



CSIA

Canadian Ski Instructors' Alliance

CANADIAN SKI INSTRUCTORS' ALLIANCE

***Level 1 Certification
Candidate Guide***

2020-2021

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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Introduction



Welcome to ski teaching and a 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, collaborative 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 14 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 pre-requisite 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

Program Schedule



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 (collaboration, active listening, respect, building rapport ...)
 - 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 and a collaborative approach (first experience Beginner through Intermediate)
 - Review Standards and Evaluation Criteria
- Homework:
- Candidates review lesson plans, common problems and solutions
 - Day 1 Reflective Questions (in Candidate Guide)

Day 2 AM

- Teaching Practice with...
 - Review and discussion of Day 1 Fundamentals and Reflections
- 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
 - One-on-One discussion and focus session
- Homework:
- Day 2 Reflective Questions

Day 3 AM

- Ski Improvement: with...
 - Review and discussion of Day 2 Lesson Practice
 - Address Day 2 Reflections.
- Focus on Teaching Children

Day 3 PM

- Teaching Practice (Teaching Children highlights)
- 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

Lack of mobility:

Assessment: Difficulty moving around, awkward movements
Development: Show them heel to toe stride in ski boots, dig heels or toes in on slopes
Have them bounce up and down to flex boots
Work on moving all joints, use examples like tennis, basketball etc
Keep group active to keep them warm, take breaks if needed
Play games with kids

Can't climb slope:

Assessment: Skis slipping and not gripping enough
Development: Roll ankle and knee of downhill ski inwards, so the edge bites
Ensure they understand the effect of the "fall line"

Difficulty turning around on a slope:

Assessment: Hesitant or lack of correct movements to turn in place on a slope
Development: Bullfighter turn
Small multiple steps to maneuver skis into snowplow position
Hands-on approach, assisting students the first few times as they move to their start gate stance

Equipment:

Assessment: Incorrect use or setup of equipment, awkward handling, confused looks, boots hurt
Development: Check that boots are done up correctly, pants over boots, not tucked inside etc
Teach to scrape snow off on bindings and assist when needed
Not everyone can afford the right equipment. Be empathetic with recommendations
Show how bindings function and how to get in and out of them. Practice...
Ensure bindings fit boots, but don't adjust bindings yourself

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:

Fear and Apprehension:

Assessment: Hesitant to try, they look nervous, they may be afraid (falling, other skiers etc)
Falling backwards when skis move

Development: Stay close as they try, offer a hand or snowplow backwards in front of them
Consider flatter terrain

Falling:

Assessment: Unbalanced stance, lack of flexion

Development: Hands on knees for stability, shin pressure, go with the skis
Balance on both feet, drag poles to assist balance

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
Student is sitting back

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

- Skis in snowplow
- Turn outside leg/foot
- Balance on outside ski
- Change of balance

Movements

- (basic snowplow position)
- (internal femur rotation)
- (lighten inside foot)
- (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:

Student doesn't turn, leaning in:	
Assessment:	Balance is on the inside foot
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
Doesn't turn:	
Assessment:	Outside ski slipping, too little edge angle
Development:	Teach balance on inside edge of outside ski Side stepping uphill to get feeling of inside edge, touch outside knee
Doesn't turn:	
Assessment:	Outside ski stuck on too much edge, ski will track with sidecut and leave a line in the snow
Development:	Narrow stance, flatten outside ski
Turns don't link:	
Assessment:	Student won't/can't initiate new turn
Development:	Develop re-centering movement and turning of new ski Rise up on both feet while extending, roll outside ankle inward
No control of turn shape:	
Assessment:	Upper body leading the turn, outside ski not gripping
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

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
- 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:

Speed not maintained: Assessment: Students can't roll inside ski onto uphill edge, tail of inside ski catches on snow, snowplow is too big Development: Choose flatter terrain, encourage smaller snowplow and faster speed Tap the tail of inside ski to promote balance on outside ski Use "follow me" to promote effective turn shape
Tipping inside: Assessment: Skis not matching, balance on inside foot Development: Teach balance on outside foot Touch downhill knee with hands, one ski turns, airplane turns
No control of turn shape: Assessment: Upper body leading the turn, outside ski not gripping Development: Work on leg turning, rolling in of the ankle on the turning ski Turn thigh with hands, boot arch's in snow, bottle cap analogy, drag outside pole
Difficulty matching ski: Assessment: Balance on inside ski, skier is tipped inside Development: Start lightening inside ski earlier in turn Step-up turns, bike pedaling, rollerblade turn

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

Fundamentals

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

Movements

n/a
n/a
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:

Planting wrong side:

Assessment: Planted on uphill side

Development: Explain correct side
Have student follow and copy/mirror you

Incorrect timing:

Assessment: Timing not at edge change

Development: Time pole swing with the rising motion (leg extension)
Stork turns, step-up turns

Loss of separation and balance:

Assessment: Upper body rotates around with pole swing, inside hand/arm falls back

Development: Swing pole only with forearm and wrist - not arm
Keep/push hand forward after pole touch, keep hands in view, double pole plant

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
- Recentre COM over BOS
- Simultaneous edge release
- Balance to outside ski (separation, angulation)

Movements

- n/a
- (through leg extension management)
- (roll ankle inward)
- (rotation of femurs, roll foot inward)

Lesson Plan example:

1. Beginning at previous turn completion
2. Recentre COM over BOS through leg extension management
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)

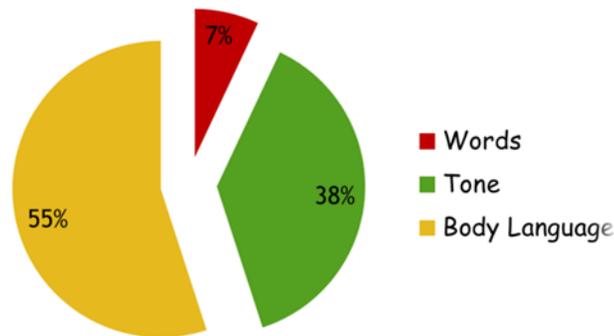
*COM = Center of Mass, * BOS = Base of Support



Tired... Excited...
 Uncomfortable... Nervous... Angry...
 Happy... Energetic... Easy going... Hopeful...
 Hungry... Cold... Scared... Weary... Sad
 Low Self-esteem... Apprehensive... Age...
 Equipment... Clothing issues... Language barriers...

Upon a first impression, remember the Iceberg. What we see on the surface is not always indicative of what is underneath. All the words listed above represent some of the feelings or issues kids may be experiencing when they come to snow school.

Types of Communication



This graph is to demonstrate how important tone and body language is, compared to words. Remember that children have already assessed who you are, and what kind of relationship they are going to have with you, way before you actually have your first conversation. It will also help to know this in a difficult situation. It isn't always what you say, but how you say it.

Acknowledge feelings: Listen to Understand

Often we will see children and parents showing signs of non-verbal communication indicating that they are uneasy.

These include such things as crying, looking away, hanging on to parents, stiff posture, and acting out. Use these cues to start the communication process right away! By dealing with the situation in a pro-active way rather than a reactive way, you will gain the confidence of the children and parents.

Note that when acknowledging feelings, we are not trying to fix the problem. A lot of times people do not need the problem fixed, they just need to be listened to and understood.

Here are some tactics to try:

- Identify the child's feelings. *i.e.* "You look frustrated."
Ask why? Use open-ended questions. "Can you tell me why?"
- Put the feeling into words.
"Sounds like you're frustrated..., that must make you feel angry..."
- Acknowledge the child's feelings with a sound or a word. "Hmm,... yes..."
Encourage them to continue, but you don't always have to have something ready to say. Sometimes safe silence is the best. Remember to keep body language calm.
- Give the child in fantasy what you can't give them in reality.
Use humour! "Wouldn't it be great if we could have hot chocolate on the chairlift..." or "I wish we could fly right up above us and see everyone on the mountain, including our moms ..."
- Accept the child's feelings even as you stop unacceptable behavior.
"Frank, I can see you are very angry about Taylor stepping on your skis. However, hitting is not acceptable."

Techniques to good listening:

1. Open Body – arms and legs uncrossed, eye contact
2. Rephrasing – "So what you said was..."
3. Write it Down

Communication with children

TIPS for Effective Communication:
Speak to be Understood**Encouraging Cooperation**

Use the skills listed below to either curb negative behavior, or encourage participation. In the line below, try to come up with a statement using the given skill to solve the situation.

1. Describe the situation (and what you would like to occur)

i.e. I see skis everywhere....maybe we should pick them up.

You try: Your kids are not staying in a line while skiing behind you.

Answer: I see kids all over the hill! How about we try and stay in our line.

2. Give information i.e. When we take our gloves off, our hands get cold

You try: One of your kids keeps sitting down in the middle of a run.

Answer: Hey Julie, if you sit down there, someone might run you over.

3. Use reminding words i.e. "Behind & Below" or "Wipe out!"

You try: You have a child that keeps wandering off.

Answer: "Stay with the group please" or "Next to me please"

4. Give choices (neither are a threat) i.e. Which hook would you like to hang your coat on?

You try: You are at your lunch location and want your class to put their skis on a rack.

Answer: "Would you like to use this rack, or this one?"

5. Use Humour i.e. "Well if you don't put your bib back on, I won't know who you are and may call you the wrong name for the rest of the day!"

You try: You would like everyone to stay seated at lunch.

Answer: "I think I may have to glue your bottom to the chair!"

6. "I" Messages

"I": Focus is on you rather than child.

It Helps children focus on how their actions are being received and teaches them _____ to communicate feelings in a respectful way. It also encourages children to respect others' feelings and rights.

"You": Nags, blames, annoys, puts up walls, discourages cooperation, and lowers self-esteem.

i.e. "When I see our skis left all over the place, I feel worried because someone could trip on them".

You try: A child has stopped dangerously close to the group.

When I see: (behaviour) _____ A: "a stop so close to the group" _____

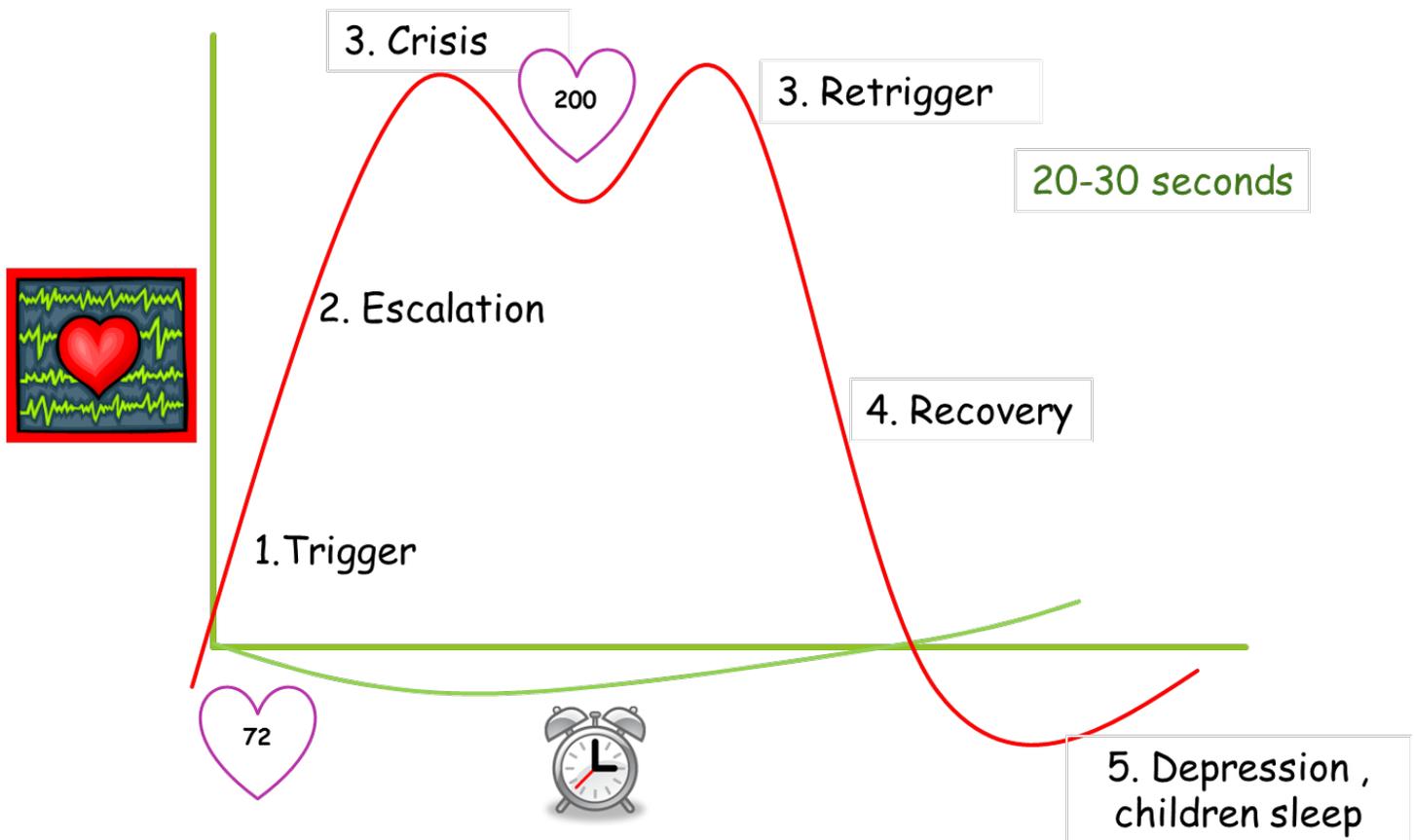
I feel: (feeling) _____ A: "concerned" _____

Because: (explanation) _____ A: "someone would really get hurt if there was a crash"._

Anger Management

Anger is a physiological response to a stimulus or an event which causes one to feel threatened, frightened, frustrated, humiliated hurt etc. There is usually an event which triggers the rest of the arousal cycle. You see yourself to be threatened emotionally, mentally and or physically and your physiological systems begin preparing to meet the threat.

Explain the **anger cycle** by going through the stages with the help of an example.



Communication with children

Anger Management

1 Trigger- preparing for fight or flight, blood starts to drain to extremities. At this point the cycle has started and must complete the stages. How effectively we understand the cycle will determine how long the child stays angry.

2 Escalation- releasing adrenaline, heart rate increases, breathing increases, muscles tense, voice gets louder and pitch increases. Young children may start to run off and will move very quickly and/or kick.

3 Crisis- Adrenaline is maxed out, blood pressure is maxed, all blood has drained from frontal lobe where reasoning is housed, therefore our decision making skills are compromised and often we say things we don't mean. This phase last 20-30 seconds, however, in this phase a person can be re-triggered repeatedly. This happens one of two ways, internal trigger or external triggers. We cannot help a child who has internally trigger (a memory) or external trigger (something we say or do).

4 Recovery- Blood pressure decreases, listening/understanding increases, breathing becomes regular and the muscles relax. This is the stage where we have listened to understand and now we are going to speak to be understood.

5 Depression- Often in young children who have had a good cry the result will be sleep. Sometimes sadness or shame in older children and their energy will be depleted.

The best way to deal with someone who is angry is just to first give space and acknowledge their feelings until they have calmed down. It is easy to become angry as well. Try your best to "Listen to Understand," and then "Speak to be Understood" using the techniques above.

If it becomes too intense for you, ask for help from a co-worker or supervisor.

An Example:

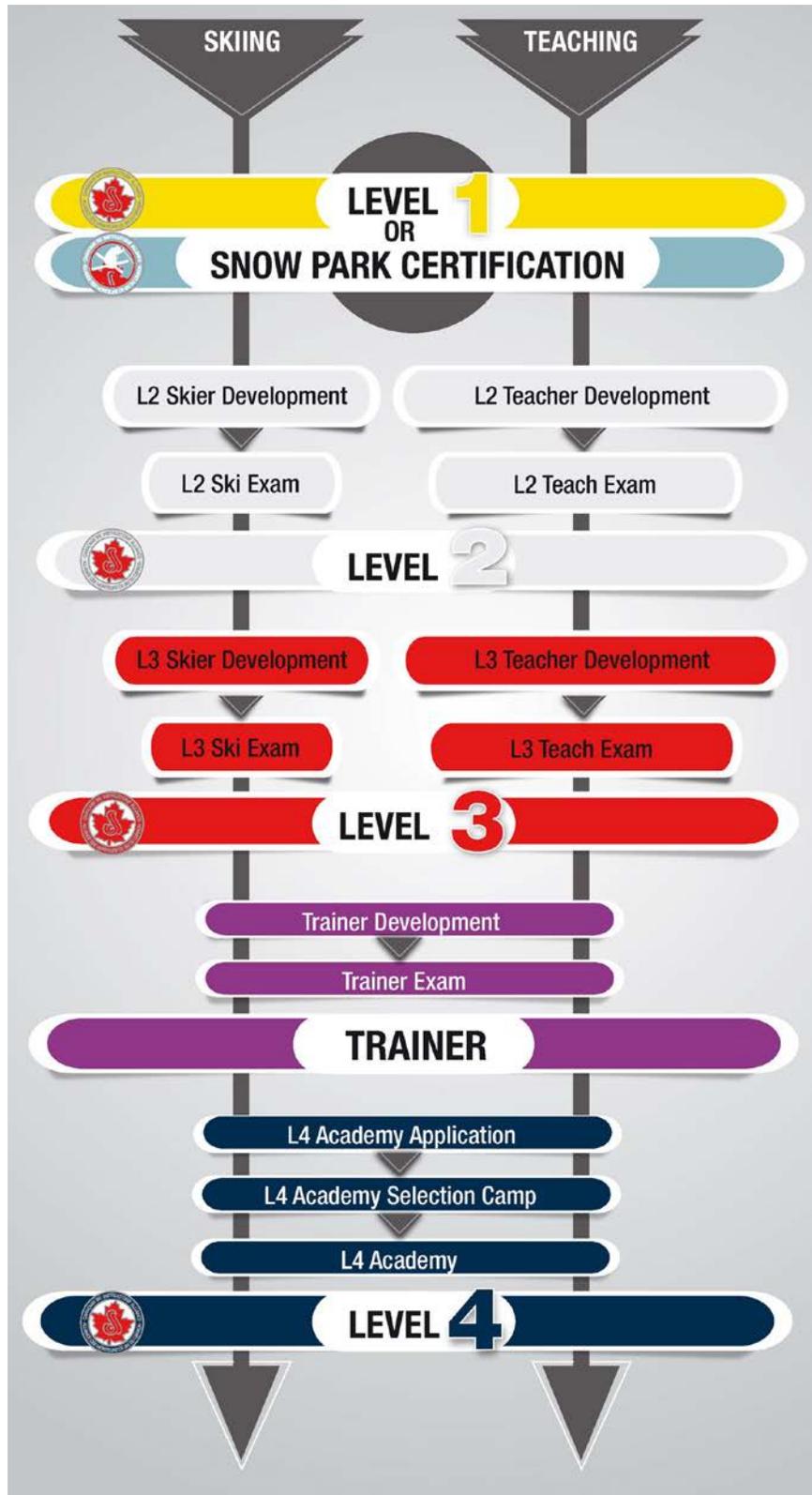
Maggie (6 years old) has had a few weeks off skiing. She comes back with newer, longer skis and it has snowed a wet 10 centimeters (1). She used to always be at the front of the group but has been falling repeatedly all morning and is trailing at the back (2). She falls one more time, her skis come off, (3) she stands up yelling and crying, throws her skis and starts walking down the mountain.

You try to help by trying to take her arm and put her ski back on (3) but she screams at you, tries to kick you and continues walking down the mountain.

She eventually sits down in the snow (4) still crying but you are able to talk to her in a calm voice and find out what the problem is.

(5) She is still sad and needs some time to chill out with you at lunch time.

PATHWAY OVERVIEW



Reflective Questions



Day 1

Of the learning activities you 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: <ul style="list-style-type: none">- 3 days, totalling 20 hours, including readings and evaluation and results presentation.	
Required Reading: <ul style="list-style-type: none">- Canadian Ski Teaching - “Getting Started”- CSIA Collaborative Teaching Approach- Lesson Plans- Teaching Children (in Candidate Guide)	
	2 Hours
Practical: <ul style="list-style-type: none">- Ski Improvement and Skill Development- Lesson Plan/progression modeling- Lesson Plan and teaching practice- Age specific tactics for children- Evaluation Criteria and Standards Review- Introduction to CSIA, next steps and a future in ski teaching- One-on-One Development Planning- Group Debriefs	
	18 Hours
TOTAL:	20 hours

Evaluation Guidelines



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

See Evaluation Form for further details.

TEACHING EVALUATION – Performance Criteria

TEACHING
Safe Teaching: <ul style="list-style-type: none">- Identifies methods for organizing students for safe chairlift rides- Uses safe locations for stopping a class- Uses safety considerations in choosing terrain
Professional Skills: <ul style="list-style-type: none">- Uses positive interactions with fellow participants- Uses clear communication- Uses actions showing responsibility for own learning
Teaching Children: <ul style="list-style-type: none">- Identifies engaging teaching approaches for children- Identifies class management tactics for children- Recalls basic cognitive/physical differences in age groups
Lesson Delivery: <ul style="list-style-type: none">- Uses basic lesson plans- Identifies basic fundamentals of lesson objectives- Uses basic development approach- Identifies terrain to enhance learning

SKIING EVALUATION – Performance Criteria

SKIING
Demonstrations within lessons: <ul style="list-style-type: none">- Uses fundamentals of Mobility- Uses fundamentals of Gliding- Uses fundamentals of Speed Management- Uses fundamentals of Direction Change
Candidate Skiing: <ul style="list-style-type: none">- uses Rotational Control for upper lower body independence- uses Edging Control to achieve grip- uses Pressure Control to achieve balance and direct forces.- uses Blend of skill movements

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.

