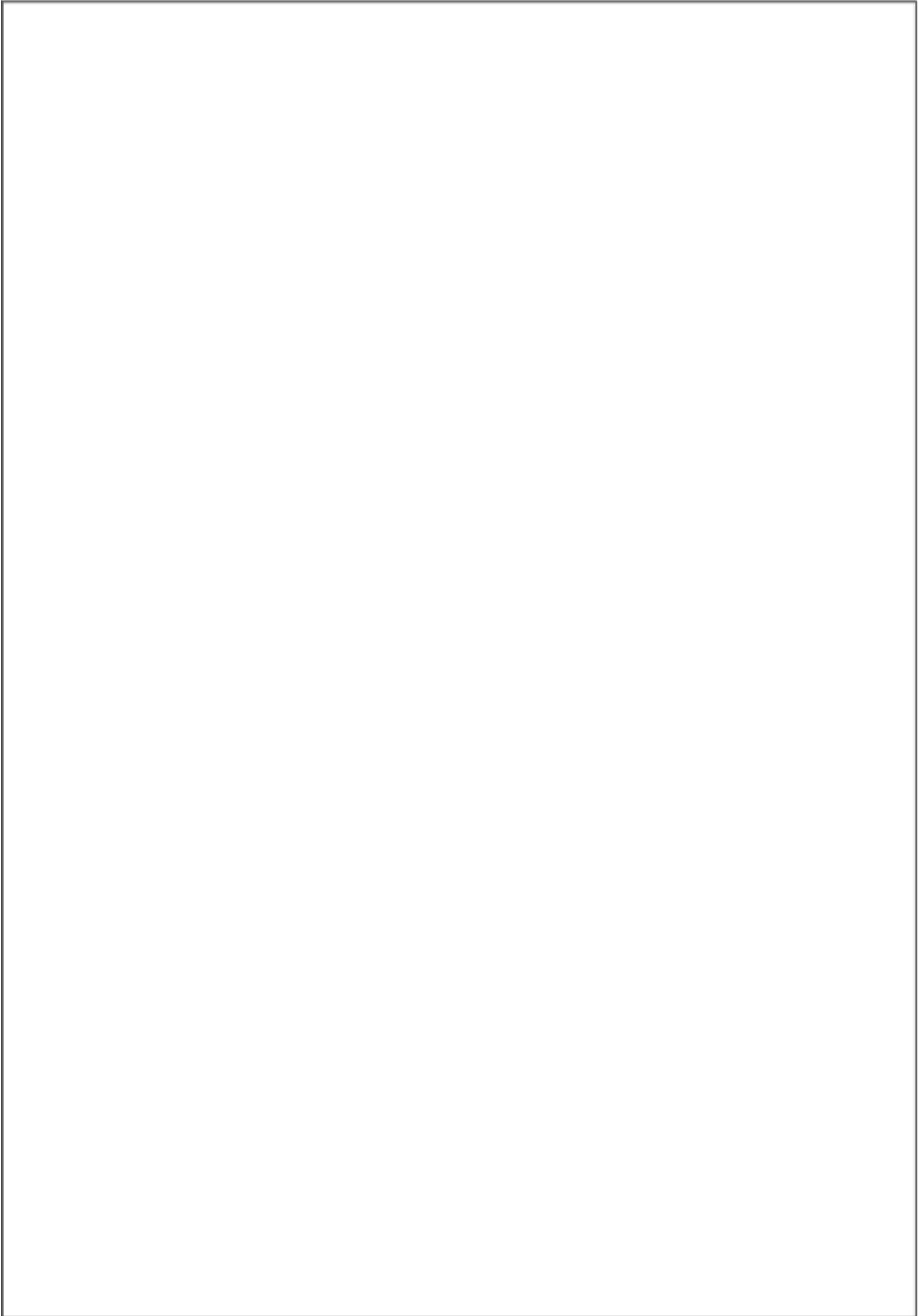
Notes

3.4 Video Analysis and the SPAM model - review notes



- A. Use the SPAM model to identify outputs (forces) and inputs (movements, balance) to analyse board performance (accurate steering).
- B. Compare these findings to the CRD stages.
- C. Evaluate the symptoms to decide on the causes.
- D. Provide suitable information to change performance.

3.4. Video feedback continued



4.0 Day Four (or equivalent hours)

4.1 Outcomes and notes

OUTCOMES:

- Deliver a AMR teaching session.

- Observe and review a teaching session as an onlooker and a participant.

- Develop your feedback technique and understand your learners(types of learners). Know the philosophy and IASI mission - Learn it, Love it, Live it.

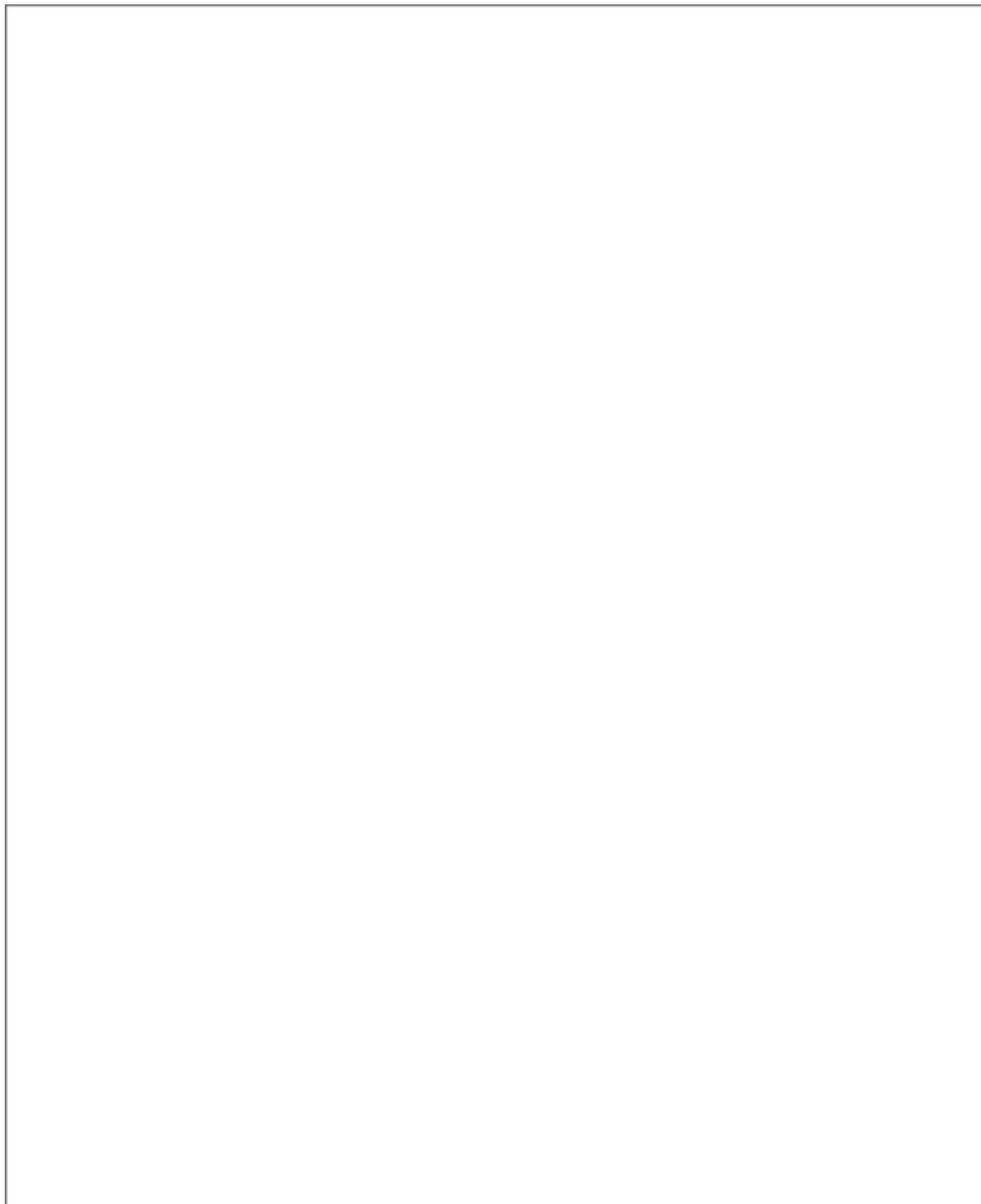
- Take part in a mid course review and set goals for personal development.

4.2 Session feedback

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Notes: Personal feedback and include feedback of your peers

4.2 Feedback continued

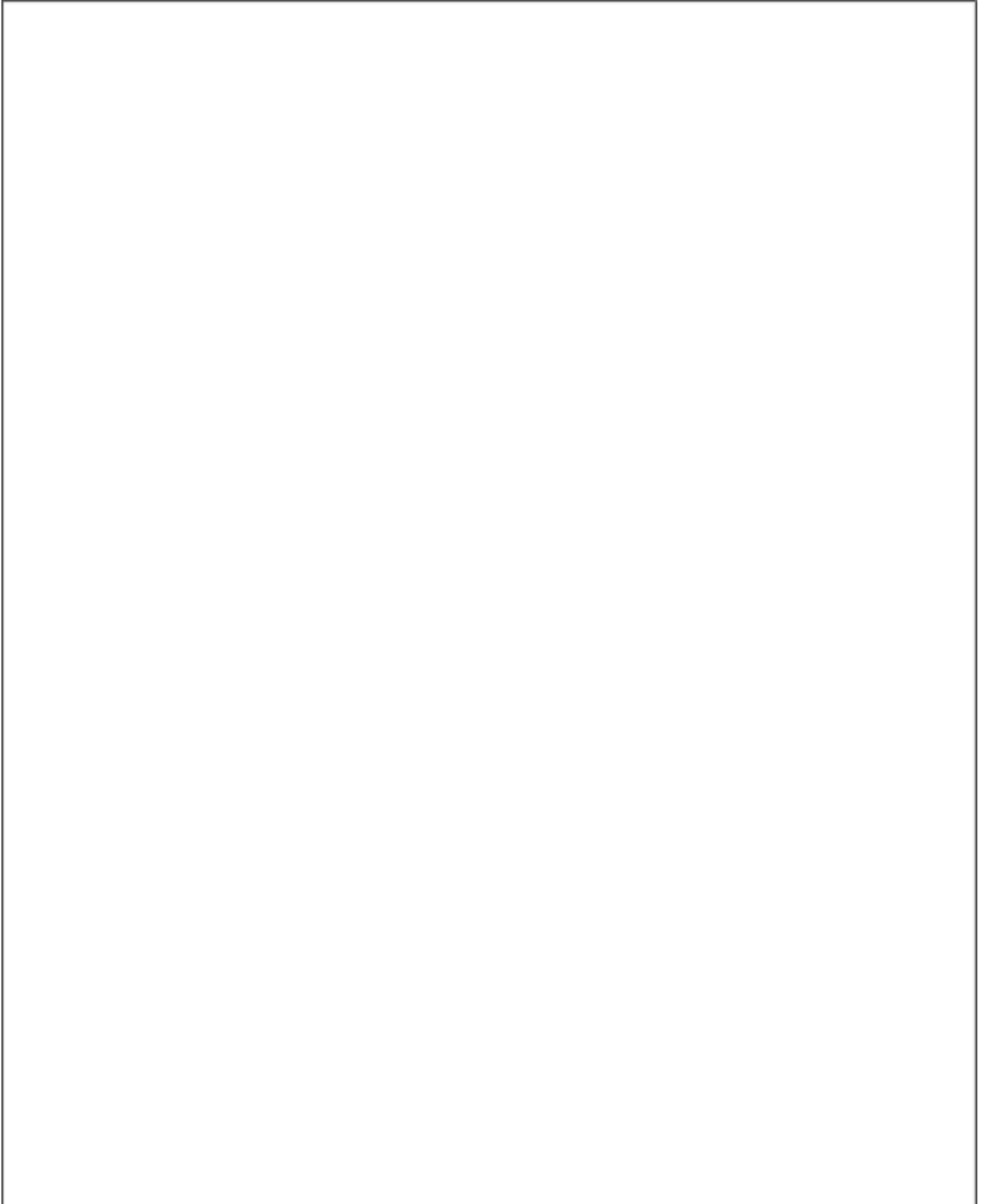


Feedback should be: Corrective, Evaluative and Informative.

Remember the 3 L's and keep the feedback Positive, Specific and Relevant.

4.3 Feedback & action points: (from mid course review)

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**.



4.4 Personal development planning

Based on the first four days of the course summarise below your main action points for Safety, Enjoyment and Learning:

Safety action points:

Enjoyment action points:

Learning action points:

5.0 Day Five (or equivalent hours)

5.1 Outcomes and notes



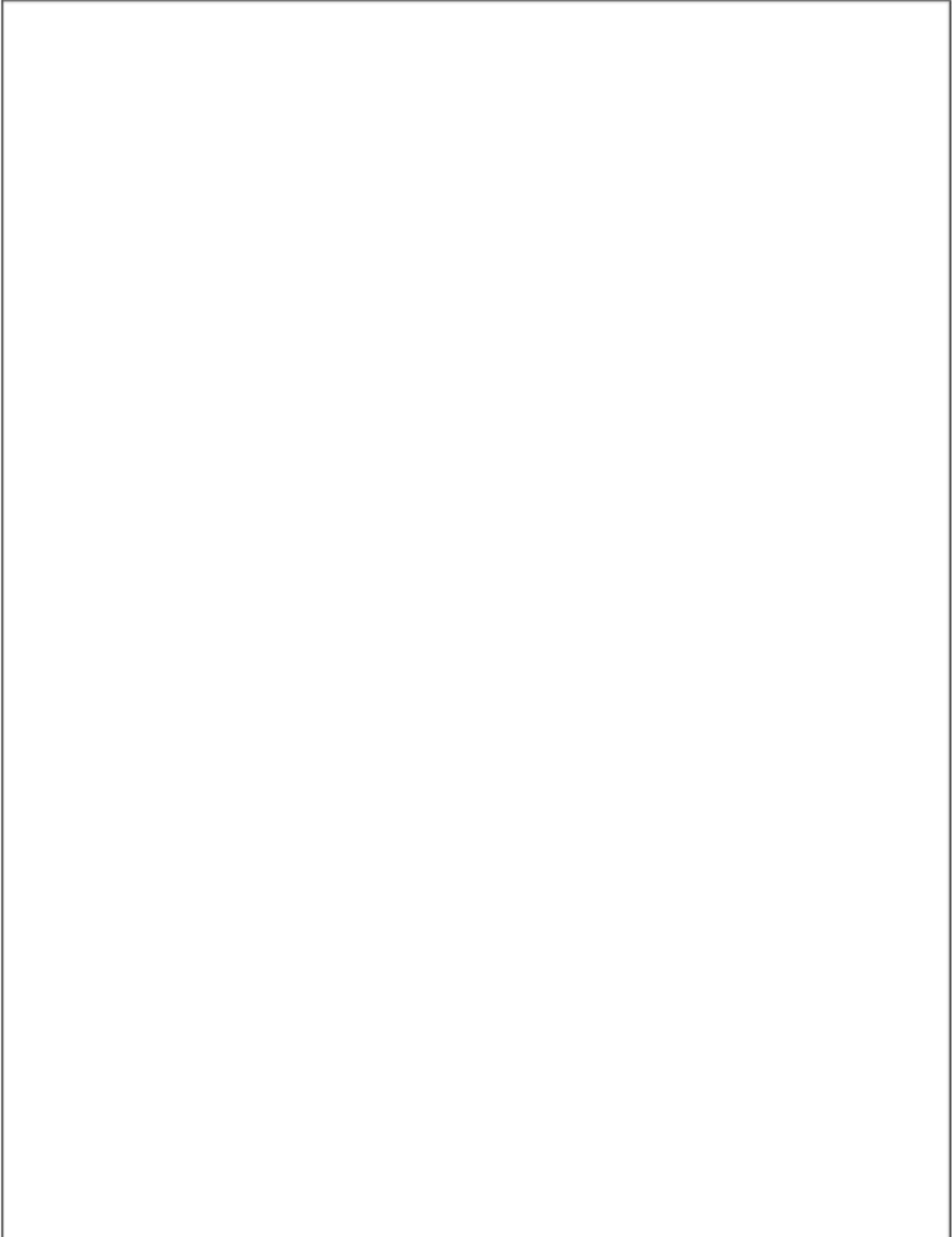
OUTCOMES:

- Deliver a teaching session.
- Observe and review a teaching session as an onlooker and a participant.
- Understand the relevance of TTPPEE in sessions given.
- Review of client care and know the 6 ways to influence (Robert Cialdini).
- Clear understanding of setting goals.
- Assessment process

5.2 Session feedback

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5.3. TTPPEE

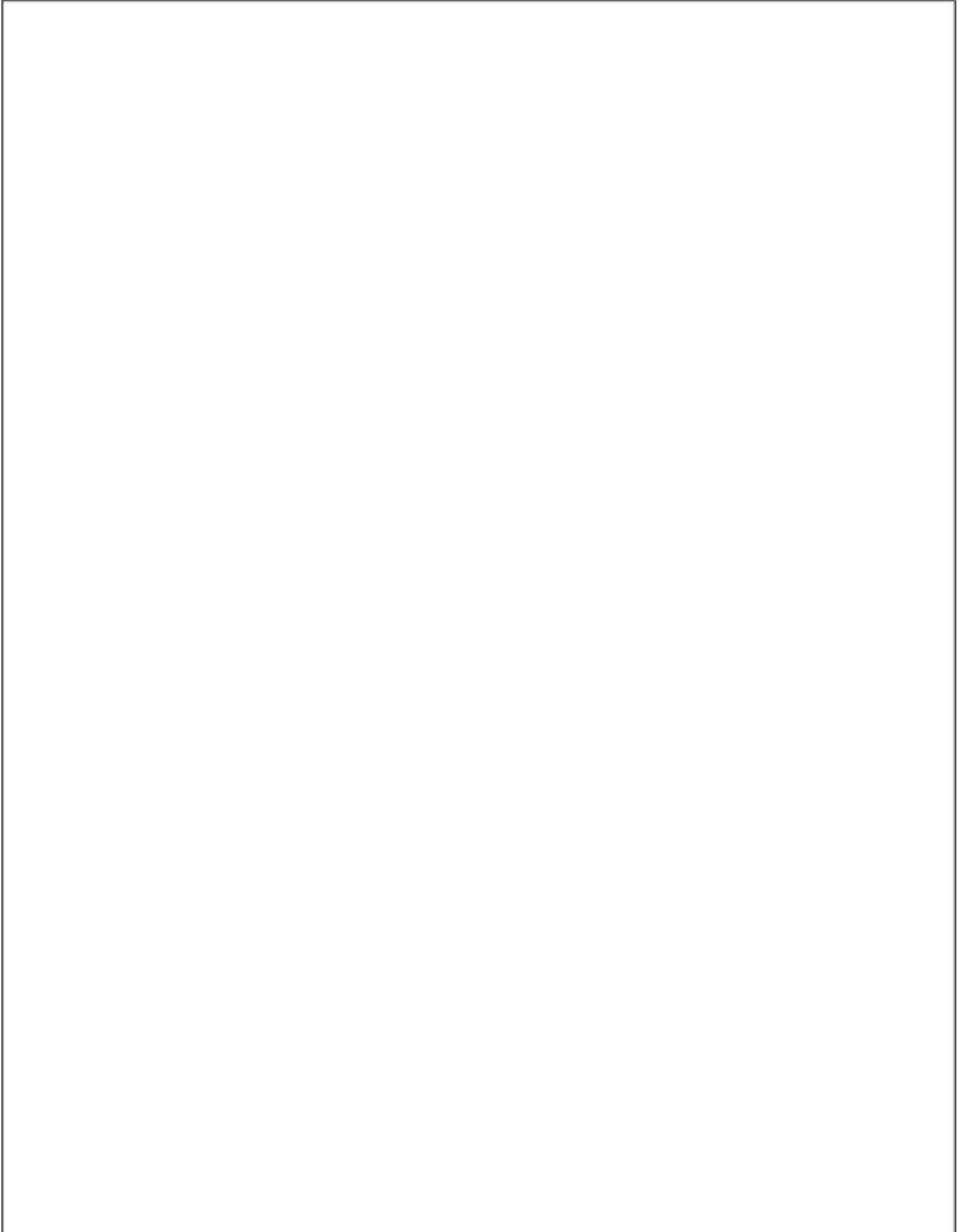
A large, empty rectangular box with a thin black border, intended for students to write their notes on the TTPPEE acronym.

Notes: List examples of each letter to relate it to real situations (video if available)

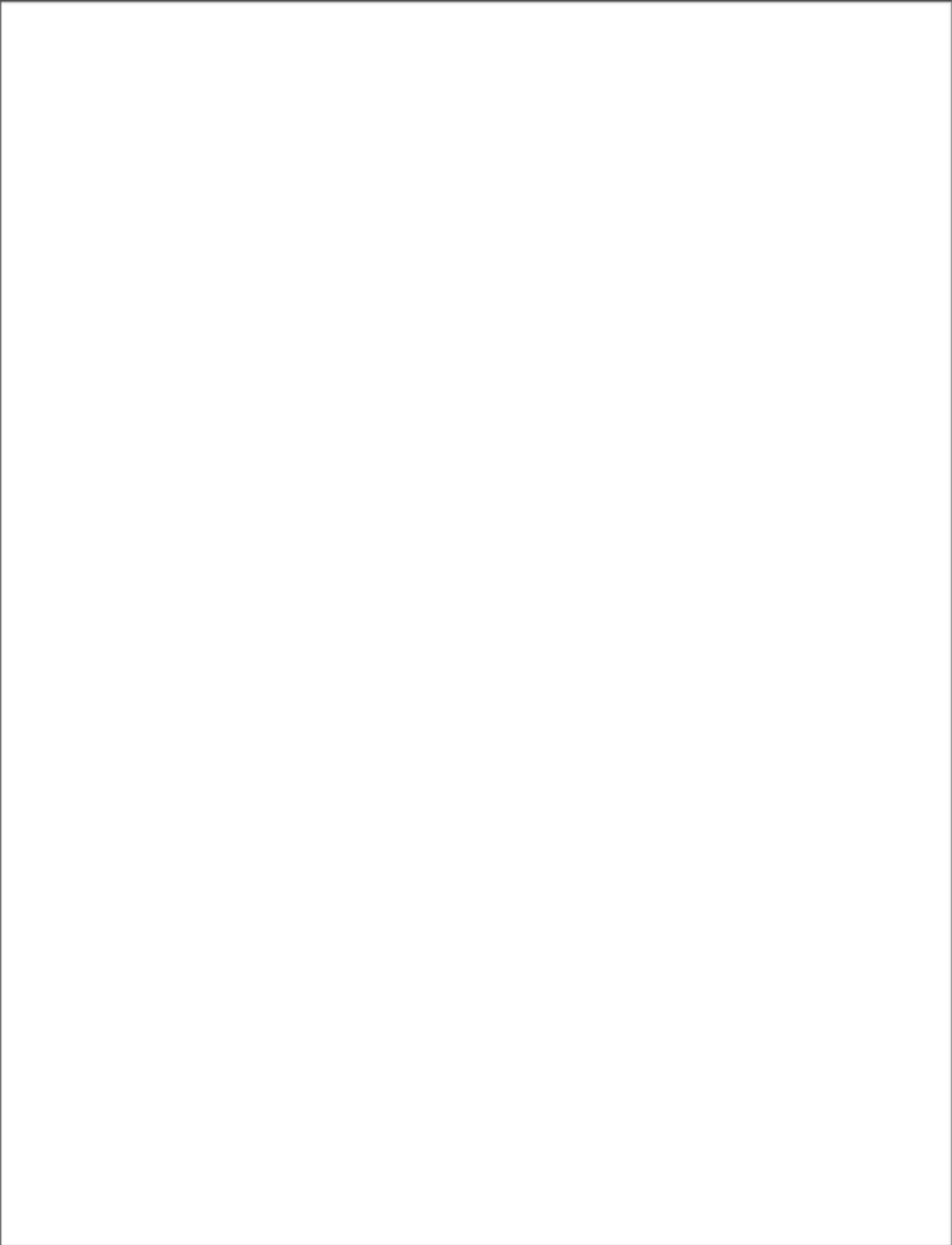
5.4 List the 6 Ways to Influence.

<https://youtu.be/cFdCzN7RYbw>

Write a brief description of each one as a group to show your understanding:

A large, empty rectangular box with a thin black border, intended for students to write their descriptions of the six ways to influence.

5.5 Goal setting - SMARTER goals



Notes: List examples of each letter to relate it to real situations (as a group)

5.6 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 3 Teaching course you are assessed on just your **Teaching** performance.

The assessment criteria for your Teaching ability is detailed near the beginning of this workbook.

The **Teaching** criteria details 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) and reviewing your peer's sessions.

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 your teaching sessions and record your result.

To pass the full Level 3 Snowboard Teacher award you must complete all the required elements including the technical module, second language, second discipline, level 1 off-piste security, level 1 coaching, snowsport school experience and first aid.

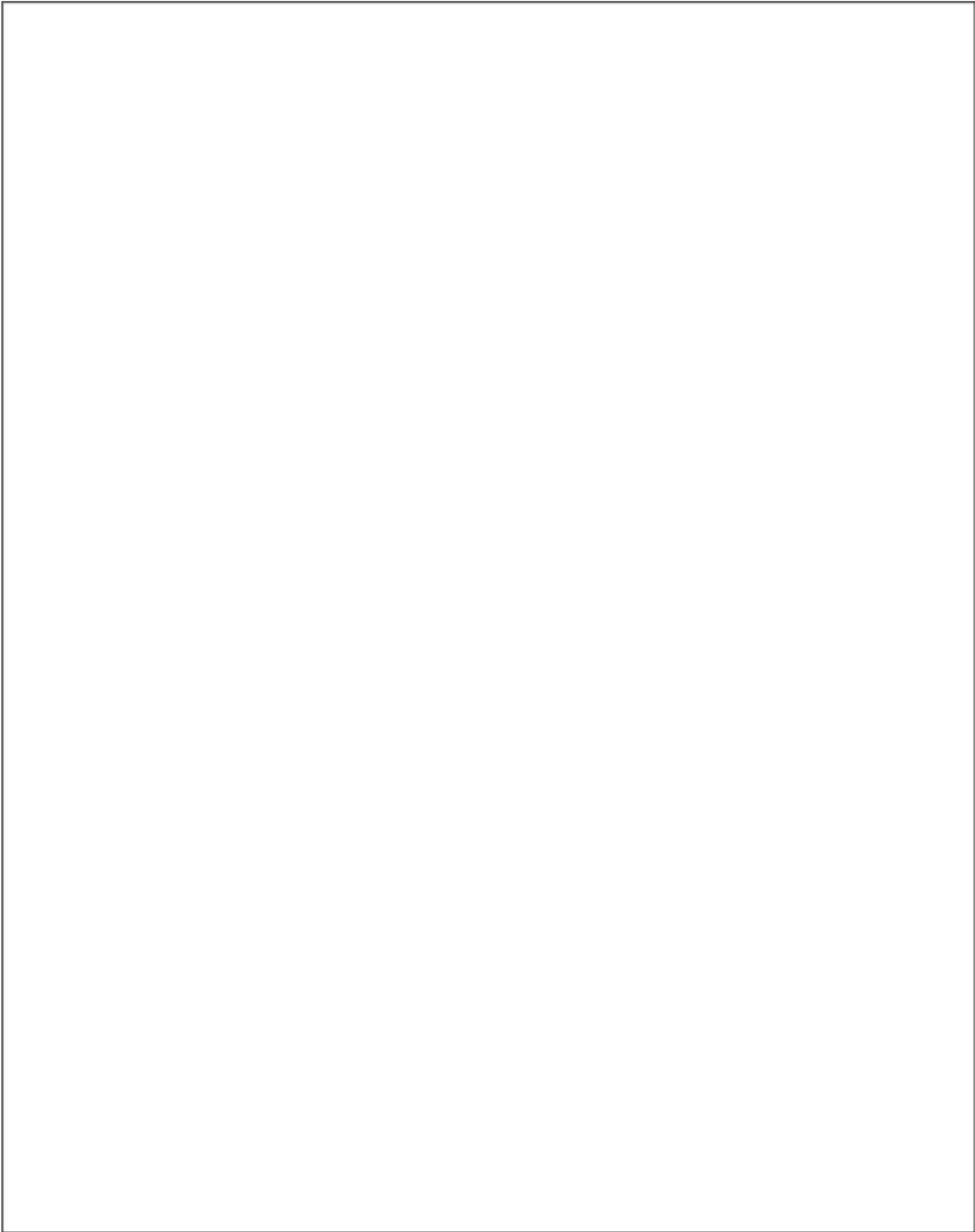
6.0 Day Six (or equivalent hours)

6.1 Outcomes and notes

OUTCOMES:

- Deliver a teaching session.
- Observe and review a teaching session as an onlooker and a participant.
- Individual results and review of level 3 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 teaching – review notes



Feedback & action points: Refer back to the Teaching Assessment criteria and identify your strengths & weaknesses.

6.3 Individual action points

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

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

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