



Canadian Ski Instructors' Alliance

CANADIAN SKI INSTRUCTORS' ALLIANCE

***Snow Park 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.

SPCG-ENG-21

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Canadian Ski Instructors' Alliance

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Printed in Canada

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Introduction



Welcome to ski teaching and the first step toward a rewarding career in the ski industry!

The CSIA Snow Park 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 and Snow Park enthusiasts just like you.

In this program, you will be introduced to basic lesson plans for Snow Park progression, people skills and a level of technical proficiency that Canadian Snow Schools recognize to be beneficial to their guests, the skiing public. The Snow Park Certification 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 Snow Park Certification is for any skier over the age of 14 who is a competent parallel skier with some basic experience in the Snow Park environment. During the Program, you can expect to be exposed to a variety of terrain and features, snow conditions and teaching practice opportunities.

CSIA SnowPark Certification is a recognized 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 and Delivery
- Technical Fundamentals
- Teaching Children

Program Schedule



Day 1 AM

- “Jibbing” 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, understanding the environment)
 - Student Engagement (making it fun for all)
 - Fundamentals:
 - Why we can SPIN, JUMP and DRIFT (forces in skiing)
 - How we do it (fundamentals and control movements)

Day 1 PM

Entry Level Air Progression and Practice

Homework:

- Day 1 Reflective Questions (in Candidate Guide)
- Performance Criteria Review

Day 2 AM

- Box and Rail Progression and 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
- Lesson practice (basic 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

- Skill Improvement with...
 - Review and discussion of Day 2 Lesson Practice
 - Address Day 2 Reflections.
- Teaching Children

Day 3 PM

- Teaching Practice (Teaching Children)
- Skill Improvement / Review
- Results Presentation



Jibbing Session - Intro to Park Skills

Objective: Explore the mountain and its natural features. Learners get comfortable expressing themselves and discover freedom through movement on skis.

Terrain: Easy, varied terrain with low consequences for the learners.

Safety: Know your Learner -
Is your learner Physically capable? (fatigue, energy, strength)
Is your learner Psychologically ready? (keen, timid, focus, confidence, apprehension)
Is the challenge level appropriate? (ability level)
determine the right approach for each learner. Encourage the timid, and help set boundaries and goals for those that might over do it
Environment -
Choose easy terrain first and increase as appropriate
Snow Conditions and implications (smooth surface is best)
Light Conditions (landing visibility, depth perception)
Traffic around features (in-run, air, out run/ spill zones)
Jump/ feature size and condition

Fun Factor: Express yourself, experiment, “let go”

Fundamentals:

- Freedom of movement
- Pressure control movements
- Edging control movements
- Rotational control movements
- Judgement for safety and effectiveness

Lesson Plan Example:

1. Based on the learner, create environments to explore and develop fundamentals applicable to park features
2. Explore and develop balance – Falling leaf, heel press, groomed and uneven terrain
3. Explore and develop pressure control - pops and landings, rollers, bumps
4. Explore and develop edging control – berms, sliding, spins
5. Explore and develop rotational control – berms, sliding, spins
6. Develop judgement and goal setting – vision, awareness, traffic, snow conditions, personal ability and preparedness

What to look for :

- **Confidence**
- **Freedom of movement**
- **Good judgement**

The main focus of this approach is to help newcomers to the park environment learn what can be done on skis and encourage them to experiment. Avoid getting too technical and focused on one aspect (more detailed advice can be found the in the next Lesson Plans).

Confidence and freedom can be fostered through your encouragement and setting reasonable boundaries and goals that keep everyone safe will make for a productive session.

This session can provide an assessment opportunity for the instructor to determine a “jumping off point” into other lesson plans that are the best choice for the learner at that time.

First Experience Riding Switch

Objective: Students can ski switch comfortably and safely on green runs.

Terrain: Green terrain with a gentle slope off to the side where traffic can pass

Safety: Know your Learner -
Is your learner Physically capable? (fatigue, energy, strength)
Is your learner Psychologically ready? (focus, confidence, apprehension)
Is the challenge level appropriate? (ability level)
Environment -
Snow Conditions and implications (smooth surface is best)
Light Conditions (visibility, depth perception)
Traffic (be aware of space required and blind spots while skiing switch)

Fun Factor: Getting gnarly and skiing switch!

Fundamentals

- Visual awareness
- Pressure control
- Rotational control
- Edge control

Movements

- (look over outside downhill shoulder)
- (use of ankle knee and hip to maintain COM over BOS)
- (rotate head, shoulders, spine; external leg rotation)
- (ankle, knee, hip angulation)

Lesson Plan example:

1. On a gentle slope do a switch snow plow stop while looking over one shoulder. Find out which shoulder is most comfortable (good to know for 360s sliding rails etc)
2. Make one switch snowplow turn looking over outside, downhill shoulder. Look for direction and speed control.
3. Link switch snowplow turns looking over outside shoulder. Promote balance and grip against outside ski.
4. Progress to Parallel as appropriate (working from bottom of the arc)
5. Adjust switch turn shape and speeds for comfort and agility

COMMON PROBLEMS AND SOLUTIONS:

Lack of control of turn shape/ speed

Assessment: Body is leaning forward and/ or up the hill. Can stop well but loses ability to maintain balance and control in a turn.

Development: get students to do a snowplow stop and jump from a stopped position or small jumps throughout the switch turn to maintain balance. Adjust bends in joints to maintain balance and pressure over feet (not leaning on front of boot)

Inability to link turns

Assessment: Students not looking over outside shoulder. Hand is in-front of body not to the side

Development: Have students turn head, hand, leg and shoulder at the same time as they initiate the turn. Use “string analogy” - Imagine there is a string attached from outside ski tip to outside hand. Look over outside shoulder and pull the string down the hill to help make a turn. Practice timing of when to switch hands.

Loss of grip and balance

Assessment: Student can only make shallow turn shapes or have a big wedge to turn. Inside ski tip gets caught in snow

Development: Promote angulating over outside to get more grip and balance. Touch outside boot while turning. Have students follow you to promote rounder turns. Grip and balance against the outside ski will assist with matching skis.

First Experience - Jumping

Objective: Student can confidently jump on small jumps inside and outside of park.

Terrain: Green terrain, jumps on the side of the run and small jump features in the park

Safety: Know your Learner -
Is your learner Physically capable? (fatigue, energy, strength)
Is your learner Psychologically ready? (focus, confidence, apprehension)
Is the challenge level appropriate? (ability level)
Environment -
Snow Conditions and implications (smooth surface is best)
Light Conditions (landing visibility, depth perception)
Traffic around features (in-run, air, out run/ spill zones)
Jump/ feature size and condition

Fun Factor: Freedom to leave the ground!

Fundamentals

- In-run
- Timing of movement
- Proper "Pop"
- Control in air (grab)
- Landing
- Blend movements, adjusting for features

Movements

(Provide a start area to eliminate speed checks)
(use of all joints to time pop with crest of jump)
(extend of all joints)
(BOS comes to COM)
(Flex all joints for a soft landing)
(consolidate motor pattern)

Lesson Plan example:

1. Practice jumping on the spot to explore joint movement
2. Practice jumping while going across the hill
3. Jump over ski pole or line in the snow
4. Jump using a small natural feature, focus on slow in run and big pop
5. Jump on a small terrain park feature

What to look for:

- In run nice and low
- Strong pop
- Extend landing gear

COMMON PROBLEMS AND SOLUTIONS:

Jump is out of balance

Assessment: Skis not level in air. Arms or legs are flailing in the air. Lack of control to jump high or land softly

Development: Use a trough between bumps or dip in the snow where tips and tails are touching, and skis are loaded like a trampoline to jump up and down in it. Practice extension of ankle then knee then hip. Student can tell if their movement is out of order or unproportionate if they can jump easily or if they slide forward or back. Ski beside student and make student aware when tips or tails are high as they jump.

Improper timing of Pop

Assessment: Student lacks balance in the air. The student doesn't go high in the air. Landing is backseat and out of balance

Development: find a small lip or feature. Enter jump extremely slowly so you can go up the lip jump and land switch in the direction you came from. Practice getting the student to feel the ski load jump at the apex of lip. Count the student in to help them understand when to load their skis and when to pop. 1..2... (load ski) 3... (pop).

Student overshoots landing or lands short

Assessment: Too much or not enough speed for jump

Development: Lead the student over the jump at the appropriate speed for their strength and size. Make a spot on the snow where the student should stop and enter the jump with your ski pole. Get student to recognize and show you where a good spot to straight run into the jump would be.

First Experience - Grabs

Objective: Student can confidently jump grab ski inside and outside of park.

Terrain: Green terrain, jumps on the side of the run and small jump features in the park

Safety: Know your Learner -

Is your learner Physically capable? (fatigue, energy, strength)

Is your learner Psychologically ready? (focus, confidence, apprehension)

Is the challenge level appropriate? (ability level)

Environment -

Snow Conditions and implications (smooth surface is best)

Light Conditions (landing visibility, depth perception)

Traffic around features (in-run, air, out run/ spill zones)

Jump/ feature size and condition

Fun Factor: Getting gnarly and grabbing your ski!

Fundamentals

- In-run
- Timing of movement
- Proper "Pop"
- Control in air (grab)
- Landing
- Blend movements adjusting for features

Movements

- (provide a start area to avoid speed checks)
- (use of all joints to time pop with crest of jump)
- (extend all joints)
- (BOS comes to COM)
- (flex all joints for a soft landing)
- (consolidate motor pattern)

Lesson Plan example:

6. Practice grabbing skis in different positions on the spot
7. Practice grabbing skis while sliding
8. Practice jumping and moving their legs and arms on the spot (shifty, daffy, spread, cross, tail tap, etc.)
9. Practice old school moves while sliding on the snow (shifty, daffy, etc.)
10. Practice old-school moves off feature
11. Use a suitable feature to blend a good pop and bring feet up for grab.

WHAT TO LOOK FOR

- Sequence of movements
- Pop – trick - land
- Hands and feet meet in the middle

COMMON PROBLEMS AND SOLUTIONS

No pop

Assessment: Out of balance in the air and landing. Student lacks amplitude and control in air

Development: Get student to focus 90% on jump 10% on grab. Practice stationary pop grab land until grab is intuitive. Count student into jump to pop. (3,2,1, "pop")

Unable to get a full grab

Assessment: Student doesn't grab ski, either legs come up and arms don't reach down or opposite.

Movement for grab is slow and strained

Development: Practice on the spot getting grab. Try to meet had to ski in the middle rather than one reaching to the other. Assess if all joints are moving, (hip, knee, ankle, spine, arm, other arm counter balance). Speed up movement, "snapping" for the grab. Practice until movement pattern becomes more natural.

Pop 90 to Sideways Slide on Snow (Intro to Boxes/ Rails)

Objective: Students can confidently pop on and slide sideways on snow

Terrain: Slightly steeper green slope. Firm ridges and berms can also help.

Safety: Know your Learner -

Is your learner Physically capable? (fatigue, energy, strength)

Is your learner Psychologically ready? (focus, confidence, apprehension)

Is the challenge level appropriate? (ability level)

Environment -

Snow Conditions and implications (smooth surface is best)

Light Conditions (landing visibility, depth perception)

Traffic around features and practice area (in-run, air, out run/ spill zones)

Jump/ feature size and condition

Fun Factor: Sliding berms ridges or bumps, how fast can you drift? How long can you stay on ridges? How straight down the fall line can you go?

Fundamentals

- In-run
- Proper "Pop"
- Turn legs and hips sideways
- Wide stance
- Look in direction of momentum
- Blend above movements

Movements

- (low wide stance)
- (flexion and extension of ankle knee and hip)
- (leg and spine rotation)
- (leg abduction)
- (consolidation of motor pattern)

Lesson Plan example:

12. Demonstrate fundamental movements and how sliding works

13. Push and slide down hill

14. Pop sideways in one spot, both directions

15. Straight glide to pop sideways and slide on snow without slowing or stopping

16. Pop 90 to slide and Pop 90 back out and land forward or switch

17. Vary by adding games and challenges lines in the snow, berms ridges or bumps for quickness and control.

COMMON PROBLEMS AND SOLUTIONS:

Land 90 and come to a stop or slow down

Assessment: Stopping when landing 90, edge marks in the snow on landing

Development: Flatten skis on snow. Jump into slide. Get student to see if they made an edge mark in the snow. Tap uphill leg while sliding to feel hips over feet (COM over BOS)

Turning forwards or backwards:

Assessment: Not sliding straight into the fall line. Weight too far forward or back

Development: Look down the hill farther and bend joints so legs and hip can rotate in one axis. Stand down the hill and have students tell you how many fingers you are holding up. Draw a line in the snow for them to slide on.

Can't pop out 90

Assessment: Student can't come out of the slide with control forward or switch.

Development: Adjust upper lower body alignment: Counter to come out forward and rotate to come out switch. Try stationary and then in motion.

First Experience - Slider Box

Objective: Learners are confident on a box and starting to slide sideways

Terrain: Ride on and off Slider box in beginner park

Safety Checklist:

Safety: Know your Learner -
Is your learner Physically capable? (fatigue, energy, strength)
Is your learner Psychologically ready? (focus, confidence, apprehension)
Is the challenge level appropriate? (ability level)
Environment -
Snow Conditions and implications (in run, out run conditions)
Light Conditions (landing visibility, depth perception)
Traffic around features (in-run, air, out run/ spill zones)
Feature size and condition (ride on, low to ground, in-seam clearance)

Fun Factor: Getting gnarly and sliding a feature!

Fundamentals

- In-run
- Proper "Pop"
- Turn legs and hips sideways
- Wide stance
- Sliding
- Vision in direction of momentum
- Blend above movements

Movements

(check speed, wide legs, lined up to feature)
(flexion and extension of **all joints**)
(leg and spine rotation)
(leg abduction)
(COM over BOS)
(Balance, Rotational Control, and awareness)
(consolidation of motor pattern)

Lesson Plan example:

18. Walk on feature with skis on or off forwards or sideways to see how slippery it is
19. Build confidence though walking on and sliding with different speeds
20. Coming out forward and switch
21. On snow, next to the jump - ski in, pop, and land sideways and slide
22. On feature - Pop on 90 at slow speed and slide as far as they can
23. Slide feature confidently coming out forward and switch at will
24. Vary speed and features

What to look for

- Pop 90
- Stay balanced
- Look at the end

COMMON PROBLEMS AND SOLUTIONS:

Student lacks confidence sliding on feature

Assessment: Apprehension, balance is weak

Development: walk student on rail while holding hand to help with their balance talking them through it the whole time. Walk student down the rail while pushing their hip to help with balance and sliding. Teach student how to catch their balance with their poles while on the feature.

Student lacks balance while on feature

Assessment: Student falls over, skis slip out, or are very dependant on their pole on feature.

Development: Try to stomp their feet while on the feature. Lifting uphill foot if falling uphill. Try jumping while on feature. Playing limbo while on the feature. Stand down the hill and have students tell you how many fingers you are holding up.

Can't pop out 90

Assessment: Student can't come out of the slide with control forward or switch.

Development: Adjust upper lower body alignment: Counter to come out forward and rotate to come out switch. Try stationary and then in motion.

Can't pop on 90

Assessment: Student doesn't jump onto feature, student tries turning onto feature and falls off

Development: Off the feature practice jumping and landing 90 over a specific spot on the snow. Encourage looking ahead and not at their landing. Try again on feature.

First Experience - Spin

Objective: Student can confidently jump and spin 180. (Leading to 360)

Terrain: Green terrain, jumps on the side of the run and small jump features in the park

Safety: Know your Learner -
Is your learner Physically capable? (fatigue, energy, strength)
Is your learner Psychologically ready? (focus, confidence, apprehension)
Is the challenge level appropriate? (ability level)
Environment -
Snow Conditions and implications (smooth surface is best)
Light Conditions (landing visibility, depth perception)
Traffic around features (in-run, air, out run/ spill zones)
Jump/ feature size and condition

Fun Factor: Getting gnarly spinning!

Fundamentals

- Wide stance Edge control
- Proper "Pop"
- Rotation (contact spin)
- Rotation (Cat Spin)
- Control in air
- Landing
- Timing, intensity of movements
- Blend movements, adjusting for features

Movements

- (internal rotation of hip and ankle, adduction of leg)
- (flexion and extension of ankle knee hip and spine)
- (Rotation spine and hip and lock to set angular momentum)
- (Rotate from big joint)
- (Keeping core engaged, maintain alignment)
- (Flex all joints for a soft landing)
- (as above)
- (consolidate motor pattern)

Lesson Plan example:

25. Practice spinning on the spot with skis off using a contact spin and cat spin.
26. Practice spinning with skis on in one spot
27. Practice going down the hill surface spin 360s
28. Micro pop 360s on the snow – work to eliminate pauses rotation
29. 180s going across the hill and 180s down the hill – both directions, across, and down
30. Yo-yo pops without hesitation between 180s
31. 270 on side hills
32. Variable spin practice on multiple surfaces

What to look for

- Pop first

- Spin with core
- Spotting landing

COMMON PROBLEMS AND SOLUTIONS:

Forward 180 is done well Switch 180 is imbalanced

Assessment: Forward 180 is landed clean switch 180 is off axis landing on tails. Students Rotational alignment is off on take off for switch.

Development: Ski backwards and pop in a straight line making sure shoulders and knees are aligned. Get student to pop into switch pop twice switch straight air and pop back to regular.

Unable to continue rotation

Assessment: Upper body stops maintaining the rotation and student can not continue desired rotation. Head stops moving though spin. Leading arm stops moving.

Development: Practice 360 spins on the snow with arms out in a "T" formation keep eyes looking towards leading hand. Make students aware and watch for when arms stop or head stop moving. Practice same move while popping through your 360 spin.

Over throwing spin with arms/ hands

Assessment: Hands move a lot, but spin gets stalled. Body only goes through partial rotation.

Development: Practice contact spins. Have students stand with flat bases on the snow. Push arm and get student to hold core tight. This is the feeling of contact spinning. Get student to create angular momentum with minimum pre-wind with arms and locking core to surface spin on the snow. Practice this move with a jump on green terrain (micro jump 360's).

Schmeering off take off/ Lack of power to create spin

Assessment: Body moves 60 and land on inside leg. Lack of edge grip and control to create angular momentum

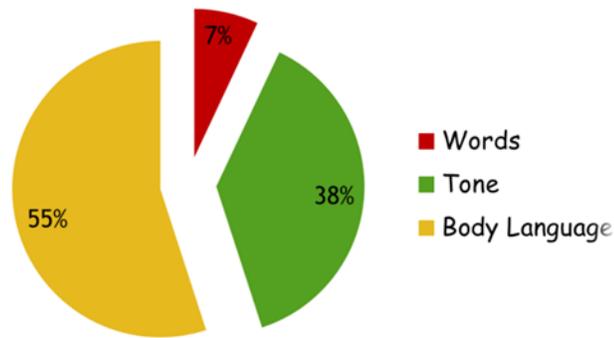
Development: Demonstrate and get students to do a snowplow stop to create an edge platform and pop 180. Develop into a wide stance inside opposing edge stance to pop from.



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 (p.8)



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

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" _____

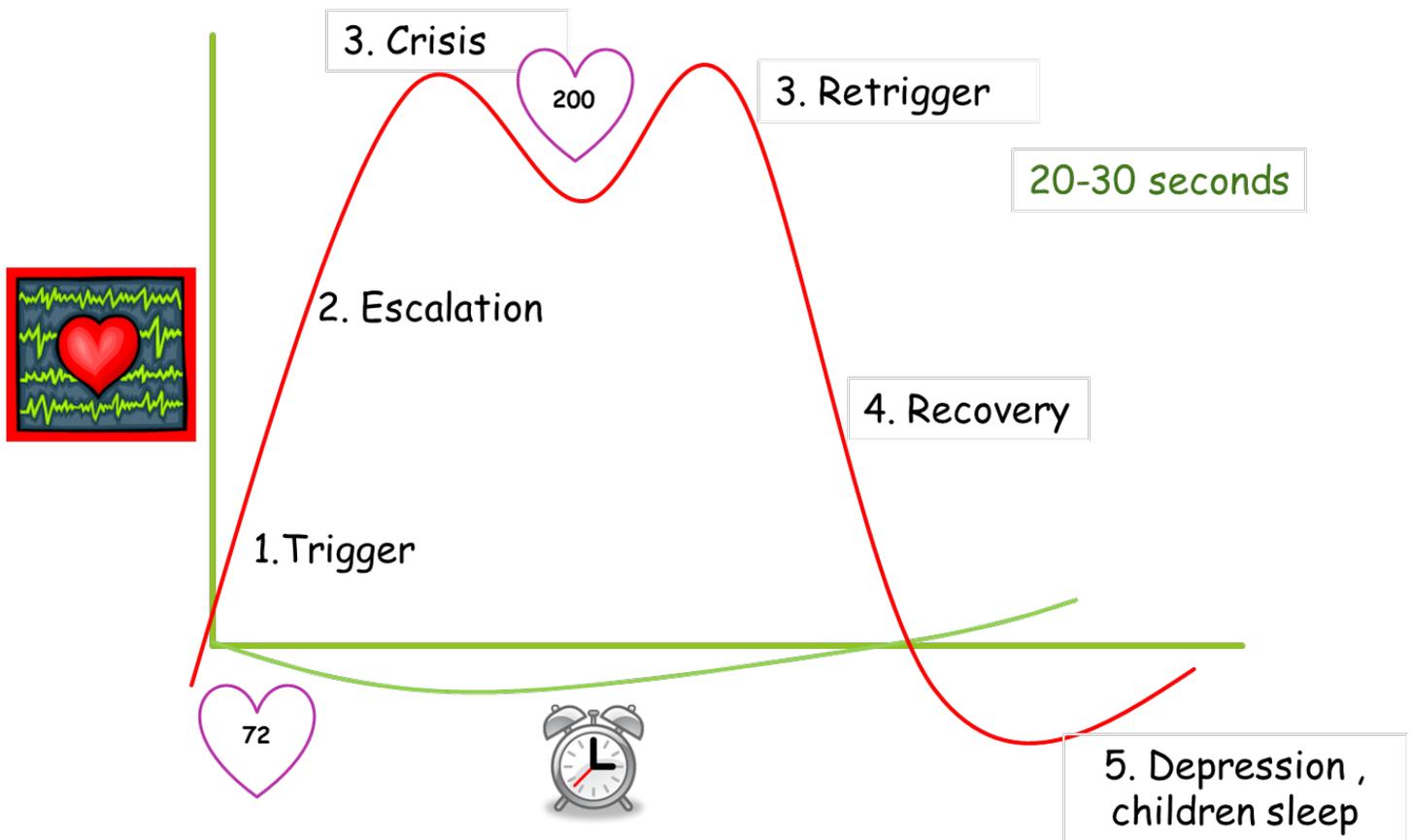
I feel: (feeling) _____ A: "concerned" _____

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.



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.



Course Content

Duration:

- 3 days, totalling 20 hours, including readings and evaluation and results presentation.

Required Reading:

- Canadian Ski Teaching - "Getting Started"
- CSIA Teaching Principles
- Lesson Plans
- Teaching Children (in Candidate Guide)

2 Hours

Practical:

- Ski Improvement and Skill Development with video
- 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

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?

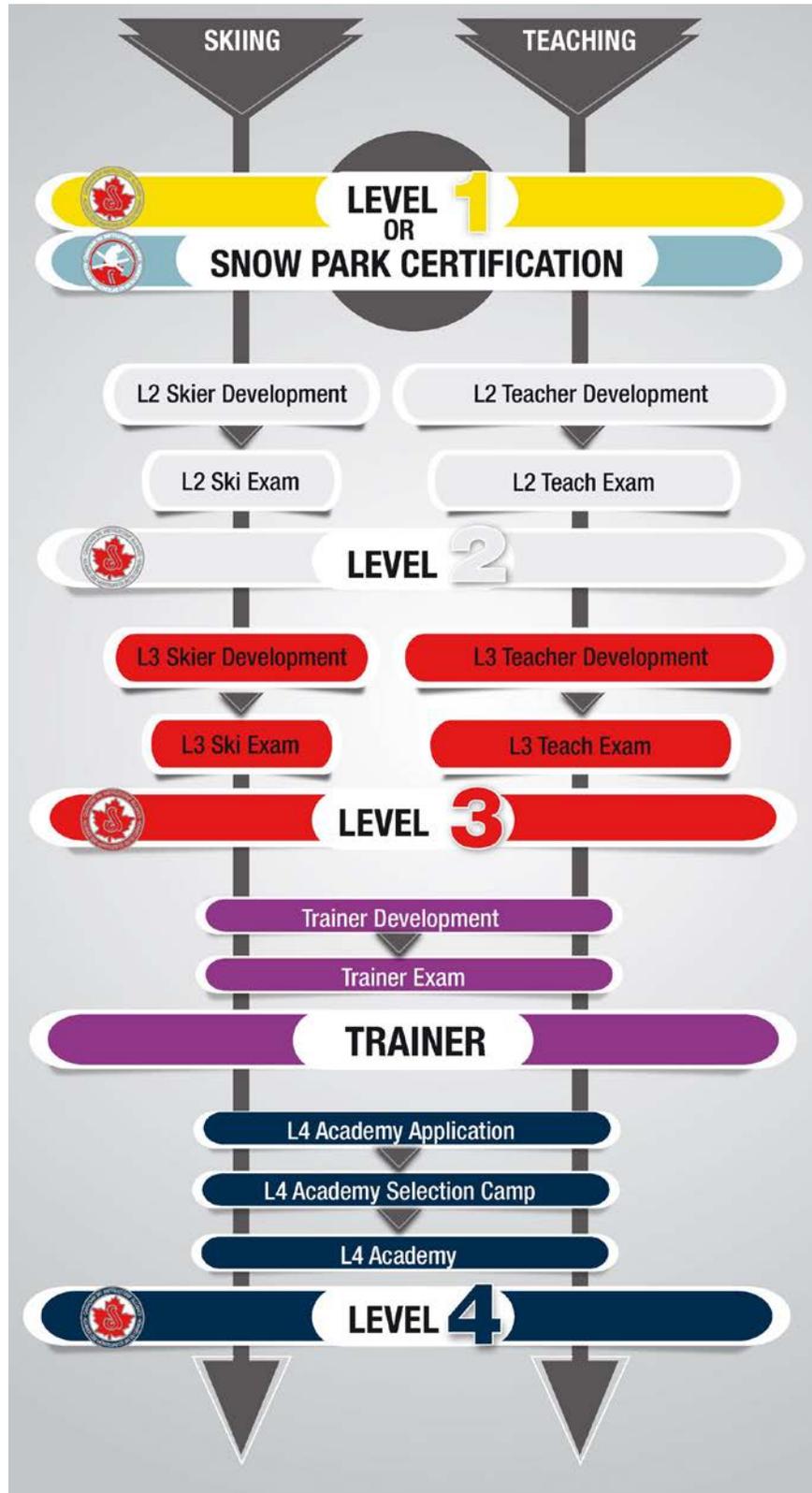
Day 2

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 to overcome that struggle?

PATHWAY OVERVIEW



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 throughout the program both inside and outside of the park.

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 <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 navigation of the Park- Uses safety considerations in choosing terrain/ features
Professional Skills: <ul style="list-style-type: none">- Uses positive interactions with fellow participants- Uses clear communication- Uses actions showing responsibility for own safety
Teaching Children: <ul style="list-style-type: none">- Identifies engaging teaching approaches in Park- Identifies class management tactics in the Park- 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 approaches- Identifies terrain to enhance learning

SKIING EVALUATION – Performance Criteria

SKIING
Demonstrations within lessons: <ul style="list-style-type: none">- Uses Fundamentals of Switch Skiing (Parallel on Green runs)- Uses Fundamentals of Straight Air (up to medium features)- Uses Fundamentals of Boxes (90 on, 90 off)- Uses Fundamentals of Spins (contact and cat spins)- Uses Fundamentals of Grabs (3)
Candidate Skiing: <ul style="list-style-type: none">- Uses Rotational Control Movements- Uses Edging Control Movements- Uses Pressure Control Movements- Uses Blend of Control Movements

RETEST 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 and/or Teaching retests are held Day 3.



Snow Park Certification - Evaluation Form

OVERALL RESULT
NI / ME

While practice teaching and skiing, _____ : _____
Candidate name Member #

Location: _____ Date: _____
Course Conductor: _____

TEACHING: NI / ME
SKIING: NI / ME

TEACHING					SKIING									
NI	Recalls	Identifies	Uses	SAFE TEACHING 3/3	NI	Recalls	Identifies	Uses	PROFESSIONAL SKILLS 3/3	NI	Identifies	Uses	Adapts	TRICK DEOMSTRATIONS (ACQUISITION) 4/5
				methods for organizing students for safe lift rides					positive interactions with fellow participants					Parallel Switch Skiing (green runs)
				safe navigation of the Park					clear communication					Straight Air (up to meduim)
				safety considerations in choosing terrain/ features					actions showing responsibility for own safety					Grabs (3)
														Spins (contact and cat)
														Boxes (pop 90 on and off)

TEACHING					SKIING									
NI	Recalls	Identifies	Uses	TEACHING CHILDREN 3/3	NI	Recalls	Identifies	Uses	LESSON DELIVERY 3/4	NI	Identifies	Uses	Adapts	SKILL APPLICATION (ACQUISITION) 3/4
				engaging teaching approaches in Park					basic lesson plan					Rotational Control Movements
				class management tactics in the Park					basic fundamentals of lesson objective					Edging Control Movements
				basic cognitive/physical differences in age groups					basic development approach					Pressure Control Movements
									terrain to enhance learning					Blend of Skill Movements

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 (3/3 or 3/4 or 4/5)
Candidates must meet expectations in all four Teaching sections to pass the Teaching
Candidates must meet expectations in both Skiing sections to pass the Skiing

ME Candidate meets expectations in this aspect
NI Candidate needs improvement in this aspect
Recalls Candidate can Recall the concept 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 their own skiing
Adapts Candidate can effectively Adapt the concept based on situations encountered