

IASI



Irish Association of Snowsports Instructors

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Level 1 Telemark Instructor

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Overview of the Award

Holders of the IASI Level 1 Telemark Ski Instructor Award will have;

- To be able to ski in Telemark position on artificial surfaces or snow
- A good understanding of modern Telemark technique, equipment and skier's development
- The ability to plan and deliver skiing sessions to all standards up to competent linked telemark turns
- Demonstrate sound group management with a good knowledge of safety requirements for artificial venues

Limitations of the award;

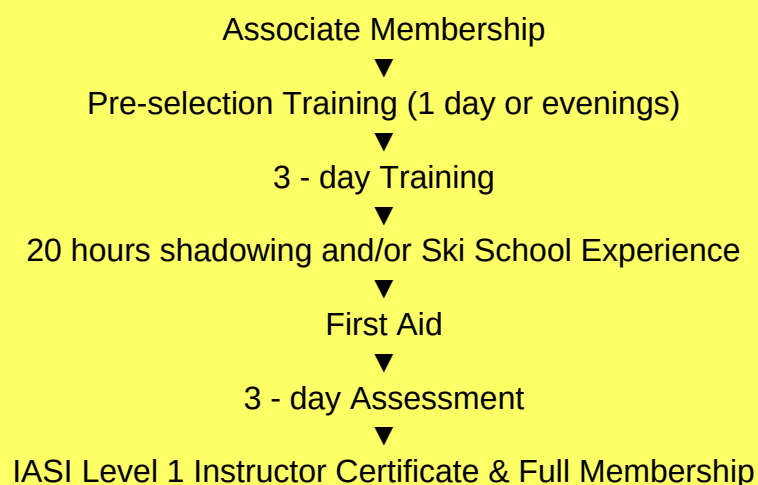
- *Holders of the IASI Level 1 Telemark Instructor Award are qualified to instruct skiers on artificial surfaces, including indoor snow domes (closed environment)
- *Holders are NOT qualified to work "on snow" in the open mountain environment (* unless Level 2 in another discipline)

Keeping the Award Valid;

In order for the IASI Level 1 Telemark Instructor Award (Artificial Surfaces) to be current and valid you must;

- Hold a current first aid certificate

Pathway to Level 1 Telemark Instructor



<p>IASI Outline Program 6 - Day Training</p>	<p>Morning</p>	<p>Afternoon</p>
<p>Day 1</p>	<p>Introductory session and introduction to the Basic Principles (BP) of Telemark</p>	<p>Personal Skiing Development</p>
<p>Day 2</p>	<p>Personal Skiing Development</p>	<p>Core Skier Development (CSD) from sliding through to a smooth lead change</p>
<p>Day 3</p>	<p>Core Skier Development (CSD) from lead change to complete turns</p>	<p>Beginners Telemark Teaching Method</p>
<p>Day 4</p>	<p>Practical Teaching in Ski Schools</p>	<p>Practical Teaching in Ski Schools</p>
<p>Day 5</p>	<p>Development of Individual Strengths & Weaknesses in CSD & Piste Performance</p>	<p>Ski School Telemark Turns</p>
<p>Day 6</p>	<p>Session Deliveries by students</p>	<p>Review of Level 1 course teaching and technical Individual results and action plans</p>

These programs are a typical example of what you might expect. Your IASI Trainer will decide the exact programs details when they have considered the local variations and conditions. The program is run over 6 days or 2, 3 day sessions.

About this workbook

This workbook is designed to allow you to record activities during both the training weekend and the training/assessment weekend (or whatever format the course is run e.g. Weekends or six consecutive days etc.)

While the workbook follows a daily format, with activity sheets for each day, it is likely that some of these worksheets will be used more than once. Other sheets containing information, technical models etc. are likely to be referred to continually over the six days. Therefore the notes & information that you collate during the first 3 day training will be invaluable for the 3 day assessment.

Your role:

The workbook is designed to cover key areas of the award and to help you easily follow the course content, so, keep it:

- NEAT AND TIDY
- UP TO DATE
- IN A SAFE PLACE
- AS A FUTURE REFERENCE AND RESOURCE

Additional information about this course:

This telemark program is set up so that we are “assuming” the student has already been on skis and for the most part will be a 2nd discipline. We assume this for the simple reason that 99.9% of people learning to Telemark have skied and already know the basics of skiing. This will be address on the course.

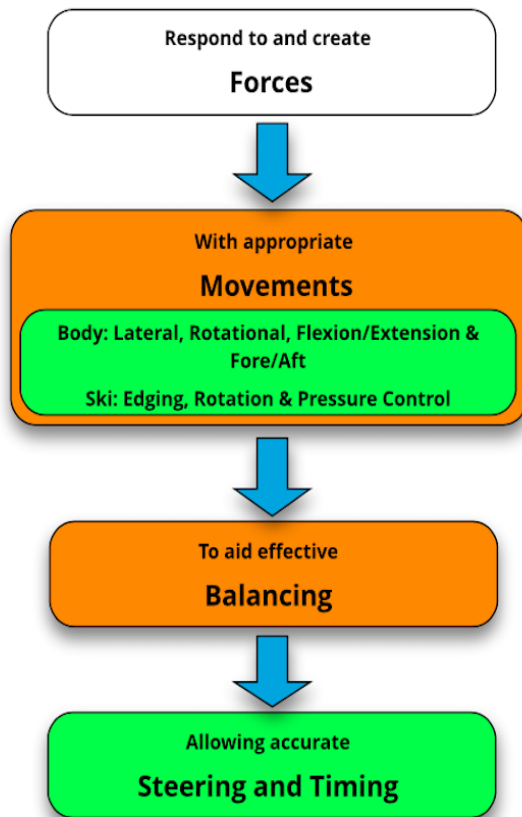
Daily Log/Notes Page - Training Day 1

On Slope Session:

Feedback on your performance (Include source):

The Basic Principles and IASI Skills model

(The fundamentals we need and how we teach them)



The Basic Principles, as presented here, are what we believe represent the core of expert skiing/riding. In order to achieve these basic principles we teach skills to allow a skier/rider to have a range of tools so that they can tackle the ever-changing mountain environment. This approach opens up the whole mountain and all its varied terrain to both us and the guests that we teach.

The IASI Skills Model (**Chapter 3 of the main manual**) has at its core the skills that we teach: **movement, balance, rotation, edging, pressure control and timing**. For the purpose of making this manual more concise, the models have been merged.

Respond to and create forces with appropriate movements to aid effective balancing allowing for accurate steering of your skis.

Basic Principles Review

FORCES

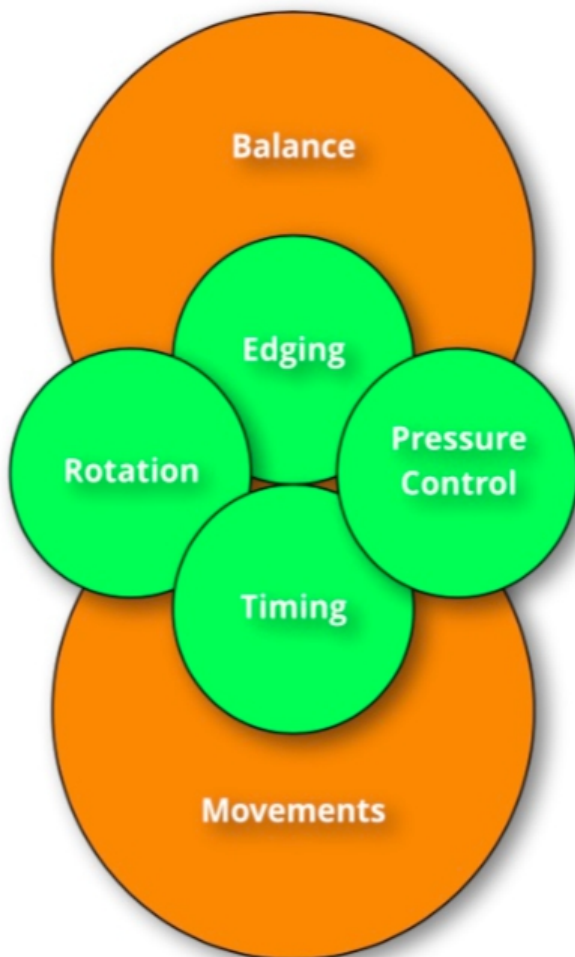
MOVEMENT

BALANCING

STEERING

4. **The IASI Skills Model** - what we teach developing the skills of *edging, pressure control, rotation and timing* so that the Basic Principles are achieved. In effect the skills model brings the basic principles to life!

IASI SKILLS MODEL



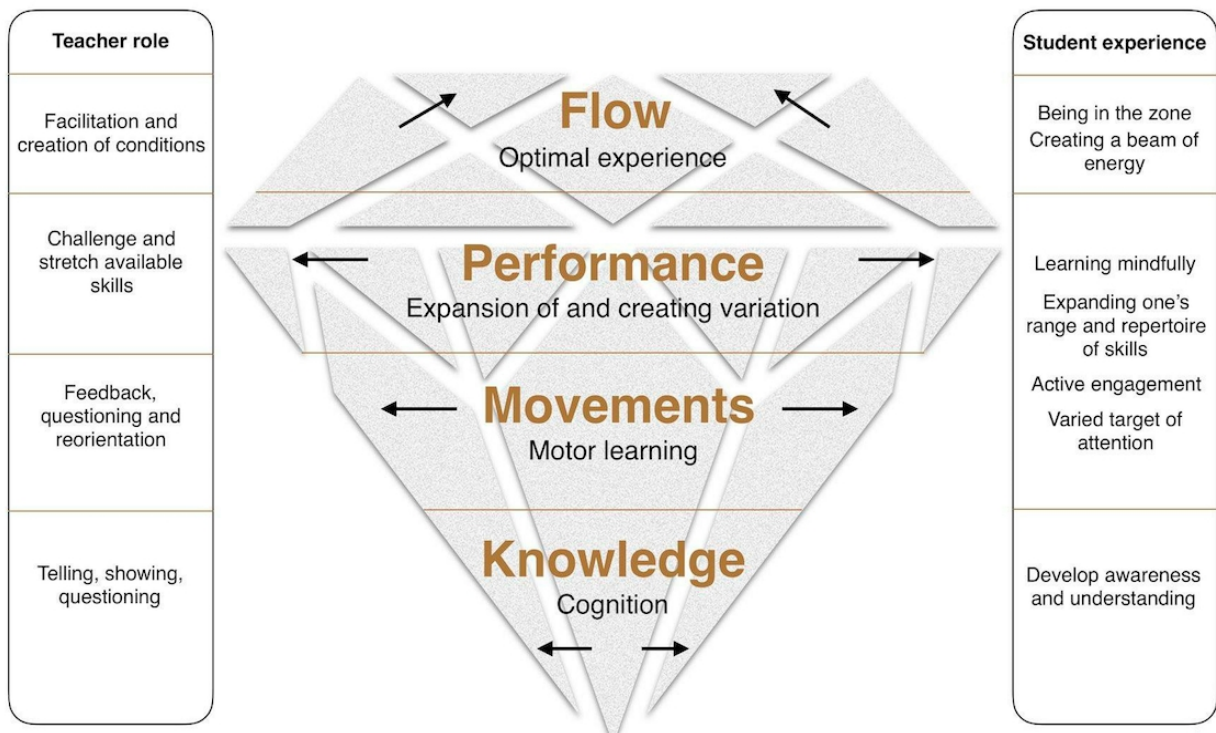
IASI use a skills based model which works in conjunction with our Basic Principles.

These skills are what we teach and use for assessment of our students in order to achieve the Basic Principles.

Balance and movements are related as one cannot happen without the other whilst moving.

Edging, Rotation, Pressure control and Timing: the degree which each of these is used is determined by our goal or outcome.

Diamond Model of Skill Acquisition





The Five Key Concepts

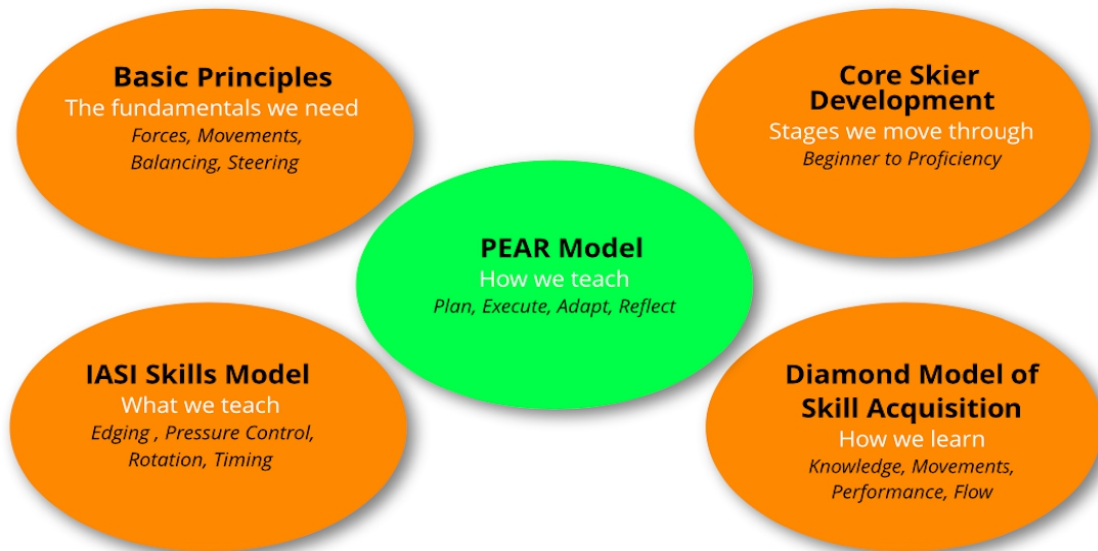
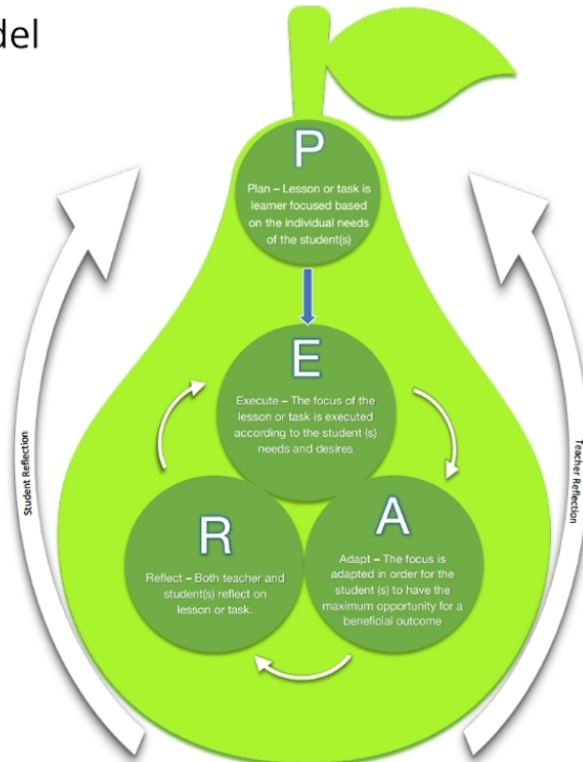


Figure 1

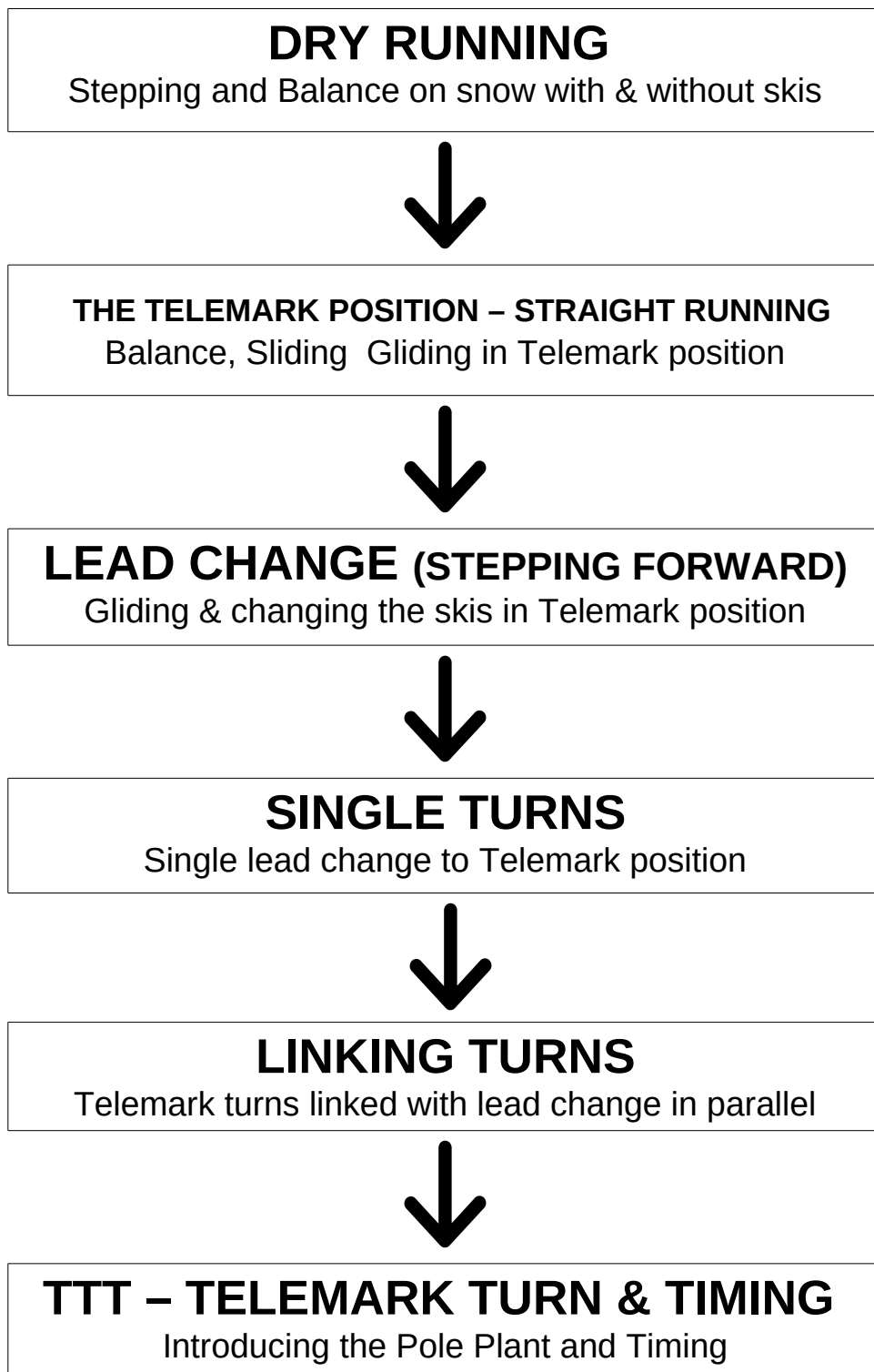
IASI PEAR model

(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.

Core Skier Development Stages Model



Core Skier Development Review

Core Skier Development Phase	Basic Principles added to each phase (added to ones above in the table)	Task	Focus
Dry Running		Stepping and Balance on snow with & without skis	
Straight Running with Lead Change		Relaxed Goalie Stepping forward as if walking low, Left then Right	
Telemark Fan 1		Fan Turn Technique - Upright to low, lead change in the fall line with lead ski rotation	
Telemark Fan 2		Fan Turn Technique – Start low position, up & lead change, increased angle of fan turn	
Telemark Turn 1		Link fan turns 1 and 2 into complete turn & repeat	
Telemark Turn 2		Focus on matching turns left & right the same eliminating weaker turn	
Telemark Turn 3		Link turns with focus on full range of motion – High and Low	
Telemark Turn 4		Matching in the fall line across the slope, passive & active (with and without pole plant)	
Telemark Turn 5		Trick Turns – Monomark, Fakeomark, The Dog	

Daily Log/Notes Page - Training Day 2

Daily Log/Notes Page - Training Day 2

Feedback on your performance (include source):

Analyzing Performance

To help you understand how to analyse a skiers' technique use the "Parallel Dreams - Skier Performance Analysis Model" (SPAM) below;

Skier Performance Analysis Model



- 1) **Set Task** - set the overall task
- 2) **Ski Performance** - look at how the skis are interacting with the snow (forces)
- 3) **Skier's Movements** - are they appropriate (range & rate)
- 4) **Skier's Balance** - in terms of fore/aft and lateral
- 5) **Ski Performance** - accurate steering?
- 6) **Task Achieved?** - has the task been achieved?

Analyzing Performance

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 slopes and through watching video playback.

Teaching Styles Review

Describe the key aspects, safety considerations and main communication & feedback in each of the following teaching styles.

Teaching Styles	Description	Communication and Feedback
1. Command		
2. Practice		
3. Reciprocal		
4. Self Check		
5. Inclusive		

Pre-Teaching Session Planning - Collecting information

Initial information required

How many students you will be teaching?

What is their age and gender?

How long will the session be?

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

What previous experience do the students have?

Do you know of any particular or individual needs that your students might have?

What is the aim and intended outcome of the session for your students?

What safety considerations do you have in mind?

Are there any other factors that might inhibit or help your students ?

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 students ready

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

Improving Performance

- Give clear and accurate directions, explanation and demonstrations
- Ensure maximum useful students activity
- Ensure good group management (Triple A approach - Authority / Awareness / Activity)
- Encourage students to ask questions
- Check the students understanding
- **Observe & analyze the students performance using the “Skier Performance Analysis Model” (SPAM)**
- Identify strengths and areas for change
- Provide useful and accurate feedback
- Refer to FIS Code of Conduct

Bringing the session to a close

- Never finish the session doing an “exercise” - always finish with “normal” skiing feeling the benefit of any tasks and exercises used
- Provide a summary of what was done and achieved
- Enquire into the students future needs
- Advise students of preparation required before their next session
- Supervise students departure from the learning environment
- Clear up and put away any equipment used
- Refer to FIS Code of Conduct

NB: FIS stands for “Federation Internationale de Ski” and the FIS Code of Conduct is available to view on page 19

Teaching Session Planner

Instructor	Location	Date
Aims and intended outcomes		
Resources required e.g. turning markers, slalom poles, video camera, Hoola hoop etc.		
Safety Considerations Triple A approach - Authority, Awareness, Activity		
	Content	Time and Method
Preparing the Students		
Improving Performance		
Bringing the session to a close		



10 FIS Rules for the Conduct of Skiers and Snowboarders



Rule 1: Respect for others

A skier or snowboarder must behave in such a way that he does not endanger or prejudice others.



Rule 2: Control of speed and skiing or snowboarding

A skier or snowboarder must move in control. He must adapt his speed and manner of skiing or snowboarding to his personal ability and to the prevailing conditions of terrain, snow and weather as well as to the density of traffic.



Rule 3: Choice of route

A skier or snowboarder coming from behind must choose his route in such a way that he does not endanger skiers or snowboarders ahead.



Rule 4: Overtaking

A skier or snowboarder may overtake another skier or snowboarder above or below and to the right or to the left provided that he leaves enough space for the overtaken skier or snowboarder to make any voluntary or involuntary movement.



Rule 5: Entering, starting and moving upwards

A skier or snowboarder entering a marked run, starting again after stopping or moving upwards on the slopes must look up and down the slopes that he can do so without endangering himself or others.



Rule 6: Stopping on the piste

Unless absolutely necessary, a skier or snowboarder must avoid stopping on the piste in narrow places or where visibility is restricted. After a fall in such a place, a skier or snowboarder must move clear of the piste as soon as possible.



Rule 7: Climbing and descending on foot

A skier or snowboarder either climbing or descending on foot must keep to the side of the piste.



Rule 8: Respect for signs and markings

A skier or snowboarder must respect all signs and markings.



Rule 9: Assistance

At accidents, every skier or snowboarder is duty bound to assist.



Rule 10: Identification

Every skier or snowboarder and witness, whether a responsible party or not, must exchange names and addresses following an accident.



www.fis-snowkidz.com

Daily Log/Notes Page - Training Day 3

Daily Log/Notes Page - Training Day 3

Feedback on your performance (include source):

Session Delivery Review

Highlight strengths & weaknesses from the delivery of your teaching session today;

Technical Performance Review

Based on your training, note down your understanding of your strengths and weaknesses in your skiing performance;

Record of Notes, Thoughts & Ideas



Daily Log/Notes Page - Assessment Day 1

Daily Log/Notes Page – On Slope Session

Feedback on your performance (Include Source)

Review of Basic Principles (BP) and how they LINK to; Piste Performance (PP) & Core Skier Development (CSD)

During the 3-day training you became familiar with the Basic Principles of skiing and how they apply to Piste Performance and the stages of Core Skier Development.

Day 1 of the assessment has been about reviewing and checking your understanding of this information which forms the technical philosophy of IASI.

It is essential that you clarify your understanding of how BP links to PP & CSD. This will help you with your own performance and will help to ensure that your teaching sessions are technically accurate.

You should refer back to the Basic Principles Model and Core Skier Development Stages Model earlier in this workbook. **You will also find very detailed information about these areas in Segments 1 & 2 of Parallel Dreams Alpine Skiing.**

Use this space to make notes about BP, PP & CSD

Daily Log/Notes Page - Assessment Day 2

Daily Log/Notes Page – On Slope Session

Feedback on your performance (Include Source)

Development Activities

Use this page to record any developmental activities that you did today. Remember you should always know the purpose of any activity in terms of the movements that are being developed and how it fits into any progression.

Pre-Teaching Session Planning - Collecting information

Initial information required;

- 1) How many students you will be teaching?
- 2) What is their age and gender?
- 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 students have?
- b) Do you know of any particular or individual needs that your students might have?
- c) What is the aim and intended outcome of the session for your students?
- d) What safety considerations do you have in mind?
- e) Are there any other factors that might inhibit or help your students?

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Bringing the session to a close

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Instructor	Location	Date
Aims and intended outcomes		
Resources required e.g. turning markers, slalom poles, video camera, Hoola hoop etc.		
Safety Considerations Triple A approach - Authority, Awareness, Activity		
	Content	Time and Method
Preparing the Students		
Improving Performance		
Bringing the session to a close		

Daily Log/Notes Page - Assessment Day 3

Daily Log/Notes Page – On Slope Session

Feedback on your performance (Include Source)

Technical Review & Action Planning

Students should write down key technical action points for future development. These can then be compared to the PPC and Course report form completed by your trainer.

Teaching Review & Action Planning

Students should write down key teaching action points for future development. These can then be compared to the Course report form completed by your trainer

Record of Notes, Thoughts & Ideas



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