



Australian Government

Department of Education, Employment and Workplace Relations

SISOSKB201A Demonstrate snowboarding skills on beginner terrain

Release: 2

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Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to snowboard on beginner terrain such as a green run at a snowsport area.

Application of the Unit

This unit applies to those working as assistant snowboarding coaches or instructors under supervision in a variety of controlled conditions, such as green runs at snowsport areas.

This unit also applies to outdoor recreation leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

No licensing, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the Evidence Guide.

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| <p>1. Plan for a snowboarding activity.</p> | <p>1.1. Identify and plan <i>food and water requirements</i> according to <i>principles of nutrition</i> and the <i>conditions</i> of the activity.</p> <p>1.2. Identify an appropriate activity site or location after consideration of <i>contextual issues</i>.</p> <p>1.3. Identify possible <i>hazards</i> associated with the activity.</p> <p>1.4. Access <i>relevant sources</i> to interpret <i>weather and environmental information</i>.</p> <p>1.5. Comply with <i>relevant legislation</i> and <i>organisational policies and procedures</i> as specified by the supervisor.</p> |
| <p>2. Select appropriate equipment.</p> | <p>2.1. Select suitable <i>equipment</i> after consideration of design and or construction features and contextual issues and check working order.</p> <p>2.2. Adjust and fit equipment according to manufacturer's specification to ensure <i>comfort and safety</i>.</p> <p>2.3. Select personal clothing for activity according to the design and or construction features appropriate to the conditions.</p> |
| <p>3. Demonstrate snowboarding skills.</p> | <p>3.1. Participate in pre-snowboarding warm ups and stretching exercises.</p> <p>3.2. Demonstrate straight running with an upright centred stance while looking at terrain ahead.</p> <p>3.3. Apply side-slipping with flexion extension and pressure control in the lateral and longitudinal plane on both toe and heel side.</p> <p>3.4. Maintain a sliding traverse with centred pressure over the board.</p> <p>3.5. Link a basic turn through the fall-line, showing a blend of the fundamental <i>movements</i>.</p> |

ELEMENT**PERFORMANCE CRITERIA**

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| 4. Evaluate snowboarding activity. | 3.6. Control speed by turning the board across the fall line using a blend of the movements. |
| | 3.7. Approach hazards in a safe manner and minimise <i>risks</i> to self and group where possible. |
| | 4.1. Evaluate <i>relevant aspects</i> of the activity. |
| | 4.2. Identify improvements for future snowboarding experiences. |

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy and numeracy skills to analyse and interpret weather and environmental information
- planning and organising skills to allocate and select relevant food, water, clothing and equipment for snowboarding
- communication skills to interact with group leader and other participants to maintain a positive and safe environment while snowboarding
- problem-solving skills to determine appropriate techniques
- snowboarding skills and movements such as balancing, control, steering and edging, to manoeuvre the board effectively
- first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.

Required knowledge

- relevant legislation and organisational policies and procedures to enable safe conduct and legal access
- minimal impact codes to ensure protection of environment
- equipment types, characteristics and technology used for snowboarding, the advantages and disadvantages of the range of equipment provided by supervisor, and factors affecting appropriate selection of equipment
- clothing requirements for snowboarding and factors affecting appropriate clothing selection
- basic snowboarding techniques and when and how to use them
- principles of nutrition to maintain health and energy during activity
- weather and environmental information to interpret forecast conditions and their affect on the activity
- emergency procedures and potential hazards relevant to the location to ensure risk minimisation to self and group.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- applies relevant process to plan equipment and supply requirements appropriate to the conditions and duration of the snowboarding activity
- follows written and verbal instructions from leader to accurately apply knowledge and demonstrate snowboarding techniques and manoeuvres
- practices a range of appropriate snowboarding skills, such as linking basic turns through the fall line, while maintaining balance and control
- seeks advice and feedback from leader and evaluates and reflects on own snowboarding performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure participation in multiple snowboarding activities on beginner terrain to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- resources and information, such as principles of nutrition and weather sources, to accurately plan and prepare for the snowboarding activity
- a suitable snowsport location with beginner terrain, such as green runs, for basic snowboarding skills to be demonstrated
- a qualified leader or supervisor
- equipment such as a snowboard, bindings, boots, suitable clothing, goggles, wrist guards and food and water.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral or written questioning to assess knowledge of snowboarding manoeuvres and techniques
- observation of safe participation and demonstration of snowboarding skills, such as maintaining speed

control

- third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SISONAV201A Navigate in tracked or easy untracked areas.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Food and water requirements may include:

- range of foods:
 - perishability
 - packaging
 - storage.

Principles of nutrition may include:

- food groups
- dietary guidelines
- individual food requirements and allergies.

Conditions may include:

- snow:
 - surface snow conditions
- terrain:
 - steepness of slope
 - run out
- weather:
 - visibility
 - wind.

Contextual issues may include:

- weather conditions, including times
- season
- transport
- location
- trip distance and duration
- group objectives
- group size.

Hazards may include:

- temperature extremes
- slippery or unstable terrain
- dangerous animals and insects
- stinging trees and nettles
- dense vegetation
- group management hazards.

Relevant sources may include:

- Bureau of Meteorology
- media
- land managers or agencies
- coastal patrol or coastguard
- volunteer marine rescue

- Weather and environmental information*** may include:
- local knowledge.
 - satellite images
 - daily and weekly forecasts
 - maximum and minimum temperatures
 - weather warnings
 - event warnings
 - river heights
 - synoptic charts
 - high and low tides.
- Relevant legislation*** may include:
- occupational health and safety
 - permits or permission for access
 - environmental regulations.
- Organisational policies and procedures*** may include:
- operating procedures and company or enterprise policies
 - occupational health and safety
 - use and maintenance of equipment
 - communication protocols
 - emergency procedures
 - code of ethics
 - alpine responsibility code.
- Equipment*** may include:
- beanie
 - board
 - boots
 - bindings
 - wrist guards
 - gloves.
- Comfort and safety*** may include:
- length of snowboard
 - boot type.
- Movements*** may include:
- pressure control
 - steering
 - edging.
- Risks*** may include:
- hypothermia
 - heat exhaustion
 - injuries
 - exhaustion
 - lost party or party member
 - equipment failure.
- Relevant aspects*** may include:
- objectives
 - planning process
 - activity site
 - weather

- equipment selection
- clothing selection
- food selection
- instructional content
- instructional technique
- directing techniques
- rescue techniques employed.

Unit Sector(s)

Outdoor Recreation

Competency Field

Snowboarding