

# Freestyle Specialist Manual



# Freestyle Specialist Manual

## Table of Contents

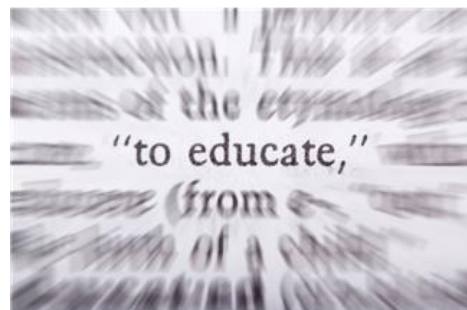
<u>INTRODUCTION AND RESOURCES</u>	<u>4</u>
<u>FREESTYLE SPECIALIST OVERVIEW AND RESOURCES</u>	<u>6</u>
<u>FOUNDATIONS</u>	<u>9</u>
<u>FS 1 PROCESS</u>	<u>10</u>
<u>FS 1 RIDING*</u>	<u>11</u>
<u>FS 2 &amp; 3 PROCESS</u>	<u>12</u>
<u>FS 2 RIDING</u>	<u>14</u>
<u>FS 3 RIDING</u>	<u>15</u>

*\*The term riding in this manual refers to both skiing and snowboarding.*

## Introduction

### Northwest Mission Statement

Provide high quality educational resources and well-defined standards to aid our members in improving their teaching skills to better satisfy the needs and expectations of their customers in the enjoyment of downhill and Nordic winter sports.



### Purpose of the Manual

With the growing popularity and availability of freestyle terrain (more than 80% of ski resorts have designated freestyle terrain); there are increasing opportunities for PSIA/AASI instructors to become educators in the use of terrain parks and freestyle skill development. While freestyle has many safety and performance concepts that are common with skiing/riding anywhere within the resort's boundaries, there are additional points of information and awareness unique to freestyle terrain. An instructor who wishes to provide the best service possible to their customers in terms of a positive freestyle learning experience should be familiar, knowledgeable, practiced and skilled in freestyle concepts and terrain park usage. The NW Freestyle Specialist Program is designed to educate instructors on the essential safety and performance aspects of freestyle riding and teaching, help set goals, measure participant's current level of understanding and skill and to foster opportunities for members to share knowledge and best practices from resorts and schools throughout the Northwest.

Through the increased level of interest in freestyle education a wider variety of online and written educational resources are becoming available to members. With concerns over safety and risk exposure of freestyle terrain, learning centers and school operations are putting an emphasis on specialist training as a method for validating who on their staff is qualified or permitted to take guests into terrain parks. This guide is intended to provide members, directors, training directors and divisional staff with a complete description of what PSIA/AASI-NW offers in the way of educational resources and events within the freestyle specialist programs.

### Whom to Contact

Just as freestyle parks and park riding continues to evolve, so will the Northwest Freestyle Specialist Program. Evolution comes easier with the advice and feedback from you, the member, in expressing to us your needs and the quality of experiences you have with our products and services. Please contact the PSIA-NW office with any questions or comments, and if necessary they can connect you with other people or resources.

PSIA-Northwest:

206.244.8541 (p)  
206.241.2885 (f)  
[info@psia-nw.org](mailto:info@psia-nw.org)

338 N. Wenatchee Avenue  
Wenatchee, WA 98801



## **Educational Resources**

The curriculum for NW freestyle events and specialist programs is based in large part on the concepts that are shared by instructors and industry experts throughout the country. As freestyle tricks, skills and culture are ever progressing, and the wealth of local knowledge within each resort and park community, we recognize that it's almost inappropriate to say there's a right way, wrong way, national way, etc. when it comes to freestyle. However, to provide a common ground of understanding and communication within the instructor community, and to provide a framework from which schools and learning centers can build freestyle learning programs, and to share best practices and success stories from across the country, PSIA/AASI provides and utilizes the following resources to you. A PSIA-NW-AASI member has full access to all of these resources and can expect that the ideas, concepts and fundamentals expressed in them will be explored in training events and evaluated during the specialist program.

### ***Park and Pipe Instructor's Guide***

The Park and Pipe Instructor's Guide is an essential resource that is being used among PSIA/AASI instructors across the country. This first-edition guide examines and explains freestyle terrain features, etiquette, class management, skill progressions, tricks, etc. and emphasizes coordinating with all the players who design, maintain and ride the park and pipe. Teachers and coaches are given visual cues to assess students' readiness for freestyle terrain as well as practical ways to help them transition there from all-mountain riding. Designed for all Snowsports riders—whether alpine, snowboard, or Nordic—this resource shows how to progressively move to larger features and tricks, and ultimately develop personal style. Also includes an extensive glossary of basic and new school terminology.



### **Web Sites**

The Northwest website is [psia-nw.org](http://psia-nw.org) and as its developed and evolving, continue to check in to see what has evolved or progressed – videos, pictures, etc. The national web site for PSIA/AASI is [www.thesnowpros.org](http://www.thesnowpros.org) and it has various freestyle resources including the Movement Matrix which is free for members. This information is in addition to that found in the Instructor's Guide and other manuals. Online copies of the NW Snowsports Instructor and 32 Degrees magazine are posted on both websites, so when your hard copy gets crumpled at the bottom of your wet boot bag you can get online and print another copy of that article you want to go drop on people in your school.

### **Smart Style**

Essential information to supplement the how-to, is the how-to-do-it-safely. You are responsible for creating a safe learning environment for your guests and transferring your knowledge of safety to them so they can be safe and knowledgeable terrain park citizens when they leave your tutelage. NW follows the practices described by NSAA's (National Ski Areas Association) Smart Style.

Members are expected to learn, practice and promote these same practices. You can get your hands on all the information as well as downloadable materials from [www.terrainparksafety.org](http://www.terrainparksafety.org).



# Freestyle Specialist Overview

A member who has gone through the FS-1, FS-2 or FS-3 training is one who has demonstrated commitment and dedication to teaching and educating in the freestyle environment and to his/her own personal development. These members are considered qualified to provide valuable instruction to a majority of Snowsports School guests requesting a freestyle focus. A Freestyle Specialist instructor demonstrates the ability to relate movements and skill areas to movement outcomes and to apply that knowledge to teaching situations common to beginning through advanced zone riders on all three terrain park elements. These instructors have a global understanding of the Snowsports industry and are able to classify their responsibilities as a part of the resort team.

The following materials contain more detailed descriptions of the characteristics of a Freestyle Specialist instructor, but a brief synopsis of the levels is:

- The **FS-1** instructor is able to teach and demonstrate an introduction to park and the use of all basic/low end park features. They can explain, provide general information, and suggest activities for other participants in the clinic.
- The **FS-2** instructor is skilled at teaching and demonstrating in the park environment, and comfortable with the use of all low to intermediate park features. They can explain, provide information and direct the activities of other participants in the clinic.
- The **FS-3** instructor is skilled at teaching and demonstrating on virtually all park features including large jumps and combination rails/boxes. They can coach and lead the other participants in such a way that it significantly raises their level of performance during the event.

## Riding Skills

Freestyle is just another part of skiing/snowboarding and therefore all the fundamentals/movement patterns apply and can be utilized for knowledge and technique toward all freestyle teaching and coaching. Technique in the pipe & park is not different from technique elsewhere on the mountain. Core skills and Fundamental Movements apply here as they do anywhere else. All candidates are expected to meet the riding requirements of a Certified Level I instructor in their discipline.

**Tactics.** Tactically, riding the park and the pipe is different from the rest of the mountain. This is the main challenge for those not well-versed in park/pipe skiing and etiquette.

- ⊕ **Park Preview:** Always take a preview run in which you and whoever is with you reads the signs, knows the entry and exit points and gets a look at the features and traffic patterns
  - Every park is different
  - Parks change overnight and throughout the day with conditions & traffic

- ⊕ **Park Rules & Etiquette:** Parks have some rules in common, yet there is no national standard, so there are differences between areas. In addition to rules, there is an “accepted etiquette” among the riders who live there. While this etiquette is not formalized in any way, its roots lie in safety and consideration of others.
  - Respect traffic patterns and flow
  - Call your drops
  - Do go if you don’t know



**Technique:** Everything we know about riding still applies in the park and pipe. The ways in which our bodies move, or are capable of moving does not change. The background sports and previous experiences of our students may make them more or less predisposed to doing well.

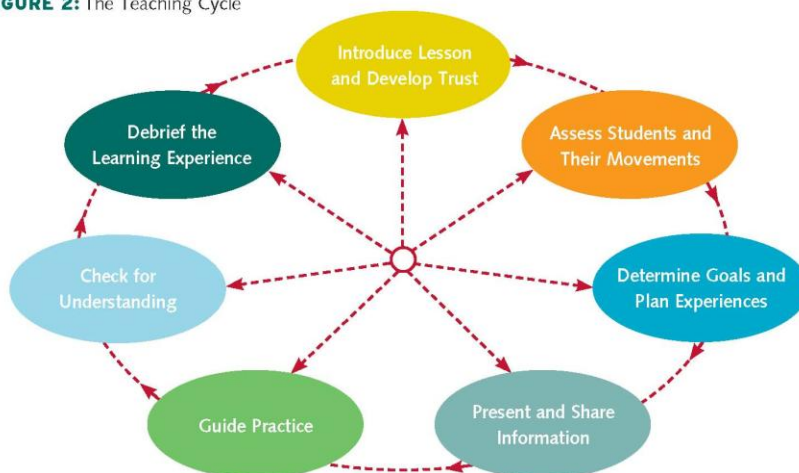
- ⊕ Body Movement options/possibilities don't change
- ⊕ Tactics is where it's at
- ⊕ Style

**Depth of skill level:** The wider range or greater number of tricks/maneuvers you show is an indicator of your degree of development or mastery of park riding. At a more basic level, being able to do 4-5 different grabs, all four 180's, switch and/or unnatural entries onto low boxes shows good accomplishment. At higher levels those 4-5 grabs will be connected to 360's or 540's, straight 360's will go all four ways, and a variety of 270's going on and off moderate boxes and rails are some examples. Because our end goal is to meet the needs of whatever guest we're working with, it's more desirable to own a wide variety of more basic maneuvers than to have one or two rock star tricks that we always do.

## Teaching Application

The practical application of teaching concepts takes years to master. However, focusing on tactics commonly used by good teachers speeds the acquisition of teaching skills and promotes valuable learning experiences for students. The ATS and STS Teaching Model and Teaching Cycle were developed with these ideas in mind. In particular, the seven steps of the Teaching Cycle promote quality lessons. When conducting a lesson - whether at work or in an assessment - remember these key ideas:

FIGURE 2: The Teaching Cycle



**Student Centered:** the student is the focus, teach to the student. Instructors often continue on a game plan that is unrelated to their student's needs. Is the student performing the exercise correctly? Is the student ready to move on through the teaching progression? Does the student understand the objective? Is the lesson helping the student meet personal goals?

**Outcome Based:** your lesson should be objective oriented. What are you trying to accomplish? What will your student understand or be capable of doing after the lesson that they were not capable of doing before the lesson?

**Experiential:** help people learn by doing. Riding is a motor skill. Although it is necessary to give clear explanations, people need time to practice and experiment with movements - and instructors need time to observe student performance to accurately evaluate the success of a lesson.

These concepts - focusing on student needs, working toward identifiable outcomes, and providing opportunities for practice and performance evaluation - are the elements most commonly missing from assessment and real-life teaching situations.

As you work to develop your coaching skills, practice the following steps:

- Describe the value of introducing a learning segment and what might be included in the introduction.
- Describe several ways to assess student needs and expectations.
- A goal is generally thought of as a long-term ambition. “I want to win a gold medal at the Olympics.” An objective is a plan of action that will help reach the goal. “After participating in this lesson I will be capable of landing switch off a box.” Describe the steps necessary to determine appropriate goals and plan lesson objectives.
- Describe several ways to present and share information during a lesson.
- Describe when and why an instructor uses practice in a lesson and describe the different ways an instructor can incorporate practice.
- Describe several ways an instructor can check for understanding during a lesson.
- Describe the purpose of a lesson summary and several topics that should be covered during the summary.
- Describe sequences for teaching basic, intermediate, and advanced maneuvers on boxes/rails, jumps, and in the halfpipe.
- Compare the steps of your most recent lesson to the steps of the Teaching Cycle. Did your lesson fulfill all the elements of the Teaching Cycle? If not, what parts were missing and why?
- If your last lesson did not cover all the stages of the Teaching Cycle, how could the lesson be modified to fill in the gaps?
- Compare lesson content, instructor behavior, and student behavior from a lesson which went really well to the same elements of a lesson which was not successful. Were there differences? Why?
- Working with a group of your peers, teach and coach a variety of basic to advanced maneuvers.
- Have a trainer observe you teaching an actual class. Have the trainer critique your teaching on the basis of the steps of the Teaching Cycle.
- Have a trainer observe you teach some of your peers on a topic of your choice. Have the trainer critique your teaching on the basis of the steps of the Teaching Cycle.
- Practice giving feedback to a group of your peers. Include:
  - What do you see (desirable and undesirable movements)? What do you want to change?  
Why do you want to change what you see?  
How will you help them change?
- Practice determining lesson goals and objectives in actual teaching situations and in practice teaching situations with peers. Complete this sentence for each teaching situation: “By the end of this lesson, my student will be capable of...”

Here are some additional pieces of teaching knowledge to have in your arsenal.

1. Knowledge of Park & Understanding Terrain Features: Line selection, safety, group management, directions, use of terrain, etc...
2. Knowledge of Pipe and common features...
3. Creating and Understanding Progressions: Intro, movement analysis, setting goals, create plan to improve movements of fellow candidate(s).
4. Accurate Demonstrations, accurate communication

5. Age Awareness and Development Conscious: CAP, knowledge of human body and development, coordination, range of correctness/capabilities
6. Movement Analysis: Can recognize and relate specific body movements to performance
7. Quick action plans for public/progression



# Freestyle Foundations Clinic

The Freestyle Foundations clinic is accomplished by attendance and participation in the curriculum of a one day educational clinic focused on the introduction of coaching park, rails and pipe and your ability to ride them, member schools can request this topic for a member school clinic as well. The goal of this clinic is to provide a baseline understanding of park and pipe and give instructors a solid foundation for teaching entry-level freestyle lessons. Participants will receive verbal feedback on their skills and goals for the future. The completion of this level is a prerequisite for attending the Freestyle Specialist 1 and Freestyle Specialist 2-3 events. Instructors who have a strong background in teaching freestyle will be allowed to “skip” the Foundations event and attend the FS Specialist 1 clinic. To qualify for this they must have a letter from their school director and/or TD verifying at least 20 hours of freestyle specific teaching.

## ***Clinic Outline***

This is a one day clinic with no formal evaluation component; it is not a certificate program. The goal of this clinic is to *introduce* the member to maneuvers on all three park features (boxes/rails, jumps, half pipe if available). A high level of performance is not needed or expected, in fact, no prior park experience is expected or necessary but you need to be prepared (both physically and with your equipment) to participate in very basic park riding. Twin tip skis are recommended, but not required. Time will be spent outside of the terrain park as well as in the beginner park or on the smallest features available with the focus on introducing students to basic park skills. The curriculum consists of:

- Outside-in coaching (tactics for coaching outside the park and then moving inside)
- Smart Style
- ATML
- Speed, pop, spin, sensory contribution

Roughly equal amounts of time spent on rails, jumps and the pipe. This is a one day event and to receive credit you must participate in the *entire* day. Skier and snowboarder participants may be combined if there aren't enough numbers for separate groups, or if ability levels are better matched by combining. There is no evaluation or assessment component for this clinic.





# Freestyle Specialist 1 Clinic (FS-1)

The Freestyle Specialist 1 is accomplished by attendance and participation in the curriculum of a two day educational clinic focused on improving your knowledge and teaching skills on terrain park jumps, boxes/rails, and halfpipe or transitional features, and also improving your ability to ride them. Prerequisite for this is either participation in the Freestyle Foundations clinic or 20 hours documented teaching/coaching within freestyle.

Goals for this clinic are to provide understanding of terrain park features and give instructors solid skills for teaching entry and beginning level freestyle lessons. Participants will receive feedback on their skills and goals for the future. The completion of this level is a prerequisite for attending the Freestyle Specialist 2-3 event. The NW FS 1 clinic corresponds to, and utilizes, the PSIA-AASI National Freestyle Specialist Standards.

## ***Freestyle Specialist 1 Workbook***

Completed workbooks need to be received with your event registration for the FS-1. Having the workbook finished ahead of time will prepare you for the material that will be covered on-snow, as well as give us a reference of your background and level of understanding regarding freestyle elements. During the event there may or may not be time spent indoors going through the responses, so it is important that it be completed prior to your arrival. Although they are not necessarily graded, your responses used to establish your qualifications as an FS 1 instructor. Incomplete or illegible workbooks will result in no certificate being given.

## ***Clinic Process***

This is a two day clinic with an assessment component. Participants are expected to participate in beginner level maneuvers on all three park features (boxes/rails, jumps, and half pipe or transitional features). A high level of performance is not expected, a wide range of low end maneuvers are better than a few more challenging tricks. Participants need to be prepared (both physically and with your equipment) to take part in a variety of park riding situations and twin tip skis are required. Time will be spent outside of the terrain park, in the beginner park, and on the easier features of the “main” park. The focus is on developing student’s basic park skills. The curriculum consists of:

- Smart Style
- Ranges of Motion
- Outside-in coaching (tactics for coaching outside the park and then moving inside)
- ATML
- Speed, pop, spin, sensory contribution
- Building progressions
- Personal riding improvement
- Movement analysis and giving effective feedback

This is a two-day event and to receive credit you must participate for both full days. Skier and snowboarder participants may be combined if there aren’t enough numbers for separate groups, or if ability levels are better matched by combining.



## ***Evaluation***

This is an educational event with an evaluation/assessment component and National Standards to be met. All those who attend both full days, participate on all the features, and meet or exceed the National Standards will receive their Freestyle Specialist 1 credential. Two-days of continuing educational credit will be given for participation in this event.



## Freestyle Specialist 1 Skills Overview

*Comfortable on basic features; ride smooth and stable*

### General Riding skills needed:

- ❖ Use good park etiquette
- ❖ Comfortable riding, taking off, and landing forward
- ❖ Some basic single movement skills
- ❖ Be able to adapt riding based on coaching suggestions

### Jib/Balance skills:

- ❖ Working on the ability to manipulate both body and board/s in balance to create some basic tricks
- ❖ Able to press and balance on the nose and/or tail
- ❖ Demonstrate ollies and nollies
- ❖ Performing simple rotations
- ❖ Will perform a variety maneuvers switch and regular
- ❖ Intro to combining maneuvers together

### Jump skills:

- ❖ Working on tricks on small (5'-10' in length) jumps
- ❖ Comfortable hitting moderate (10'-20' in length) jumps
- ❖ Ride a variety of features; hips, step ups, step downs, table tops, etc.
- ❖ Comfortable with air required to reach prepared landing surface
- ❖ Learning single rotations such as 180's and 360's
- ❖ Starting to bring the feet up toward body for a few easy grabs
- ❖ Learn a variety of tricks with single movement or rotation

### Pipe skills:

- ❖ Comfortable riding through the pipe with appropriate tactics
- ❖ Sometimes getting to the lip or above on both walls
- ❖ Intro to riding switch in the pipe
- ❖ Perform single movement tricks/rotations near the lip of both walls
- ❖ Ride a full run from drop in to finish with flow and simple variety

### Box skills:

- ❖ Comfortable riding basic boxes 50/50 for their full length (up to 10'-15')
- ❖ Starting to boardslide or side slide easy boxes
- ❖ Working on a variety of simple exits, switch, 270 off, etc.

### Rail skills:

- ❖ Beginning to ride short, low rails



## Freestyle Specialist 2 and 3



The FS-2 and FS-3 are administered through an educational clinic process that also has an assessment component. Depending on participant numbers, this event may be run all together as a combo 2-3 event or separate FS-2 or FS-3. Participants will be given certificates at the appropriate level of coaching and riding performance (candidates don't sign up for a specific level) at the completion of the two-days.

The event is comprised of two-days with coaching on your riding, teaching and freestyle knowledge skills. The clinician will have an active role in focusing the group on safety, group management, skill improvement, and how to work the learning environment. Participants will also take a role in peer coaching once riders are familiar with the terrain and each other. As participants lead the group, the clinician will continue to be involved in guiding the lesson planning and discussions.

Active participation (within your safety and comfort zone) during the event is expected and is a portion of how the clinicians will make the necessary observations to write your evaluation and feedback sheets. You will receive coaching from both the clinicians and your peers and will most likely see improvements in your riding and coaching performance. Included in this guide, are descriptions of the performance characteristics of a FS-2, and FS-3 instructor and whichever one most accurately describes your participation is how your final certificate level is determined.

Part of the learning process is to expand ones comfort zone. Clinicians and coaches will make recommendations for progress but ultimately each participant must decide what his/her own limitations are. No one will be forced into any riding scenario and participants must take responsibility for their own actions. Be aware that riding outside of your abilities can lead to injuries, as with any sport. It is always the goal to keep everyone safely progressing but please, ride with respect for others and for your own abilities.

### ***Freestyle Specialist 2-3 Workbook***

Completed workbooks need to be received with your event registration for the FS-2 or FS-3. Having the workbook finished ahead of time will prepare you for the material that will be covered on-snow, as well as give us a reference of your background and level of understanding regarding freestyle elements. During the event there may or may not be time spent indoors going through the responses, so it is important that it be completed prior to your arrival. Although they are not necessarily graded, your responses used to establish your qualifications as an FS 1 instructor. Incomplete or illegible workbooks will result in no certificate being given.



### ***Evaluation***

For each portion of the evaluation (riding, coaching/teaching and knowledge, workbook), candidates will be given a level of accomplishment which indicates the level of certificate they'll receive, **FS-1**, **FS-2**, or **FS-3**. Each section of the specialist program must achieve the same minimum mark in order to receive that level of certificate. For example, if Riding and Coaching/Teaching are given FS-3, and Knowledge gets a FS-2, the candidate will receive the FS-2 certificate. Higher scoring sections will not carry forward to the next event; at each event you must meet the same level in all three sections. It is possible that you will be asked to attend the FS 2-3 event again before you receive a certificate. This is to allow you to spend more time improving your skills so that you will be better able to participate at that level, and to insure a consistent experience for guests who are taking lessons from Freestyle Specialist instructors.

## Areas of Evaluation



- Riding Skills, Halfpipe, Rails/boxes, Jumps, Jibs/flatland



- Coaching/Teaching Knowledge



- Technical Knowledge



Outlined below are skill descriptions of a FS 2 rider and FS 3 rider. This isn't comprehensive, nor is it used as a checklist to be gone through trick by trick; it simply provides an overview of the type of riding expected at each level. More information can also be found within the PSIA-AASI National Freestyle Specialist Standards on the [psia-nw.org](http://psia-nw.org) website.



## FS-2 Freestyle Specialist Skills Overview

*Ride smooth and stable; show some flow*

### General Riding skills needed:

- ❖ Use good park etiquette
- ❖ Comfortable riding, taking-off, and landing both forward and switch
- ❖ A variety of single movement skills
- ❖ Be able to adapt riding based on coaching suggestions

### Jib/Balance skills:

- ❖ Have the ability to manipulate both body and board in balance to create a variety of tricks
- ❖ Able to press and balance on the nose and/or tail
- ❖ Demonstrate ollies and nollies
- ❖ Will perform simple rotations
- ❖ Must be able to perform a variety maneuvers switch and regular
- ❖ Show the ability to combine maneuvers together

### Jump skills:

- ❖ Comfortable performing tricks on moderate (10'-25' in length) jumps
- ❖ Comfortable hitting intermediate (20'-35' in length) jumps
- ❖ Ride a variety of features; hips, step ups, step downs, table tops, etc.
- ❖ Comfortable with air required to reach prepared landing surface
- ❖ Show a variety of single rotations such as 180's and 360's
- ❖ Able to bring the feet up toward body for a variety of grabs with either hand or edges(s)
- ❖ Show a variety of tricks with single movement or rotation

### Pipe skills:

- ❖ Comfortable getting to the lip or above on both walls consistently.
- ❖ Comfort both entering and exiting the pipe on both walls.
- ❖ Ability to use the transitions while riding switch.
- ❖ Perform single movement tricks/rotations above the lip of both walls.
- ❖ Ride a full run from drop in to finish with flow and variety.

### Box skills:

- ❖ Comfortable riding a variety of moderate boxes for their full length (up to 20')
- ❖ Show a variety of landings and exits, forward, switch, unnatural, frontside, backside, lipslide, 270 off, etc.

### Rail skills:

- ❖ Comfortable riding onto moderate rails.
- ❖ A variety of balanced exits.
- ❖ Slide length to end of easy rails.





## FS-3 Freestyle Specialist Skills Overview

*Show some flow, bro; able to be show proficiency of advanced-expert park riding and tricks*

### **General Riding skills needed:**

- ❖ Use good park etiquette.
- ❖ Comfortable riding, taking-off, and landing both forward and switch on intermediate to advanced features.
- ❖ A variety of multiple-movement tricks.
- ❖ Be able to adapt riding based on coaching suggestions.

### **Jib/Balance skills:** all FS-2 skills but at a higher level of performance

- ❖ Will have the ability to manipulate both body and board in balance to create a variety of tricks.
- ❖ Able to press and balance on the nose and/or tail.
- ❖ Demonstrate ollies and nollies.
- ❖ Will perform simple rotations.
- ❖ Must be able to perform a variety maneuvers switch and regular.
- ❖ Show the ability to combine maneuvers together.

### **Jump skills:** all FS-2 skills and...

- ❖ Comfortable performing tricks on advanced (30'-55' in length) jumps.
- ❖ Comfortable spinning off advanced (30'-55' in length) jumps.
- ❖ Ride a variety of features; hips, step ups, step downs, table tops, etc.
- ❖ Comfortable with air required to reach prepared landing surface of large jumps.
- ❖ Show a variety of tricks with double movements or rotations; 540's, grabs with spins, off axis, 720's, etc.

### **Pipe skills:** all FS-2 skills and...

- ❖ Comfortable getting 3-6 feet above the lip on both walls consistently.
- ❖ Spin and alley-oop above the lip.
- ❖ Ability to make a full run while riding switch.
- ❖ Perform single and double movement tricks/rotations above the lip of both walls.
- ❖ Ride a full run from drop in to finish with flow and variety of direction (rotation as well as travel), difficulty, and tricks.

### **Box skills:** all FS-2 skills and...

- ❖ Comfortable riding all boxes for their full length.
- ❖ Show a variety of landings and exits, forward, switch, unnatural, frontside, backside, lipslide, boardslide, 270 off, etc. on all types of boxes.

### **Rail skills:** all FS-2 skills and...

- ❖ Comfortable riding and jumping onto most rails.
- ❖ Able to balance the length of most rails.
- ❖ A variety of entries and exits on moderate rails.

## ***Coaching/Teaching Format***

During the course of the clinic you will be involved in coaching/teaching in a variety of ways. The clinician will lead the group through the process of establishing good teaching methodologies and progressions, and will provide ways for participants to be involved in this as well. One obvious way is through questions, discussions, and feedback that arises from the features that you're riding. You may be specifically asked to comment on the riding or teaching that you see, and there may be short portions of peer-led coaching sessions.

Participants may work with the group and develop a lesson based on group goals and desires, observations of the skill deficiencies in the group and group needs, or an assigned feature/maneuver. Using tasks and drills in a progressive fashion, they will lead the group in improving their teaching and/or riding skills. The clinician will continue to be involved throughout this process rather than leaving you totally on your own.

The difference between a FS-2 coach and a FS-3 coach is a combination of several elements including: the complexity/difficulty of what was taught, the degree of group rider improvement attained, the clarity and accuracy of feedback.

## ***Technical and Professional Knowledge***

This evaluation is determined by what the candidate says about technique and the development of riding skills. Clinicians will gather information concerning the candidate's professional knowledge by facilitating group discussions, creating a movement analysis situation, listening to coaching points and feedback, and/or possibly using on snow or indoor video. The divisional staff member may ask specific movement analysis questions. The depth of your responses in the workbook will also give the clinicians insight into your level of professional knowledge.

Candidates should know a variety of progressions and be knowledgeable of all Freestyle concepts covered in the PSAI/AASI Park and Pipe Instructors Guide. The ATML Model, Smart Style, outside in coaching, and ranges of motion should all be used and understood. Candidates should be able to accurately describe cause and effect as it relates to different riders in different maneuvers and on all three terrain elements. Other categories from where professional knowledge may be discussed are: mechanics, dynamics, and equipment knowledge, human development, and teaching/learning styles.

## ***Evaluation and Feedback Sheets***

The following pages are the evaluation and feedback forms with criteria that the clinician will use to provide feedback to you.





Participant \_\_\_\_\_

Date (mm/dd/yy) \_\_\_\_\_

Location \_\_\_\_\_

Clinician(s) \_\_\_\_\_

**Participation and Motivation**

The participant is actively involved throughout the learning process as shown by actions and words, and represented an appropriate level of readiness and preparation for the event. The candidate demonstrated thoughtful completion of the workbook with an 80% or greater correct response rate.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Teaching Skills and Application**

Group management, appropriate exercise lines and progressions, inside/out teaching, use of ATML, teaching/learning styles, safety and etiquette, accurate feedback, etc

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Skiing/Riding: Skill Blending in All-Mountain Conditions**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Variety and Mastery of Jump Maneuvers**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Variety and Mastery of Box/Rail Maneuvers**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Variety and Mastery of Half Pipe Maneuvers**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Goals for Continued Improvement**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## MOVEMENT ANALYSIS & TECHNICAL KNOWLEDGE

Discuss application of the ATML model

Identify and discuss freestyle movements through the beginner/novice zone including: cause and effect relationships, speed-pop-spin, and sensory contribution

Meet the needs of students by using the PSIA-AASI teaching cycle during their lessons

Discuss safety and risk management strategies for teaching freestyle including Smart Style, appropriate terrain, and issues relating to whether and snow conditions

Describe how to create a good parent-instructor partnership

Create teaching and learning situations using visual, auditory and kinesthetic cues for all ages in the beginner/novice zone

Discuss Terrain Park design and intended use

## SKIING/RIDING

**The Freestyle Specialist 1 Rider will be able to perform the following at an Elementary stage:**

Ability to demonstrate freestyle movement patterns based on evaluation of real movement patterns observed in the beginner/novice zone

Switch, basic skidded medium-radius turns on green terrain.

Straight airs over small natural or man-made features

Basic Spins of small jump features

Perform flatland 180s, 360s, and ollies

Ski/Ride onto and off a sliding feature and demonstrate a rotational or pressure move

At the top of the transition zone in a halfpipe or alternative transitional feature, demonstrate the ability to utilize appropriate flexion/extension movements for a halfpipe air trajectory and make an edge change near the turn apex

Alley-ooop in a halfpipe or alternative transition feature

## TEACHING

The Learning Partnership: Student Profile and Instructor Behavior

Teaching concepts

- The Teaching Cycle: PDAS
- Class Handling

CAP Model

- Learning Styles

Movement Analysis

- Freestyle movement patterns
- Cause-and-effect relationships
- Progression building

Basic Equipment Issues

Basic Safety and Risk Management

Session vs. Flow environment

A.T.M.L.™ Model

Smart Style

Challenges

- The role of the parent when teaching children
- Anxiety, Fear

Participation in group discussions

Peer teaching in small groups demonstrating the ability to teach students of varying age in beginner/novice zones: green and groomed blue terrain, including small features in a terrain park.



Participant \_\_\_\_\_

Date (mm/dd/yy) \_\_\_\_\_

Location \_\_\_\_\_

Clinician(s) \_\_\_\_\_

**Participation and Motivation**

The participant is actively involved throughout the learning process as shown by actions and words, and represented an appropriate level of readiness and preparation for the event. The candidate demonstrated thoughtful completion of the workbook with an 80% or greater correct response rate.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Teaching Skills and Application**

Group management, appropriate exercise lines and progressions, inside/out teaching, use of ATML, teaching/learning styles, safety and etiquette, accurate feedback, etc

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Skiing/Riding: Skill Blending in All-Mountain Conditions**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Variety and Mastery of Jump Maneuvers**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Variety and Mastery of Box/Rail Maneuvers**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Variety and Mastery of Half Pipe Maneuvers**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Goals for Continued Improvement**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





## MOVEMENT ANALYSIS & TECHNICAL KNOWLEDGE

Discuss the application of the CAP Model across the age range of freestyle students, up to and including intermediate zone students

Identify and discuss freestyle movements through the intermediate zones including: cause and effect relationships, single spins in the air, various stances for sliding features, gaining amplitude on transitional features...

Demonstrate the application of the PSIA-AASI teaching model across a broad variety of student ages, up to and including intermediate zone students

Demonstrate effective problem-solving techniques related to managing student motivations, desires and freestyle performance

Discuss strategies for working with parents

Discuss safety and risk management strategies for teaching freestyle including Smart Style, and appropriate terrain, and issues relating to whether and snow conditions

Perform accurate Movement Analysis through intermediate zones. Identify movements then create and adapt the lesson plan based on the identified movements

Discuss terrain park design and intended use up to intermediate zones

## SKIING/RIDING

**Ski/Ride comfortably in all green terrain, blue terrain including off-piste and medium bumps, and groomed and smooth off-piste black terrain**

**The Freestyle Specialist 1 Rider will be able to perform the following at an Elementary stage:**

Switch, carved long-radius turns on green trails

Straight airs with a grab or move over medium, man-made features

Both regular and switch, spin left and right on medium air features

Flatland moves in multiple applications (sustained butters, pressure moves, various pop moves...)

Slide a variety of features including down angle, street approach, gap entry

Demonstrate variations of rotational, and pressure moves on slide features

Demonstrate air at or above the lip, on both right and left approaches with appropriate edge change and speed maintenance moves in a halfpipe

Demonstrate basic spins and switch airs at the lip in a halfpipe

## TEACHING

The successful FS 2 participant will demonstrate the ability to choose appropriate exercises, games and tasks and teach a safe, effective freestyle skill progression that demonstrate the application and analysis of the technical terms, concepts, and models listed.

Teaching concepts

- The Teaching Cycle: PDAS
- Class Handling

CAP Model

- Learning Styles
- Motor Control, Coordination, and Sensory Development

Movement Analysis

- Freestyle movement patterns
- Cause-and-effect relationships
- Biomechanics related to physical development and task
- Progression building

Equipment Requirements and Issues

Basic Safety and Risk Management

Session vs. Flow environment

A.T.M.L.TM Model

Challenges

- Anxiety, Fear

Participation in group discussions

Peer teaching in small groups demonstrating the ability to teach to a spectrum of individuals through intermediate zones: terrain up to and including groomed black terrain, including small and medium features in a terrain park.



Participant \_\_\_\_\_

Date (mm/dd/yy) \_\_\_\_\_

Location \_\_\_\_\_

Clinician(s) \_\_\_\_\_

**Participation and Motivation**

The participant is actively involved throughout the learning process as shown by actions and words, and represented an appropriate level of readiness and preparation for the event. The candidate demonstrated thoughtful completion of the workbook with an 80% or greater correct response rate.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Teaching Skills and Application**

Group management, appropriate exercise lines and progressions, inside/out teaching, use of ATML, teaching/learning styles, safety and etiquette, accurate feedback, etc

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Skiing/Riding: Skill Blending in All-Mountain Conditions**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Variety and Mastery of Jump Maneuvers**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Variety and Mastery of Box/Rail Maneuvers**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Variety and Mastery of Half Pipe Maneuvers**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Goals for Continued Improvement**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





PSIA AASI

N O R T H W E S T

tel: (206) 244-8541 | fax: (206) 241-2885 | e-mail: info@psia-nw.org

FREESTYLE SPECIALIST 3

FS3

FREESTYLE STANDARDS

## MOVEMENT ANALYSIS & TECHNICAL KNOWLEDGE

Discuss the application of the CAP Model across the age range of freestyle students, up to and including advanced zone students

Identify and discuss freestyle movements through advanced zones including: cause and effect relationships, off-axis, multiple rotations, and various alignment options on advanced slide features

Demonstrate the application of the PSIA-AASI teaching model across a broad variety of student ages, up to and including advanced zone students

Demonstrate effective problem-solving techniques related to managing student motivations, desires and freestyle performance

Discuss strategies for working with parents

Discuss safety and risk management strategies for teaching freestyle including Smart Style, and appropriate terrain, and issues relating to whether and snow conditions

Perform accurate Movement Analysis through advanced zones. Identify movements then create and adapt the lesson plan based on the identified movements

Apply accurate Movement Analysis to affect change across disciplines

Discuss terrain park design and intended use in all applications of freestyle

## SKIING/RIDING

**Ability to demonstrate freestyle movement patterns based on evaluation of movement patterns observed in the beginner/novice through advanced zones. Ski/Ride comfortably in all terrain on and off-piste. At a minimum, the successful Freestyle Specialist 3 Rider will be able to perform at the Mature stage:**

Multiple variations of entry, slide, and exit on slide features (e.g.: spin-on, spin-off, lip slide, frontside, pressure moves...)

Slides on various features (ex: multi-pitch, "C", "S", large gap-on...)

Multiple spin (540+) over large features (e.g.: 540, 720, cork, Bio, natural, unnatural, switch, frontside, backside...)

Demonstrate a spin on an alternate axis

Multiple variations in a half pipe above the lip (e.g.: switch, 540, frontside, backside, natural, unnatural, grabs...)

Speed maintenance through the halfpipe well above the lip

## TEACHING

The successful FS3 participant will demonstrate the ability to choose appropriate exercises, games and tasks and teach a safe, effective freestyle skill progression that demonstrate the ability to synthesize and evaluate the technical terms, concepts, and models listed.

Teaching concepts

- Class Handling

CAP Model

- Learning Styles
- Motor Control, Coordination, and Sensory Development

Movement Analysis

- Freestyle movement patterns
- Cause-and-effect relationships
- Biomechanics related to physical development and task
- Progression building

Equipment Requirements and Issues

Safety and Risk Management

Session vs. Flow environment

A.T.M.L.™ Model

Smart Style

Challenges

- Anxiety, Fear

Participation in group discussions

Peer teaching in small groups demonstrating the ability to teach to a spectrum of individuals from Beginner/Novice through Advanced zones on terrain including all applications of freestyle terrain.