



# L1 FOUNDATION + L2 SKI INSTRUCTOR WORKBOOK

Version 10 Updated 31/01/22

**Name:**

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**Course Venue:**

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**Date:**

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**Tutor:**

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# INTRODUCTION



Welcome to the UK Snowsport L1 Foundation Instructor and L2 Instructor training workbook. This document will serve as workbook both training courses.

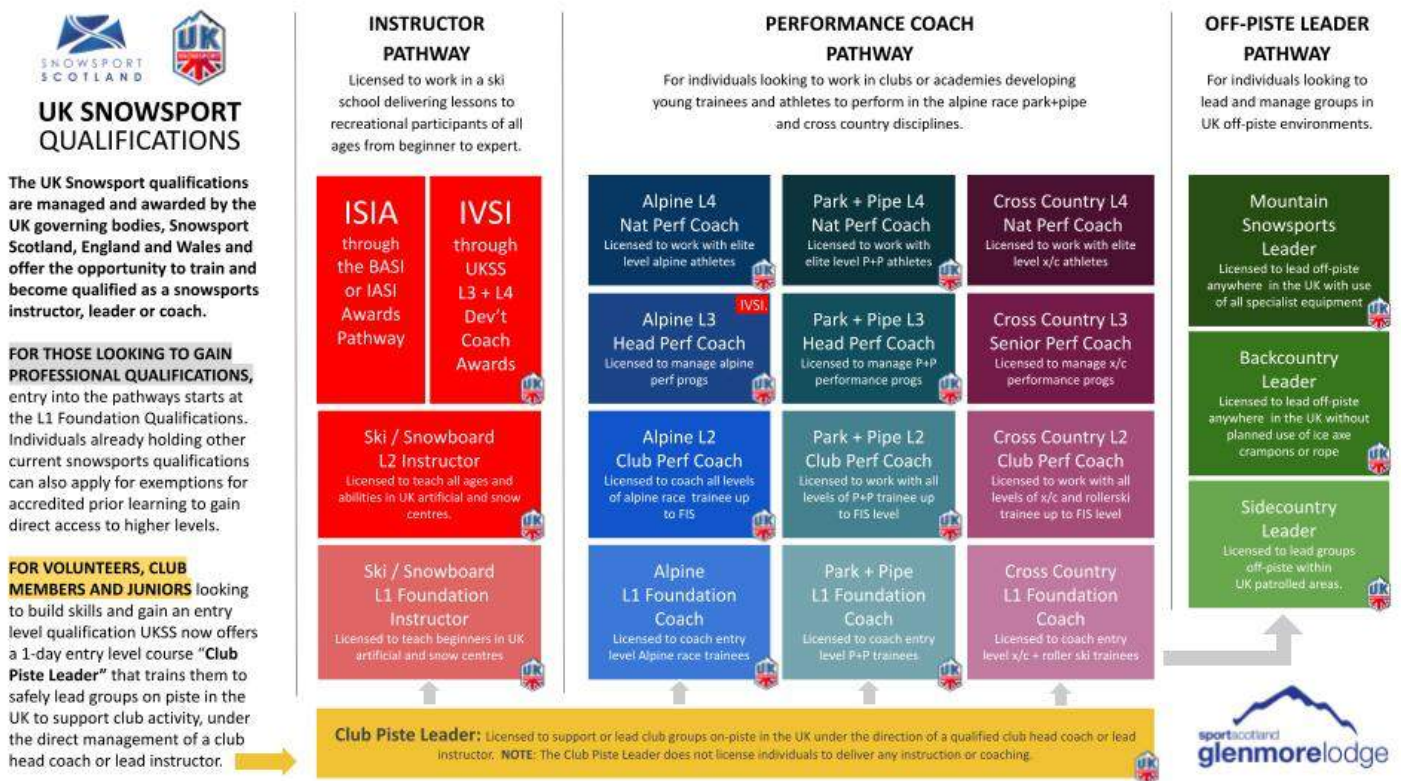
The qualification you are embarking on is part of a broad syllabus of coach and leader qualifications within the UK Snowsport qualifications framework. The framework has been designed and is provided to the snowsports community by the 3 National Governing Bodies, Snowsport Scotland (SSS), Snowsport England (SSE) and Snowsport Wales (SSW).

These three organisations are focused on the development of the UK snowsports community and their primary role is to:

- Facilitate and encourage participation in snowsports.
- Deliver coach and instructor training programmes.
- Develop and nurture Scottish and GB snowsports athletes.
- Build and support a strong club coaching structure.
- Organise competition opportunities for snowsports athletes at all levels.

## Where instructor courses fit into the UK Snowsport Qualifications Framework

The UK Snowsports qualifications framework has been designed to provide skiers and snowboarders with the opportunity to become qualified as instructors, leaders and coaches and teach, train support the development of both recreational and competitive skiers and snowboarders at facilities and clubs in the UK. Full details of UK Snowsport Qualifications Framework can be found at <https://snowsportscotland.org/courses-qualifications/>



# L1 FOUNDATION SKI INSTRUCTOR

## ABOUT THIS COURSE

You are starting a journey to become a fully trained, licensed and insured UK Snowsports Ski Instructor and this course forms the first of a number for steps you need to take to do so.

The steps are as follows:

1. Register as a coach/leader/instructor member with your national governing body who will ultimately award you your qualification. Once registered you are then automatically insured to attend the course.
2. Book onto and attend this 2-day training course. Prior to the course ensure you have fully prepared by undertaking any pre-reading requested by your tutor and practicing your technical skills.
3. Complete the 2 days training, leaving with a Personal Development Plan (that contains areas to work on) and your own logbook of training and shadowing tasks to complete.
4. Complete a 2 day outdoor first-aid course and an online Safeguarding Child Protection course
5. Finally, once you feel ready, attend a 1 day technical and teaching assessment to become approved for LICENSING.



### Licensing

As you work your way through the qualification, so your insured remit and range of operation will extend.

1. **AFTER COMPLETING THE L1 FOUNDATION INSTRUCTOR COURSE** you attain the status of **TRAINEE** foundation instructor. As a trainee foundation instructor, you may **ASSIST** a qualified instructor in a workplace. At this stage you do not have any responsibility, authority or decision-making powers and you must work under direct supervision (with eye and earshot) of a Level 2 or higher licensed instructor or coach who is wholly responsible for the safe conduct of the training session. You must always remain within eye and earshot and the L2 or higher licensed instructor must be in a position to verbally intervene in order to prevent inappropriate actions by you as the trainee instructor.
2. **AFTER PASSING THE ASSESSMENT** you will be approved by your tutor for licensing and, so long as you have completed all the requisite criteria, you will then become a **LICENSED** foundation instructor and as such will be licensed to work unsupervised within the remit of the award detailed below.

**LICENSED REMIT:** The remit of a licensed UK Snowsport Foundation Instructor is to teach skiers ranging from complete novice to those who are those approaching parallel turning.

**LICENSED ENVIRONMENT:** The licensed UK Snowsport Foundation Instructor is authorised and insured to operate at UK Artificial Centres. Candidates can also teach at Scottish Mountain Centres provided they have also passed the 1-day Mountain Induction Training. Please ask your tutor about this additional 1 day induction course.

### ANNUAL REGISTRATION

Note: All licensed instructors must retain an annual membership with their awarding body to remain licensed and insured.

## L1 Course Programme

For every UKSS training course candidates are required to prepare adequately. Preparation includes 3 things:-

1. Ensuring your equipment is in good working order
2. Ensuring you are performing at the right level – see accompanying technical criteria
3. Ensuring you enter the training with the requisite minimum knowledge base

In order for you to achieve that minimum knowledge base this course requires candidates to undertake some pre-reading. Some areas of text within this workbook are designated pre-reading areas and indication by this symbol in the top right corner of the page.



Candidates should have read and absorbed the following items in the reference manual before attending the course.

1. Spectrum
2. Fundamentals
3. TPO
4. Instructing Loop
5. Qualification Pathways
6. FIS Code of Conduct

## Training Course Format

This training course can be delivered over 2 training days of approximately 8 hours each or it can be broken into a more modular delivery of shorter sessions. The tutor will pre-determine how the course is to be delivered. Some learning will be undertaken in a classroom setting but most will take place on-slope. The course also requires the completion of pre-reading, homework & research to prepare the next training day/session. This can take up to a couple of hours.

DAY 1	On Snow	Off Snow	Homework
LEARNING DAY	<ul style="list-style-type: none"> <li>* Communication Tasks</li> <li>* Skiing Spectrum</li> <li>* TPO Models</li> <li>* Instructing Loop</li> </ul>	<ul style="list-style-type: none"> <li>* Review of on snow sessions</li> <li>* Technical Proficiency Action Plan</li> </ul>	<ul style="list-style-type: none"> <li>* SEL &amp; MCA</li> <li>* FIS Code of Conduct</li> </ul>
DAY 2	On Snow	Off Snow	Homework
LEARNING & PRACTICING DAY	<ul style="list-style-type: none"> <li>* Communication Tasks</li> <li>* Feedback</li> <li>* Technical Proficiency Development</li> </ul>	<ul style="list-style-type: none"> <li>* Review of on snow sessions</li> <li>* Teaching Styles, Feedback &amp; Lesson Planning</li> </ul>	<ul style="list-style-type: none"> <li>* Personal Skills Development</li> <li>* A&amp;E, Prepare Lesson plan</li> </ul>

This workbook is designed to record and support your learning and will act as a personal resource once you embark on your snowsports instruction career.

## At the end of the Training Course

At the end of the training your tutor will explain the next steps which are to complete a logbook of tasks and shadowing the delivery of some instructor lessons in a snowsports workplace (ski school or club).

Your tutor will assist you to get ready for this and help you identify a suitable location and mentor to work with. They will also provide you with 3 documents:-

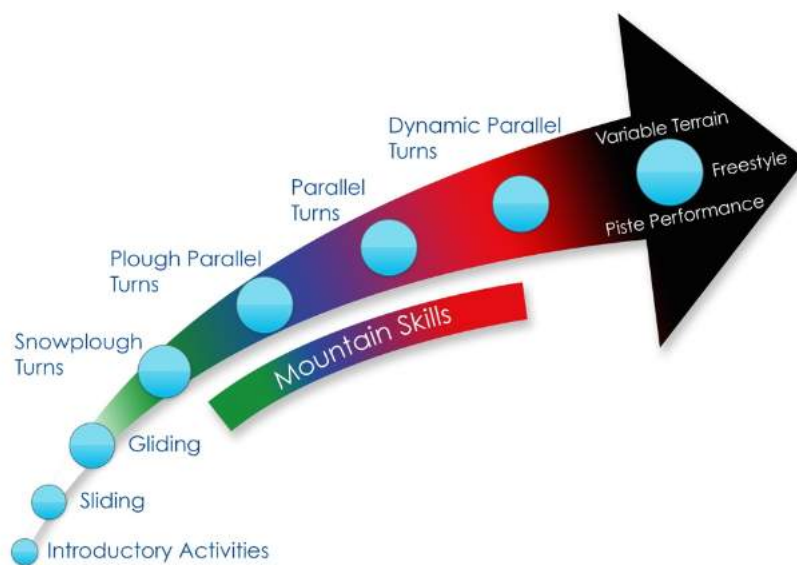
1. Your **Personal Development Plan (PDP)** which details areas to work on after the training including areas of technical proficiency
2. Your **Foundation Instructor Logbook**. Your logbook explains the tasks that you will need to go on and complete in a workplace environment (Ski School or Club). You will be expected to find a mentor (an already higher qualified instructor) to help you with completing the logbook of tasks and shadowing hours.
3. **The Assessment Criteria**. The assessment criteria will detail all the skills that will need to be assessed in order for you to become approved for licensing. Your assessment will take place well after your training, as and when you are ready and have completed your logbook. Please ensure you are completely clear on what will be assessed.

Speak with your tutor regarding the assessment process. They will help you understand where your strength and weaknesses currently lie.

## DAY 1 – Understanding the Skiing Spectrum

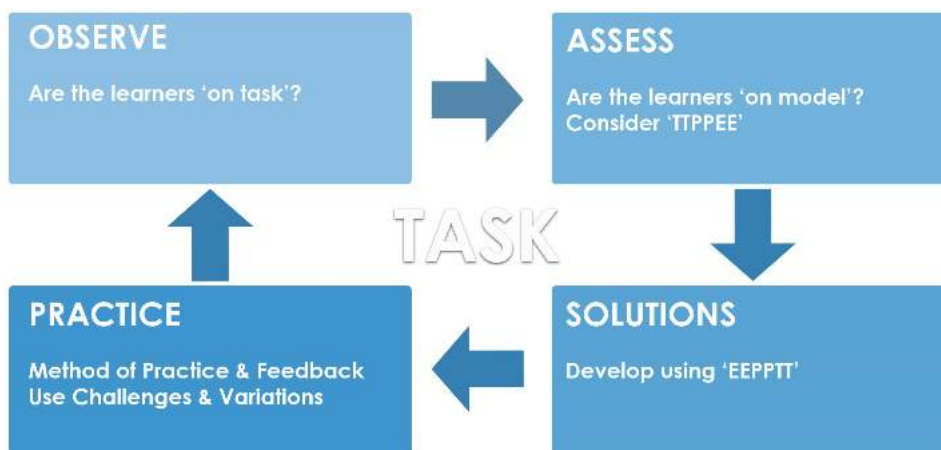


The Skiing Spectrum is a system of progression that guides the learners towards becoming competent skiers. It matches the accepted pathway found in the majority of snowsports nations and covers the range of activities most skiers will engage in during their learning progression.



## The Instructing Loop

The Instructing Loop is used as a cycle of analysis alongside the TPO Models to provide a framework for developing a skier's performance. It encompasses the different elements that can be used to change performance and allows a logical system to be implemented to help instructors when working with skiers and snowboarders.



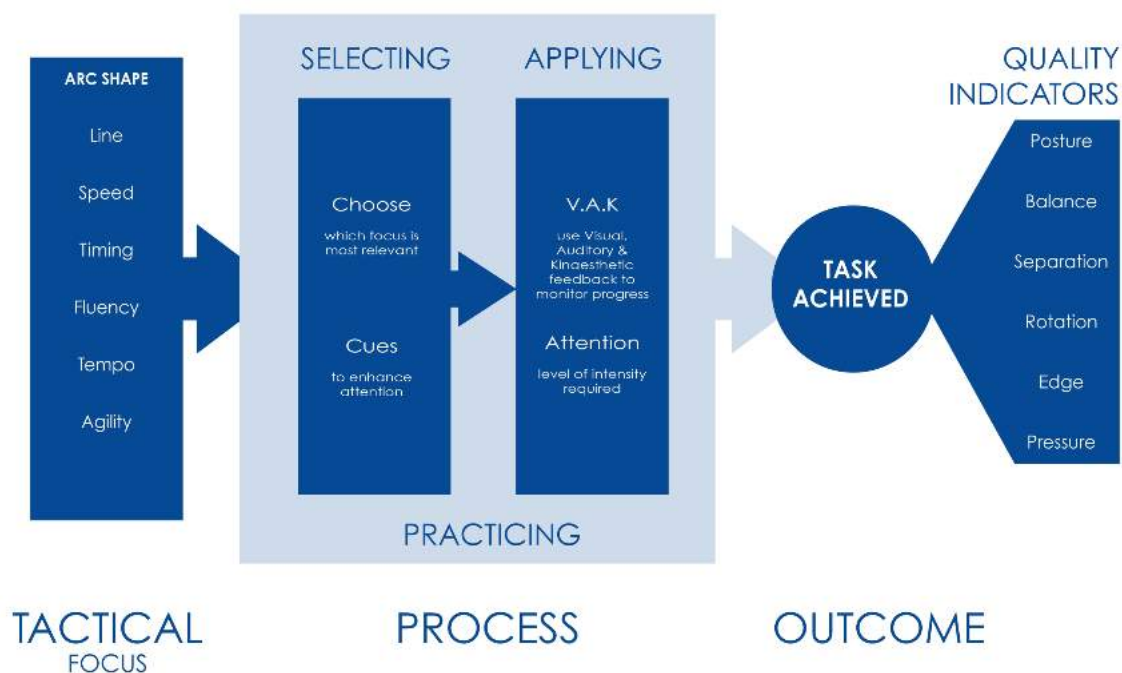
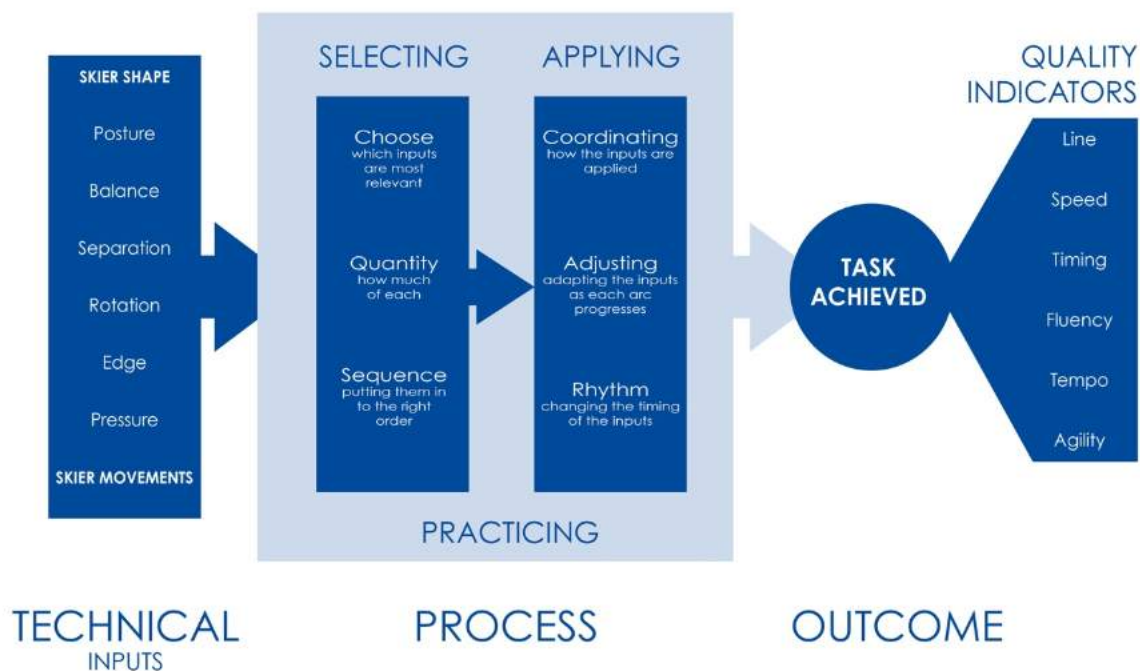




## The TPO Models

The TPO Models are systems used to develop performance which can be implemented by instructors and learners. It can then be used to break down the relationship between different elements in order to change and improve performance. The Technical Inputs and Tactical Focus form the 'Snowsport Fundamentals' which are used to change performance.

For the Foundation Instructor course, the focus will be on the Technical Inputs Model.



## Communication Skills using IL & TPO

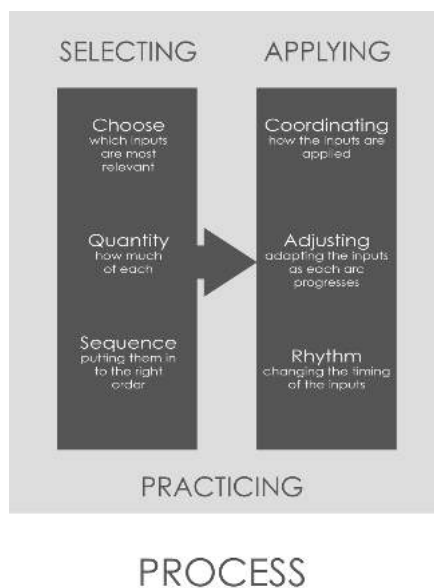
Use the **Instructing Loop** and **TPO Models** reference sheets to help, give examples of two tasks that have been used today. What were the solutions used to help us develop technique and/or improve understanding?

TASK	SOLUTION

As a group, discuss and explain the **Technical Inputs** below now you have a better understanding from putting together the Skiing Spectrum and working on your own performance.

Posture	
Balance	
Separation	
Rotation	
Edge	
Pressure	

From all the tasks and skiing performed today you should now start to see how the 'PROCESS' has a direct effect on the quality of your performance.



Notes on the 'PROCESS'

Use the **Skiing Spectrum** and **Instructing Loop** reference sheets to help.

## The Skiing Spectrum

Your Tutor will have been giving you feedback on your **Skiing Spectrum** performance today that relates to the assessment criteria. They have also been highlighting the inputs used and process involved in performing the tasks below. Use this area to make notes on the information you received.

<b>Task</b>	<b>Quality Indicators</b>	
Parallel Turns	Linked turns using turn shape to control the speed  Simultaneous edge release & engagement	

Introductory Activities	Equipment  Moving around on the flat  Walking up hill with skis on	
Sliding	Flat skis on gentle terrain  Straight run to small plough	
Gliding	Small plough glide at a constant speed on gentle terrain  Vary speed through change in size of plough	
Snowplough Turns	Small changes of direction in a plough  Control of speed through use of plough turns	

## Outcomes and Quality Indicators

Now you've looked at the **Technical Inputs, Process** and **Skiing Spectrum**, use the space below to record one of your turns and the quality of it.

Line	
Speed	
Timing	

## The Instructing Loop

Use the **Skiing Spectrum, Instructing Loop & TPO Model** reference sheets to help.

Give an example of when you saw the Instructing Loop being applied today.

## Additional Information

**Task** – This can be anything from a type of turn to a drill/exercise and everything in between.

**Observe** – Have a look at what's happening.

**Assess** – Did it go as planned? What would I change? Why is it not as it should be? (TTPPEE)

**Solutions** – What can I do to help them perform the task or perhaps improve it? (EEPPTT)

**Practice** – Maybe using the same task, an easier/harder version or even focussing elsewhere will help consistency and development.

**Technical – Tactical – Physical – Psychological – Equipment - Environment**

## Day 1 – Homework

1. Complete the table below explaining why each point is an important element of lesson delivery.

Safety	
Enjoyment	
Learning	
Maximum Class Activity (MCA)	



2. Read over your notes from today & reflect on the **Skiing Spectrum, Instructing Loop & TPO Models**

Notes



3. List the *FIS Rules of Conduct for Skiers & Snowboarders*

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

4. List the four FIS Rules for Instructors (refer to the Instructor Reference book)

1.

2.

3.

4.



## DAY 2 – LEARNING

Record the mornings **Skiing Spectrum** and personal performance feedback in the Skills Development Sheet on **page 29** of the workbook.

### Communication and Delivery Skills - Build a Turn

Today you spent time constructing a turn using the inputs as the foundation and the process to mix things up to produce your own unique turn. Use **N.E.D.D** to assist in the reviewing of this task.

Name the Activity – Come up with a name for your new found turn?
Explain the Activity – How did you explain all the parts you wanted performed?
Demonstration - Where will you perform the turn to allow development?
Develop – What could/did you do to help someone improve?

How did your N.E.D.D go?

- Did everyone understand your explanation?
- Was your demo accurate?
- Was your feedback relevant?
- Was your feedback varied?

Next time I will change...

In my explanation
In my demo
In my feedback

## Teaching Styles

The term 'Teaching Styles' refers to the general methods and strategies used to set up a learning environment and establishes a framework of possible options in the relationship between the Instructor and Learner based around decision making.

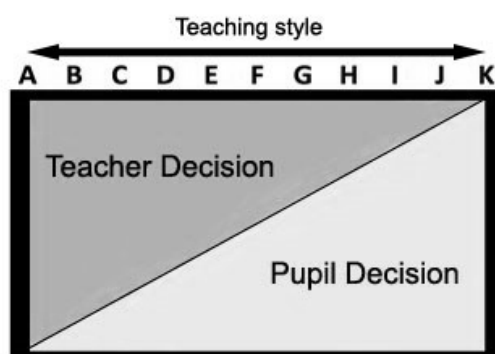
Mosston's Spectrum was originally intended for use by P.E. teachers, it is now the universal guide for sports instructors and coaches and very often used within business.

The basis of the Spectrum is the question: "Who makes the decision about what is to be learned?" It is generally accepted that the quality of learning is better if the learner actively involved in deciding what should be learned. But there is a caveat...

If the learner has no knowledge of the activity how can the learner make a reasonable decision? When the learner has limited knowledge of the activity then the decisions are made by the instructor. When the learner gains in experience and understanding (not necessarily knowledge) then the learner can become more actively involved in the process.

For the Foundation Instructor course, the focus will be on the **first three styles** – Command to Reciprocal.

Command	Practice	Reciprocal	Self Check	Inclusion	Guided Discovery	Convergent Discovery	Divergent Discovery	Learner Design	Learner Initiated	Self Teaching
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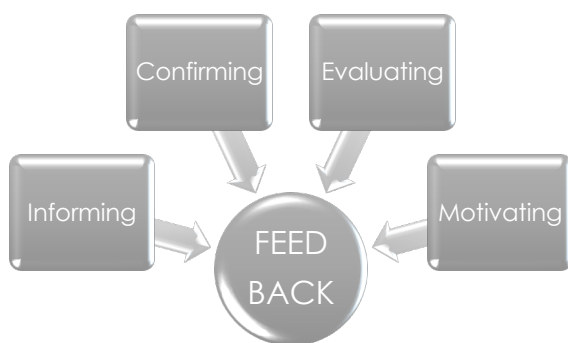
Identify two of the teaching styles that your Tutor has used to develop the skills within the group, and explain what they did to set them up.

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### Feedback & VAK

Why is feedback so important?

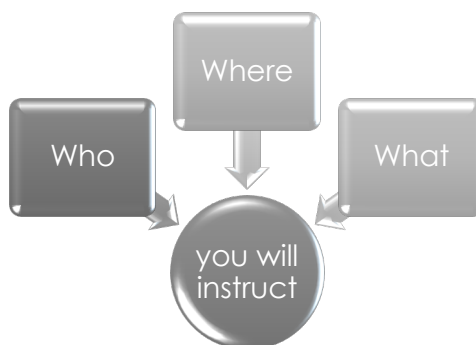
Without feedback there will be no improvement. Feedback can come from lots of sources, not just the instructor, and it is the accumulation of feedback that changes a performance.



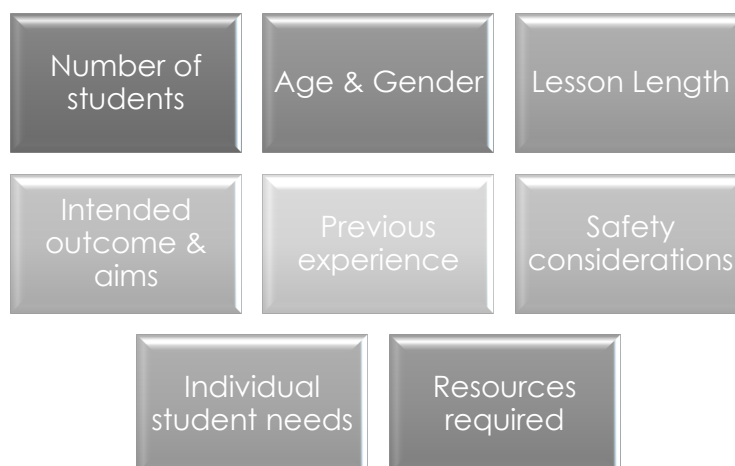
Give two different examples of feedback that you gave or received today. Did it relate to any of the visual images above?

## Lesson Planning

Before planning your lesson, it is important to know:



Once you have a basic idea of who, where and what you will instructing the additional factors below will help with adding depth and detail to your lesson plan;



## Lesson Structure

Once you have the outline ideas for you plan then it is important to provide a structure which is logical and easy to understand. This can be divided in to the following sections;

### Meet & Greet

- Welcome & Introductions.
- Learn names & make students feel comfortable.
- Check equipment & clothing.
- Safety considerations.
- Physical & mental preparation.
- Clarify the needs of the students.
- Clarify aims & outcomes of the lesson.

### Skill Development

- Ensure students are properly warmed up.
- Give clear & accurate directions, explanations & demonstrations.



- Ensure maximum class activity.
- Encourage students to ask questions.
- Check the students understanding.
- Develop the student's performance using the Instructing Loop.
- Identify strengths and areas for change.
- Provide useful & accurate feedback.

#### Recap & Return

- Finish the lesson skiing rather than a drill or activity.
- Recap of the lesson & what has been achieved.
- Give students the opportunity to feedback.
- Invite students back & inform them of what they can do next time.
- Advise students of preparation required for next lesson.
- Clear up and put away any equipment used.

Now you are aware of these different elements then you should be in a stronger position to complete your lesson planner below to be delivered on the final day of the course.



LESSON PLANNER		
Instructor	Venue	Date
Aims & Outcomes		
Resources Required		
Safety Considerations		
Meet & Greet		Timings
Skills Development		T
Tasks		
Recap & Return		Timings

## Day 2 – MANAGING INCIDENTS

1. As an Foundation instructor at some point you will have to deal with an accident or emergency as part of your role. In the table below list the 4 key priorities to deal with when; Someone in your group has had a bad fall and is unable to continue as they are in pain.

1.
2.
3.
4.

2. Complete your lesson plan using the template provided on **page 20**. This will be reviewed by your Tutor at the start of the day before going on to the slope. Having a copy of it for you to review whilst instructing is advisable. The priority is to deliver quality, engaging lessons, and having a reminder will help to do this.

## DAY 2 – DELIVERING A LESSON

### Lesson Delivery Review

As part of day 2 you will have the chance to try delivering a 15-minute lesson. This lesson will be assessed by your peers, where they will review the structure and content from within the lesson, and then provide feedback directly to you. It would be best to take notes during the feedback and it is also appropriate to have notes to remind yourself whilst delivering your lesson.

The purpose of the review is two-fold: the reviewers are expected to 'learn' by watching others; and the instructor will 'learn' by reflecting on the feedback.

Lesson Aim & Outcomes
What was liked
To improve next time

Using the **Instructing Loop** reference sheet to help... List out the task(s) from the lesson and follow your reasoning through to solutions

Task	Observe	Assess	Solutions
		Intervention Required?	
		More practice Required?	
		Additional challenge Required?	

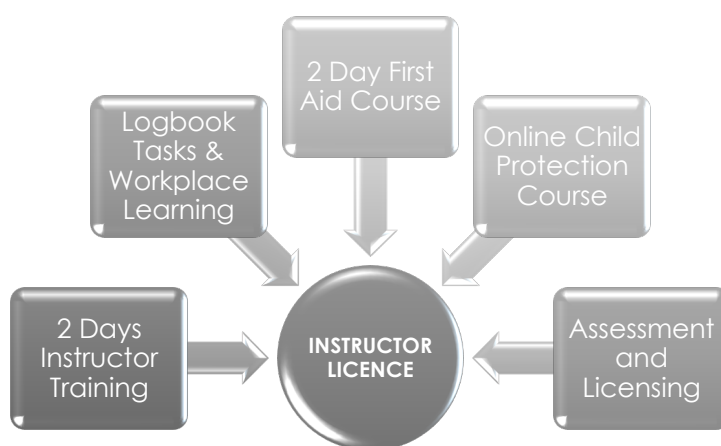


# L2 SKI INSTRUCTOR

## ABOUT THIS COURSE

The remaining sections of this workbook provide the content for the UKSS L2 Ski Instructor 2 day training course.

You are now stepping up to become a fully trained and licensed UK Snowsports L2 Ski Instructor so you should already be a L1 Qualified Instructor (or equivalent). As such you should already be a member of your National Governing Body so you now need to complete the training, logbook tasks and assessment for this course.



### Licensing

Like the L1 foundation instructor, as you work your way through the qualification, so your insured remit and range of operation will extend.

**AFTER COMPLETING THE L2 INSTRUCTOR COURSE** you attain the status of **TRAINEE L2** instructor. As a trainee L2 instructor you may **ASSIST** a qualified instructor in a workplace working with candidates above plough parallel, however working at this level as a trainee, you do not have any responsibility, authority or decision making powers and you must work under direct supervision (with eye and earshot) of a qualified L2 or higher licensed instructor or coach who is wholly responsible for the safe conduct of the lesson/session. You must, at all times, remain within eye and earshot and in they must be in a position to verbally intervene in order to prevent inappropriate actions by you as the trainee instructor.

**AFTER PASSING THE L2 ASSESSMENT** you attain the status of **LICENSED L2** Ski Instructor and as such are qualified to work unsupervised within the remit of the award detailed below.

**LICENSED REMIT:** The remit of a licensed UK Snowsport Foundation Instructor is to teach skiers ranging from complete novice to those BEYOND parallel turning, looking to specialise.

**LICENSED ENVIRONMENT:** The licensed UK Snowsport Foundation Instructor is authorised and insured to operate at UK Artificial Centres. Candidates can also teach at Scottish Mountain Centres provided they have also passed the 1-day Mountain Induction Training.

#### Notes:

All instructor qualifications require annual registration with the Snowsport Scotland Coaching Scheme to continue to be valid.

## L2 Course Programme

For every UKSS training course candidates are required to prepare adequately. Preparation includes 3 things:-

1. Ensuring your equipment is in good working order
2. Ensuring you are performing at the right level – see accompanying technical criteria
3. Ensuring you enter the training with the requisite minimum knowledge base

In order for you to achieve that minimum knowledge base this course requires candidates to undertake some pre-reading. Some areas of text within this workbook are designated pre-reading areas and indication by this symbol in the top right corner of the page.



Candidates should have read and absorbed the following items before attending the course.

1. Spectrum
2. Fundamentals
3. TPO
4. Instructing Loop
5. Qualification Pathways
6. FIS Code of Conduct

## COURSE PROGRAMME

Each day requires approximately 8 hours of training, some of which will be in the classroom, but most of it will be in the snowsports environment. The course also requires the completion of homework & reading to prepare aspirant instructors for the next training day. This will normally take around 1 hour.

The standard design of this course enable students to practice their performance during the course. The more practice you get (in any environment) the better you will become. If the structure of the course permits, try to aim for 3-4 hours' additional practice between training days.

This workbook is designed to record and support your learning and will act as a personal resource once you embark on your snowsports instruction career.

DAY 1	On Snow	Off Snow	Homework
LEARNING DAY	* Communication Tasks * Skiing Spectrum, TPO Models & Instructing Loop NED, Piste Performance, carving and short turns	* Review of on snow sessions * Performance Action Plan	* SEL & MCA * FIS Code of Conduct Plan
DAY 2	On Snow	Off Snow	Homework
LEARNING & PRACTICING DAY	* Communication Tasks * Analysis & Feedback * Technical Development	*Review of on snow sessions * Teaching Styles, Feedback & Lesson Planning	* Personal Skills Development * A&E, Prepare Lesson plan

At the close of the 2 day training course you will be introduced to 3 documents:-

1. Your **Personal Development Plan (PDP)** (which will offer you feedback on areas to work on, after the training)
2. Your **Instructor Logbook**. Your logbook explains the tasks that you will need to go on and complete in a workplace environment (Ski School or Club). You will be expected to find a mentor (an already higher qualified instructor) to help you with completing the logbook of tasks and shadowing hours.
3. **The Assessment**. The assessment sheet will show you all the areas that will need to be assessed in order for you to become licensed. Your assessment will take place well after your training, as and when you are ready and have completed your logbook, undertaken first aid training and completed your child protection training. Please ensure you are completely clear on what will be assessed.

## DAY 1 – LEARNING

### Communication Skills

Task 1 – N.E.D: Name – Explain – Demonstrate

What N.E.D did you do?	
------------------------	--

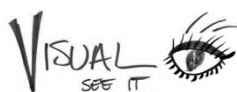
What N.E.D's did other group members do?


Task 2 – N.E.D – it should last 30 seconds

It must be based on a skiing assessable outcome which can be seen whilst you are making a series of turns.	
Explain the outcome	
Describe the turns	

### Learning Preferences

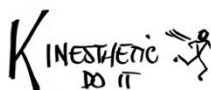
This is sometimes called 'Learning Styles' but it is better to think of it as 'Learning Preferences'. When a new activity is being presented (or relearned), people will prefer to learn in different ways and depending on the activity and the environment, the learners will change from one preference to another. In the SSS Instructor programme the VAK model is the most appropriate because it can be easily linked to 'performance feedback' in the Instructing Loop.



Visual Learners; have a preference for seeing, i.e. aids that represent ideas. Symbols, drawings & demonstrations.



Auditory Learners; prefer listening to explanations and information which allows them to form their own impression of the activity or event.



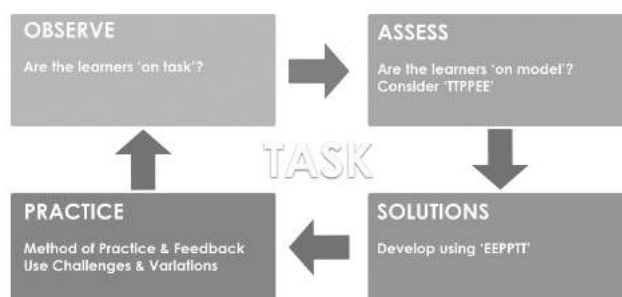
Kinaesthetic Learners; prefer to learn through experience, moving, feeling & doing and then relying on feedback to change or adjust their performance.

Task 3 – Reflect on the afternoon training session and record in the table below;

1. Two different 'Learning Preferences' you were able to use.
2. Two different types of 'feedback' being used – Visual, Auditory or Kinaesthetic.

<u>Learning Preference 1</u>	<u>Learning Preference 2</u>
<u>Feedback 1</u>	<u>Feedback 2</u>

### The Instructing Loop



Making a decision to change a performance needs to be part of The Instructing Loop. Using the TPO Models will help the instructor work out and then repair the **cause** of an error rather than trying to fix the **effect** of the error.

Give an example of when you saw the Instructing Loop being applied today;

Choose one of the examples of Feedback you recorded earlier and describe the information or actions which were suggested to help the learner;

## DAY 1 – SKILLS DEVELOPMENT

The Skills Development chart is for you to assess your current personal performance for a given task. Making it a realistic assessment will increase the likelihood that you will change the way you ski and lets you see what has been improved & what you have to work on.

Using the table below, think about your Snowplough Turns and rate your performance, identifying your strengths and weaknesses.

PLOUGH TURNS			
Plough turns using the shape of the turn to control speed and maintaining a similar size plough shape throughout.			
Skiing Fundamentals			
Posture		Line	
Balance		Speed	
Separation		Timing	
Rotation		Fluency	
Edge		Tempo	
Pressure		Agility	

## DAY 1 – HOMEWORK

1. Highlight the phrase that best describes;

<p><b>'Line'</b></p> <ul style="list-style-type: none"> <li>Using the arc to control your speed.</li> <li>Still being able to turn when going faster.</li> <li>Skipping the lift queue.</li> </ul>	<p><b>'Speed'</b></p> <ul style="list-style-type: none"> <li>Using your skis to maintain a comfortable speed.</li> <li>Your skis pointing to a different angle to your direction of travel.</li> <li>Being able to ski steep slopes.</li> </ul>
<p><b>'Timing'</b></p> <ul style="list-style-type: none"> <li>Making movements that are close together.</li> <li>Doing movements when required.</li> <li>Being as fast as possible.</li> </ul>	<p><b>'Agility'</b></p> <ul style="list-style-type: none"> <li>Moving between balanced positions.</li> <li>Fast movements of your body.</li> <li>Jumping during the turn.</li> </ul>
<p><b>'Fluency'</b></p> <ul style="list-style-type: none"> <li>Making long turns rather than short ones.</li> <li>Getting as many turns in as possible.</li> <li>Linking turns together smoothly.</li> </ul>	<p><b>'Tempo'</b></p> <ul style="list-style-type: none"> <li>Using a pole plant to start the turn.</li> <li>Making turns as quickly as possible.</li> <li>The time taken between each arc.</li> </ul>

2. Explain what is meant by the 'Technical Inputs'

--

3. Plan a 1-2 minute NEDD: Name, Explain, Demonstrate, Develop.

It must be based on a skiing assessable factor that can be seen whilst you are making a series of turns. It can be either a 'Technical Input' or a 'Tactical Focus' and each student should be given the opportunity to attempt the task and be given feedback from you.

The Feedback should include:

- \* if they were on task
- \* an aspect to improve their performance

You will have 15-20 seconds to give feedback to each student but make it individual and concise.

Name the activity (Technical or Tactical)	
Explain the activity	
Where will you do the demonstration	
Examples of Feedback you might use	

4. From the **Reference Manual**, read the sections on The Skiing Spectrum, Skiing Fundamentals, Instructing Loop and Feedback & Learning Preferences (VAK).

## Accidents & Emergencies

As an instructor at some point you will have to deal with an accident or emergency as part of your role. In the table below list the 4 key priorities to deal with when; Someone in your group has a serious fall and is unable to continue the lesson due to pain.

1.
2.
3.
4.

## Review of Explore & Explain & NEDD

Working with another candidate you will devise a plan that will enable both of you to explore and explain an INPUT. Your Tutor will advise you which INPUT you should prepare. Before the 'instructing' session starts you and your partner will be given 5 minutes to rehearse your explanation and your demonstrations.

You and your partner will deliver your session to the rest of the group. Each person should have the opportunity to attempt the INPUT and both you and your partner should give feedback to the performers.

This is **Explore** and **Explain**, the expectation is that you explain what you and your partner have discovered about a specified TECHNICAL INPUT.

Provided Technical Input:
How did you <b>Explore</b> , and how did you <b>Explain</b> it?

What Inputs did the other pairs deliver & how did they explain it?

1.	2.
3.	4.



How did your Explore & Explain and NEDD go?

- Did everyone understand your explanation?
- Was your demo accurate enough?
- Was your feedback relevant?

Next time I will change...

In my explanation:

In my demonstration:

In my feedback:

## Teaching Styles

The term 'Teaching Styles' refers to the general methods and strategies used to set up a learning environment and establishes a framework of possible options in the relationship between the Instructor and Learner based around decision making.

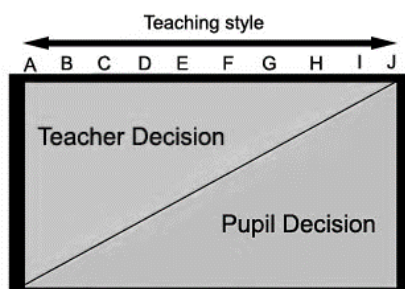
Mosston's Spectrum was originally intended for use by P.E. teachers, it is now the universal guide for sports instructors and coaches and very often used within business.

The basis of the Spectrum is the question: "Who makes the decision about what is to be learned?" It is generally accepted that the quality of learning is better if the learner is actively involved in deciding what should be learned. But there is a caveat...

If the learner has no knowledge of the activity how can the learner make a reasonable decision? When the learner has limited knowledge of the activity then the decisions are made by the instructor. When the learner gains in experience and understanding (not necessarily knowledge) then the learner can become more actively involved in the process.

For the Instructor course, the focus will be on the first five styles – Command to Inclusion.

Command	Practice	Reciprocal	Self Check	Inclusion	Guided Discovery	Convergent Discovery	Divergent Discovery	Learner Design	Learner Initiated	Self Teaching
---------	----------	------------	------------	-----------	------------------	----------------------	---------------------	----------------	-------------------	---------------



Identify two of the Teaching Styles your Tutor has used to develop the skills within the group, and explain what they did to set them up.

<p><b>Style 1</b></p>          	<p><b>Style 2</b></p>          
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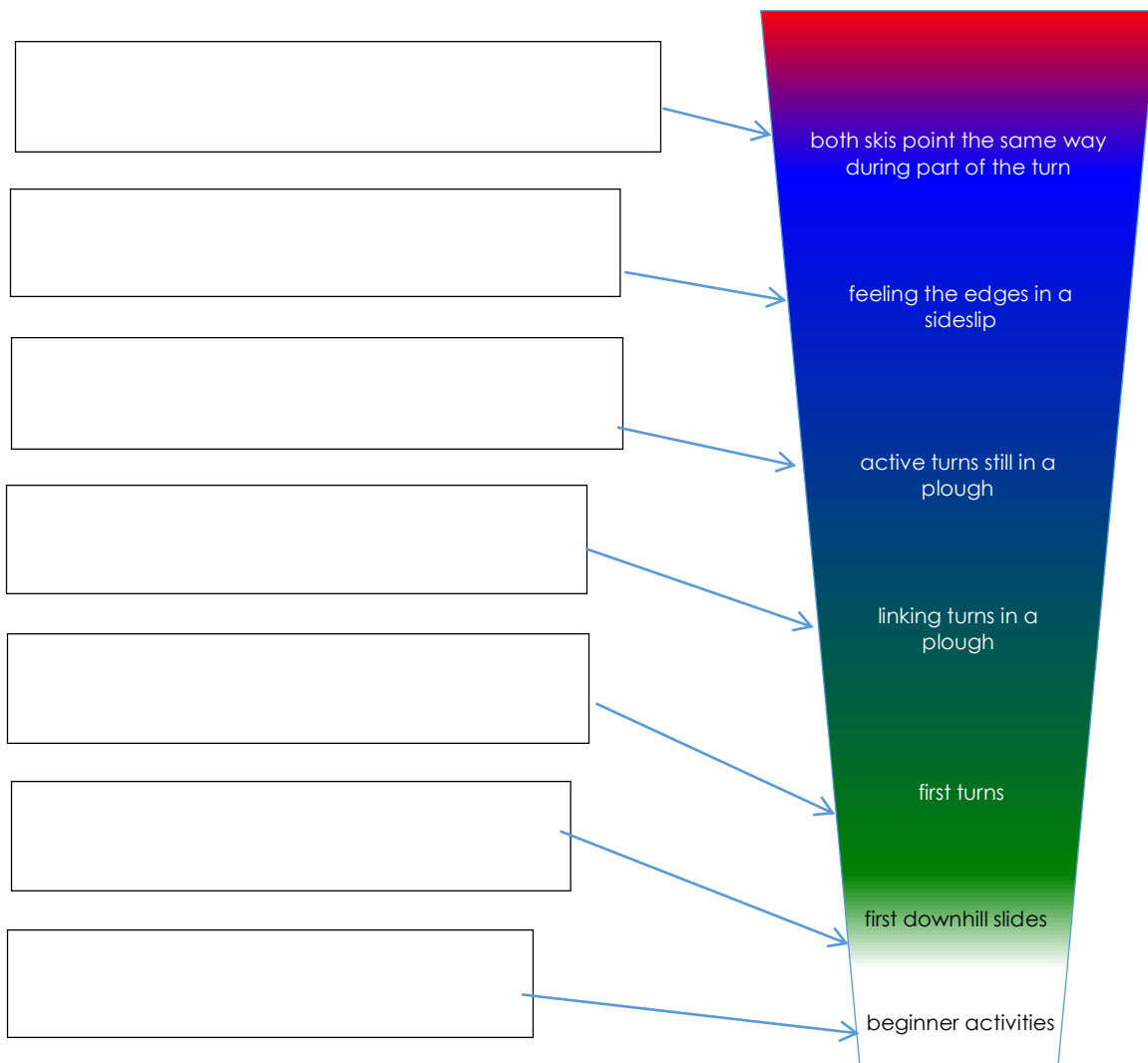
## The TPO Models

What is involved in <b>Selecting</b> ?	What is involved in <b>Applying</b> ?
List some of the <b>Technical Inputs</b>	
List some of the <b>Tactical Focuses</b>	
What is the purpose of the <b>Quality Indicators</b> ?	

### The Skiing Spectrum

**The Skiing Spectrum represents a skills development progression. Missing (or not learning) parts of the progression will lead to 'gaps' in the learner's skill set.**

The right-hand side of the illustration below represents the first half of the Spectrum. Start from the bottom of the Spectrum and detail the new skills that a learner needs to be comfortable with as they progress through each phase.



## DAY 2 – SKILLS DEVELOPMENT

Using the tables below, think about your Plough Parallel Turns and your Parallel Turns and rate your performance, identifying your strengths and weaknesses.

<b>PLOUGH PARALLEL TURNS</b>			
Plough parallel turns, matching the inside ski parallel at different phases of the turn (as requested by the tutor), and continuing to steer the skis to the end of the curve, while maintaining an open stance.			
<b>Skiing Fundamentals</b>			
Posture		Line	
Balance		Speed	
Separation		Timing	
Rotation		Fluency	
Edge		Tempo	
Pressure		Agility	

<b>PARALLEL TURNS</b>			
Parallel turns with and without a pole plant, maintaining an open stance (similar distance between skis / feet).			
<b>Skiing Fundamentals</b>			
Posture		Line	
Balance		Speed	
Separation		Timing	
Rotation		Fluency	
Edge		Tempo	
Pressure		Agility	

1. Thinking about the Skiing Fundamentals Technical Inputs, tick the correct phrase that best describes;

<p><b>'Posture'</b></p> <ul style="list-style-type: none"> <li>• Being flexed in your joints.</li> <li>• Having your knees bent &amp; arms forward.</li> <li>• A horizontal eye line.</li> </ul>	<p><b>'Balance'</b></p> <ul style="list-style-type: none"> <li>• Not falling over.</li> <li>• Being able to effectively pressure the outside ski.</li> <li>• Not leaning back as you ski.</li> </ul>
<p><b>'Separation'</b></p> <ul style="list-style-type: none"> <li>• Strong up &amp; down motion.</li> <li>• The relationship between your upper and lower body.</li> <li>• Able to pole plant.</li> </ul>	<p><b>'Rotation'</b></p> <ul style="list-style-type: none"> <li>• Pointing your skis where you want to go.</li> <li>• Your head to looking down the slope.</li> <li>• Turning your legs/feet all the way around the arc.</li> </ul>
<p><b>'Edge'</b></p> <ul style="list-style-type: none"> <li>• Strong grip with your edges.</li> <li>• Tilting or flattening your skis.</li> <li>• How you slow down in a snowplough.</li> </ul>	<p><b>'Pressure'</b></p> <ul style="list-style-type: none"> <li>• Centrifugal force.</li> <li>• Stretching at the start of a turn</li> <li>• Flexing at the end of a turn.</li> </ul>

2. Complete the table below explaining why each point is an important element of lesson delivery.

Safety	
Enjoyment	
Learning	
Maximum Class Activity (MCA)	

3. Plan a 4-5 minute NEDD: Name, Explain, Demonstrate, Develop

It must be based on a Technical Input or Tactical Focus, which means that the activity will be one of the practices that you have been learning from the Tutor.

Explain the practice	
Errors you might expect to see	



4. Name four of the rules from the *FIS Code of Conduct for Skiers & Snowboarders*

1.

2.

3.

4.

5. List the four FIS Rules for Instructors

1.

2.

3.

4.

6. From the **Reference Manual**, read the sections on Feedback & Learning Preferences (VAK), Teaching Styles, The TPO Models, The FIS Code of Conduct and TTPPEE.

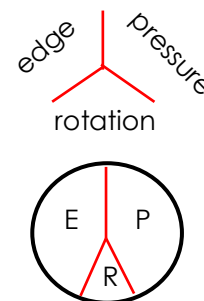
## PRACTICING

### The Skiing Spectrum & Technical Inputs

For this activity, the Inputs of Rotation, Edge and Pressure are grouped together. When a learner is performing anywhere on the Spectrum, the relationship between the amount of each Input will vary depending on the task.

An example for high performance racing turns is given on the right. There is considerably more use of Edge & Pressure, but not as much Rotation.

Complete the charts below to show the relationship between the different Inputs for the specified task.



Sliding			Dynamic Parallel Turns
Gliding			Short Radius Turns
Plough Turns			Traverse
Plough Parallel Turns			Sideslip
Parallel Turns			Carving



## Review of Explore & Explain & NEDD

What Inputs did the other pairs deliver & how did they explain it?

1.	2.
3.	4.

How did your Explore & Explain and NEDD go?

- Did everyone understand your explanation?
- Was your demo accurate enough?
- Was your feedback relevant?

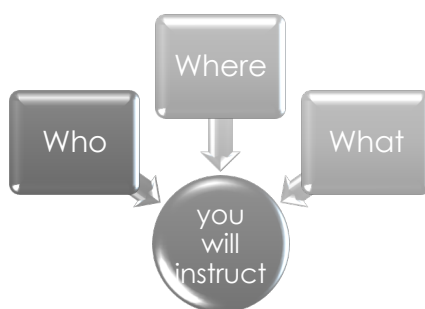
Next time I will change...

In my explanation:
In my demonstration:
In my feedback:

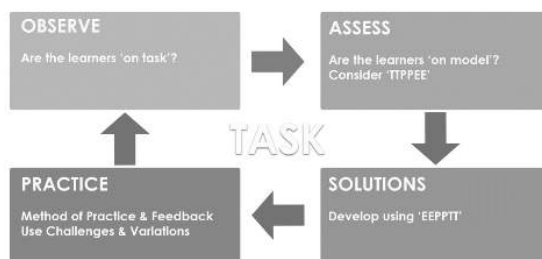
## Plan an Instruction Session

On Day 4 you will deliver a short 10-minute lesson to 4 of your peers, who will then review and feedback on how well you delivered to the group. You will have to explain, demonstrate and most importantly develop the performance of those in the session.

While you will only have one primary task, you should have 'additional challenges' which you can introduce to keep motivation high and improve the performance of the group. Before planning your session, it is important to know:

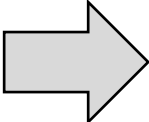


The **Instructing Loop** provides the framework and process to analyse & develop the skills of a student, which also links with the shortened Skills Planner and the overall bigger Lesson Planner.



Skills Development			
TASK	OBSERVE (Likely Errors)	ASSESS	SOLUTIONS
		Intervention Required?	
		More Practice Required?	
		Additional Challenge Required?	

This is a scaled down version of your session planner. More details about planning your session are contained later in this workbook. In the real world the 'observe' column would normally be when the instructor evaluates the learners. On this course the observe column allows students to 'predict' the errors that might occur.

<p>The session that you will deliver will be assessed by peer review. While you are instructing the group they will be 'reviewing' your session and a 'secretary' will complete a report form. In the classroom session you will be able to copy the review into your workbook (day 4)</p>  <p>The purpose of the review is two-fold: the reviewers are expected to 'learn' by watching others; and the instructor will 'learn' by reflecting on the review comments.</p>	<p>Session Description:</p> <p>What we liked:</p> <p>To make your lesson better, think about:</p>
--	---

## SKILLS DEVELOPMENT

Using the tables below, think about your Short Radius Turns and your Carving and rate your performance, identifying your strengths and weaknesses.

SHORT RADIUS TURNS			
Short radius turns using an effective blend of the steering elements to produce rounded gripped turns (simultaneous rotation of the skis / feet). Each descent should be rhythmic and flowing with appropriate control of speed.			
Technical Inputs		Tactical Focus	
Posture		Line	
Balance		Speed	
Separation		Timing	
Rotation		Fluency	
Edge		Tempo	
Pressure		Agility	

CARVING			
Cleanly carved turns on easy terrain, with tails following tips.			
Technical Inputs		Tactical Focus	
Posture		Line	
Balance		Speed	
Separation		Timing	
Rotation		Fluency	
Edge		Tempo	
Pressure		Agility	

## **HOMEWORK**

1. Finish planning your 10-minute session on page 23 to be delivered to your group on Day 4. Take a copy of it with you if you feel it will help your delivery; this is about learning to instruct, not learning to memorise!

### **2. Thinking about the TECHNICAL INPUTS**

<b>Identify (and explain) a task that helps a learner focus on posture.</b>
<b>Identify (and explain) a task that helps a learner focus on balance.</b>
<b>Identify (and explain) a task that helps a learner focus on separation.</b>
<b>Identify (and explain) a task that helps a learner focus on rotation.</b>
<b>Identify (and explain) a task that helps a learner focus on edge.</b>
<b>Identify (and explain) a task that helps a learner focus on pressure.</b>

3. From the **Reference Manual**, read the section on Motor Learning and any of the sections you have previously read in order to consolidate your knowledge and understanding.

## DAY 2 – LEARNING + PRACTICING

Describe the Instructing Sessions which the rest of the group delivered today.

Student 1:
Student 2:
Student 3:
Student 4:

### Instructing Session Review

Session Description:
What they liked:
To make my session better:
In future sessions I intend to...

## SKILLS DEVELOPMENT

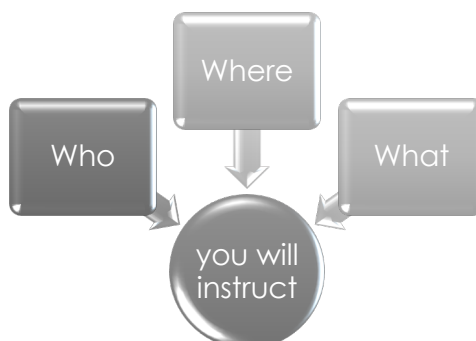
Using the tables below, think about two areas of your performance that you worked on in the afternoon session and rate your performance, identifying your strengths and weaknesses. Refer back to the assessment criteria at the beginning of the workbook and note down the key points in the second box.

Technical Inputs		Tactical Focus	
Posture		Line	
Balance		Speed	
Separation		Timing	
Rotation		Fluency	
Edge		Tempo	
Pressure		Agility	

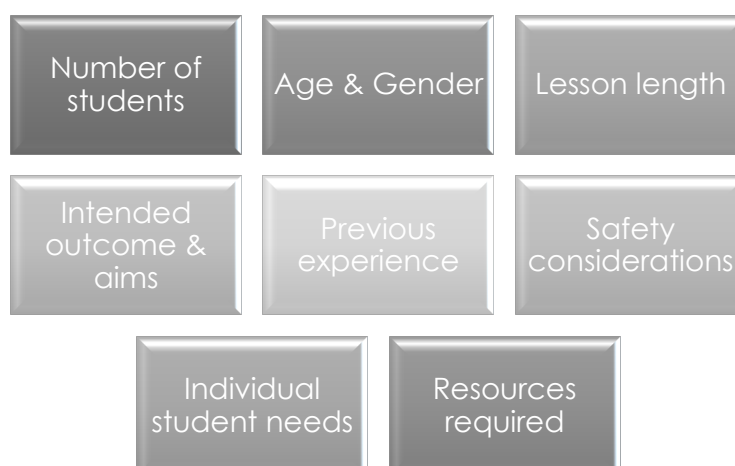
Technical Inputs		Tactical Focus	
Posture		Line	
Balance		Speed	
Separation		Timing	
Rotation		Fluency	
Edge		Tempo	
Pressure		Agility	

## LESSON PLANNING

Before planning your lesson, it is important to know:



And you should consider:





## Lesson Structure

Once you have the outline ideas for your plan then it is important to provide a structure that is logical and easy to understand. This can be divided in to the following sections;

### Meet & Greet

- Welcome & Introductions.
- Learn names & make students feel comfortable.
- Check equipment & clothing.
- Safety considerations.
- Physical & mental preparation.
- Clarify the needs of the students.
- Clarify aims & outcomes of the lesson.

### Skill Development

- Ensure students are properly warmed up.
- Give clear & accurate directions, explanations & demonstrations.
- Ensure maximum class activity.
- Encourage students to ask questions.
- Check the student's understanding.
- Develop the student's performance using the Instructing Loop.
- Identify strengths and areas for change.
- Provide useful & accurate feedback.

### Recap & Return

- Finish the lesson skiing rather than doing a drill or activity.
- Recap of the lesson & what has been achieved.
- Give students the opportunity to feedback.
- Invite students back & inform them of what they can do next time.
- Advise students of preparation required for next lesson.
- Clear up and put away any equipment used.

Now that you are aware of these different elements you should be in a stronger position to complete your lesson planner, on the next page, to be delivered on the final days of the course.

Lesson Planner			
Instructor		Venue	Date
Aims & Outcomes			
Resources Required			
Safety Considerations			
Meet & Greet		Timings & Method	
Skills Development			
TASK	OBSERVE	ASSESS	SOLUTIONS
		Intervention Required?	
		More Practice Required?	
		Additional Challenge Required?	
Recap & Return		Timings & Method	

1. Complete your Lesson Planner for a lesson

2. Thinking about the TACTICAL focuses:

**Identify (and explain) a task that helps a learner improve their gliding plough.**

**Identify (and explain) a task helps a learner to complete their turns in plough parallel.**

**Identify (and explain) a task that encourages a learner to keep their skis parallel start the turn.**

**Identify (and explain) a task that helps a learner keep a consistent rhythm of turns.**

3. Write a sentence (or two) about each keyword or phrase:

**Customer Care – ‘Professionalism’ & ‘Group Management’**

S.E.L:

Goggles up, scarf down:

K.I.S.S:

M.C.A:

4. Ensure that you can list key points for;

- The Progression within the Skiing Spectrum.
- The Instructing Loop & TPO Models.
- Feedback & Learning Preferences (VAK).
- The first five Teaching Styles.
- The phases of Skill Acquisition.
- TTPPEE.

## APPLYING

### Instructing Session Self Reflection

This review should be completed as quickly as possible after the session while the information is still fresh. Circle your score for each question below with 1 being the lowest score and 10 being the highest.

1. How close did you come to achieving the learning intention?

0 1 2 3 4 5 6 7 8 9 10

2. How good was your instructing voice?

0 1 2 3 4 5 6 7 8 9 10

3. Were you in the best position on the slope when instructing the group?

0 1 2 3 4 5 6 7 8 9 10

4. How accurate were your demonstrations?

0 1 2 3 4 5 6 7 8 9 10

5. How happy were you with the content of your lesson?

0 1 2 3 4 5 6 7 8 9 10

6. How well did you interact with/motivate/encourage the group?

0 1 2 3 4 5 6 7 8 9 10

7. Do you think the feedback you gave during the lesson was helpful?

0 1 2 3 4 5 6 7 8 9 10

8. Did you make sure that the group were active and were able to practice a lot?

0 1 2 3 4 5 6 7 8 9 10

9. Were you always considering the safety of the group?

0 1 2 3 4 5 6 7 8 9 10

## Instructing Review Sheet

Here are some questions that follow the Instructing Loop model to assist in your review.

### Task

- Was the activity appropriate for the level of the clients?
- Was the activity relevant to the learning intention?
- Was the activity accurately explained and demonstrated?

### Observe

- How did you observe the performance?
- What did you observe about the performance?
- How else did you gather information about the performance?

### Assess

- What did you decide needed to be changed with the performance?
- What did you identify were the cause and effect of any errors?
- Did the faults relate to the task?

### Solutions

- Did you give the learners feedback relevant to the task?
- Did you involve the learners in the feedback discussion/process?
- Did the learners achieve the desired outcome?

What two aspects of your session worked best?


What would you differently next time?


## FURTHER SKILLS DEVELOPMENT

Using the tables below, think about two areas of your performance that you worked on while you were a learner in your peers lessons. Remember it is important to use every opportunity to practice so that you are working towards meeting the assessment criteria. Rate your performance, identifying your strengths and weaknesses. Refer back to the assessment criteria at the beginning of the workbook and note down the key points in the second box.

Technical Inputs		Tactical Focus	
Posture		Line	
Balance		Speed	
Separation		Timing	
Rotation		Fluency	
Edge		Tempo	
Pressure		Agility	

Technical Inputs		Tactical Focus	
Posture		Line	
Balance		Speed	
Separation		Timing	
Rotation		Fluency	
Edge		Tempo	
Pressure		Agility	

## REAL WORLD INSTRUCTION SKILLS

Once you have completed delivering your day 5 lesson your Tutor will question you on your 'real world' instruction skills. To do this you will be asked to evaluate and make notes on the performance of a 'recreational' skier that has been randomly picked by the Tutor. You will be expected to provide a strategy to improve that performance. You won't actually be able to put the strategy into effect.

The process will involve you using the Instructing Loop the TPO models and TTPPEE so it is recommended that you are continually revising these as part of your teaching preparation and development.

Where in the Spectrum is the person that you are observing / assessing?	
Is the skier in the correct environment?	YES / NO
If 'NO', how would you improve this?	
Does the skier look stressed physically or psychologically?	YES / NO
If 'YES', how would you improve this?	
Is the skier using the best tactics when making their turns?	YES / NO
If 'NO', what would you do to change this?	
If you felt that a 'Technical' change was required; What would be the INPUT that you would like to improve?	
Name and explain the task that you would use.	
Name and explain an additional challenge that you could use.	





## **APPENDIX**

### **Logbook Tasks and Workplace Learning**

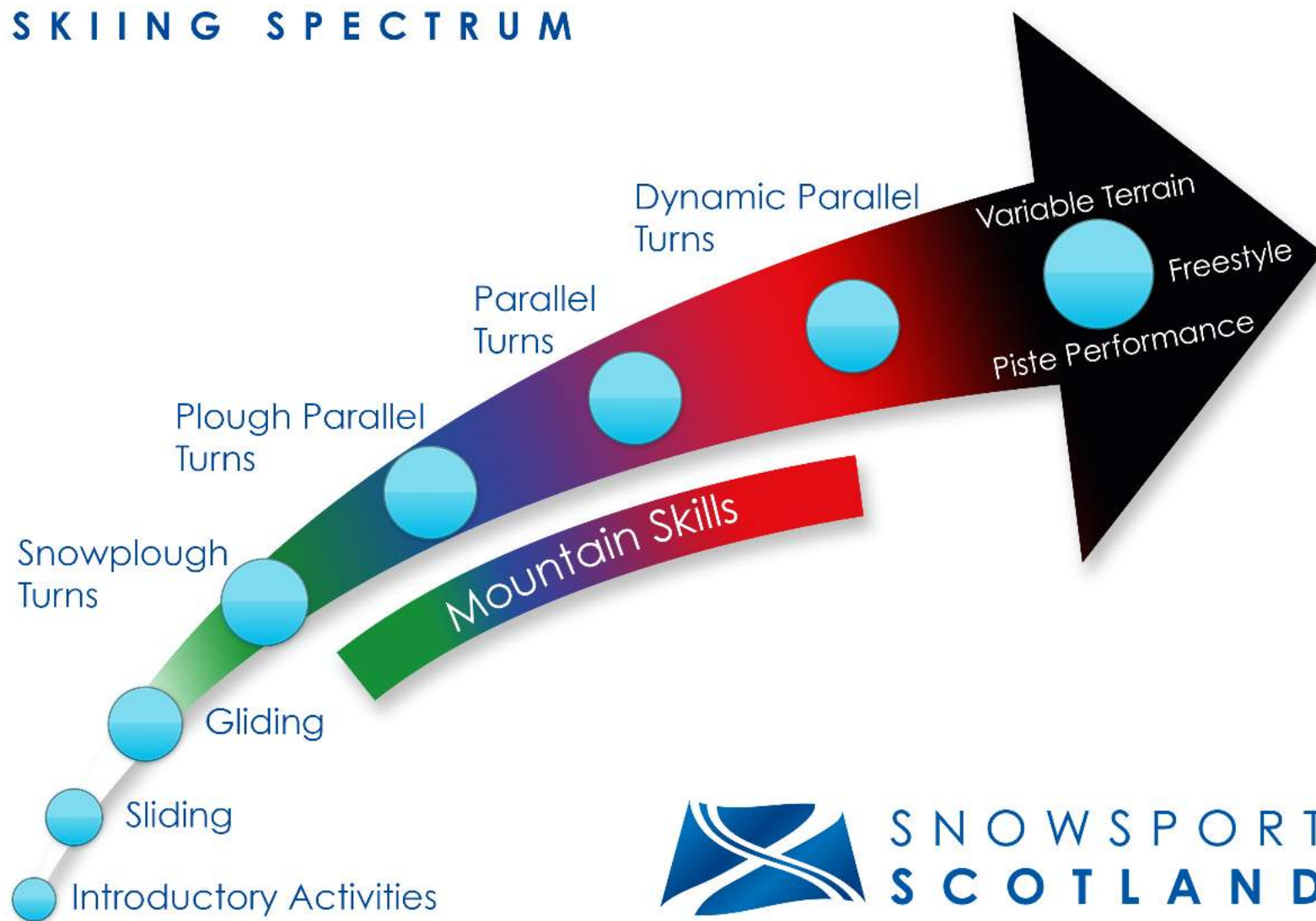
Once you have completed this course you will have a basic awareness of the role of the foundation instructor. The next step is to complete a logbook of tasks.

To do this you will need to get involved with a ski school or club to put your basic knowledge in practice, assisting and shadowing other instructors. You will start undertaking your logbook tasks under the supervision of a mentor (higher level qualified and licensed instructor).

During this time you will learn how to teach, based upon the environment and methodologies of the ski school or club concerned. These crucial learning hours should be spent assisting a currently qualified UKSS Instructor (or equivalent) and you should actively be involved in delivering the lessons.

### **Further Notes & Diagrams**

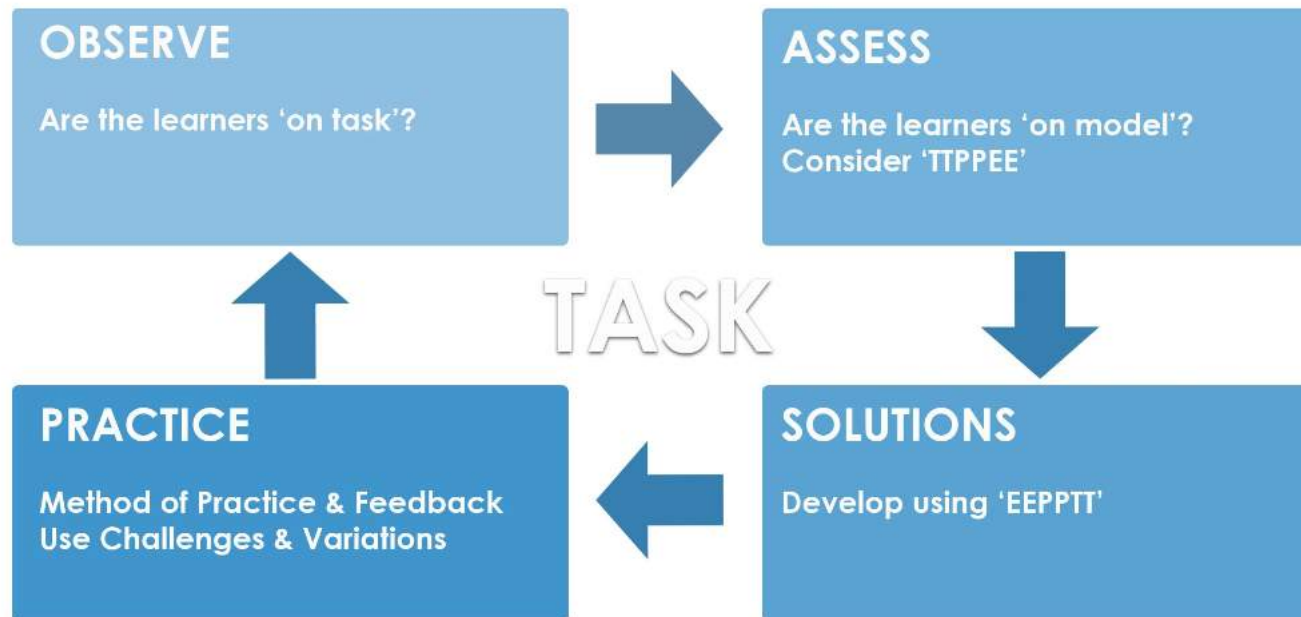
# SKIING SPECTRUM



SNOWSPORT  
SCOTLAND



# THE INSTRUCTING LOOP





# THE TPO MODEL

