

Title	Integrate knowledge of snowsport instruction, safety, and customer service to provide intermediate snowsport instruction		
Level	5	Credits	30

Purpose	People credited with this unit standard are able to: plan lessons for instructing intermediate snowsport skills and techniques; teach intermediate snowsport lessons; demonstrate a range of group management techniques when instructing snowsport; and contribute to positive and safe snowschool learning experiences.
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Classification	Snowsport > Snowsport Instruction and Facilitation
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Available grade	Achieved
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Guidance Information

- 1 All learning and assessment against this unit standard must be carried out in accordance with the following:
 - relevant legislation including the Health and Safety at Work Act 2015, Accident Compensation Act 2001, Fair Trading Act 1986, Consumer Guarantees Act 1993, Privacy Act 2020, Human Rights Act 1993, and subsequent amendments and associated regulations;
 - organisational policies and procedures including Emergency Action Plans (EAPs), Standard Operating Procedures (SOPs), and the use of personal protective equipment (PPE);
 - alpine industry codes including *Snow Safety Code* and *Outdoor Safety Code*; (available at <http://www.mountainsafety.org.nz>).
- 2 Definition
Organisational policies and procedures are instructions to staff that may be documented and available for reference at each alpine facility or snowschool in the form of an operations manual and/or policy and procedures manual.
- 3 For definitions and explanations of the snowsport movements, key methodologies and learning terms, refer to the following instruction manuals published by the NZSIA. *NZSIA Ski Instructors Manual 2019*; *NZSIA Snowboard Instructor's Manual, 2017*; and *NZSIA Telemark Instruction Manual, 2019*; (Queenstown: Print Central); available from NZSIA, PO Box 2283, Wakatipu, website <http://www.nzsia.org>.

Outcomes and performance criteria

Outcome 1

Plan lessons for instructing intermediate snowsport skills and techniques.

Performance criteria

- 1.1 Develop learner profiles for snowsport and use these to inform mutually agreed lesson goals.
- Range learner profiles must consider the learner's needs, expectations, skill level, technique and coordination.
- 1.2 Undertake movement analysis of each phase of each learner's turn in terms of the movements and coordination.
- 1.3 Design snowsport lesson plans for a group, based on movement analysis and relevant to learners.
- 1.4 Select teaching terrain and access lifts as appropriate for each member of the group.
- 1.5 Describe planning specifically for a group of children in terms of analysing snowsport movement patterns of children and their physical capabilities to perform within each plane of movement.
- 1.6 Explain lesson tactics and techniques specific to instructing children.
- Range may include but is not limited to – technique, terrain suitability, turn types, adventure and play, and safety.

Outcome 2

Teach intermediate snowsport lessons.

Performance criteria

- 2.1 Model movements appropriate to the needs of the learners of the snowsport discipline on selected terrain.
- 2.2 Apply teaching methods appropriate to each learner's needs, age, physical development, skill levels and learning styles utilising a range of snowsport teaching practices.
- Range teaching practices may include but are not limited to – guided practice, specific feedback, understanding checks, progressions.

- 2.3 Choose methods to present information appropriate to the learning styles of the learners and adjust during the lesson to maximise their learning.
- Range methods may include but are not limited to – creating situations, tasks and exercises to encourage thinking, feeling, doing or watching.
- 2.4 Include all steps of a teaching model in a snowsport lesson and justify the use of each step.
- Range steps may include – introduction, student assessment, goal setting, lesson planning, presentation of information, guided practice, checking for understanding, summary.
- 2.5 Establish rapport and a learning partnership with learners, demonstrate respect for them and portray enthusiasm and enjoyment for the sport and the snowsport environment.
- 2.6 Maintain group and individual safety throughout the lesson.
- 2.7 Summarise the lesson with the learner and provide recommendations and next steps for learning and development.
- 2.8 Evaluate the lesson in terms of effectiveness of instruction and choice of progressions and describe changes for future instruction.

Outcome 3

Demonstrate a range of group management skills and strategies when instructing snowsport.

Performance criteria

- 3.1 Demonstrate effective group management skills and strategies to maintain group coherence during the lesson.
- 3.2 Use a variety of strategies for handling the group to facilitate learner interest, motivation, and learning.
- Range may include but is not limited to – strategies for group interaction, individual activities, pairing, task-focussed activities.
- 3.3 Instruct the group on safe practices for moving together as a group, stopping together and when choosing an area to stop.

Outcome 4

Contribute to positive and safe snowschool learning experiences.

Performance criteria

- 4.1 Check learner's physical condition, clothing, equipment and equipment fit and provide advice on where learner safety and comfort can be improved.
- 4.2 Role model adherence to the Snow Responsibility Code and provide explanations to improve safety awareness and to promote group and individual safety in the snowschool environment.
- 4.3 Present safe procedures to learners for safe riding of snowsport area lifts.
- 4.4 Apply strategies for managing a group of learners in the event of an accident or emergency during a lesson.
- 4.5 Apply professional behaviours and customer service techniques to provide positive snowschool guest experiences.

Planned review date	31 December 2025
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	15 June 2017	31 December 2022
Review	2	25 February 2021	N/A

Consent and Moderation Requirements (CMR) reference	0099
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Comments on this unit standard

Please contact Skills Active Aotearoa info@skillsactive.org.nz if you wish to suggest changes to the content of this unit standard.