

IRISH ASSOCIATION OF SNOWSPORTS INSTRUCTORS

# Level 4 Snowboard Exam Workbook

Level 4 Snowboard Teacher Award, ISIA Card



Version 1, January 2021

## **Contents:**

### **Overview of the Award 04**

- a ) Entry criteria 03
- b ) About this workbook 03
- c ) Overall goal 03
- d ) The KMPF Model in the exam environment 04
- e ) Equipments required 04
- f ) Pathway to Level 4 Snowboard Instructor award 05
- g ) Assessment criteria 06
- h ) Resources 11
- i ) Sample programme 12

### **1.0 Day One (or equivalent hours) 14**

- 1.1 Outcomes and notes 14
- 1.2 Review notes 15
- 1.3 The Diamond model of skill acquisition 16
- 1.4 The Pear Model 18

### **2.0 Day Two (or equivalent hours) 19**

- 2.1 Outcomes and notes 19
- 2.2 Session feedback 20
- 2.3 Video feedback 21

### **3.0 Day Three (or equivalent hours) 22**

- 3.1 Outcomes and notes 22
- 3.2 Session feedback 23
- 3.3 Video feedback 24
- 3.4 Strengths and Weaknesses 25
- 3.5 The assessment process 26
- 3.6 Action points 27
- 3.7 IASI Qualification pathway – SB strand Levels 28

## Overview of the Award

### a) Entry Criteria:

- Students should hold the IASI Snowboard Level 3 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 development 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
- UPTODATE
- IN A SAFE PLACE
- AS A FUTURE REFERENCE AND RESOURCE

### c) Overall goal:

IASI Snowboard Level 4 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 4 Snowboard Teacher award will have;

- An all round riding performance on all pistes with the ability to cope with varied terrain and snow conditions with ‘FLOW’.
- 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 AMR including 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 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 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 4 Exam course 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) 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.



## IASI QUALIFICATION PATHWAY SNOWBOARD LEVEL 4



### Performance Training

(8 Days – Optional but recommended)

### Teaching Experience

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

### Level 4 Assessment

(3 day course)

### Level 2 Back Country Security Award

(7 days – Please see separate document with requirements)

### Project

(3500 words or multi-media)

## LEVEL 4 SNOWBOARD TEACHER

**(ISIA CARD – Total training hours 300)**

Performance training is optional but recommended.

The teaching experience logged hours MUST be completed before attending the assessment and 200 hours is the minimum requirement. Logged hours "on snow" means an open mountain environment/resort and not an indoor snowdome. 50 of the 200 hours should be staff/instructor training on either snow or artificial slopes

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

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g) Assessment criteria:

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 4 Teacher, need to "Show" by the end of the course.

### **Overall Goal:**

IASI Snowboard Level 4 is internationally recognised and snowboarders who achieve this level will be very **skilful** riders with the ability to **adapt** their skills on different terrain with ease.

We will be looking for **strong fundamentals** and **accurate** riding with your own personal **style** involved. However it is important to be able to adapt and change to a more **demonstrative** approach on demand.

## **CORE RIDER DEVELOPMENT: on appropriate terrain for each phase**

### **Be able to demonstrate:**

- Core Rider Development should be used through entire assessment - Ability to demonstrate the Core Rider Development without feedback from the examiner.
- Ability to use each stage of the core rider development when deemed necessary.
- Show excellent adaptability in changing conditions and terrain.
- Excellent control of posture, speed and balance throughout for all of the above with 'Flow'.

## **SHORT TURNS:**

## TERRAIN - RED/BLACK

### **Be able to demonstrate:**

- Use a well timed and appropriate blend of the steering elements and movements to produce rounded grippy short radius turns within a 6m radius.
- Each descent should be rhythmic and flowing with excellent control of speed.
- The short turn radius should be determined by the degree of the slope.
- The ability to perform in a variety of corridors up to 6m wide.
- Ability to use and manipulate forces to achieve positive outputs.
- Ability to change inputs while retaining positive outputs (down-unweighted/up-unweighted turns).
- Excellent control of posture, speed and balance throughout for the above.

## LONG TURNS:

## TERRAIN - RED

### **Be able to demonstrate:**

- Cleanly carved long and medium sized turns, switch and normal with appropriate range and rate of movement.
- Long turns should be performed edge to edge with no skid or judder.
- The Ability to influence the turn shape and size whilst matching the board angle between heel and toe edge to make even turns.
- Appropriate blend of cross over and cross under turns dependent on gradient of slope (Dynamic).
- Excellent control of posture, speed and balance throughout for the above.

## VARIABLE CONDITIONS: UP TO 30°

### **Be able to demonstrate:**

- Ability to perform in all variable conditions.
- Ability to adapt turn shape and size with the terrain you are faced with.
- Ability to use appropriate fore/aft to drive board around each turn.
- Gripped turns using forces to your advantage.
- Ability to use an effective amount of energy & playfulness throughout.
- Confidence riding switch in variable terrain, switching stance where appropriate.

## BUMPS: UP TO 30°

### **Be able to demonstrate:**

- A variety of controlled descents in the fall line maintaining snow contact whilst descending the bumps.
- Ability to leave the ground as a form of absorption where appropriate to maintain control and speed. When executed with flow and efficiency this can be used and interpreted as skilful control.
- Effective and confident use of body and legs to absorb the bumps.
- Strong and effective use of 'fore & aft' with lower body steering.
- Switch rounded turns with a small amount of traversing showing good absorption of the bumps (terrain < 25 degrees).
- Excellent control of posture, speed and balance throughout for the above.

## STEEP TERRAIN:

## TERRAIN - BLACK

### **Be able to demonstrate:**

- Linked turns maintaining consistent speed & control at all times.
- Each turn should be curved with good use of fore/aft including a very early edge change across the fall line/top of the arc of the turn.
- A consistent corridor (3-6m)
- Ability to adapt to any terrain types whilst descending.
- Ability to descend confidently switch maintaining a consistent speed.
- Great use of torsional flex engaging contact points early and accurately throughout.
- Excellent control of posture, speed and balance throughout for the above.

## FREESTYLE:

## TERRAIN - PARK & PISTE

### **Be able to demonstrate:**

- A board slide on a box FS & BS.
- Jump onto (side or straight) 50-50 Rail.
- Nose or Tail press on Box.
- Switch 50-50 on a ride on Box.
- Spin 180s (4 ways) on a small Jump.
- Spin 360 (2 ways) on a medium/large Jump.
- Multiple grabs of your choice on medium/large Jump.
- Clean SWITCH straight air on a small Jump.
- Clean and consistent, past the knuckle of the jump and the end of features for all of the above.

## ADDITIONAL ACTIVITIES

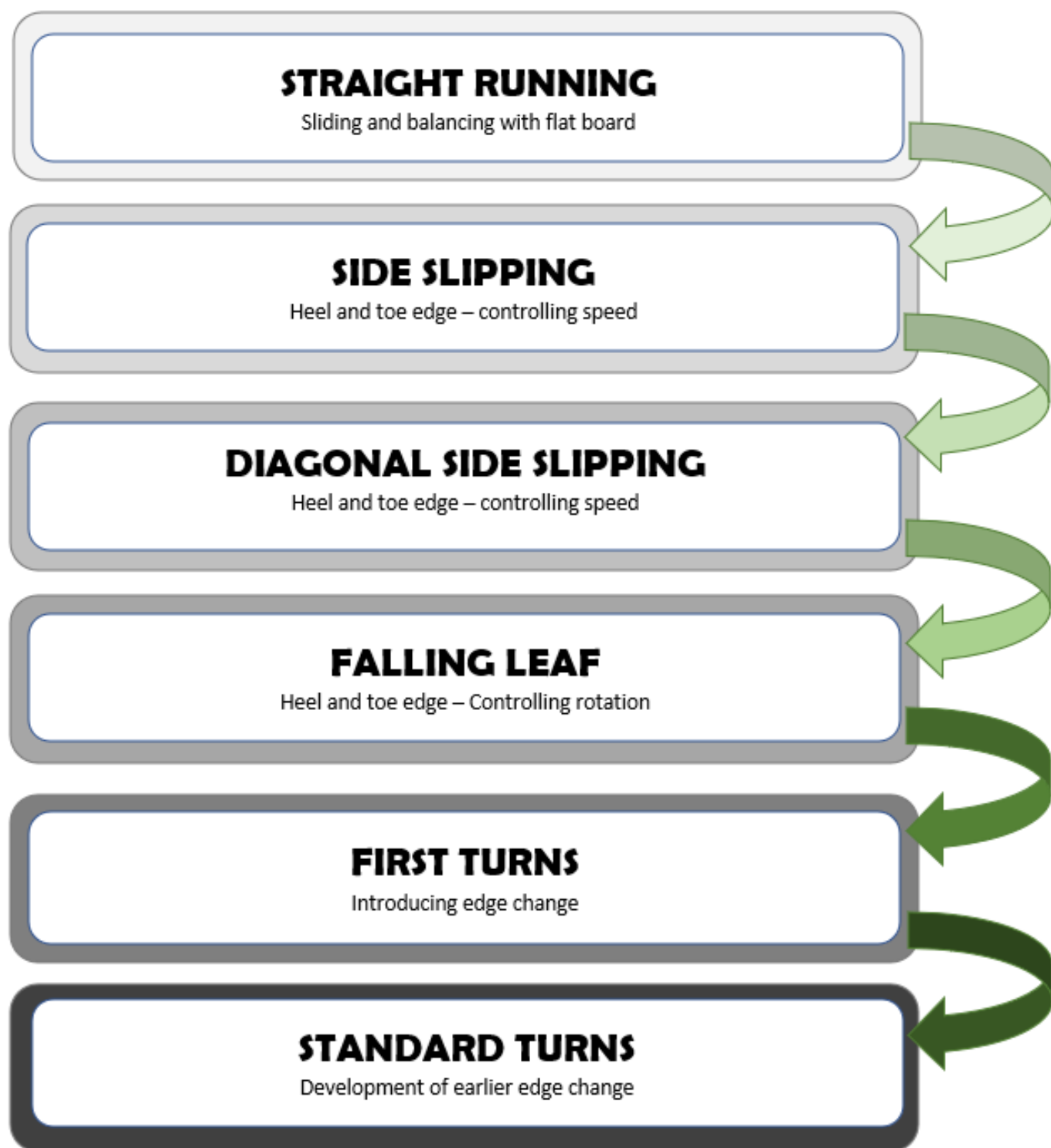
### **Be able to demonstrate:**

- Cross under rebound turns directly down the fall line at higher speeds (easy/moderate terrain).
- Dolphin turns in a narrow corridor (1.75m), directly down the fall line in steeper terrain (moderate terrain)
- Confidence jumping toe to toe frontside 180s and heel to heel backside 180s at the top of the turn before the fall line as an edge change in the air (carving - easy/moderate terrain).
- 360 off a side hit
- Butter/press combinations on varied terrain.
- Tic-tacs
- Edge change variations across the fall-line (Garlands)
- Excellent control of posture, speed and balance throughout for the above.

NB: Please note that the above “additional activities” are a test of many elements including balance, agility and co-ordination. **They show an ability to blend the basic principles of snowboarding with excellent accuracy and timing.** This section will be assessed in the same way as the other elements in the criteria and is based on the skills you have accumulated throughout the IASI pathway. These tasks will be executed in the appropriate environments and you will need the correct equipment with you.

Candidates will be asked to *select two* of the additional activities that they perform to a high level and demonstrate these to both the examiner and the other candidates. However please note that your choice also needs to take into account the snow and weather conditions so it is advisable to have practiced and be confident at all of the activities.

## Core rider development model



## TEACHING

Teaching sessions will be assessed over the course of the Level 4 exam, where and when appropriate and dictated by conditions and terrain. We will aim to provide ample time for 1-2 sessions per candidate.

What's required are relevant, high level sessions tailored to suit the needs of your peers with minimal pre planning. We should see improvement specific to the group and individuals attending the course.

The content, structure and teaching styles used in your sessions are yours to decide, and should be relevant to your peer group and location.

Excellent use of the PEAR model will be needed where and when appropriate, dictated by changing conditions, changing terrain and the outcomes observed in your peers throughout your session.

**Know** and **show** whilst maintaining excellent group management:

- Teaching to peers at an advanced technical level
- Use of relevant teaching styles
- Excellent explanation and demonstration
- Consistent use of the PEAR model before, during and after sessions
- Realistic goal setting
- Adaptation of session for individual learners at different phases of the KMPF skill acquisition model.
- Use appropriate types of feedback
- Advanced analysis of video feedback
- Ability to review your peer's sessions identifying strengths and weaknesses in their personal skills and in their delivery through use of questioning rather than telling.



h) 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).

i) Sample programme:

## **IRISH ASSOCIATION OF SNOWSPORTS INSTRUCTORS**

### **Level 4 Snowboard Teacher Course Programme:**

**Morning**

**Afternoon**

**Classroom**

**Support Programme**

#### **Day 1:**

**SB Basic Principles (BP)** board performance

**Core Rider Development (CRD) and AMR**

Standard turns, short turns, carving

**Review of on slope content**

**KMPFP** Performance analysis

#### **Day 2 :**

**ALL Mountain Riding (AMR)**

Bumps, variables and freeride

**AMR Session**

Development of Performance

## **Analysing performance**

Review of on slope content

**KMPFP** Performance analysis

## **Day 3:**

## **ALL Mountain Riding (AMR)**

Freestyle, boarder cross and slopestyle

## **AMR Session**

Development of Performance

## **Analysing performance**

Review of on slope content

## **KMPFP**

Performance analysis

## **Assessments process**

## **Review of Level 4 course**

## **Individual results & action planning**

## **Course review & IASI qualification pathway**

**NB:** The programme above describes the course in the 3-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)

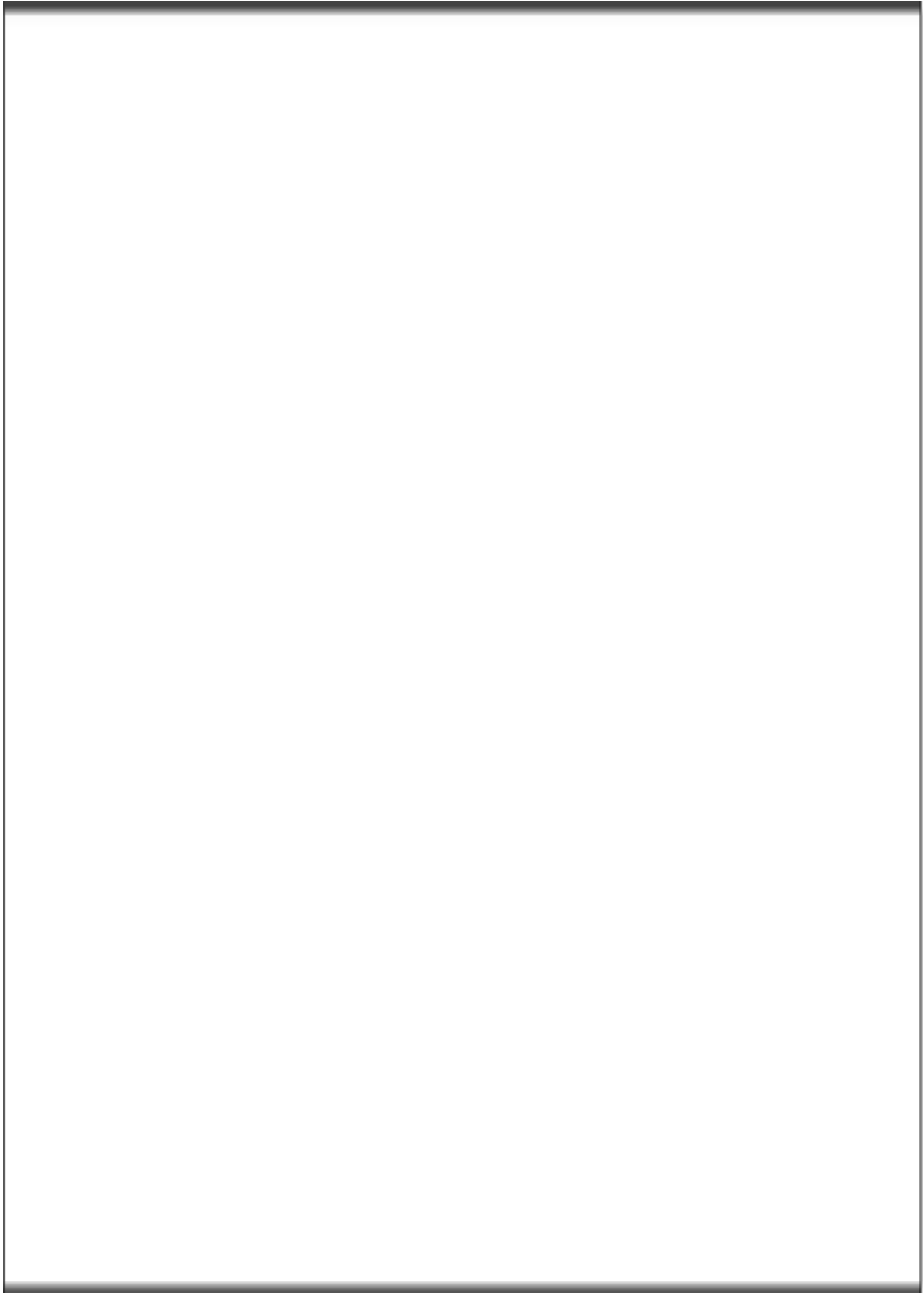
### 1.1 Outcomes and notes

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#### OUTCOMES:

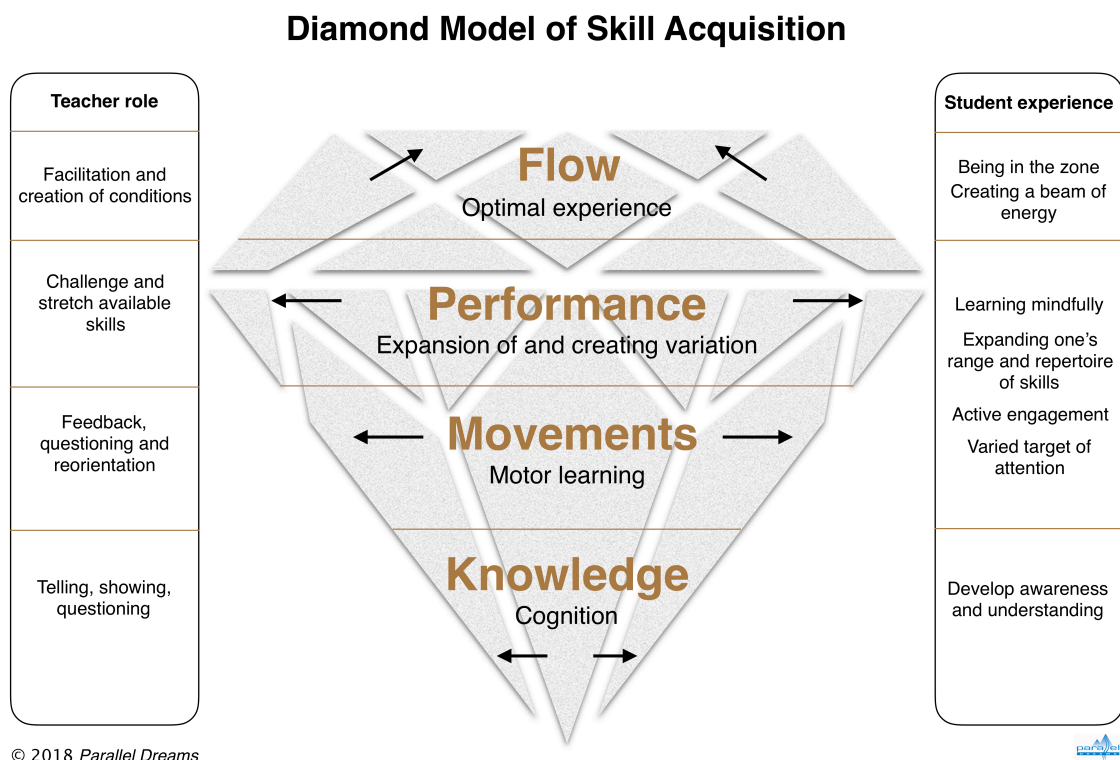
- Relaxed and comfortable with your peers, educator and course programme.
- Good understanding of the SB Basic Principles and focus on board performance in relation to the terminology used.
- Enjoy some riding at your own level building a team.
- Ride CRD stages
- Ride Piste Performance short turns.
- Ride Piste Performance carving.
- Analyse performance using video of your riding. Rate your performance using KMPF Model.

## 1.2 Review notes

A large, empty rectangular box with a thin black border, intended for writing review notes. It occupies the majority of the page below the section header.

**Notes:** including feedback on your performance

## 1.3 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:**

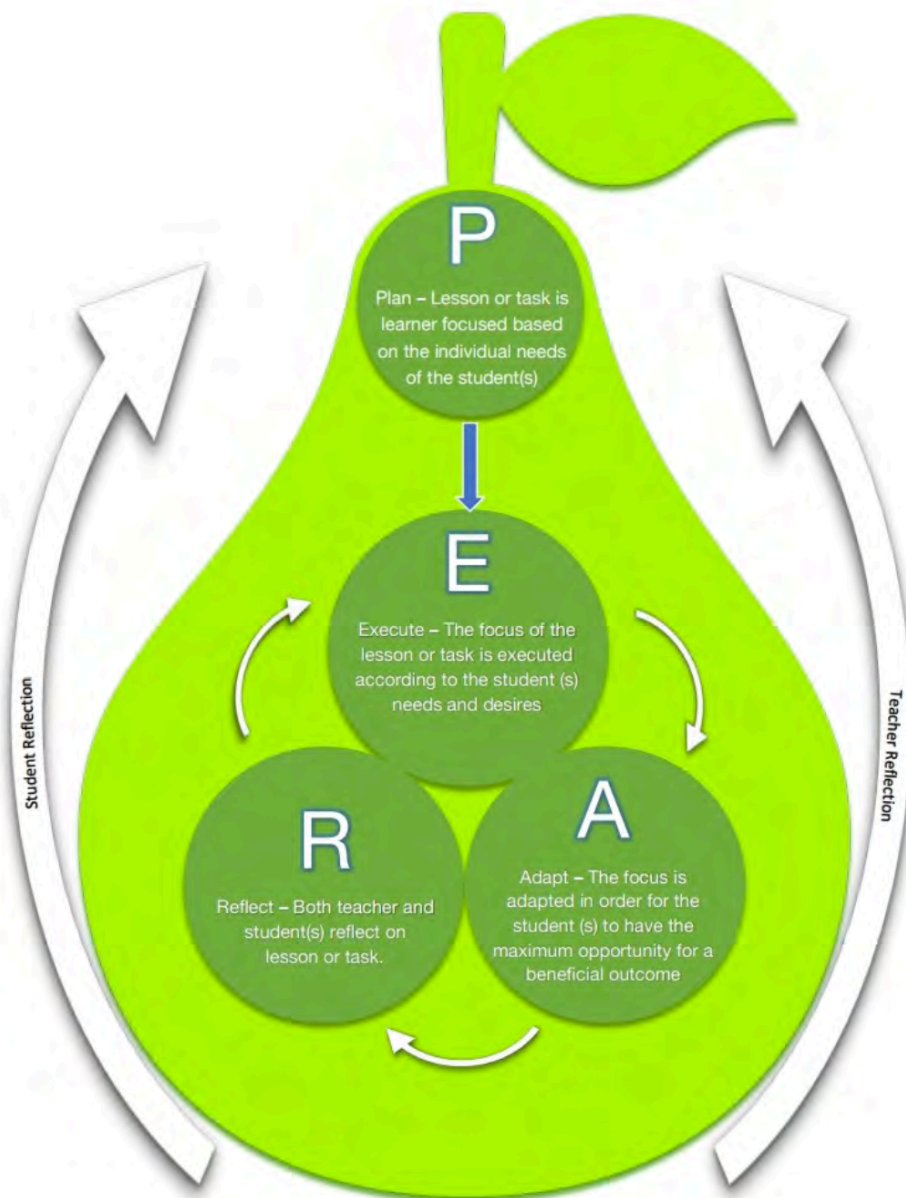
This is the stage where the skills become autonomous and thinking becomes more effortless. The brain, at this stage, could be said to be quieter or less busy than the previous stage. The training focus now moves to creating variation in the execution of the skills. As in the previous stage, from a mindful 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

## 1.4 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.



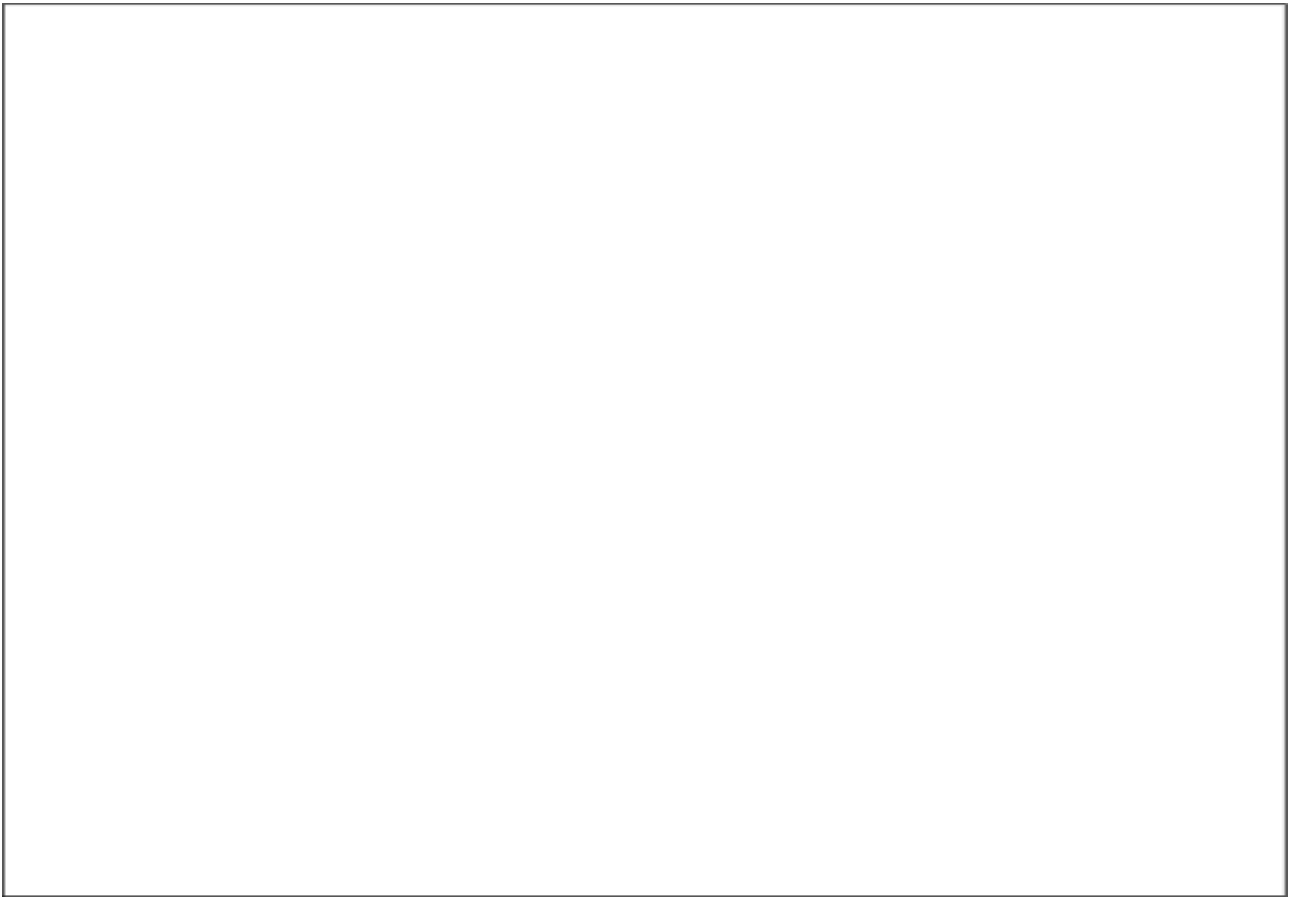
## **Constant Evaluation, Adaption and Reflection during teaching sessions**

Ref. Chapter 10 IASI Pear Model in manual

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

#### **OUTCOMES:**

- Ride AMR inc. Bumps, Variables, Freeride with your peers.
- Teach AMR performance session.
- Analyse your own performance with peer feedback.
- Review of Freeride flow run.
- Analyse performance using video of your riding. Rate your performance using KMPF Model.

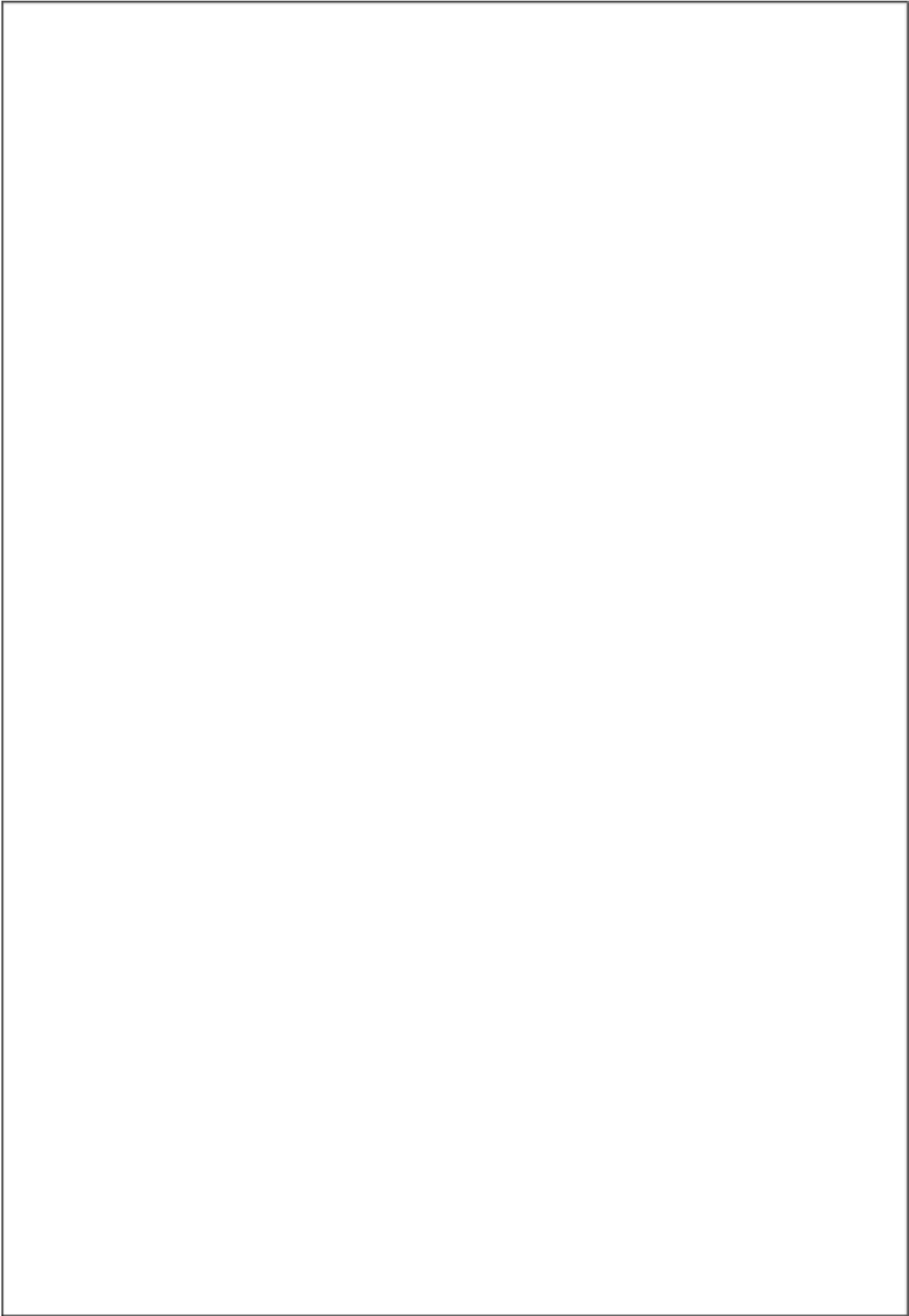


**Notes:** (including feedback on your performance)

## 2.2 Session feedback

**Notes:** Technical vs Tactical including feedback on your performance

2.3. Video feedback

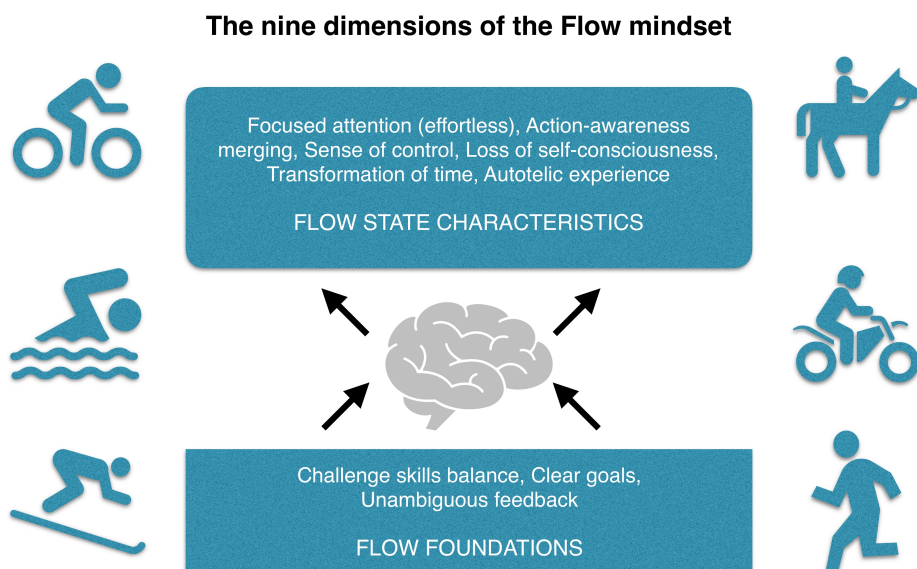



## 3.0 Day Three (or equivalent hours)

### 3.1 Outcomes and notes

#### OUTCOMES:

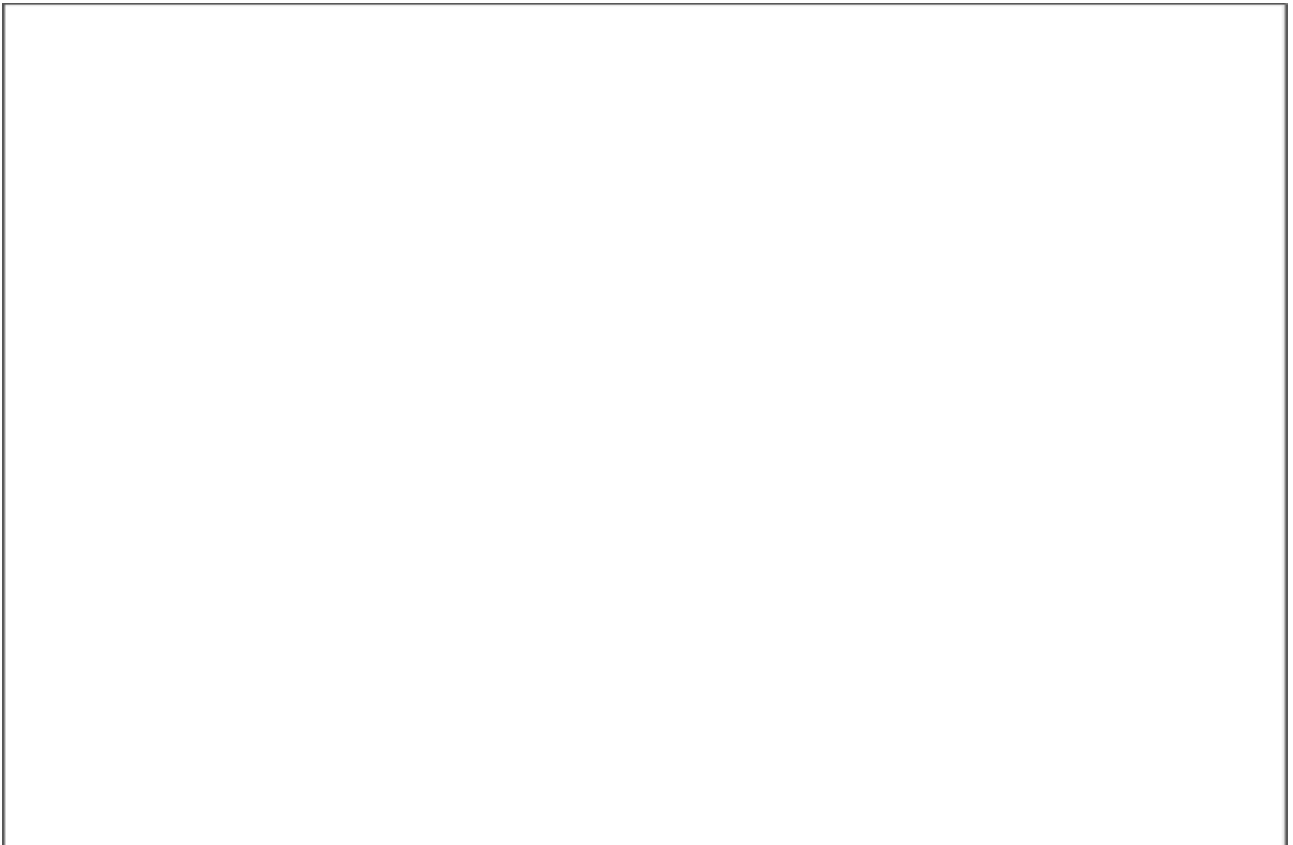
- Ride AMR inc. Freestyle, Boardercross and Slopestyle with your peers.
- Teach AMR performance session.
- Analyse your own performance with peer feedback.
- Review of Freestyle flow run.
- Analyse performance using video of your riding. Rate your performance using KMPF Model.
- Assessment process
- Individual results and review of level 4 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.





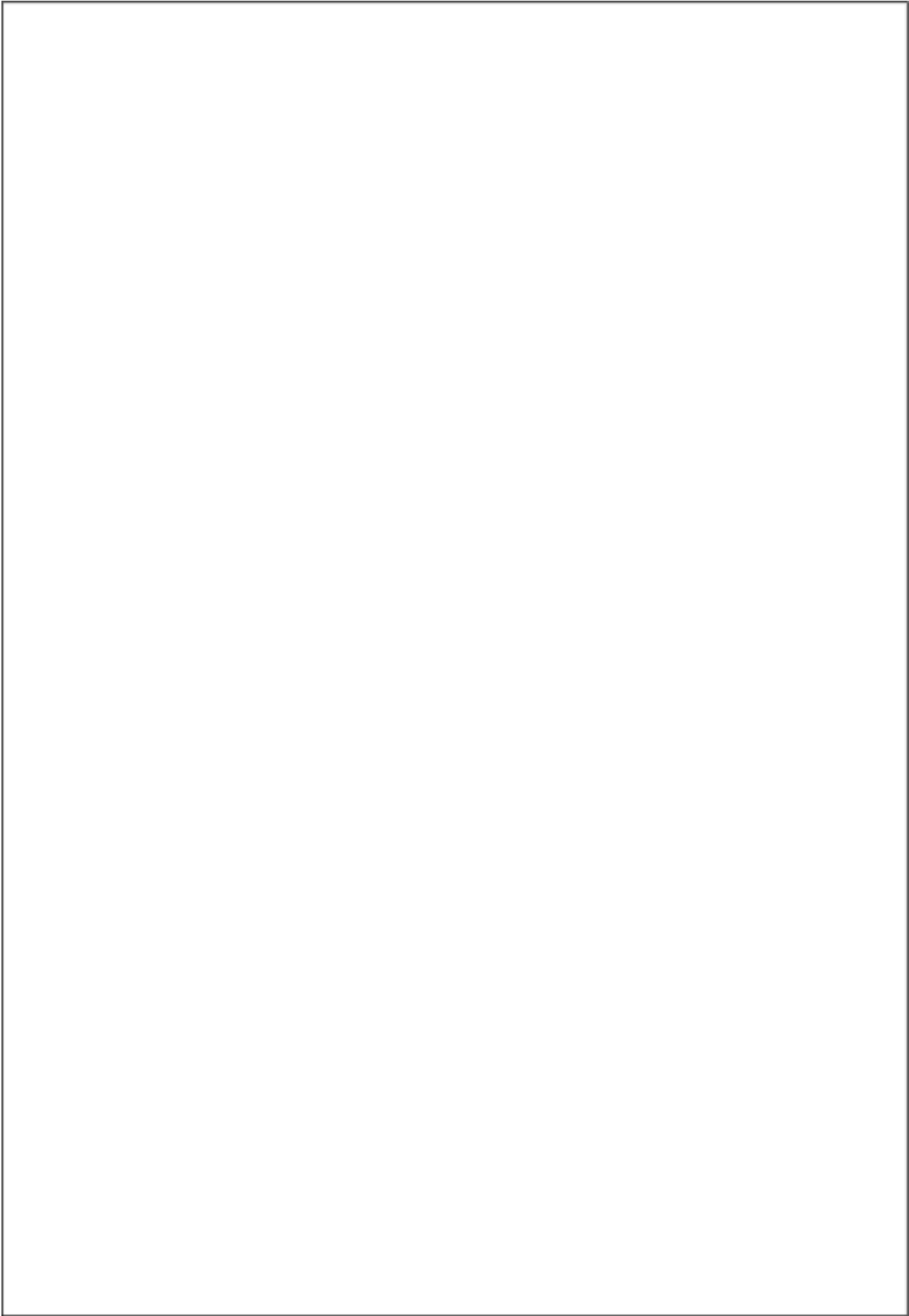
**Notes:** (including feedback on your performance)

### 3.2. Session feedback



**Notes:** Technical vs Tactical including feedback on your performance

### 3.3. Video feedback



3.4 Strengths and Weaknesses. Refer back to the AMR, CRD and PP assessment criteria earlier in this workbook. Record your strengths and weaknesses.



### 3.5 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 4 Technical course you are assessed on both your **Technical** performance and your **Teaching** performance.

The assessment criteria is detailed near the beginning of this workbook.

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

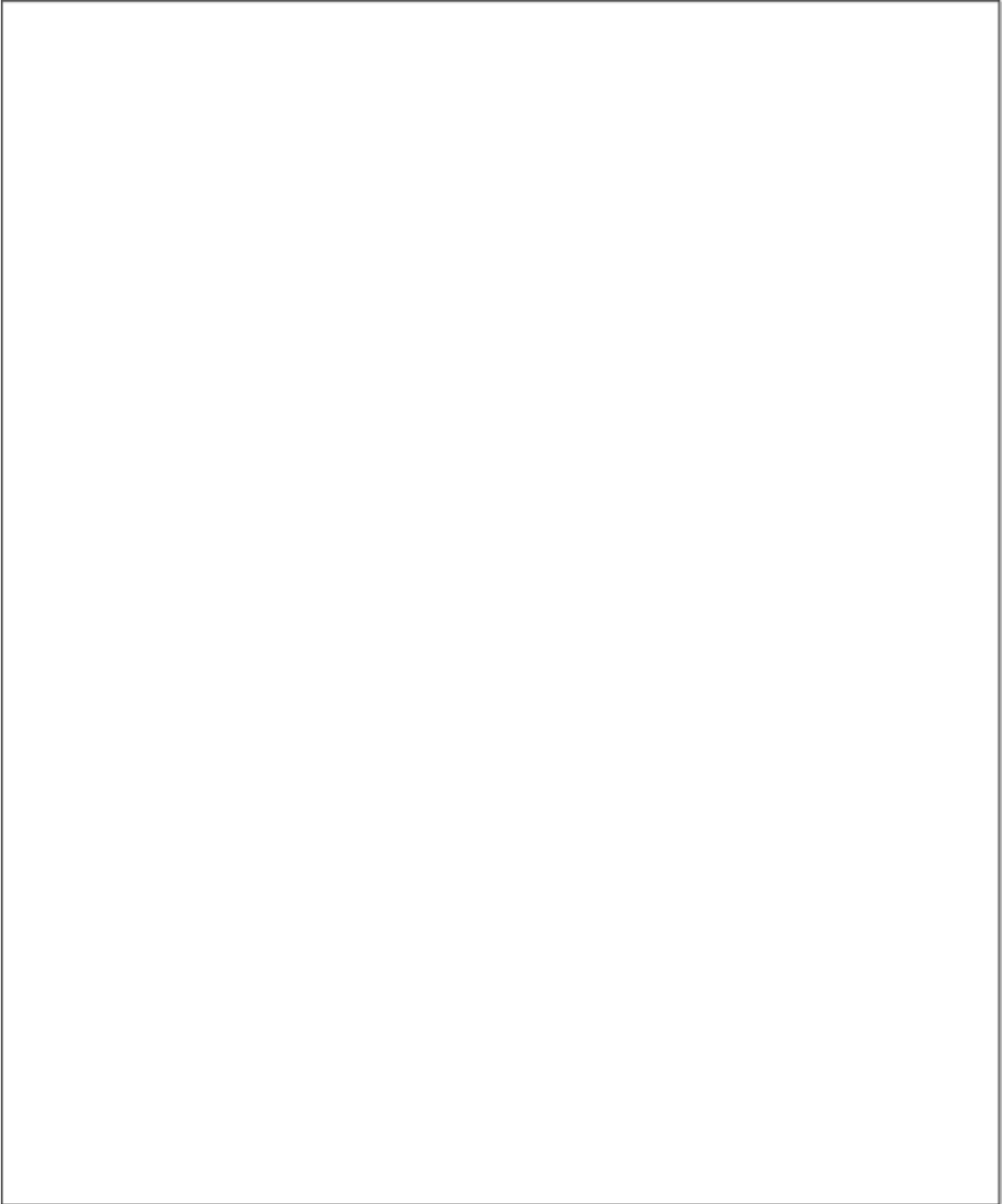
Following the completion of the course your educator (who is also your examiner) will write a report detailing your strengths and weaknesses. This will include your technical riding and teaching and will record your result.

To pass the full Level 4 Snowboard Teacher award you must complete all the required elements including the project and level 2 backcountry security award, snowsport school experience and first aid.

### 3.6 Action points

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

**Overall 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)

