



CANADIAN SKI INSTRUCTORS

Level 1 Course Guide

2010-2011

CSIA Mission Statement

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

Table of Contents



Level 1 Introduction	3
Course Schedule	4
Evaluation	5
Day 1 Overview & Debrief	7
Day 2 Overview & Debrief	9
Workshop – Fast Track to Parallel	10
Reference material - Student-Centred Teaching	12
Day 3 Overview & Debrief	14
Workshop – Responsible Teaching	15
Reference material – Teaching Children	18
Reference material – Guest Service	19
Workshop – Assessment and Development	21
Day 4 Overview	22
Level 1 Assessment Form	23
Course Conductor Feedback Form	24

Canadian Ski Instructors' Alliance

©Copyright 2010, All rights reserved

Printed in Canada

220-4900, Jean Talon West

Montréal, QC H4P 1W9

Canada

www.snowpro.com

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 25 hours, including evaluation

COURSE CONTENT:

🍁 E-prep

› Canadian Approach/Guest Service	.5 hr	
› Student Centred Teaching	.5 hr	
› Technique	.5 hr	
› Teaching Children	.5 hr	Sub-total 2.0 hrs

🍁 Indoor

› Introduction to CSIA and Standards	0.5 hr	
› Fast Track to parallel – Teaching methodology	1.0 hr	
› Skill assessment and development	1.0 hr	
› Responsible teaching	0.5 hr	Sub-total 3.0 hrs

🍁 Outdoor

› Ski improvement and skill development w/video	0.5 hr	
› Fast track to parallel – Methodology and lesson planning	0.5 hr	
› Safe teaching practices	2.5 hr	
› Age specific methodology	5.0 hr	
› Situational teaching	2.5 hr	Sub-total 20.00 hrs

Total: 25.00 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
- ✳ **Indoor**
 - › Workshop: Fast Track to Parallel
 - › One-on-one sessions; Course Conductor – Candidates

DAY 3

- ✳ **On snow**
 - › Practical teaching – Safe teaching practices
 - › Practical teaching – Age specific methodology
- ✳ **Indoor**
 - › Workshop: Responsible teaching
 - › Workshop: Skill Assessment and Development

DAY 4

- ✳ **On snow**
 - › Teaching workshop – Teaching children / Fun tactics
 - › Teaching workshop – Situational teaching
- ✳ **Indoor**
 - › CSIA On-line feedback/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, p.4.10 - 4.11). 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.

★ **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.

Teaching Assessment

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
<p>1. Teach “Fast Track to Parallel” in accordance with CSIA technique and methodology</p>	<p>1.1 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: centred/mobile stance, turning with the lower body, balance on the edges; › Relate teaching tactics to the skills. <p>1.2 Student-centred method:</p> <ul style="list-style-type: none"> › Show an organized and structured approach including the 6 steps; › Demonstrate safe teaching practices; › Show basic class organization. <p>1.4 Guest service:</p> <ul style="list-style-type: none"> › Show coherent verbal communication to individuals in the group; › Show self-confidence by being enthusiastic and pro-active; › Show a positive attitude and appropriate body language.

Technical Assessment

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA - ACQUISITION
<p>2. 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. <p>Specific performance criteria:</p> <p>Intermediate Parallel Turns: Control in symmetrical/rhythmical parallel turns on intermediate terrain (blue):</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 centred and mobile. <p>Phase 2</p> <ul style="list-style-type: none"> › A new platform 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>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; › Maintain 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



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

- * **The relationship between the skills concept and the 3 basic skiing competencies**
 - › You will develop stance and balance with the outcome of a mobile centred stance
 - › You will develop the skill of pivoting for the result of separation. You will see that turning of the lower body is evident in slow, skidded turns through fast, carved turns.
 - › You will develop the skill of edging to balance on your edges.

- * **How all 5 skills play a role in the outcome of each of the 3 basic skiing competencies.**

- * **Blending skills to achieve the basic competencies in a variety of conditions.**
 - › Using small bumps.
 - › Using non groomed terrain.
 - › Using steeper terrain.

Reading assignment :

- * Technique ó The Canadian Approach (pgs. 3.2 to 3.9, 3.14 to 3.17, 3.22 to 3.31)

Debrief - Day 1

NOTES

Skiing skills

Tactical approach

Positive elements

Difficult element

Strategies / Solutions

Day 2



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 a good lesson.
 - › Experience a Student Centred Method as your Course Conductor demonstrates the following:
 - (a) Keeping people moving
 - (b) Pacing your information
 - (c) Rhythm of the lesson
 - (d) Customizing your feedback to individuals within the group
 - (e) Dealing with a split in the class
 - (f) 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



Workshop

Fast Track to Parallel

OBJECTIVES :

- › Develop a good understanding of the FTTP progression, and its importance for Ski Instructors.
- › Know and understand each step of the progression, their outcomes and some tactics instructors can use to achieve those outcomes.
- › Know and understand the key elements of teaching First Time Skiers.

DISCUSSION ON THE LEARNING EXPERIENCE OF A FIRST TIME SKIER:

- › Personal experience as a beginner skier and / or their experience teaching a friend...
- › What it means to be a First Time Skier and what should be the teaching approach.

TEACHING FIRST TIME SKIER:

How to assess learners

Setting up the learning environment

Teaching approach

FAST TRACK TO PARALLEL :



LINKING Tactics / Teaching approach: _____

Technical considerations: _____



TURNING Tactics / Teaching approach: _____

Technical considerations: _____



STOPPING Tactics / Teaching approach: _____

Technical considerations: _____



SLIDING Tactics / Teaching approach: _____

Technical considerations: _____



MOBILITY Tactics / Teaching approach: _____

Technical considerations: _____

REFERENCE MATERIAL

Student-Centred Teaching

TEACHING FOR RESULTS

GUEST SERVICE + TECHNICAL APPROACH + STUDENT-CENTRED TEACHING = RESULTS* **SAFETY FIRST**

- › Warm-up.
- › Familiarity with lift use.
- › Use of safe stopping areas while encouraging students to stop below the group.
- › Awareness of skier/boarder traffic.
- › Adaptation to terrain and condition changes.
- › Understanding clothing use, eye protection, skin protection and care of equipment.
- › Hazards and signage recognition.
- › In tough situations, have students follow.

* **CONSIDER LESSON TYPE**

- › The time frame will influence your approach and pace.
- › Consider the different lesson types: private, group, ski week, etc.

* **LESSON PLANNING**

- › **Be prepared** Are you familiar with the progression?
Do you have a repertoire over exercise that you are comfortable with?
- › **Think ahead** Know the terrain well.
Have you planned some strategies for the lesson?
- › **Be professional** Be punctual.
Treat your clients with the utmost respect.

* **« 6 STEP LESSON PLANNING » (Manual p. 4.6)**

1. Assess your student.
2. Consider terrain.
3. Assess skills.
4. Choose tactics and strategies.
5. Evaluate progress.
6. Guided mileage for skill development.

✿ **SKILL DEVELOPMENT SCALE – HOW SKIERS LEARN (Manual pg. 4.10)**

A skilled performance in skiing develops systematically and predictably. The first 2 stages of skill development are Initiation and Acquisition, and apply generally to first time skiers and beginners.

DEVELOPMENT SCALE	TECHNICAL IMPLICATIONS	FEEDBACK
INITIATION	<ul style="list-style-type: none"> › Paint a clear mental image in relation to the learner style. › Provide safe and easy learning environment. › High volume of repetition. 	<ul style="list-style-type: none"> › Instructional (what, where, how and when). › Use demonstrations
ACQUISITION	<ul style="list-style-type: none"> › Increase repetition – not seeking perfection. › Allow learning by trial and error. › Ask questions that causes critical thinking. › Emphasize left and right symmetry. 	<ul style="list-style-type: none"> › Positive reinforcement (if appropriate) › Use benchmark video (for modeling). › Feedback mostly external (coming from instructors).

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.

Reading assignment:

- ✿ Student centred teaching (Manual, p. 4.2 to 4.13)
- ✿ Fast track to parallel (Manual, p. 4.14 to 4.19)

Day 3



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

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

Workshop *Responsible Teaching*


OBJECTIVES:

- ★ **Have a good understanding of a Ski Instructor’s responsibilities.**
 - › Knowledge of Lift procedures.
 - › How to manage a class safely.
 - › Understand “Duty of care”.
 - › Understand Guest service for children.
- ★ **Discuss the importance of knowing and understanding the role and responsibilities of an Instructor.**
- ★ **Know what is expected of a Ski Instructor.**

**DUTY OF CARE * GUEST SERVICE FOR CHILDREN * SAFETY AND CLASS MANAGEMENT
LIFTS PROCEDURES**



DUTY OF CARE



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

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

Duty of care owned by an instructor supervising children means the instructor has to:

Role of an instructor:



GUEST SERVICE FOR CHILDREN



SAFETY AND CLASS CONTROL



How to recognize and avoid risk:

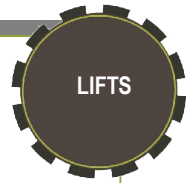
Stopping a class:

Moving a class:

In case of an accident:



LIFTS PROCEDURES



General:

Loading and unloading a chairlift:

REFERENCE MATERIAL

Teaching Children

AGE GROUP	PHYSICAL	MENTAL, SOCIAL, EMOTIONAL	TEACHING CONSIDERATION
<p>2 - 5</p> <p>Pre-operation</p>	<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 › “Copycat” approach
<p>6-8</p> <p>Early stage of concrete operation</p>	<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
<p>9-12</p> <p>Later stage of concrete operation</p>	<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 	<ul style="list-style-type: none"> › Can be challenged with terrain and tasks › Allow experimentation › Keep them interested and motivated
<p>13-18</p> <p>Formal Operations</p>	<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 add input into the 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

REFERENCE MATERIAL

Guest Service

Key Elements

★ 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-centred.
- › 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.
- › Give instructions to small children at eye level.

★ ADAPTING GUEST SERVICE SKILLS TO KIDS

- › Sit or kneel down to make eye contact.
- › Use games to learn the children's names.
- › Choose a meeting place that is visible and easily recognized by children.
- › Make sure children are always warm and comfortable.
- › Keep safety as a top priority.
- › To start and stop your class, use visual and verbal signals.
- › Make it fun for the children to learn by turning it into a game.



- > Be colourful and animated and use their imagination to build your lesson.
- > Keep sessions short.
- > Change activity before the child loses interest.
- > Keep current with the latest interest of this age group.



- > Encourage co-operative play, they are ready for partnering and teamwork (follow the leader in pairs).
- > Focus on participation rather than on competition.
- > Allow each child to lead the group behind the instructor (assign each child a number).



- > Encourage teamwork.
- > Switch partners to ride the chairlift so they get to know each other.
- > Invite children to make the rules and enforce them.
- > Use guided discovery exercises and tactics.



- > Allow them to be part of the decision-making.
- > Let them form their own groups.
- > Use positive and constructive feedback (careful with criticism).

★ COMMUNICATION WITH PARENTS



- > Prior to taking the child, find out parents' expectations. Invite the child to participate as well.
- > Establish a bit of history on what the child has done in the past.



- > Discuss with parents and child what was accomplished and what you would like to work on next.
- > Examples of what you could say:
 - I really enjoyed getting to know ----- this morning.
 - He/she really has some great jokes, some I'd never heard.
 - I really enjoyed her/his personality and her/his ease with talking to someone older.
 - Well, I did not manage to slow him/her down; however, he/she now has much more control.
 - I found ----- really open to coaching and learning, he/she is also a fun person to be with.

✓ Workshop

Skill Assessment and Development

DISCUSS SKILL DEVELOPMENT OPTIONS FOR SKIERS AND FOCUS ON THE 3 BASIC SKIING COMPETENCIES.

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

Reading assignment :

- Teaching Children (Manual - Chapter 5)
- Guest Service (Manual - Chapter 2)

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 RESULT
NI / ME

Name: _____
Location: _____

Date: _____
Student #: _____

Skiing Competency

General Performance	I	A	C	R	NI / ME
• Skis parallel	I	(A)	C	R	
• Adapts to: Turn Shape	I	(A)	C	R	
Terrain	I	(A)	C	R	
Speed	I	(A)	C	R	
• Adjusts technique to demonstrations	I	(A)	C	R	
Areas for Improvement: _____					

Teaching Competency

Technical Understanding	NI	ME	Requires 3/4
• Teaching based on skills	<input type="checkbox"/>	<input type="checkbox"/>	
• Skill assessment identifies symptoms	<input type="checkbox"/>	<input type="checkbox"/>	
• Skill development	<input type="checkbox"/>	<input type="checkbox"/>	
Related to assessment	<input type="checkbox"/>	<input type="checkbox"/>	
Related to part of turn	<input type="checkbox"/>	<input type="checkbox"/>	
Areas for Improvement: _____			

Specific Performance/Skill Application

	I	A	C	R
Phase 1 — Centred & mobile stance Both edges released together	I	(A)	C	R
Phase 2 — Balance on outside ski Maintain fore/aft balance Lower body leads turning effort	I	(A)	C	R
Phase 3 — Edge increase through angulation Maintain separation Maintain parallel skis	I	(A)	C	R

Student Centred Method

	NI	ME	Requires 2/3
• Organized and structured approach	<input type="checkbox"/>	<input type="checkbox"/>	
• Class control	<input type="checkbox"/>	<input type="checkbox"/>	
• Clear directions	<input type="checkbox"/>	<input type="checkbox"/>	
• Teaches safety (Mandatory)	<input type="checkbox"/>	<input type="checkbox"/>	
Areas for Improvement: _____			

General Comments

Guest Service

	NI	ME	Requires 4/5
• Communication	<input type="checkbox"/>	<input type="checkbox"/>	
Understandable	<input type="checkbox"/>	<input type="checkbox"/>	
Addresses Individuals	<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"/>	
Areas for Improvement: _____			

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

NI — Needs Improvement
 ME — Meets Expectations

Course conductors: _____

CSIA 2009

If you had more than once Course Conductor during your course:

6. Pedagogically and technically speaking, do you feel that the teaching was complimentary and they agreed with one another on the skills you need to improve on?

CC #1

CC #2

Please use the space below for any additional comments:

We thank you for your feedback and hope to see you on the slopes again soon!