



CANADIAN SKI INSTRUCTORS' ALLIANCE

Level 1 Certification Course Guide

2011-2012

CSIA Mission Statement

*“The CSIA sets the standard for
the profession of ski teaching.”*

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

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Canadian Ski Instructors' Alliance

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Level 1 Introduction



The Level 1 ski instructor certification is for any skier over the age of 15 that is a competent parallel skier. The Level 1 candidate can expect to be exposed to a variety of terrain, snow conditions and terrain features.

The Level 1 course is an introduction to ski teaching, CSIA technique and methodology and the role of ski teaching within the ski industry. It combines the basics of practical ski teaching methods, technical understanding and development of guest service skills, specifically addressing children's skiing.

Candidates will receive coaching on their skiing, teaching and people skills with the goal of reaching the Level 1 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 1 is a pre-requisite for the Level 2 certification.

DURATION: 4 days totaling 24 hours, including evaluation

COURSE CONTENT:

✦ Recommended Reading

- › Technical Basics
- › Guest Service
- › Basic Methodology
- › Teaching Children
- › Fast Track To Parallel

Sub-total 2.5 hrs

✦ Indoor

- › Introduction to CSIA and Standards
- › Basic Methodology
- › Technical Basics
- › Responsible Teaching/Guest Service
- › Assessment and Development

Sub-total 3.5 hrs

✦ Outdoor

- › Ski improvement and skill development w/video **5.0 hr**
- › Fast track to parallel – Methodology and lesson planning **5.0 hr**
- › Safe teaching practices/Age specific methodology **2.5 hr**
- › Age specific methodology **3.0 hr**
- › Situational teaching **2.5 hr** **Sub-total 18 hrs**

Total: 24 hrs

Level 1 Schedule



DAY 1

* Registration

* On snow

- › Ski improvement – Understanding the skiing skills through individual skill development
- › Guest service exercise
- › Ski improvement with a tactical approach

* Indoor

- › Review course outline and performance criteria
- › Level 1 standards
- › Day 1 debrief

DAY 2

* On snow

- › Fast Track to Parallel – Teaching progression / Entry level to Intermediate
- › Fast Track to Parallel – Methodology / lesson planning (Introduction)

* Indoor

- › Workshops:
 - Basic Methodology
 - Technical Basics
 - Guest Service/Responsible Teaching
 - Assessment and Development
- › One-on-one sessions; Course Conductor – Candidates

DAY 3

* On snow

- › Fast Track to Parallel – Methodology / lesson planning (Continued from Day 2)
- › Practical teaching – Safe teaching practices/Age specific methodology

› Indoor

- › Day 3 debrief

DAY 4

* On snow

- › Teaching workshop – Teaching children / Fun tactics
- › Teaching workshop – Situational teaching

* Indoor

- › Course Conductor Feedback Form
- › Final assessments
- › Results presentation

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

Evaluation



Candidates are evaluated on their skiing and teaching skills, as well as their participation on and off the snow. The evaluation is conducted on an on-going basis throughout the course and based on the “IACRCv” model (see CSIA Manual, pgs. 6.2-6.3). Candidates must pass both skiing and teaching aspects to be certified Level 1.

MARKING SYSTEM

❖ Ski:

Candidates have to be at the “Acquisition” stage of the Development Model to meet the standard.

❖ Skill Development Scale – How Skiers Learn (Manual pgs. 6.2-6.3)

DEVELOPMENT SCALE	TECHNICAL ABILITY
INITIATION	<ul style="list-style-type: none">› First contact with skill or activity;› Learner may have no idea what to do.
ACQUISITION	<ul style="list-style-type: none">› The skier coordinates and executes the key components of the movement in the correct order;› Execution is inconsistent and lacks precision;› Cautious execution by skier;› Rough form, lacks synchronization, rhythm and flow.
CONSOLIDATION	<ul style="list-style-type: none">› Coordination of movements appear› Controlled and rhythmical execution of task under stable conditions› Some performance elements are maintained, but are inconsistent when skier is under pressure, conditions change or demands increase

❖ Teaching:

Meets expectations (M/E) or Needs improvement (N/I).

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. The candidate must register in advance for re-assessment on a Level 1 course.

Skiing re-test will be during Day 1 and Day 2 of the course. Teaching re-test will be during Day 3 and Day 4. Candidates will join one of the existing groups and participate fully in the day's agenda. Results will be announced at the end of Day 2 for skiing re-test candidates and at the end of Day 4 for teaching re-test candidates.

TEACHING ASSESSMENT

Element Of Competency	Performance Criteria
Teach “Fast Track to Parallel” in accordance with CSIA technique and methodology	<p>Technical understanding:</p> <ul style="list-style-type: none">› Teaching is skill related;› Identify symptoms of obvious skill deficiencies related to the 3 basic skiing competencies;› Relate teaching tactics to the skills in order to achieve basic skiing competencies. <p>Student-centred method:</p> <ul style="list-style-type: none">› Demonstrate safe teaching practices;› Show an organized and structured approach utilizing the 6 steps;› Show basic class control. <p>Guest service:</p> <ul style="list-style-type: none">› Demonstrate active listening;› Communicate coherently;› Provide individual feedback;› Show a positive attitude and use appropriate body language.

TECHNICAL ASSESSMENT

Element Of Competency	Performance Criteria - Acquisition
<p>Demonstrate effectively from entry level to intermediate</p>	<p>General performance criteria:</p> <ul style="list-style-type: none"> › Ski consistently parallel on intermediate terrain at moderate speed; › Show some ability to adjust their technique to a variety of turn types and different snow conditions; › Control their speed; › Adjust their skill to provide technically sound demonstrations which are easy to copy; › Demonstrate at all levels, from entry level to intermediate. <hr/> <p>Specific performance criteria:</p> <p>Intermediate Parallel Turns: Control in symmetrical/rhythmical parallel turns on intermediate terrain (blue):</p> <ul style="list-style-type: none"> › Maintains Intermediate speeds; › Centred, mobile stance; › Direction change initiated by lower body; › Steering adjusted to terrain and speed; › Manages upper/lower body separation. <p>Wedge Turns: Rhythmical wedge turns executed on flat beginner terrain (green):</p> <ul style="list-style-type: none"> › Centred, mobile stance; › Direction change initiated by lower body; › Steering adjusted to terrain and speed; › Manages upper/lower body separation. <p>Free Skiing: Free skiing on intermediate terrain (blue):</p> <ul style="list-style-type: none"> › Stance adjusted to speed and snow conditions; › Show the ability to vary edging with the terrain and turn shape; › Show good control and consistency, with the technical elements described in basic parallel turns.

Day 1 Overview



✦ **By the end of the day, you will have been exposed to the following:**

› **The skiing skills concept and the 3 basic skiing competencies**

Basic Skiing Competencies	Skiing Skills
Centred/Mobile Stance	Stance and Balance
Turning with the lower body	Pivoting
Balance on edges	Edging
	Pressure Control
	Timing and Coordination

› **How all 5 skills play a role in the ability to achieve of each of the 3 basic skiing competencies.**

› **Blending skills to achieve the basic skiing competencies in a variety of conditions.**

- Using small bumps.
- Using non groomed terrain.
- Using steeper terrain.

✦ **Reading assignment :**

- › Technical Basics – pgs. 4.2-4.16
- › Guest Service – pgs. 2.2, 2.3, 2.4 (Speaking and Body Language), 2.12. 2.13

🌟 Debrief – Day 1 Notes

Skiing skills

Tactical approach

Positive elements

Difficult elements

Strategies / Solutions

Day 2 Overview



- ✦ **By the end of the day, you will have been exposed to the following:**
 - › **Skill development progression from First Time Skiers to Intermediate Skiers**
 - The Course Conductor will lead you through the FTTP to Intermediate Parallel illustrating how skills develop and how to achieve the 3 Basic Competencies.
 - You will develop your demonstrations and understanding of skill progression.
 - › **Your Course Conductor will demonstrate an integration of the skills concept with basic methodology.**
 - You will see how to manage a group specific to each stage of development.
 - Understand the six steps of lesson planning.
 - Experience a Student Centred Method as your Course Conductor demonstrates the following:
 - Keeping people moving
 - Pacing your information
 - Rhythm of the lesson
 - Customizing your feedback to individuals within the group
 - Dealing with a split in the class
 - Adjusting to terrain and student types
 - › **Learn a system for assessment and development**
 - Learn how to describe what you see in skiers
 - Develop your assessment skills around the skills and basic competencies
 - Identify symptoms in both the candidates and skiing public
 - › **One-on-One Session:**
 - Refer to assessment form on page 24
- ✦ **Reading Assignment :**
 - › Basic Methodology – 3.2-3.6, 3.9-3.10
 - › Teaching Children – 5.7-5.31
- ✦ **Recommended Reading Assignment :**
 - › Fast Track To Parallel – 3.11-3.32



BASIC METHODOLOGY

★ **FAST TRACK TO PARALLEL & GUEST SERVICE – Manual pgs. 3.11-3.32**

1. *Describe* the 5 Entry Level Steps?

ENTRY LEVEL STEPS	TACTICS / TEACHING APPROACH	TECHNICAL CONSIDERATIONS
MOBILITY	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
SLIDING	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
STOPPING	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
TURNING	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
LINKING	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

✓ **GUEST SERVICE QUESTIONS**

2. Give some examples of when the instructor was actively listening?

a. What are some benefits to the use of Active Listening?

b. How did the instructor engage the learners?

c. How did the instructor manage individual progress within the group?

i. Within the lesson?

3. How did the instructor's attitude affect the class environment?

✳ 6 STEP LESSON PLANNING – MANUAL PGS. 3.6-3.8

1. How did the instructor initially assess the students before seeing them ski?

2. List some terrain considerations the instructor had to make?

a. Safety concerns?

3. Which competencies most likely required achievement?

a. What skills were developed in order to achieve the competencies?

4. How did the instructor develop the skills?

5. Give an example of how the instructor evaluated the students' progress?

6. How did the instructor incorporate guided mileage?

★ RESPONSIBLE TEACHING – MANUAL PGS. 5.2-5.13

✓ DUTY OF CARE QUESTIONS (Manual p. 5.2 – 5.4)

1. When teaching children “Duty of care” starts when...?

2. When teaching children “Duty of care” ends when...?

3. Duty of care owned by an instructor supervising children means the instructor has to...?

4. Role of an instructor?

✓ GUEST SERVICE FOR CHILDREN CHECKLIST (Manual p. 5.7)

✓ **SAFETY AND CLASS CONTROL QUESTIONS (Manual p. 5.8 – 5.10)**

1. How to recognize and avoid risk?

2. How to stop a class?

3. How to move a class?

4. What to do in case of an accident?

✓ **LIFTS PROCEDURES QUESTIONS (Manual p. 5.5 – 5.6)**

1. General

2. Loading and unloading chairlift

TECHNICAL BASICS

★ PHYSICS AND SKIING – MANUAL PGS. 4.2-4.5

1. Discuss Centre of Mass (COM)

2. Discuss Base of Support (BOS)

3. Discuss Steering Angle

★ BASIC SKIING COMPETENCIES – MANUAL PGS. 4.7

1. What do we look for when assessing skier ability?

2. Once you have decided on which competency needs improvement, what needs developing?

❄️ SKIING SKILLS QUESTIONS

So far in your course, what have you observed in regards to the following skills either in your own skiing or another candidates skiing?

1. Stance and Balance

2. Timing and Coordination

3. Pivoting

4. Edging

5. Pressure Control

6. What are the practical implications of these skills?

★ ASSESSMENT AND DEVELOPMENT

NOTES	SKIERS / DEMONSTRATIONS	
<p>Symptom: Basic Competency: Skill to Develop: Development strategies:</p>		
<p>Symptom: Basic Competency: Skill to Develop: Development strategies:</p>		
<p>Symptom: Basic Competency: Skill to Develop: Development strategies:</p>		

Symptom:

Basic Competency:

Skill to Develop:

Development strategies:



Symptom:

Basic Competency:

Skill to Develop:

Development strategies:



Symptom:

Basic Competency:

Skill to develop:

Development strategies:



Day 3 Overview



★ By the end of the day, you will have been exposed to the following:

- › **Continue to learn a system for assessment and development**
 - Learn how to describe what you see in skiers
 - Develop your assessment ability around the skills and basic competencies
 - Identify symptoms in both the candidates and skiing public

- › **Riding all lift types at the ski resort**
 - You will have an opportunity to ride and also guide fellow candidates on the use of each lift
 - Review specific procedures at the ski resort in regards to children

- › **Experience and practice creating a safe teaching environment**

- › **Understanding and utilizing age specific teaching methods**
 - Explore the children's learning stages
 - Create a learning environment specific to the different age groups

★ Recommended Reading Assignment :

- › Teaching Children – pgs. 5.7-5.31

🔴 Debrief – Day 3 Notes

Skiing skills

Tactical approach

Positive elements

Difficult elements

Strategies / Solutions

Day 4 Overview



- ✦ **By the end of the day, you will have been exposed to the following:**
 - › **In small groups of 2 or 3, you will work together as a team in varying environments.**
 - Each group will meet after each scenario and debrief the other groups with the methods they chose to deal with the situation.
 - The course conductor will guide the discussions and create the scenarios.
 - › **In groups of 2 or 3, you will experiment further with games, tactics and props when teaching children.**
 - Debrief with all groups as to the effectiveness of each game, tactic and prop.



CSIA LEVEL 1 ASSESSMENT

FINAL RESULTS

NI / ME

Name: _____ Date: _____
Location: _____ Candidate #: _____

Skiing Competency

NI / ME

Teaching Competency

NI / ME

General Performance

I A C R

- Skis parallel I (A) C R _____
- Adapts skiing Turn Shape I (A) C R _____
skills to: _____
- Adjusts skiing Terrain I (A) C R _____
skills for Speed I (A) C R _____
demonstrations I (A) C R _____

Development Strategies: _____

Technical Understanding

NI ME

- Teaching is skill related
- Skill assessment identifies symptoms
- Skill development
Related to competencies _____
Targets skills _____

Development Strategies: _____

Requires 3/4

Specific Performance/Skill Application

I A C R

- **Stance & Balance** - Centred fore aft in the middle of outside ski I (A) C R
- Mobile in all joints I (A) C R
- **Timing & Coordination** - Proper use of pole plant I (A) C R
- Can vary turn shape I (A) C R
- **Pivoting** - Turning initiated with lower body I (A) C R
- Manages steering effort with lower body I (A) C R
- **Edging** - Controls turn shape I (A) C R
- Balance through inclination/angulation I (A) C R
- **Pressure Control** - Controls COM through flexion and extension I (A) C R

Development Strategies

Student Centred Method

NI ME

- Teaches Safely (Mandatory)
- Utilizes 6 Step Lesson Planning
- Shows Basic Class Control

Development Strategies: _____

Requires 2/3

Guest Service

NI ME

- Demonstrates Active Listening
- Communicates Coherently
- Provides Individual Feedback
- Positive attitude & body language

Development Strategies: _____

Requires 3/4

Legend: I – Initiation: skier understands the skill that is being demonstrated
(A) – Acquisition: skier is able to execute movements in the correct sequence
C – Consolidation: coordinated movements are starting to appear
R – Refinement: skier is able to perform precise, smooth & efficient movements
Must achieve bracketed score

Course Conductors:

