

# LEVEL I INDOOR GUIDE

To help guide you in covering the National Standards categories for Teaching and Professional Knowledge for Level I, the following topics can be reviewed during the indoor sessions, group discussions or individual presentations to supplement the written test, on-snow discussions and teaching presentations. Use the Core Concepts Manual, Snowboard Technical Manual and the Children’s Instructional Manual as refreshers before presenting the topics and points.

## TEACHING MODEL

**Student Makeup + Instructor Behavior (Teaching Cycle) = Learning Partnership**

### STUDENT MAKEUP

- Characteristics and background
- Learning styles and preferences
- Motivations, understandings and desires
- Beliefs, attitudes and values
- Physical conditioning and health



### INSTRUCTOR BEHAVIOR (TEACHING CYCLE)

- Introduce lesson and develop trust
- Assess students and their movements
- Determine goals and plan experiences
- Present and share information
- Guide practice
- Check for understanding
- Debrief the learning experience

### LEARNING PARTNERSHIP

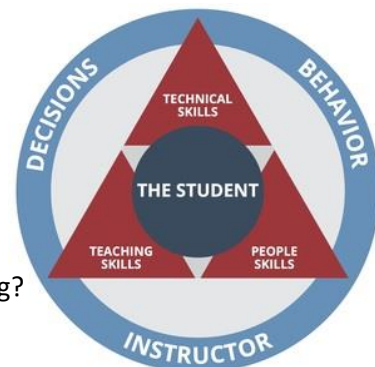
- Is creative, individualized and student centered
- Is interactive, experiential and FUN
- Contributes to the student’s success
- Produces positive results
- Provides ownership of skills
- Creates lasting memories
- Encourages future learning
- Culminates in guest satisfaction

### KEEP IN MIND:

- This is not a linear progression
- Works in a repeating cyclical fashion
- Use the model in overview and in detail teaching
- Instructor’s behavior is a function and response to student behavior

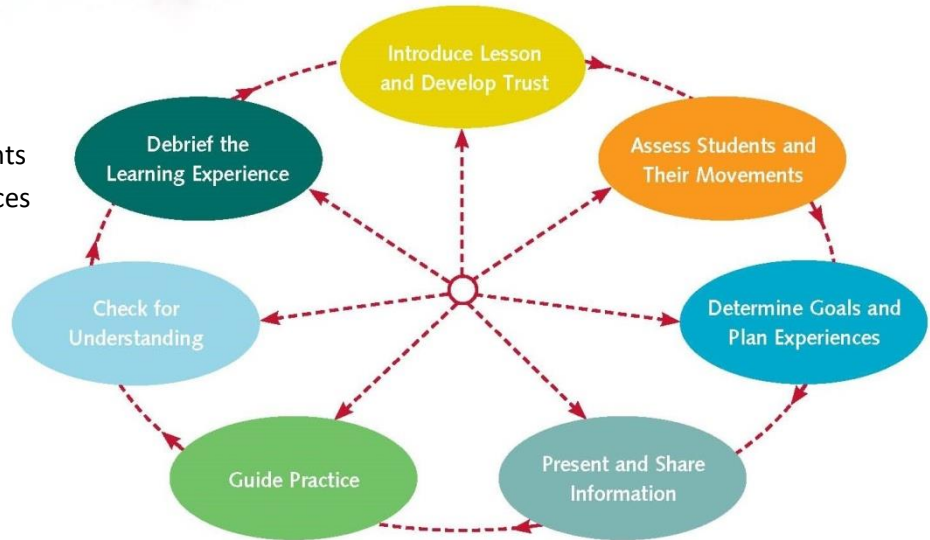
### Questions:

- What is the purpose of the Teaching Model?
- What does the student bring to the Learning Partnership? What does the instructor bring?
- What are some of the components of the Student Makeup? How would that affect learning?
- When assessing a student, what are some of the factors you are assessing?



## TEACHING CYCLE

- Introduce lesson and develop trust
- Assess students and their movements
- Determine goals and plan experiences
- Present and share information
- Guide practice
- Check for understanding
- Debrief the learning experience



### Questions:

- Give examples of how each area helps you as the teacher learn about your students and develops an open, trusting learning environment.

## MOVEMENT ANALYSIS

**Observe and describe:** Identify and describe body movements and the actions of the snowboard on the snow. Relate to phases of a turn. When and where in the turn in regards to board performance and body performance.

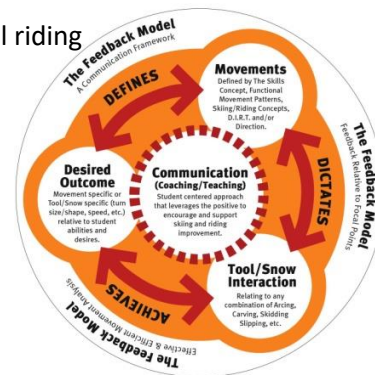
**TACTICS:** (the what) Strategic choices snowboarders make towards a goal

**MECHANICS:** (the why) Essential action of the board and the basic body movements present in all riding

**TECHNIQUE:** (the how) Real performance vs. Ideal performance: cause and effect

### TID+D

- Timing
- Intensity
- Duration
- Direction



## FUNDAMENTAL MOVEMENTS

- Flexion
- Extension
- Rotation

**Balance** is both a source and outcome of effective movement. All of these skills are essential for maintaining balance.

## BOARD PERFORMANCE CONCEPTS

- Tilt
  - Twist
  - Pivot
  - Pressure
- These concepts result from the fundamental movements the rider makes on the board on the snow. The concepts are described separately to emphasize a connection between the action of the rider and the reaction by the board upon the snow surface.

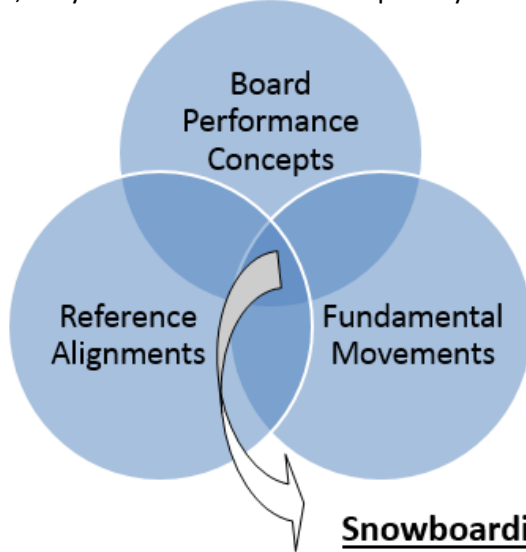


### Question:

What is the purpose of the fundamental movements and performance concepts?

## SNOWBOARDING FUNDAMENTALS

Listed below are the six Snowboarding Fundamentals. The Snowboarding Fundamentals remain consistent through all levels of certification; they are listed in no order or priority.



### Snowboarding Fundamentals

Manage the board's pivot through flexion/extension/rotation of lower body, together with, separate from, or in opposition to the upper body

Manage edge angles through a combination of inclination and angulation

Manage torsional flex of the board using independent or simultaneous flexion/extension of lower body joints

Manage the relationship of the CM to the base of support to direct pressure along the length of the board

Manage the relationship of the CM to the base of support laterally to direct pressure across the width of the board

Regulate magnitude of pressure created through board/surface interaction

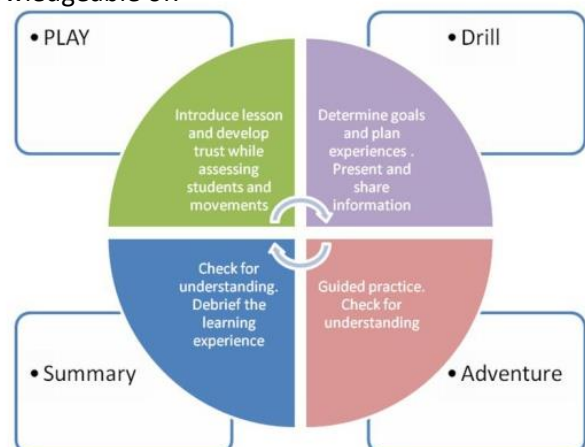
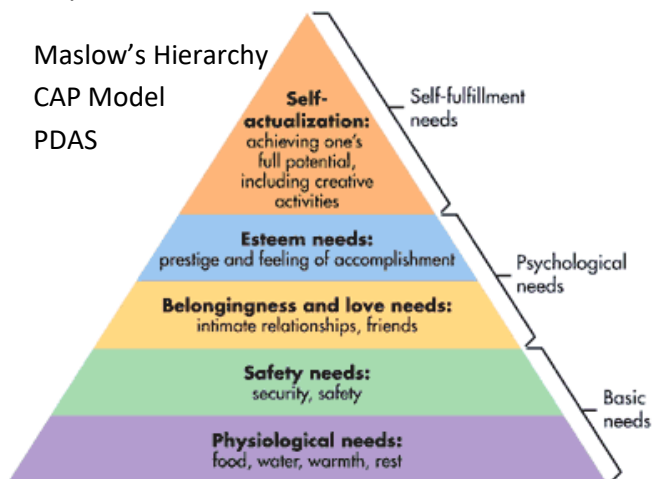
#### Questions:

- What is the purpose of the fundamentals?
- Can you list the six snowboarding fundamentals?

## AGE SPECIFIC

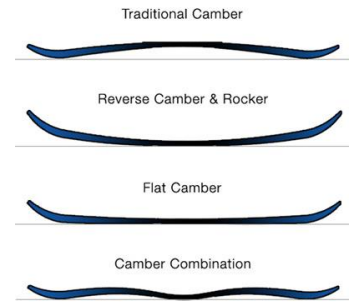
Children have different motor skills than adults. They also need to be taught with different considerations than adults. Additionally, seniors also have different needs when learning. Be knowledgeable of:

- Maslow's Hierarchy
- CAP Model
- PDAS



## EQUIPMENT

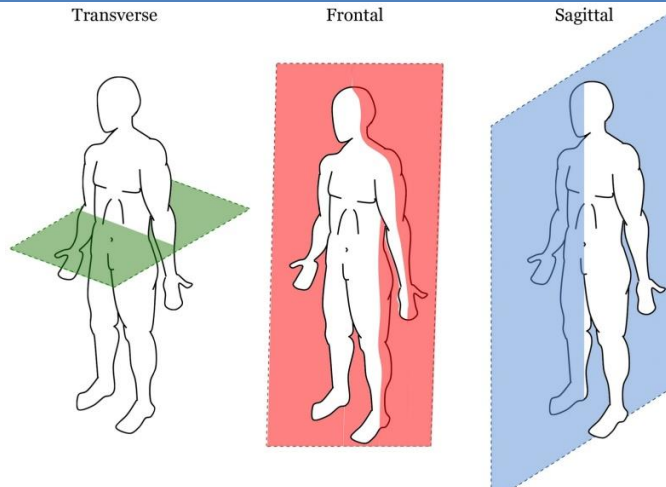
- What is sidecut?
- What is the waist?
- What is camber?
- What is rocker?
- Explain the differences in shape and design for a hard board compared to a soft board.
- What are the components of a boot and binding?



## BIOMECHANICS

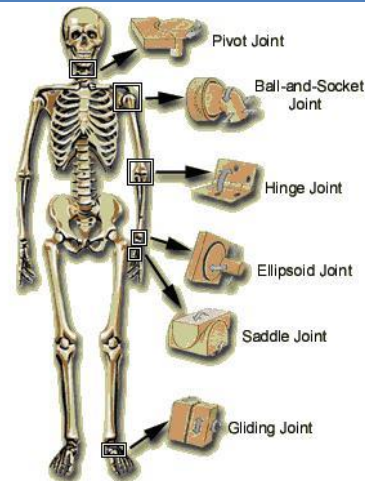
### EXPLAIN THE PLANES OF MOTION

- Horizontal/Transverse Plane
- Frontal Plane
- Sagittal Plane



## ANATOMY QUESTIONS

- What is a hinge joint and its function?
- What is a ball and socket joint and its function?
- What is a gliding joint and its function?
- Where is a hinge joint?
- Where is a ball and socket joint?
- Where is a gliding joint?
- What is the largest joint of the body?



## CLASS ORGANIZATION AND HANDLING

- Line Up
- Semicircular
- Circle around the instructor
- Instructor within the circle
- Huddling up
- Follow me
- Call down
- Free practice
- Micro teaching
- Demonstrations

### Questions:

- What are some factors to consider when establishing class handling procedures?
- What are some of the strengths and weaknesses of each procedure?

