



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **SISOSKB407A Instruct snowboarding**

**Release: 2**

## **SISOSKB407A Instruct snowboarding**

### **Modification History**

Not Applicable

### **Unit Descriptor**

This unit describes the performance outcomes, skills and knowledge required to instruct snowboarding. This unit focuses on planning, instructing and evaluating an instructional snowboarding session to enable participants to achieve the skills and knowledge required to participate independently, or with minimal supervision, in a snowboarding activity.

### **Application of the Unit**

This unit applies to those working as snowboarding instructors at a snowsport area.

This unit may also apply to 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.

- |   |  |
|---|--|
| 1. Plan a snowboarding session.                 | <p>1.1. Establish <i>participant's needs and characteristics</i>.</p> <p>1.2. Assess participant's current snowboarding knowledge in order to determine the <i>session's aims and objectives</i>.</p> <p>1.3. Determine an appropriate <i>instructional plan</i> according to participant's needs and characteristics.</p> <p>1.4. Develop a <i>snowboarding plan</i> according to participant's needs and characteristics, <i>relevant legislation</i> and <i>organisational policies and procedures</i>.</p> <p>1.5. Identify potential <i>hazards</i> associated with snowboarding and minimise <i>risks</i> according to organisational policies and procedures.</p> <p>1.6. Access <i>relevant sources</i> to interpret detailed <i>weather and environmental information</i> and determine <i>contingency plans</i>.</p> |
| 2. Select and organise equipment and resources. | <p>2.1. Select and access <i>equipment</i> and <i>resources</i> according to <i>contextual issues</i> and organisational policies and procedures, and check working condition.</p> <p>2.2. Check equipment for safety and suitability according to relevant legislation and manufacturer's recommendations, and adjust and fit to ensure personal comfort.</p> <p>2.3. Check contents of first aid and repair kits to ensure suitability to the location and activity.</p>   |
| 3. Brief participants.                          | <p>3.1. <i>Communicate</i> instructions and <i>relevant information</i> about the snowboarding session in a manner appropriate to the participants.</p> <p>3.2. Encourage participants to seek clarification, information and <i>feedback</i> as required during the session.</p>  |

ELEMENT	PERFORMANCE CRITERIA
4. Instruct a snowboarding session.	<ul style="list-style-type: none"><li>3.3. Establish a suitable <i>communication system</i> for participants to use while snowboarding.</li><li>3.4. Inform participants of known and anticipated hazards, <i>safety procedures</i> and appropriate behaviour.</li><li>3.5. Check and confirm that all participant equipment is fitted and adjusted.</li><li>4.1. Conduct introductory activities for participants to reduce the risk of injury.</li><li>4.2. Monitor individual <i>participant's performance</i> during snowboarding session.</li><li>4.3. Provide positive encouragement and or feedback to each participant throughout session and encourage feedback and questioning.</li><li>4.4. Apply clear and accurate <i>instructional techniques</i> to impart <i>activity specific knowledge, snowboarding skills</i> and <i>safety and rescue procedures</i>.</li><li>4.5. Observe participants during snowboarding and adjust or refine individual and or group technique as required.</li><li>4.6. Inform participants of <i>opportunities</i> to further develop their snowboarding skills and knowledge.</li></ul>
5. Complete post session responsibilities	<ul style="list-style-type: none"><li>5.1. Retrieve, inspect, repair and store equipment according to organisational policies and procedures.</li><li>5.2. Provide opportunities for participants to identify their personal progress and satisfaction with the session, and give feedback as required.</li><li>5.3. Evaluate <i>relevant aspects</i> of the snowboarding session and determine the level of learning achieved.</li><li>5.4. Identify potential areas of improvement for future snowboarding instructional sessions.</li></ul>

## Required Skills and Knowledge

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

### Required skills

- communication skills to:
  - consult with participants to plan an appropriate snowboarding session,
  - convey information about the safety aspects of the session
  - interact with participants to create a safe and positive environment
- problem-solving skills to:
  - plan snowboarding sessions according to participant's needs and characteristics,
  - address participant difficulties in developing techniques
  - anticipate and respond appropriately to non-routine situations
- planning and organising skills to:
  - source, allocate and coordinate resources, equipment and a suitable snowsport area,
  - monitor and evaluate progress
  - organise participants into manageable groups for snowboarding
- language and literacy skills to:
  - produce snowboarding and instructional plans for the session
  - complete post session participant and self evaluations
  - apply for permission or permits to use a suitable snowsport area to instruct a group
- instructional techniques to suit a range of participant's needs, characteristics and learning styles
- personal snowboarding skills to a high level of technical correctness to demonstrate and explain techniques to participants
- first aid and emergency response skills appropriate to the location to enable initial response and or rescue in emergencies whilst instructing snowboarding.

### Required knowledge

- legislation and organisational policies and procedures to enable safe conduct of snowboarding activities
- Alpine Responsibility Code and snowboarding practices, snowsport area signs and regulations, and minimal impact codes to ensure safety and protection of environment
- information about local snowsport area to assist in the planning process and enable management of potential snowboarding hazards and any special restrictions applying to the area
- equipment types, characteristics and technology used for snowboarding, the advantages and disadvantages of the range of equipment, and factors affecting appropriate selection of equipment

- clothing requirements for outdoor activities and factors affecting appropriate clothing selection, such as layering and protective clothing
- care and maintenance of snowboarding equipment to ensure prolonged life span and safety requirements
- instruction techniques and theories applicable to a range of ages and learning abilities
- principles of nutrition to maintain health and energy throughout the session
- snowboarding techniques and common communication methods used between snowboarders to reduce risk
- technical snowboarding knowledge, such as techniques and procedures to suit the features of the surface
- sources of weather and terrain information to ascertain possible conditions and their affect on the session
- hazards and risks associated with snowboarding in various conditions on different terrain and how to avoid or negotiate these
- first aid, emergency and rescue procedures 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:

- plans and delivers precise relevant information, explanations and demonstrations for snowboarding session to ensure activities are conducted safely according to participant's needs and characteristics
- observes and monitors the progress of participants and provides constructive feedback and intervention to improve snowboarding performance
- uses and modifies instructional techniques and or activities to cater for a range of individual learning styles
- evaluates and reflects on own instruction performance to identify strengths, weaknesses and areas that need improvement.

#### Context of and specific resources for assessment

Assessment must ensure instruction of safe snowboarding activities that reflect the needs and characteristics of a range of participants to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- resources and information regarding participants and location to accurately plan, instruct and document snowboarding sessions for a variety of participants
- a suitable snowsport area for the conduct of instructional sessions
- an indoor location suitable for the conduct of aspects of the instructional session and instructional tools such as videos, DVDs, televisions, whiteboards, books, magazines, handouts and the internet if required
- a group of participants to take part in the snowboarding session
- equipment such as snowboards, bindings, boots, suitable clothing, goggles, lift pass, back pack, food and water, safety, rescue and first aid equipment.

#### 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:

- observation of planning processes, such as consulting with participants to determine their needs and characteristics
- oral or written questioning to assess knowledge of relevant legislation and organisational policies and procedures to enable safe conduct of all snowboarding activities
- observation of safe snowboarding instruction, monitoring and adjustment according to participant's needs and characteristics
- portfolio of snowboarding session plans
- 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:

- SISOSKB404A Snowboard on advanced terrain.



## 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.

- Participant's needs and characteristics*** may include:
- age
  - cultural factors
  - fitness level and physical capabilities
  - snowboarding skills and knowledge
  - injuries and illnesses.
- Session's aims and objectives*** may include:
- developing snowboarding skills and techniques
  - education
  - development
  - therapy
  - fitness targets
  - recreation.
- Instructional plan*** may include:
- snowboarding activities and drills
  - duration of activities and drills.
- Snowboarding plan*** may include:
- session's aims and objectives
  - date, time and duration
  - location
  - instructor and participant ratios
  - resources
  - equipment
  - food and water
  - weather details
  - participant information:
  - safety requirements
  - risk management plan.
- Relevant legislation*** may include:
- occupational health and safety
  - permits or permission for access
  - environmental regulations.
- Organisational policies and procedures*** may include:
- occupational health and safety
  - risk management procedures
  - time and budget constraints
  - use and maintenance of equipment
  - communication protocols
  - confidentiality of participant information
  - instructor and participant ratios

- Hazards*** may include:
- code of ethics
  - snowsport area signs and regulations
  - Alpine Responsibility Code and snowboarding practices within the code.
  - temperature extremes
  - slippery or unstable terrain
  - dangerous animals and insects
  - stinging trees and nettles
  - dense vegetation
  - group management hazards.
- Risks*** may include:
- hypothermia
  - heat exhaustion
  - injuries
  - exhaustion
  - lost party or party member
  - equipment and course failure.
- Relevant sources*** may include:
- Bureau of Meteorology
  - media
  - land managers or agencies
  - local knowledge.
- Weather and environmental information*** may include:
- satellite images
  - daily and weekly forecasts
  - maximum and minimum temperatures
  - weather warnings
  - event warnings
  - river heights
  - synoptic charts
  - high and low tides.
- Contingency plans*** may include:
- change in weather
  - equipment failure
  - unavailability of equipment or suitable snowsport area.
- Equipment*** may include:
- snowboarding equipment:
    - snowboard
    - bindings
    - boots
  - safety and rescue equipment:
    - repair equipment
    - first aid kit
    - emergency position indicating radio beacon (EPIRB).

- Resources*** may include:
- sun screen
  - appropriate clothing
  - food and water
  - back pack
  - teaching aids.
- Contextual issues*** may include:
- weather conditions, including times
  - season
  - transport
  - location
  - trip distance and duration
  - group objectives
  - group size.
- Relevant information*** may include:
- equipment and resource requirements, selection and use:
  - safety procedures
  - risk prevention measures
  - possible hazards
  - risk management
  - snowboarding techniques
  - communication
  - objectives
  - rules and codes
  - responsible and safe behaviour.
- Feedback*** may include:
- information on participant progress
  - any improvements needed
  - verbal
  - written
  - visual.
- Communication system*** may include:
- calls
  - radio
  - hand signals
  - whistles.
- Safety procedures*** may include:
- equipment checked and undamaged
  - snowboarders ready
  - correct fitting equipment
  - wearing of helmets
  - appropriate spacing between participants
  - understanding of contingency and risk management plans
  - use of safety and rescue equipment.
- Participant's performance*** may
- use of appropriate communication system

include:

- snowboarding technique
- snowboarding pace over various distances and conditions
- attitude
- negotiation of hazards
- use and maintenance of equipment.

*Instructional techniques* may include:

- sequence of instruction:
  - simple to complex
  - part to whole
  - chronological
  - known to unknown
- D.E.D.I.C.T:
  - demonstrate
  - explain
  - demonstrate
  - instruct
  - critique
  - test
- E.D.I.C.T:
  - explain
  - demonstrate
  - instruct
  - critique
  - test
- I.D.E.A:
  - introduce
  - demonstrate
  - explain
  - apply

*Required knowledge* may include:

- relevant legislation
- organisational policies and procedures
- snowboarding skills and techniques
- snow features and conditions
- terrain and weather reading skills
- factors to consider when planning a snowboarding session
- minimal impact practices
- risk and hazard management
- equipment selection, use and maintenance
- communication systems used in snowboarding.

- Snowboarding skills*** may include:
- skidded and edged turns
  - edge control
  - side-slipping with flexion-extension
  - speed control
  - stopping
  - falling
  - balance
  - straight running
  - upright stance
  - blend of movements
- Safety and rescue procedures*** may include:
- emergency response procedures
  - group management in emergency situations
  - relevant legislation
  - organisational policies and procedures
  - equipment checked and in good working condition
  - correct fitting and undamaged equipment
  - use of communication systems.
- Opportunities*** may include:
- locations suitable to skill level
  - range of snowboarding equipment available
  - snowboarding clubs or groups in the local area.
- Relevant aspects*** may include:
- objectives
  - planning process
  - activity site
  - weather
  - equipment selection
  - clothing selection
  - food selection
  - instructional content
  - instructional technique
  - assessment technique
  - group feedback
  - directing techniques
  - rescue techniques employed.

## **Unit Sector(s)**

Outdoor Recreation

## **Competency Field**

Snowboarding