CSIA Mission Statement

“The Canadian Ski Instructors’ Alliance provides excellence in education for the profession of ski teaching, contributing to the growth and enjoyment of skiing.”

Certified as a designated Educational Institute by the Canadian Department of Human Resources Development.
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**Canadian Ski Instructors’ Alliance**  
©Copyright 2019, All rights reserved  
Printed in Canada  
401-8615, Saint-Laurent Blvd  
Montréal, QC H2P 2M9  
Canada  
[www.snowpro.com](http://www.snowpro.com)
Welcome to ski teaching and the first step toward a rewarding career in the ski industry!

The CSIA Level 1 Certification Course will compliment your passion for the sport of skiing and help you acquire simple approaches to teaching that will create life-long skiers just like you.

In this Program, you will be introduced to basic lesson plans for beginner and intermediate lessons, people skills and a level of technical proficiency that Canadian Snow Schools recognize to be beneficial to their guests, the skiing public. The Level 1 Standard is constructed around these basic needs of the industry. You will receive suggestions and strategies for long-term development and gain insight into the next steps in the world of ski teaching.

The Level 1 Ski Instructor Certification is for any skier over the age of 15 that is a competent parallel skier. During the Program, you can expect to be exposed to a variety of terrain, snow conditions and teaching practice opportunities.

CSIA Level 1 is a prerequisite for the CSIA Level 2 Certification.

Through guidance from your Course Conductor and participation with your fellow participants, you will be exposed to the concepts below:

Learning Outcomes:

- The Role of the Ski Pro
- Safe Teaching
- Lesson Planning
- Technical Fundamentals
- Teaching Children
**Day 1 AM**
- Ski Improvement: as a vehicle for understanding fundamentals and a fun, safe, want-to-come-back learning experience.
  - Principles:
    - Role of the Ski Pro (customer service, knowing your resort, being organized...)
    - People skills (active listening, collaboration, respect, ...)
    - Safety (mitigating risk)
    - Student Engagement (making it fun for all)
  - Fundamentals:
    - Why we can change direction (forces and ski design)
    - How we change direction (fundamentals and movements in skiing)

**Day 1 PM**
- Introduction to lesson planning (first experience Beginner through Intermediate)
  - Indoor:
    - Review Standards and Evaluation Criteria
  - Homework:
    - Candidates review lesson plans, common problems and corrections
    - Day 1 Reflective Questions (in Candidate Guide)

**Day 2 AM**
- Teaching Practice with...
  - Review and discussion of Day 1 Fundamentals and Reflections
  - Individual Candidate video
- Assessment and Development
  - Consolidate fundamentals of forces and movements in practice. Demonstrate principles and watch real students
  - Candidate lesson practice (lesson plans and progressions)

**Day 2 PM**
- Lesson Practice and on-snow debrief
  - Indoor:
    - Candidate video review, ski industry, CSIA pathway discussion
    - One-on-One discussion and focus session
  - Homework:
    - Review age specific methodology. (Teaching Children Handbook)
    - Teaching Children Online Module
    - Day 2 Reflective Questions

**Day 3 AM**
- Ski Improvement: with...
  - Review and discussion of Day 2 Lesson Practice
  - Address Day 2 Reflections
  - Teaching Children

**Day 3 PM**
- Teaching Practice (Teaching Children)
- Ski Improvement / Review
- Results Presentation
Lesson Plan Examples

Note that these are examples of lesson plans. Determining which is the best one to begin with depends on what your student’s needs are. Common Problems and Solutions below, will provide a few examples.

First Experience

Objective: Meet, greet and move! Relationship begins with your students and goals are established. Students gain comfort and mobility in the snow environment.

Terrain: As flat as possible. First meeting may be at the Rental Shop, Snow School Desk or Meeting Area.

Safety: Ensure students are dressed for the weather, fitness levels, input from parents about their kids' needs.

Fun Factor: Energy and attitude! Smile, be authentic, get to know your students. Keep them moving. Tune the intensity level to fitness level.

“The time you take to greet your group, establish goals, and put students at ease is the foundation that the rest of your lesson will build upon. This relationship and trust will help your students build the confidence to try new things and persist when learning a new sport”.

Fundamentals
- Meet, greet
- Trust and confidence
- Equipment familiarization
- Use of all joints helps maintain balance
- Climbing a small slope
- Turning safely to glide down

Lesson Plan examples:
1. Meet and greet your students with energy. Be approachable and learn names
2. Find out how they feel, listen for apprehension
3. Find location to introduce them to the environment, equipment and start mobility
4. Create mobility through walking over various terrain, running, races, tag...
5. Introduce equipment, how to put on, take it off
6. Show how to fall over safely and how to get up
7. Climbing (side stepping and/or herringbone)
8. Start gate stance (bullfighter turn) – to setup safely for gliding

COMMON PROBLEMS AND SOLUTIONS:

Fear and Apprehension:
Assessment: Hesitant to try, they look nervous, they may be afraid (falling, other skiers etc)
   kids may cry, refuse to go with you

Development: Be friendly, open and helpful to build trust and confidence
   Prime them for the fun they will have. Falling is part of it and it’s okay!
   Stay close to them for support and comfort
   Get down to kid’s eye level, goggles up, smile, talk about things that interest them
<table>
<thead>
<tr>
<th>Lack of mobility:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment:</strong></td>
<td>Difficulty moving around, awkward movements</td>
</tr>
<tr>
<td><strong>Development:</strong></td>
<td>Show them heel to toe stride in ski boots, dig heels or toes in on slopes</td>
</tr>
<tr>
<td></td>
<td>Have them bounce up and down to flex boots</td>
</tr>
<tr>
<td></td>
<td>Work on moving all joints, use examples like tennis, basketball etc</td>
</tr>
<tr>
<td></td>
<td>Keep group active to keep them warm, take breaks if needed</td>
</tr>
<tr>
<td></td>
<td>Play games with kids</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Can’t climb slope:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment:</strong></td>
<td>Skis slipping and not gripping enough</td>
</tr>
<tr>
<td><strong>Development:</strong></td>
<td>Roll ankle and knee of downhill ski inwards, so the edge bites</td>
</tr>
<tr>
<td></td>
<td>Ensure they understand the effect of the “fall line”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Difficulty turning around on a slope:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment:</strong></td>
<td>Hesitant or lack of correct movements to turn in place on a slope</td>
</tr>
<tr>
<td><strong>Development:</strong></td>
<td>Bullfighter turn</td>
</tr>
<tr>
<td></td>
<td>Small multiple steps to maneuver skis into snowplow position</td>
</tr>
<tr>
<td></td>
<td>Hands-on approach, assisting students the first few times as they move to their start gate stance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Equipment:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment:</strong></td>
<td>Incorrect use or setup of equipment, awkward handling, confused looks, boots hurt</td>
</tr>
<tr>
<td><strong>Development:</strong></td>
<td>Check that boots are done up correctly, pants over boots, not tucked inside etc</td>
</tr>
<tr>
<td></td>
<td>Teach to scrape snow off on bindings and assist when needed</td>
</tr>
<tr>
<td></td>
<td>Not everyone can afford the right equipment. Be empathetic with recommendations</td>
</tr>
<tr>
<td></td>
<td>Show how bindings function and how to get in and out of them. Practice…</td>
</tr>
<tr>
<td></td>
<td>Ensure bindings fit boots, but don’t adjust bindings yourself</td>
</tr>
</tbody>
</table>
**Straight Gliding**

**Objective:** Students can glide and are confident with the sensation of “letting go”

**Terrain:** Flat or gently sloping. Concave or slight rise in outrun is ideal

**Safety:** Consider how fast the students might go without ability to slow or stop themselves. Are there hazards?

**Fun Factor:** How far can you slide? How fast can you go? How about one foot? Jumping while sliding

**Fundamentals**

- First sensation of gliding
- Use of all joints helps maintain balance
- Balance on the foot

**Movements**

- n/a
- (use range of movement in ankles, knees and hips)
- (flexed ankles, shin contact, ball and heel pad)

**Lesson Plan example:**
1. Show and have them try an athletic, centred stance before sliding
2. Help them find cues such as shins on tongue of boots, weight in middle of each foot
3. Push with poles to start sliding
4. Maintain bend in all joints for balance, look forward, hands forward with arms relaxed
5. Explore range of movement by utilizing joints

**COMMON PROBLEMS AND SOLUTIONS:**

<table>
<thead>
<tr>
<th>Fear and Apprehension:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment:</td>
<td>Hesitant to try, they look nervous, they may be afraid (falling, other skiers etc)</td>
</tr>
<tr>
<td></td>
<td>Falling backwards when skis move</td>
</tr>
<tr>
<td>Development:</td>
<td>Stay close as they try, offer a hand or snowplow backwards in front of them</td>
</tr>
<tr>
<td></td>
<td>Consider flatter terrain</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Falling:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment:</td>
<td>Unbalanced stance, lack of flexion</td>
</tr>
<tr>
<td>Development:</td>
<td>Hands on knees for stability, shin pressure, go with the skis</td>
</tr>
<tr>
<td></td>
<td>Balance on both feet, drag poles to assist balance</td>
</tr>
</tbody>
</table>

**Additional Information**

Gliding is the essence of skiing. Don’t underestimate the exhilaration that a student will feel at this point in the lesson.
Speed Management in Snowplow

Objective: Students can confidently manage their speed using a snowplow stance

Terrain: Flat to gently sloping. Concave or slight rise in outrun is ideal

Safety: Consider how fast the students might go. Are there hazards (trees, lifts, people)?

Fun Factor: Red Light/Green Light, slow races, use rollers – maintain speed

Fundamentals

- Wide stance
- Turn legs inwards
- Blend above movements

Movements

- (leg abduction)
- (internal leg rotation)
- (unification into a motor pattern)

Lesson Plan example:

1. Demonstrate fundamental movements and how the snowplow works
2. Have them try without skis on. One foot then the other. Jump into snowplow stance
3. With skis on and some forward movement, turn skis into snowplow
4. From a downhill glide, have them try a snowplow. Ensure run out is clear
5. Vary by adding games and challenges for quickness and control

COMMON PROBLEMS AND SOLUTIONS:

**Tips cross:**
- Assessment: Tips touching or crossing
- Development: Move feet wider apart, ski down backwards and help them, use of Edgie-Wedgie
  Flex down as feet move apart, use muscular effort to maintain snowplow

**Tips separate:**
- Assessment: Tips too far apart. Legs don’t turn in
- Development: Teach balance on inside of each foot
  Ensure student is turning legs in, ankles are bent, and they feel shin contact on boots

**Fatigue:**
- Assessment: Students begin to fall more frequently, possible frustration
- Development: Limit amount of climbing, take breaks
  If safe to do so, use surface lift or stationary carpets
  Promote relaxed posture, tension burns energy
Direction Change and Linking Snowplow Turns

Objective: Students can change direction “at will” in a snowplow. Excitement builds with control!

Terrain: Gently sloping with space to link a few turns. Momentum is an important tool here

Safety: Consider where students might go if they make a mistake. Are there hazards (trees, lifts, people)?

Fun Factor: Ski pole slalom, Simon says, cat and mouse, terrain features, use a lift if you can

Fundamentals

Movements

- Skis in snowplow (basic snowplow position)
- Turn outside leg/foot (internal femur rotation)
- Balance on outside ski (lighten inside foot)
- Change of balance (re-centering, flexion and extension of legs)

Lesson Plan example:

1. Same fundamentals as straight snowplow. Now use one side more than the other
2. From a snowplow, rotate femur of outside ski and lighten the inside foot. Balance on outside foot as it turns
3. Try turn in other direction, turn to a stop in both cases
4. Vary quickness and amount of movement for control
5. Explain and practice how to re-center and transfer balance from outside ski to outside ski by making inside foot light
6. Slide across the slope, rise and flatten old turning ski and then roll foot and turn new leg, maintain momentum

Common Problems and Solutions:

<table>
<thead>
<tr>
<th>Student doesn’t turn, leaning in:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment: Balance is on the inside foot</td>
<td>Development: Teach balance on outside foot Flex ankle and knee of the outside leg, gentle tail tap of the inside ski, touch knee on outside leg</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Doesn’t turn:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment: Outside ski slipping, too little edge angle</td>
<td>Development: Teach balance on inside edge of outside ski Side stepping uphill to get feeling of inside edge, touch outside knee</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Doesn’t turn:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment: Outside ski stuck on too much edge, ski will track with sidecut and leave a line in the snow</td>
<td>Development: Narrow stance, flatten outside ski</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Turns don’t link:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment: Student won’t/can’t initiate new turn</td>
<td>Development: Develop re-centering movement and turning of new ski Rise up on both feet while extending, roll outside ankle inward</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No control of turn shape:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment: Upper body leading the turn, outside ski not gripping</td>
<td>Development: Work on leg turning (femur rotation), rolling in of the ankle on the turning ski Turn thigh with hands, bottle cap analogy, focus on turn completion</td>
</tr>
</tbody>
</table>
Introduction to Parallel

Objective: Students can glide confidently with enough speed to aid balance to the outside ski after the fall line

Terrain: Longer green to blue slope for medium speed. Consider confidence and athleticism of student

Safety: Stay away from, or work with the flow of traffic. Teach responsibilities and risks of being on the mountain

Fun Factor: Explore terrain, one ski turns, follow me, terrain features and turn shapes

Fundamentals

- Smaller snowplow
- Faster speed
- Inside ski edge change
- Inside ski steered to match
- Complete turn with parallel skis

Movements

- n/a
- (lighten inside foot and roll to opposite edge)
- (inside ski external leg rotation)
- n/a

Lesson Plan example:
1. Add speed to linked snowplow turns through a larger turn, comfortable terrain
2. Below the fall line make the inside foot lighter to promote balance to outside ski
3. Lighten inside foot and roll to opposite edge
4. Based on student ability, progress inside foot lightening and rolling further up the arc
5. Ensure enough speed and momentum to promote good balance

Common Problems and Solutions:

<table>
<thead>
<tr>
<th>Speed not maintained:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment: Students can’t roll inside ski onto uphill edge, tail of inside ski catches on snow, snowplow is too big</td>
</tr>
<tr>
<td>Development: Choose flatter terrain, encourage smaller snowplow and faster speed</td>
</tr>
<tr>
<td>Tap the tail of inside ski to promote balance on outside ski</td>
</tr>
<tr>
<td>Use “follow me” to promote effective turn shape</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tipping inside:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment: Skis not matching, balance on inside foot</td>
</tr>
<tr>
<td>Development: Teach balance on outside foot</td>
</tr>
<tr>
<td>Touch downhill knee with hands, one ski turns, airplane turns</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>No control of turn shape:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment: Upper body leading the turn, outside ski not gripping</td>
</tr>
<tr>
<td>Development: Work on leg turning, rolling in of the ankle on the turning ski</td>
</tr>
<tr>
<td>Turn thigh with hands, boot arch’s in snow, bottle cap analogy, drag outside pole</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Difficulty matching ski:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment: Balance on inside ski, skier is tipped inside</td>
</tr>
<tr>
<td>Development: Start lightening inside ski earlier in turn</td>
</tr>
<tr>
<td>Step-up turns, bike pedaling, rollerblade turn</td>
</tr>
</tbody>
</table>

Additional Information:
- With athletic students, faster speed on gentle terrain can naturally produce inside ski matching later in the turn. Encourage this and have the student reflect on what happened (skis are now on corresponding edges).
**Pole Plant**

Only applicable if your students have poles and learning a pole plant will be beneficial to development.

**Objective:** Students can time pole plant to assist with balance and linking of turns

**Terrain:** Green and blue runs. Teach pole plant on terrain that students are very comfortable with

**Safety:** Pole straps adjusted correctly to protect the thumb

**Fun Factor:** A secret weapon for our skiing

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**Fundamentals**

- Arms forward, slightly to side
- Swing downhill pole from forearm and wrist
- Timing of pole touch is at edge change

**Movements**

- n/a

---

**Lesson Plan example:**

1. Stationary practice of pole swing and touch. Only swing with forearm and wrist. Arms stay quiet
2. Create a light inside foot with the timing of the pole plant
3. Practice above sequence in a traverse or on a cat track
4. Apply to turns

---

**Common Problems and Solutions:**

<table>
<thead>
<tr>
<th>Planting wrong side</th>
<th>Assessment</th>
<th>Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planted on uphill side</td>
<td>Explain correct side</td>
<td></td>
</tr>
<tr>
<td>Have student follow and copy/mirror you</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Incorrect timing</th>
<th>Assessment</th>
<th>Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timing not at edge change</td>
<td>Time pole swing with the rising motion (leg extension)</td>
<td></td>
</tr>
<tr>
<td>Stork turns, step-up turns</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Loss of separation and balance</th>
<th>Assessment</th>
<th>Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper body rotates around with pole swing, inside hand/arm falls back</td>
<td>Swing pole only with forearm and wrist - not arm</td>
<td></td>
</tr>
<tr>
<td>Keep/push hand forward after pole touch, keep hands in view, double pole plant</td>
<td></td>
<td></td>
</tr>
</tbody>
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**Additional Information:**

- A pole plant is necessary to progress to advanced skiing. It improves balance by creating a larger base of support, helps with timing, stabilizes upper body and can enable a stronger turning force in the legs
- A pole plant can be taught before or after Parallel
- Ensure students understand how to correctly wear the pole straps
Linking Parallel Turns

Objective: Students ski with more agility and efficiency by turning both skis at the same time

Terrain: Green and blue runs. Consider confidence and athleticism of student. Convex rolls help turn initiation

Safety: Stay away from, or work with the flow of traffic. Teach responsibilities and risks of being on the mountain

Fun Factor: Exploration, one ski turns, follow me, terrain features and turn shapes, increase speed

Fundamentals
- Slightly faster speed
- Release COM across BOS (slight bend in downhill knee to start toppling)
- Simultaneous edge release (roll ankle inward)
- Balance to outside ski (separation, angulation) (rotation of femurs, roll foot inward)

Lesson Plan example:
1. Beginning at previous turn completion
2. Bend downhill knee slightly to start toppling effect of COM over BOS
3. Edges release simultaneously with crossing of COM over BOS
4. Incorporate leg turning to promote balance on outside ski
5. Balance on outside ski throughout turn by keeping inside foot light
6. Increase edge angles with separation and angulation as required for direction and speed management

Common Problems and Solutions:

Too slow:
| Assessment: Students speed too slow to execute a parallel turn |
| Development: Choose flatter terrain to encourage faster skiing |
| Have student follow you and keep up, encourage larger turns |

Late balance transfer:
| Assessment: Student stemming, COM not rising at turn initiation |
| Development: Lighten inside foot to transfer balance earlier in the turn (turn initiation) |
| Stork turns, drag uphill pole, berms or sidehills |

Not releasing both skis together:
| Assessment: Stemming, sequential foot movements |
| Development: Practice simultaneous edge release |
| Side slips on and off, focus on release of downhill ski, use convex terrain, rollerblade turns on flats |

No control of turn shape/speed:
| Assessment: Upper body leads into the turn |
| Development: Work on leg turning |
| Leg turning exercises, hockey stops, diagonal side slips |

Additional Information:
- Speed is important. It's very difficult to turn the skis simultaneously at slow speeds
- A pole plant can assist with the releasing of both edges. It helps with timing and balance (committing to new outside ski) and enhances internal turning effort (point of contact with the ground)

*COM = Center of Mass, * BOS = Base of Support
CSIA CERTIFICATION PATHWAY OVERVIEW

CSIA LEVEL 2 PATHWAY

L2 TRAINING (2 day on-snow Program + Guest Service Online Module)

L2 EVALUATION (2 day on-snow Evaluation)

10 EDUCATION CREDITS (minimum required)

SUGGESTED WAYS TO ACCUMULATE 10 CREDITS

Fast Track!
- National Modules
  - Teaching Children (1 day) = 10 credits
  - Terrain Assisted Development (1 day) = 10 credits
  - BPC - Biomechanical & P. Module (1 day) = 10 credits
  - Free Tactics / Snow Park Intro (2 day) = 10 credits
  - Snow Park Certification (3 day) = 10 credits

Progressive
- PDP, Regional Clinics, Online Learning, Events, etc = 2 to 5 credits each
Day 1

Of the learning activities your experienced today, which ones helped you learn the most? Why?

Which activities would you like to try when you teach? Why?

What is one question that you need answered about what was presented today?

Day 2

In your practice today, what went well for you?

In your practice today, was there anything you struggled with? If so, what was it?

What can you do differently tomorrow to avoid or overcome that struggle?
## Course Content

**Duration:**
- 3 days, totalling 20 hours, including Evaluation and Online Learning Modules

**Online Modules:**
- Guest Service
- Teaching Children/Duty of Care/Alpine Responsibility Code
  
  **2 hours**

**Required Reading:**
- Canadian Ski Teaching (assignments during course)
- Teaching Children Handbook

**Indoor:**
- Evaluation Criteria and Standards Review
- Introduction to CSIA, next steps and a future in ski teaching
- One-on-One Discussion and Focus Session
- Video Review
- Group Debriefs
- Results Presentation
  
  **3 hours**

**Outdoor:**
- Ski Improvement and Skill Development with video
- Lesson Plan/progression modeling
- Lesson Plan and teaching practice
- Age specific tactics for children
- Group Debriefs
  
  **15 hours**

**TOTAL:**

**20 hours**
Candidates are evaluated on their skiing and teaching skills, as well as their participation on and off the snow. The evaluation is based on ongoing assessment through the duration of the Program.

Skiing is evaluated on the Candidate’s ability to demonstrate within a variety of practice teaching opportunities, as well as on their own skiing.

The Candidate’s own skiing is assessed on green and blue terrain in parallel and snowplow situations in a variety of turn shapes and speeds up to Intermediate Parallel at intermediate speeds. In some cases, steeper terrain and faster speeds may be used to teach and consolidate skiing fundamentals.

Teaching skills are assessed during the Candidate’s practice teaching opportunities, as well as based on their participation and professionalism throughout the course.

Teaching and Skiing, and Performance Criteria are described on the next page.

Teaching and Skiing Outcomes are based on two factors:

1. A frequency expectation of achieving the Standard in each criteria, “most of the time” or, approximately 70% of the time.
2. The Candidate’s demonstrated level of understanding - described using the following:

   - ME: Candidate Meets Expectations in this aspect
   - NI: Candidate Needs Improvement in this aspect
   - Recalls: Candidate can Recall the concepts presented on course and in resources provided
   - Identifies: Candidate can Identify the concept when watching others teaching and skiing
   - Uses: Candidate can Use the concept in practice teaching scenarios and in their own skiing
   - Adapts: Candidate can effectively Adapt the concept based on situations encountered

See Evaluation Form for further details.
### TEACHING

<table>
<thead>
<tr>
<th>Safe Teaching:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Identifies methods for organizing students for safe chairlift rides</td>
</tr>
<tr>
<td>- Uses safe locations for stopping a class</td>
</tr>
<tr>
<td>- Uses safety considerations in choosing terrain</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Skills:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Uses positive interactions with fellow participants</td>
</tr>
<tr>
<td>- Uses clear communication</td>
</tr>
<tr>
<td>- Uses responsibility for own learning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching Children:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Identifies engaging teaching approaches for children</td>
</tr>
<tr>
<td>- Identifies class management tactics for children</td>
</tr>
<tr>
<td>- Recalls basic cognitive/physical differences in age groups</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson Delivery:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Uses basic lesson plans</td>
</tr>
<tr>
<td>- Identifies basic fundamentals of lesson objectives</td>
</tr>
<tr>
<td>- Uses basic development approach</td>
</tr>
<tr>
<td>- Identifies terrain to enhance learning</td>
</tr>
</tbody>
</table>

### SKIING EVALUATION – Performance Criteria

<table>
<thead>
<tr>
<th>SKIING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrations within lessons:</td>
</tr>
<tr>
<td>- Uses fundamentals of Mobility</td>
</tr>
<tr>
<td>- Uses fundamentals of Gliding</td>
</tr>
<tr>
<td>- Uses fundamentals of Speed Management</td>
</tr>
<tr>
<td>- Uses fundamentals of Direction Change</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Candidate Skiing:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Uses all joints to help maintain balance and manage forces</td>
</tr>
<tr>
<td>- Uses turning effort led by the lower body and the ski design</td>
</tr>
<tr>
<td>- Uses separation and angulation to provide grip</td>
</tr>
<tr>
<td>- Uses coordinated movements patterns</td>
</tr>
</tbody>
</table>

### RE-TEST ON SKIING OR TEACHING

Candidates who fail skiing or teaching, or both, have 2 years (730 days) from the course date to be re-evaluated on the incomplete portion. After that period, the full course must be taken again.

Skiing re-test, Day 1 and 2 (results provided after Day 2 for re-test participants). Teaching re-test, Day 2 and 3.
# Level 1 Certification - Evaluation Form

## Teaching

<table>
<thead>
<tr>
<th>Ni</th>
<th>Recalls</th>
<th>Identifies</th>
<th>Uses</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

### Safe Teaching

3/5

- Methods for organizing students for safe lift rides
- Safe locations for stopping a class
- Safety considerations in choosing terrain

### Professional Skills

3/5

- Positive interactions with fellow participants
- Clear communication
- Actions showing responsibility for own learning

## Skiing

<table>
<thead>
<tr>
<th>Ni</th>
<th>Recalls</th>
<th>Identifies</th>
<th>Uses</th>
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</thead>
<tbody>
<tr>
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</tbody>
</table>

### Demonstrations Within Lessons

3/4

- Fundamentals of Mobility
- Fundamentals of Gilding
- Fundamentals of Speed Management
- Fundamentals of Direction Change

### Teaching Children

3/3

- Engaging teaching approaches for children
- Class management tactics for children
- Basic cognitive/physical differences in age groups

### Lesson Delivery

3/4

- Basic lesson plan
- Basic fundamentals of lesson objective
- Basic development approach
- Terrain to enhance learning

### Parallel Skiing on Intermediate Terrain

3/4

- All joints to maintain balance and manage forces
- Turning led with the lower body and ski design
- Separation and angulation to provide grip
- Coordinated movement patterns

## Legend

- The marking scale is based on an expectation that the competency is apparent "most of the time" during the training.
- The evaluation of each criteria is based on the candidates demonstrated level of understanding.
- The grey box indicates the standard of the level 1 certification for that evaluation criteria.
- Requirement for achieving the standard in each section is indicated (3/5 or 3/4).
- Candidates must meet expectations in all four teaching sections to pass the teaching section.
- Candidates must meet expectations in both skiing sections to pass the skiing section.
- Candidate meets expectations in this aspect
- Candidate needs improvement in this aspect
- Candidate can recall the concept presented on course and in resources provided
- Candidate can identify the concept when watching others teaching and skiing
- Candidate can use the concept in practical teaching scenarios and their own skiing
- Candidate can accurately adapt the concept based on situations encountered.