

COURSE GUIDE

LEVEL 2

**Canadian Ski Instructors' Alliance
2006-2007**

Certified as a designated Educational Institute by Canadian Department of Human
Resources Development

Table of Contents

Level 2 Introduction.....	3
Competencies, Objectives and Content	4
Course Schedule.....	8
Evaluation.....	11
Mediagraphy.....	14
Workshop – Canadian Ski teaching.....	16
Workshop – Technique –the Canadian Approach.....	17
Workshop – Skill Assessment and Development 1	19
Workshop – Student Centred Teaching.....	20
Assignment - Lesson Planning.....	22
Workshop – Skill Assessment and Development 2.....	23
Workshop – Fast Track to Parallel.....	24
Assignment – Teaching Children.....	25
Workshop – Ethics and Professionalism.....	27
Workshop – Guest service for adults.....	27
Level 2 Assessment form.....	29
Course evaluation.....	30

Mission Statement

For the benefit of its members and partners, the CSIA provides Education and Leadership that contribute to a vibrant Mountain Experience for the skiing public

©Copyright 2006 by the Canadian Ski Instructors' Alliance
All rights reserved
Printed in Canada
Canadian Ski Instructors' Alliance
220-4900, Jean Talon West
Montréal, QC H4P 1W9
Canada

LEVEL 2 INTRODUCTION

2006-2007

Course Description

The Level 2 Ski Instructor certification is for any skier that has passed the Level 1 certification. It develops to ski instructors in their situational teaching skills, the understanding of CSIA technique and methodology and the role of ski teaching within the ski industry. It combines practical ski teaching methods, technical understanding and development, and development of guest service skills.

Candidates will receive coaching on their skiing, teaching and people skills with the goal of reaching the level 2 standard. They will also receive suggestions and strategies for long-term development. The successful candidate is certified to teach skiers up to intermediate parallel skill level. Level 2 is a pre-requisite for the level 3 certification.

Duration: 5 days totaling 32 hours including evaluation

Course contents

Indoor	(Approximately)
• C.S.I.A. and Technique	1.5 hours
• Effective teaching / Skill Assessment & Development	2.5 hours
• Developing the Guest Experience (2 x 45 min)	1.5 hours
• Fast Track to Parallel Lesson Planning	1.0 hour
• Assignments and Assessments	2.5 hours
Sub total	9.0 hours
Outdoor	(Approximately)
• Ski Improvement and Skill development w/video	6.0 hours
• Fast Track to Parallel & Teaching workshops	10 hours
• Terrain Adaptation	4.5 hours
• Guest Service (through FTTP)	2.5 hours
Sub total	23 hours
Total	32 hours

Competencies, Objectives and Content

Competencies, Objectives and Content – Level 2

First Element of Competency	Teach Alpine Skiing from Entry level to Intermediate (Consolidation level) in accordance with CSIA technique and methodology	
Learning Objectives	Content	Educational Strategies
<p>1. Understand the basic principles of the Canadian Approach and how to incorporate them in teaching skiing</p>	<ul style="list-style-type: none"> • The Canadian Approach <u>Methodology</u> : <ul style="list-style-type: none"> - Basic Skills - Turn Phases • <u>Technique</u> : Physics and Skiing • Assessment and Development of individual performances based on fundamental technical principles - 3 Basic Skiing Competencies: <ol style="list-style-type: none"> 1.Centered Stance <ul style="list-style-type: none"> - Stance and Balance 2.Turning with the lower body - Pivoting 3. Balance on the edges <ul style="list-style-type: none"> - Edging. • Review of the progression: Fast Track to Parallel • Skill Assessment and Development <ul style="list-style-type: none"> - Turn Phases - 3 Basic Skiing Competencies 	<ul style="list-style-type: none"> • Show video: Physics and Skiing, Skill development, Turn phases • Video: Skiing Competencies Level 2 • Reading : Technique-The Canadian Approach (chapter 3) • Indoor Workshop : Questionnaire on Skiing Competencies – Level 2 • Tactical approach using specific exercises (parallel skiing) • Reading: Skier Development – Entry Level to Intermediate (p. 4.14 - 4.37) • Show video: “Fast Track to Parallel” • Workshop & Questionnaire – Fast Track to Parallel • On-snow revision of the progression • Practice Teaching (Fast Track to Parallel) in small groups • Indoor Workshop : Skill Assessment and Development (part 1 & 2) Focus on 3 Basic Skiing Competencies • Show videos : “Skill Assessment and Development (part 1 & 2) • Video: “Intermediate tactics” • Set examples of skill assessment and development • On-snow practice teaching : <ul style="list-style-type: none"> - Ski Improvement (parallel) - Skill Assessment & Development

<p>2. Demonstrate the basic principles of a student centred approach while teaching skiing</p>	<ul style="list-style-type: none"> • Canadian Ski Teaching • The basics of Student Centred Methodology • Teaching Children • Lesson Planning • Terrain Adaptation and Methodology 	<ul style="list-style-type: none"> • Indoor Workshop : Canadian Ski Teaching • Reading : Canadian ski teaching (chapter 1) • Show video: "Skier development" • Indoor Workshop : Questionnaire on student centered teaching • Reading : Student centred teaching (p. 4.2–4.13) • Examples of efficient class management • Workshop / Assignment : Teaching Children <ul style="list-style-type: none"> - Review Child Development Stages (p. 5.19 – 5.27) - Questionnaire • Indoor Workshop : Lesson Planning • Demonstration of different situational approaches in varied terrain (bump skiing)
<p>3. Develop the Guest Experience through teaching</p>	<ul style="list-style-type: none"> • Canadian Ski Teaching • Recipe for Guest Service • Improving communication skills • Developing the Guest Experience through "Fast Track to Parallel" 	<ul style="list-style-type: none"> • Reading : Guest Service (Chapter 2) • Show the video : "Developing the Guest Experience" and discussion • Indoor Workshop : Guest Service for adults • Guest Experience exercise : use a chairlift ride • Teaching Workshop: Create examples of people skills and teaching situations

Second Element of Competency	Demonstrate effectively from Entry level to intermediate (Consolidation level)	
Learning Objectives	Content	Educational Strategies
1. Self evaluate ski performance in relation to the level 2 standards	<ul style="list-style-type: none"> • Review the technique with consideration to the basic principles of the Canadian Approach • Self improvement of technical performance • Present the level 2 standards 	<ul style="list-style-type: none"> • Video Session with feedback from the course conductor • Ski improvement session (skill development) • Ski improvement session with a tactical approach • Feedback from the course conductor • Review course guide • Show video: "Level 2 Standards"
2. Terrain Adaptation	<ul style="list-style-type: none"> • Develop the necessary skills to be able to ski on bumpy and varied intermediate terrain 	<ul style="list-style-type: none"> • Ski Improvement session (terrain adaptation, bumps) • Teaching workshop – Terrain adaptation
3. Execute basic demonstrations while highlighting the principles of the Canadian Approach	<ul style="list-style-type: none"> • Review progression "Fast Track to Parallel" with emphasis on demonstration skills <ul style="list-style-type: none"> - Intermediate Parallel - Wedge Turns • Improvement of demonstrations through mini teaching sessions 	<ul style="list-style-type: none"> • Ski Improvement session (demonstrations) • Execute demonstrations : <ul style="list-style-type: none"> - Technically adapted to the terrain and the level of the skiers - Precise and easy to copy

Level 2

Course Schedule

LEVEL 2 COURSE SCHEDULE

DAY	INDOOR	ON SNOW	READING- ASSIGNMENT	EVALUATION
1	<p style="text-align: center;">AM</p> <ul style="list-style-type: none"> • Registration • Review course outline and passing criteria • Material • Video : “Level 2 Standards” • Workshop : Canadian Ski Teaching • Workshop : Technique – The Canadian Approach • Video “Skiing Competencies – L 2” • Video: “Physics and Skiing”, “Skill development”, “Turn phases” 	<p style="text-align: center;">AM</p> <ul style="list-style-type: none"> • Class Split • Ski Improvement : understanding the skiing skills through individual skill development • Guest Experience exercise <p style="text-align: center;">PM</p> <ul style="list-style-type: none"> • Ski Improvement : tactical / Terrain adaptation • Video Session 	<p>Reading :</p> <ul style="list-style-type: none"> • Technique – The Canadian Approach (chap. 3) • Canadian Ski Teaching (Chapter 1) • Preface 	<p style="text-align: center;">PM</p> <p>One-on-one sessions: Course conductor-candidate - Daily Journal</p>
2	<p style="text-align: center;">AM</p> <ul style="list-style-type: none"> • Workshop : Skill Assessment and Development (part 1) • Workshop : Student Centred Teaching 	<p style="text-align: center;">AM</p> <ul style="list-style-type: none"> • Terrain adaptation and methodology <p style="text-align: center;">PM</p> <ul style="list-style-type: none"> • Fast Track to Parallel skill development / Class Management 	<p>Reading :</p> <ul style="list-style-type: none"> • Student Centred Teaching (p. 4.2 – 4.13) <p>Assignment :</p> <ul style="list-style-type: none"> • Student centred teaching - Lesson Planning 	

3	<p style="text-align: center;">AM</p> <ul style="list-style-type: none"> • Workshop : Skill Assessment and Development (part 2) • Video: “Intermediate tactics” • Workshop: Fast track to parallel 	<p style="text-align: center;">AM</p> <ul style="list-style-type: none"> • Fast Track to Parallel – Guest Experience - Teaching Situations <p style="text-align: center;">PM</p> <ul style="list-style-type: none"> • Fast Track to Parallel – Practice Teach 	<p>Reading :</p> <ul style="list-style-type: none"> • Skier Development– Entry Level to Intermediate (p. 4.14 - 4.37) • Children development stages (p. 5.19 – 5.27) <p>Assignment:</p> <ul style="list-style-type: none"> • Developmental Stages for Children 	<p>One-on-one sessions: Course conductor-candidate - Daily Journal</p>
4	<p style="text-align: center;">AM</p> <ul style="list-style-type: none"> • Review Child Development Stages and assignment • Workshop : Guest service for adults • Workshop : Ethics and Professionalism • Video : “Alpine Education” 	<p style="text-align: center;">AM</p> <ul style="list-style-type: none"> • Teaching Workshop: Parallel <p style="text-align: center;">PM</p> <ul style="list-style-type: none"> • Teaching Workshop: Tactical / Terrain adaptation 	<p>Reading</p> <ul style="list-style-type: none"> • Guest Service (chapter 2) 	<p style="text-align: center;">PM</p>
5		<p style="text-align: center;">AM</p> <ul style="list-style-type: none"> • Skill development methodology - Focus on assessment and development / Skill – drill matching <p style="text-align: center;">PM</p> <ul style="list-style-type: none"> • Skill development methodology – Focus on Tactical approach / situations 	<p>Feedback : Course Evaluations</p>	<p>Return the daily Journal</p> <p>Final Assessment</p>

NB *This schedule may be adjusted in consideration of conditions, weather and facilities.*

Evaluation

Candidates are evaluated on their ongoing participation and performance on and off snow. Skiing and teaching skills are evaluated throughout the course on an on-going basis.

Candidates must pass both skiing and teaching aspects to be certified level 2.

Marking System – Pass (P) or Fail (F)

Re-test on Skiing or Teaching

Candidates who fail skiing or teaching have 2 years (730 days) from the course date to be re-tested on that portion. Candidates passing one portion will never have to be re-tested for that portion, but after a 730 day period, the full course must be taken again, even if one portion has already been passed.

Re-testing of skiing is day 1 & day 2 and re-testing of teaching is day 3 & day 4.

The candidate must register in advance for re-assessment through National Office.

TEACHING ASSESSMENT

Element of Competency	Performance Criteria- Consolidation Level
<p>1. Teach Alpine Skiing from Entry level to Intermediate in accordance with CSIA technique and methodology</p>	<p>1.1 Technical Understanding :</p> <ul style="list-style-type: none"> • Teaching is skill related and applied to specific part of the turn; • Identify symptoms of obvious skill deficiencies related to the 3 Basic Skiing Competencies: Centered Stance, Turning with the lower body, Balance on the edges; • Identifies causes of basic skills deficiencies; • Teaching tactics should progress and be adjusted to terrain; • Demonstrates a technical understanding that is adapted to the appropriate to skill level. <p>1.2 Student Centred Method :</p> <ul style="list-style-type: none"> • Shows an organized and structured approach including the 6 steps; • Adapts teaching approach to the terrain and different snow conditions; • Demonstrates safe teaching practices; • Shows a good rhythm and good class management; • Gives feedback to every students in the class; • Demonstrations should be adapted to terrain and level of students. <p>1.3 Guest Service :</p> <ul style="list-style-type: none"> • Communicates in a coherent manner to individuals in the group; • Creates awareness for the alpine experience; • Shows self-confidence by being enthusiastic and pro-active; • Exhibits a positive attitude and appropriate body language;

TECHNICAL ASSESSMENT

Element of competency	Performance criteria- Consolidation Level
<p>2. Demonstrate effectively from Entry level to intermediate</p>	<p>General Performance Criteria :</p> <ul style="list-style-type: none"> • Skis consistently parallel on intermediate terrain at higher speed; • Adjusts their technique to a variety of turn types and different snow conditions; • Adjusts technique and performance to be able to ski bumpy and varied intermediate terrain; • Adjusts their skill to provide technically sound demonstrations which are easy to copy; • Demonstrates at all levels, from entry level to intermediate.
	<p>Specific Performance Criteria :</p> <p><u>Intermediate Parallel Turns</u> Control in symmetrical/rhythmical parallel turns on intermediate terrain (blue/black):</p> <p>Phase 1</p> <ul style="list-style-type: none"> • Both edges released together; • Separation diminishes as skis are released from arc; • BOS and COM leave turn simultaneously; • Stance is centered and mobile. <p>Phase 2</p> <ul style="list-style-type: none"> • A new platform is established on both edges with the outside ski as primary turning ski; • Separation is created as skis are turned into arc; • Skidded, steered or carved, the lower body leads the turning effort; • Activity in fore-aft plane maintains a centred stance. <p>Phase 3</p> <ul style="list-style-type: none"> • Maintain balance on both edges; • Increase edge angles with blend of inclination and angulation; • Separation is maintained or increased as lower body continues to lead turning effort; • Turning forces managed by flexion and lateral balance. <p><u>Wedge Turns</u> Rhythmical wedge turns executed on flat beginner terrain (green):</p> <ul style="list-style-type: none"> • Demonstrates a centered and mobile stance; • Direction change initiated by lower body; • Steering is adjusted to terrain and speed; • Maintains upper/lower body separation.

	<p><u>Free Run</u> Free skiing on intermediate terrain (blue/black):</p> <ul style="list-style-type: none"> • Stance is adjusted to speed and snow conditions; • Shows the ability to vary edging with the terrain and turn shape; • Shows good control and consistency, with the technical elements described in Basic Parallel Turns; • Shows the ability to vary turn shape and rhythm within the run. <p><u>Intermediate Short Radius Turns</u> Round turns executed on intermediate terrain (blue):</p> <ul style="list-style-type: none"> • Demonstrate consistent speed and steering; • Show application of the technical elements described in Basic Parallel Turns; • Maintain rhythm and symmetry for the entire run.
--	--

Mediagraphy

Reference Manual: Skiing and Teaching Methods, 2006

- Videos:
- Level 2 Standards
 - Physics and skiing
 - Skill development
 - Turn phases
 - Skiing Competencies – Level 2
 - Skier Development
 - Developing the Guest Experience
 - Fast Track to Parallel
 - Assessment & Development
 - Intermediate tactics
 - Alpine Education

Workshops

Workshop – Canadian Ski Teaching

- Discuss components of Canadian Ski Teaching.
Effective ski teaching combines technical knowledge with a student-centred method & guest service to create a memorable guest experience. The result is fun & informative.



Technique and Skill Development	Student Centred Teaching	Guest Service
<ul style="list-style-type: none"> ✓ Based on physical Principles (concept of Movement & Motion) ✓ Skills System is the basis for analysis and development 	<ul style="list-style-type: none"> ✓ Task / result oriented ✓ Deals with the individual student development needs ✓ Tactically adjusted to a changing skiing environment 	<ul style="list-style-type: none"> ✓ Deals with communication and psychological needs ✓ Creates an awareness for the alpine experience ✓ Helpful & positive approach.

In the same way that skiing skills can be practiced and developed, teaching skills can be learned. By looking at the 3 components of ski teaching, instructors can identify areas for development as ski professionals.

Recipe for good ski teaching...

- ✓ **Active and Fun** - Learning to ski is fun and students should ski as much during the lesson as they would on their own.
- ✓ **Student centred/result oriented** - Achieve results for the student by basing teaching decisions on their needs.
- ✓ **Technically based but simple** - The skills system and technical knowledge should keep teaching simple, creative and fun.
- ✓ **Tactical** - Adjust the lesson to the conditions and terrain and use these situations as teaching/learning tools.

Workshop – Technique - The Canadian Approach

Course Guide Questions / Discussion:

1. Physics and skiing:

- Describe the concept of “Movement and motion”. _____

- Describe the 3 main Forces involved as a skier is making turns down a slope: _____

2. Skills and basic skiing competencies:

- What are the 3 basic skiing competencies?

- What are some visual clues of a skier standing well over the skis?

- Explain “Balance as a Dynamic process”?

- How is direction change created?

- What relation can we make between Pivoting and Edging?

- What is the difference between angulation and inclination?

- What is the relation between Edging and Direction change?

3. Turn phases:

Explain how “Turn phases” can help as a teaching tool?

- Describe the turn phases:









Reading Assignment:

- Technique – The Canadian Approach (chapter 3)
- Canadian Ski Teaching (chapter 1)
- Preface

Workshop - Skill Assessment and Development 1

Templates for skill assessment:

- Assess Basic skiing competencies / relate to skill – Development strategies;
- Skill - Part of the Turn - Part of the Body;
- Templates for development – feedback: **Positive-Concise-Directive;**
- Turn phases;
- Skill priorities and blending.

NOTES	SKIER	DEMONSTRATION
<p>Basic skiing competency:</p> <p>Development strategies:</p>		
<p>Basic skiing competency:</p> <p>Development strategies:</p>		
<p>Basic skiing competency:</p> <p>Development strategies:</p>		
<p>Basic skiing competency:</p> <p>Development strategies:</p>		

Basic skiing competency:

Development strategies:



Workshop – Student Centred Teaching

Decision making and lesson planning - “6 step lesson planning”

1. Assess your students

- Visual Assessment of fitness, confidence, fatigue, equipment;
- Questions to determine skiing and sporting experience;
- Find out their expectations.

2. Consider terrain

- Know your terrain;
- Use it well.

3. Assess skills

- Prioritize and choose skill appropriate to snow conditions and terrain;
- Start with the Basic skiing competencies;
- Identify causes.

4. Choose tactics and strategies

- Choose tactics related to assessment;
- Match tactics and terrain;
- Use situations as teaching tools.

5 .Evaluate progress

- Feedback: Be specific, directive and positive.

6. Guided mileage for skill development

- Use long sequence of turns;
- Let others practice while you help one student;
- Ski beside and behind students;
- Let student gain independence.

Skill development scale – how skiers learn

- A skilled performance in skiing develops systematically and predictably. The 3rd stage of skill development is **Consolidation** and applies generally to **Intermediate** skiers. (Review Description, Teaching implications and Feedback)

Development level	Description	Teaching implications	Feedback
Consolidation	<ul style="list-style-type: none"> • Coordination of movements appears • Skill is performed with control and rhythm under stable conditions • Some elements of performance are maintained when student is under pressure, conditions change or demands increase, but performance remains inconsistent 	<ul style="list-style-type: none"> • Expose student to a variety of situations • Perform a lot of repetitions under varied conditions • Challenge with more complex and demanding tasks • Find more solutions through trial and error • Give less feedback 	<ul style="list-style-type: none"> • Instructor gets more internal FB from the Students (skier's feelings) • More instruction (explaining why to increase knowledge) • Use higher volume of repetition (but volume of feedback decreases) • Question to increase students self-awareness

These stages of skill development apply also to acquisition of specific skills at any skiing level. For example a *consolidation* level (intermediate) skier learning the pole plant will pass through the *initiation* and *acquisition* stages of this new movement pattern. Similarly, a *refinement* level (advanced) skier will pass through the stages when learning to ski steep varied terrain or powder snow. This implies that the instructor's approach and feedback should be adjusted accordingly.

Course Guide Questions: Student Centred Teaching / Skill Development Scale

1. How are student goals determined?

2. Explain the following statement: "Skiing is a decision-making sport".

3. What are terrain implications for the Consolidation stage of skill development?

4. Why can the instructor decrease the volume of feedback at the Consolidation stage?

5. Give examples of questions to ask in order to increase student's self-awareness.

6. What are the qualities of good demonstrations?

7. What are some ways to get students to feel new things?

8. How do we reinforce student progress?

Assignment – Lesson Planning

Choose one in each of the following categories and create a lesson plan.
Refer to Manual reading assignment below.

Type of Student:

- Beginner – linking turns
Beginner – green runs
Intermediate - cautious
Intermediate - aggressive

Type of Lesson: Group Private Semi-Private

Snow Conditions: Groomed Powder Soft Packed Hard Packed Slushy

Weather Conditions: Warm Cold Sunny Overcast Snow Guns Windy

Students' physical condition: Athletic Non Athletic Fit Overweight

Type of Terrain: Green Blue Black

Type of Learner (manual 4.2) Watcher Doer Thinker Feeler

Student's Expectations: _____

Teacher's Expectations: _____

Based on the Consolidation stage on Skill Development, outline of the approach you would take for this lesson. Give a starting and finishing point to the lesson.

Reading assignment

- Student centred teaching (p. 4.2 – 4.13)

Workshop - Skill Assessment and Development 2

- Assess Basic skiing competencies / relate to skill – Development strategies;
- Skill - Part of the Turn - Part of the Body (Templates for development strategies);
- Templates for development – feedback: **Positive-Concise-Directive**;
- Turn phases;
- Skill priorities and blending.

Skiers	Basic skiing competencies / Skills	Development strategies
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Workshop – Fast Track to Parallel

1. What are the primary goals for beginner skiers?

2. How do we assure a safe lesson?

3. What are the fundamental skills for beginner skiers? Why?

4. What are possible reasons why skiers “stem?”

5. What skills are needed to balance on parallel edges?

6. Give examples of how teaching approach will vary with terrain:

7. List 3 tactics to develop stance and mobility:

8. List 3 tactics to develop good turning of the legs:

9. What skills are combined to create steering?

Reading:

- Skier development – Entry level to Intermediate (p. 4.14 – 4.37)
- Development stages for children (p. 5.19 – 5.27)

Assignment

- “Development stages for children” questionnaire

Assignment - Teaching Children

Age group	Physical	Mental/Social/Emotional	Teaching Considerations
2-5 “Pre-operations”	<ul style="list-style-type: none"> - Low strength and stamina - Neuromuscular not fully developed - COM relatively high 	<ul style="list-style-type: none"> - Ego-centric, not that aware of others around them - Short attention span - Need simple instructions 	<ul style="list-style-type: none"> - Work one on one - No competition - One task at a time - Use a controlled environment - “Copy – cat” approach
6-8 Early stage of “Concrete operations”	<ul style="list-style-type: none"> - Better coordination and strength - Need rest periods - Injury prone 	<ul style="list-style-type: none"> - Can work with partners, play becomes interactive - Capable of deductive reasoning - Self-esteem important but fragile 	<ul style="list-style-type: none"> - Interactive and cooperative games - Safety and class control top priority - Avoid competitive approach
9-12 Later stage of “Concrete operations”	<ul style="list-style-type: none"> - Coordination and strength ready for more refined tasks - Can still be awkward due to growth spurts 	<ul style="list-style-type: none"> - Peer groups become more important - Still respect adults but like to challenge them - Like challenges, but like to succeed 	<ul style="list-style-type: none"> - Can be challenged with terrain and tasks - Allow experimentation - Keep them interested and motivated
13-18 “Formal operation”	<ul style="list-style-type: none"> - Approaching adult strength and coordination - Capable of refining motor skills - Centre of Mass same as adult level 	<ul style="list-style-type: none"> - Peers more important - Capable of reasoning and decision making - Want to have input into program - Wish to be respected 	<ul style="list-style-type: none"> - Encourage team work - Make them part of the decision making - Use varied activities to keep them challenged - Teach the “Whole/Part/Whole” method

“Lift procedures”

Reading: CSIA Manual (p. 5.9 - 5.12)

Review and discussion

Course Guide Questions:

Child Development Phases

1. List 3 physical characteristics for children 2-5 years old:

2. How should a ski instructor adjust his lesson (3 points) with children 2-5 years old?

3. Find 2 reasons why accidents are particularly common with children 6-8 years old:

4. At what age do children start having the strength and coordination to balance in the center of their skis?

5. Should an instructor encourage competition or participation with children ages 6-8 years old? Why?

6. At ages 9-12, what is the difference in the growth spurts for girls as suppose to boys?

7. List 3 ways to encourage teenagers (13-18 years old):

8. Give one mental, one social and one emotional characteristic for teenagers (13-18 years old):

Make a brief summary of how an instructor has to change their teaching approach in consideration of the age group and development stages.

Workshop - Ethics and Professionalism

Ski teachers are one part of a larger industry and are in the unique position of spending longer periods of time with skiing guests. This creates an opportunity to impart to their clients their knowledge of the sport, the resort and the alpine environment, and to share a passion that can last a lifetime.

An instructor has a responsibility for their clients' safety and success. The ski industry creates expectations for their customers and places instructors in a position of influence on the skiers' experience. This position carries the duty of responsibility and professionalism, and the instructor must be ready to meet the expectations of professionalism and ethical conduct within the resort and in the eyes of the customer.

Please review the CSIA code of ethics, page iii – vii of the manual.

Workshop – Guest service for adults

Guest service checklist:

- Introduce yourself and learn names;
- Be friendly and put them at ease;
- Explore expectations and background of students;
- Customize approach to their needs;
- Warm-up and evaluate fitness, mental state and technical skills;
- Teach for results - be student centered;
- Finish on a positive note;
- Individual wrap-up, establishing goals for the next lesson;
- Handshake and good-bye.

Communication checklist:

- Use two-way communication and involve everyone in decision-making and learning;
- Ask questions that help discover solutions;
- Use simple cues and key words as reminders;
- Give time to absorb and integrate information;
- Ride lifts with all clients.

Client building checklist:

- Use lift and lesson time to assess their needs;
- Give the student a sense of accomplishment with “feel-good” terrain and encouragement;
- Manage time well for pleasure and learning;
- Explain your approach and its benefits;
- Summarize progress and indicate directions for continued development;
- Indicate your availability;
- Shake hand and give a business card;
- For long term clients, exchange contact information and stay in touch in the off-season;
- Accept tips gratefully and professionally.

Course Guide Questions :

1. How do we make ski lessons fun?

2. What are some ways to create awareness of the ski experience and alpine environment?

3. How do we show the guest that we are there for them?

4. What are some examples of guest service for beginner lessons?

5. What are qualities of good communication?

6. How can body language positively influence the message you want to communicate?

7. List 2 ways to build a relationship with clients?

“Alpine Education” Video

Reading

- Guest service (chapter 2)



PIF

LEVEL 2 ASSESSMENT

PIF



(Competency — Skiing)

(Competency — Teaching)

Name: _____

Location: _____

#: _____

Date: _____

General Performance	Below standard Standard Above standard	Below standard Standard Above standard
Ski parallel	<input type="checkbox"/>	<input type="checkbox"/>
Adapts to: Turn Shape	<input type="checkbox"/>	<input type="checkbox"/>
Terrain	<input type="checkbox"/>	<input type="checkbox"/>
Adjusts speed	<input type="checkbox"/>	<input type="checkbox"/>
Adjusts technique to demonstrations	<input type="checkbox"/>	<input type="checkbox"/>
Areas for Improvement: _____		
Specific Performance/ Skill Application	Below standard Standard Above standard	
Phase 1 — Centred and mobile stance Both edges released together	<input type="checkbox"/>	<input type="checkbox"/>
Phase 2 — Balance on outside ski Maintain fore/aft balance Lower body leads turning effort	<input type="checkbox"/>	<input type="checkbox"/>
Phase 3 — Edge increase through angulation Maintain separation Maintain parallel skis	<input type="checkbox"/>	<input type="checkbox"/>
Skill Development	Below standard Standard Above standard	
Stance and Balance	<input type="checkbox"/>	<input type="checkbox"/>
Pivoting	<input type="checkbox"/>	<input type="checkbox"/>
Edging	<input type="checkbox"/>	<input type="checkbox"/>
Development strategies: _____		
Technical Understanding	Below standard Standard Above standard	Below standard Standard Above standard
Skill assessment related to turn phases looks for causes	<input type="checkbox"/>	<input type="checkbox"/>
Skill development related to assessment	<input type="checkbox"/>	<input type="checkbox"/>
teaching tactics progressive	<input type="checkbox"/>	<input type="checkbox"/>
tactics adjusted to terrain appropriate to skill level	<input type="checkbox"/>	<input type="checkbox"/>
Areas for Improvement: _____		
Student Centred Method	Below standard Standard Above standard	Below standard Standard Above standard
Organized and structured approach	<input type="checkbox"/>	<input type="checkbox"/>
Adapts to terrain/conditions	<input type="checkbox"/>	<input type="checkbox"/>
Gives individual feedback	<input type="checkbox"/>	<input type="checkbox"/>
Class control	<input type="checkbox"/>	<input type="checkbox"/>
Teaches safely	<input type="checkbox"/>	<input type="checkbox"/>
Clear directions	<input type="checkbox"/>	<input type="checkbox"/>
Keeps class moving	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrations	<input type="checkbox"/>	<input type="checkbox"/>
Adapted to skill level	<input type="checkbox"/>	<input type="checkbox"/>
Adapted to terrain	<input type="checkbox"/>	<input type="checkbox"/>
Areas for Improvement: _____		
Guest Services	Below standard Standard Above standard	Below standard Standard Above standard
Communication	<input type="checkbox"/>	<input type="checkbox"/>
Understandable	<input type="checkbox"/>	<input type="checkbox"/>
Addresses individuals	<input type="checkbox"/>	<input type="checkbox"/>
Creates awareness of environment	<input type="checkbox"/>	<input type="checkbox"/>
Self confident	<input type="checkbox"/>	<input type="checkbox"/>
Enthusiasm	<input type="checkbox"/>	<input type="checkbox"/>
Pro-Active	<input type="checkbox"/>	<input type="checkbox"/>
Positive attitude & body language	<input type="checkbox"/>	<input type="checkbox"/>
Comments: _____		
Areas for Improvement: _____		
FINAL RESULT: PIF	Course conductors: _____	

CSIA 2006

**CSIA COURSE EVALUATION
2006-2007**

Course title:
Location:
Course dates:
Course Conductor(s): #1:
#2:

Registration

1. I registered by :
- a) Mail
 - b) Fax
 - c) www.snowpro.com website
 - d) In person at the National Office

- | | Completely disagree | Disagree | Agree | Completely agree |
|--|----------------------------|--------------------------|--------------------------|--------------------------|
| 2. Course registration was simple and problem-free. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Meeting times and location were clearly indicated by the National Office. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. On-site registration area was highly visible. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Ski hill staff was aware of the CSIA course being held. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments and Suggestions : _____

Course Conductors

1. Did you receive positive and constructive feedback from your course conductors? Yes or No
 2. Were your areas of improvement presented to you in a clear and precise manner? Yes or No

Assess the course conductor as she/he:

- 1 = Needs improvement
- 2 = Met expectations
- 3 = Surpassed expectations

- 3. Managed her/his time to help all candidates.
- 4. Was patient and understanding with all candidates.
- 5. Demonstrated enthusiasm and professionalism at work.
- 6. Effectively presented course material at a good pace.
- 7. Possessed the expertise and knowledge for the course being taught.

Conductor#1	Conductor #2

If you had more than one conductor during your course

- 8. Do you feel your course conductors agreed on the skills you need to improve? Yes or No
- 9. Pedagogically and technically speaking, do you feel your course conductors teachings were consistent from one to another? Yes or No
- 10. Pedagogically and technically speaking, do you feel the method of evaluation was consistent from one course conductor to another? Yes or No

Course Content

Assess the course content as it:

- 1) Needs improvement
- 2) Met expectations
- 3) Surpassed expectations

- 1. Course content according to technical and pedagogical aspects.
 - 2. Course length according to it's content.
 - 3. Indoor sessions.
 - 4. On-snow video session.
 - 5. Allocated time for skiing.
 - 6. Allocated time for teaching.
 - 7. Allocated time for assesement and development.
- | |
|--|
| |
| |
| |
| |
| |
| |
| |
| |

Evaluation

Assess the evaluation process as it:

- 1) Needs improvement
- 2) Met expectations
- 3) Surpassed expectations

- 1. Description of evaluation process.
 - 2. Explanation of evaluation criteria in order to pass the course.
 - 3. Course conductor feedback on your skiing and teaching performances.
- | |
|--|
| |
| |
| |

Your comments, impressions and suggestions:
