



CANADIAN SKI INSTRUCTORS' ALLIANCE

Level 2 Course Guide

2011-2012

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 2 Introduction



The Level 2 ski instructor certification is for any skier that has passed the Level 1 certification. The course enables ski instructors to improve their situational teaching skills, as well as acquire a better understanding of the 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 improvement 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 CONTENT:

★ Recommended Reading

- › Guest Service - pgs. 2.2-2.4 (Art of Debriefing), 2.10
- › Basic Methodology – pgs. 3.1-3.32
- › Technical Basics – pgs. 4.18-4.20

Sub-total 3 hrs

★ Indoor

- › Guest Service
- › Basic Methodology
- › Technical Basics
- › Assessment & Development
- › Debrief and Assessments

Sub-total 4 hrs

★ Outdoor

- › Ski improvement and skill development w/video
- › Fast track to parallel & teaching workshops
- › Terrain adaptation
- › Guest service (through FTTP)

Sub-total 25 hrs

Total: 32 hrs

*Approximately

Level 1 Schedule



DAY 1

* Registration

* On snow

- › Ski improvement – Understanding the skiing skills through individual skill development
- › Guest service exercise
- › Ski improvement – Tactical and terrain adaptation

* Indoor

- › Review course outline and performance criteria
- › Level 2 standards
- › One-on-one sessions: Course conductor-candidate

DAY 2

* On snow

- › Terrain adaptation and methodology
- › Fast Track to Parallel – Skill Development

* Indoor

- › Day 2 debrief

DAY 3

* On snow

- › Practical teaching – FTTP and guest service, student types and safety

* Indoor

- › Workshops
 - Basic Methodology
 - Technical Basics
 - Guest Service
 - Assessment and Development

DAY 4

* On snow

- › Practical teaching – FTTP practice teach
- › Practical teaching – Class management - practice teach

* Indoor

- › One-on-one sessions: Course conductor-candidate

DAY 5

* On snow

- › Skill development methodology – Focus on assessment and development
- › Skill development methodology – Focus on tactical approach / situations

* Indoor

- › Feedback: Candidates to fill out Course Conductor Feedback Form
- › 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 2.

MARKING SYSTEM

❖ Ski:

To meet the standard, candidates have to be at the “Consolidation” stage of development in accordance to the CSIA Level 2 Technical Performance Criteria (p. 7).

STAGE OF DEVELOPMENT	TECHNICAL ABILITY
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 appears› 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
REFINEMENT	<ul style="list-style-type: none">› Performance is consistent and precise in demanding conditions› Movements are automatic and done subconsciously› Only minor fine tuning may be necessary› Critical reflection and correction is possible by skier

❖ Teaching:

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

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. However, after the 730-day period, the full course must be taken again, even if one portion has already been passed.

Re-testing of skiing is done on Day 1 & Day 2, and re-testing of teaching is done on Day 3 & Day 4.

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

TEACHING ASSESSMENT

Element Of Competency	Performance Criteria
<p>Teach alpine skiing from entry level to intermediate in accordance with CSIA technique and methodology</p>	<p>Technical understanding:</p> <ul style="list-style-type: none"> › Teaching is skill related and applied to phases of the turn; › Identify symptoms of obvious skill deficiencies related to the 3 basic skiing competencies; › Identify causes of skills deficiencies; › Basic tactical development should be skill specific, progress and be adjusted to terrain; › Adapt development approach appropriately to the students' current ability level. <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; › Adapt teaching approach to the terrain and different snow conditions; › Create proper lesson pace through effective class control; › Demonstrations should be visible, adapted to terrain and appropriate for the level of students. <p>Guest service:</p> <ul style="list-style-type: none"> › Demonstrate active listening; › Understand the learning contract; › Communicate in a coherent manner to individuals in the group; › Provide individual feedback; › Show an understanding of debriefing; › Show a positive attitude and use appropriate body language.

TECHNICAL ASSESSMENT

Element Of Competency	Performance Criteria - Consolidation
<p>Demonstrate CSIA technique effectively from entry level to intermediate parallel</p>	<p>General performance criteria:</p> <ul style="list-style-type: none"> › Ski consistently parallel on intermediate terrain. › Adjust skiing skills to a variety of turn types and different snow conditions. › Adapt skiing skills and performance to be able to ski bumpy and varied intermediate terrain. › Utilize skiing skills 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/black):</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"> › Demonstrate a centred and mobile stance; › Direction change initiated by lower body; › Steering is adjusted to terrain and speed; › Maintain upper/lower body separation. <p>Free Skiing: Free skiing on intermediate terrain (blue/black):</p> <ul style="list-style-type: none"> › Stance is 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; › Show the ability to vary turn shape and rhythm within the run. <p>Intermediate Short Radius Turns: 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.

Day 1



★ 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
Centred/Mobile Stance
Turning with the lower body
Balance on edges

Skiing Skills
Stance and Balance
Timing and Coordination
Pivoting
Edging
Pressure Control

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

› Turn Phases

- How turn phases are used in the understanding of technique.

› 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. 4.18-4.20
- › Guest Service – pgs. 2.2- 2.4 (Art of Debriefing), 2.10

★ One on One Session :

- › Refer to the left half of the assessment form - p.26 of this course guide.



DAY 1

Skills - Summary

Development Strategies / Tactics



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

› **How to create learning moments in a variety of terrain and conditions:**

- Route finding in intermediate bumps
 - Practice teaching on how to assist intermediate level skiers through intermediate bumps
- Make tactical choices in varying snow conditions
 - Create a positive learning environment in challenging snow conditions
- Use natural terrain features as skill development tools
 - Convex/concave terrain
 - Side hills

› **Using the Fast Track to Parallel:**

- Develop entry level to Intermediate skiers
 - Competencies are the result of skill development
- Understand your personal demonstration development
- Develop a method of skill assessment and development
 - Using examples within the group as well as real life skiing public
 - Understand the hierarchy of skill development

✿ **Reading Assignment :**

- › Basic Methodology – 3.11-3.32

★ Debrief – Day 2 Notes

Terrain Adaptation and methodology/FTTP – Skill development

Positive elements

Difficult elements

Strategies / Solutions

Day 3



- ✦ **By the end of the day, you will have been exposed to the following:**
 - › **You will experience an example of the following from your course conductor in his/her teaching**
 - Guest service
 - Dealing with challenging situations
 - Safe teaching practices
 - › **In small groups, you will have an opportunity to run through a variety of situations as they occur throughout the day**
 - You will explore and experiment with your knowledge base
 - After each short experience, you will regroup and share each group's findings



BASIC METHODOLOGY / GUEST SERVICE

★ **GUEST SERVICE** Manual Pgs. 2.2, 2.4 (Art Of Debriefing), 2.10

✓ **GUEST SERVICE DISCUSSION**

1. **Discuss examples of the Learning Contract**

2. **Discuss the use of debriefing throughout a lesson**

3. **Describe challenging situations you have encountered as a student/as an instructor**

★ **FAST TRACK TO PARALLEL (FTTP)**

✓ **CLASS CONTROL DISCUSSION**

1. Discuss and provide examples of how the instructor grouped his class

2. Provide examples of safe teaching

3. Discuss how the instructor worked with the individuals within the class

4. Discuss the overall pace of the lesson

✓ **DEMONSTRATIONS DISCUSSION**

1. Discuss the types of demonstrations used throughout the lesson

2. Discuss the technical aspect of the demonstrations

3. Describe the effectiveness of the demonstrations

✓ SKILL PROGRESSION DISCUSSION

1. List the primary skills developed in the lesson

2. Describe the overall desired results for each skill

3. How were the skills introduced?

4. Discuss the simplistic and descriptive approach to the Instructor's explanations

TECHNICAL BASICS

✦ PHASE 1 DISCUSSION

1. Describe the movement patterns in Phase 1

2. Discuss the effects of the skis on the snow

3. Describe the relationship between the COM and BOS

• PHASE 2 DISCUSSION

- 1. Describe the movement patterns in Phase 2**

- 2. Discuss the effects of the skis on the snow in relation to the direction of travel**

• PHASE 3 DISCUSSION

- 1. Describe the movement patterns in Phase 3**

- 2. Discuss the effects of the skis on the snow**

- 3. Illustrate the effects of increased edge angle on loading and deflection**

*** OVERALL DISCUSSION**

1. Discuss the duration of Phase 1 in short vs. long turns

2. Discuss the skill blend in Phase 2 in slow vs. fast speeds

3. Discuss the application of the edging skill in Phase 3 in carved vs. skidded turns

*** PHYSICS DISCUSSION**









1. Discuss the affects gravity has on a skier



2. Describe how friction can affect a skier

3. Illustrate the relationship between line of motion and steering angle

a. How does this affect direction change



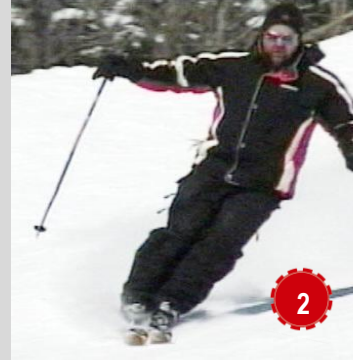

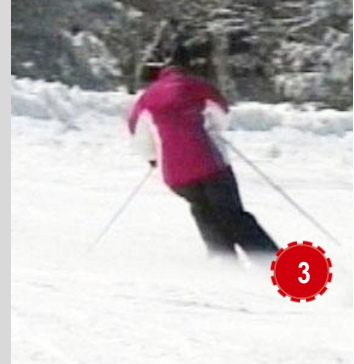



★ SKILLS ASSESSMENT AND DEVELOPMENT 1

NOTES	SKIERS / DEMONSTRATIONS	
<p>Symptom:</p> <p>Basic Competency:</p> <p>Cause:</p> <p>Skill to Develop:</p>		
<p>Symptom:</p> <p>Basic Competency:</p> <p>Cause:</p> <p>Skill to Develop:</p>		
<p>Symptom:</p> <p>Basic Competency:</p> <p>Cause:</p> <p>Skill to Develop:</p>		
<p>Symptom:</p> <p>Basic Competency:</p> <p>Cause:</p> <p>Skill to Develop:</p> <p>Phase:</p>		

<p>Symptom:</p> <p>Basic Competency:</p> <p>Cause:</p> <p>Skill to Develop:</p> <p>Phase:</p>		
<p>Symptom:</p> <p>Basic Competency:</p> <p>Cause:</p> <p>Skill to Develop:</p> <p>Phase:</p>		

NOTES :

★ SKILLS ASSESSMENT AND DEVELOPMENT 2

SKIER / DEMONSTRATION	NOTES	SKIER / DEMONSTRATION	NOTES
 A skier in a tan jacket and dark pants is in a parallel turn on a snowy slope. A red circle with the number 1 is in the bottom right corner.		 A skier in a dark jacket and pants is in a parallel turn on a snowy slope. A red circle with the number 5 is in the bottom right corner.	
 A skier in a black jacket with pink and white accents is in a parallel turn on a snowy slope. A red circle with the number 2 is in the bottom right corner.		 A skier in a blue jacket and dark pants is in a parallel turn on a snowy slope. A red circle with the number 6 is in the bottom right corner.	
 A skier in a pink jacket and dark pants is in a parallel turn on a snowy slope. A red circle with the number 3 is in the bottom right corner.		 A skier in a red jacket and dark pants is in a parallel turn on a snowy slope. A red circle with the number 7 is in the bottom right corner.	
 A skier in a tan jacket and dark pants is in a parallel turn on a snowy slope. A red circle with the number 4 is in the bottom right corner.		 A skier in a red jacket and dark pants is in a parallel turn on a snowy slope. A red circle with the number 8 is in the bottom right corner.	



DAY 3

**FAST TRACK TO PARALLEL
TEACHING METHOD**

Guest Service

Student Centred Teaching

Safe Teaching Practices



- ✦ **By the end of the day, you will have been exposed to the following:**
 - › **An example of efficient and effective class management through the following examples**
 - Overall lesson structure (6 steps of a good lesson)
 - 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
 - Adapting to terrain
 - › **In small groups of 2 or 3, you will teach each other focusing on the example provided by the course conductor**
 - Maintain a skill development focus while developing your class management skills

- ✦ **Reading Assignment :**
 - › Basic Methodology – 3.1-3.10

- ✦ **One on One Session :**
 - › Refer to the right half of the assessment form - p.26 of this course guide.



DAY 4

TEACHING SUMMARY

Class Management

Student Centred Teaching

Day 5



- ✦ **By the end of the day, you will have been exposed to the following:**
 - › **In small groups of 3, you will work with your peers**
 - You will have an opportunity to assess your peers with your Course Conductor's guidance.
 - Once you have a solid assessment, you will experiment with the group in development strategies
 - All lessons will remain within the FTTP progression
 - › **You will also have an opportunity to achieve results with your peers in varying conditions/scenarios**
 - Tie the tactical approaches back to the afternoon of Day 1 and morning of Day 2.

DAY 5

SKILL DEVELOPMENT

Skill Development

Development Tactics





CSIA LEVEL 2 ASSESSMENT

FINAL RESULTS

NI / ME

Name: _____
Location: _____

Date: _____
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: Terrain I A (C) R Speed I A (C) R
- Adjusts skiing skills for demonstrations I A (C) R

Development Strategies: _____

Technical Understanding

NI ME

- Teaching is skill related
- Skill assessment identifies causes
- Skill development
- Related to competencies
- Targets skills
- Progressive

Development Strategies: _____

Requires 4/5

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
- Adapts to terrain and conditions
- Appropriate lesson pace

Development Strategies: _____

Requires 3/4

Guest Service

NI ME

- Demonstrates active listening
- Communicates coherently
- Provides individual feedback
- Utilizes debriefing
- Understands learning contract
- Positive attitude & body language

Development Strategies: _____

Requires 5/6

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: _____
