



# FUNdamentalz

Freestyle Canada's NCCP  
***FUNdamentalz Coach***  
*On-Snow Module Learning Facilitator Guide*

Based on NCCP material  
Version 2, 2017

Coaching  
Association  
of Canada



Association  
canadienne  
des entraîneurs

National  
Coaching  
Certification  
Program



Programme  
national de  
certification des  
entraîneurs

## Table of Contents

Introduction.....	3
Course Objectives.....	4
LF Evaluation Responsibilities (in the workshop).....	5
Active Learning: Walk the Walk! .....	7
FUNDamentalz Pocket Guide Overview.....	8
About HIGH FIVE® and Social-Emotional Learning (SEL):.....	8
Course Overview.....	11
Detailed Course Plan.....	12
Group Management Skills .....	29
Tips for Facilitating the FUNDamentalz On-Snow Module .....	31
Coach Pathway .....	32
Useful Terms .....	33
LF Evaluation Process.....	34
FUNDAMENTALZ Report Cards.....	35
Report Card.....	36
.....	36
Report Card.....	37
Certificate.....	38
Pocket Guide Quiz Questions.....	39
Q and A Matching Activity.....	40
Duty of Care.....	41
Alpine Responsibility Code .....	42
Safety Scenarios (Lift Discussions).....	43

# Introduction

Welcome to Freestyle Canada’s (FC) National Coaching Certification Program (NCCP) **FUNDamentalz** training program. FUNdamentalz (note our signature ‘z’ spelling) is FC’s program aimed towards the **Fundamentals Stage** of child development, ages 6-9 years. To learn more about coaching other stages of development see Long Term Athlete Development at [sportforlife.ca](http://sportforlife.ca)

This document will guide Learning Facilitators to develop entry-level coaches under the NCCP. Coaches must attain FUNdamentalz On-Snow ‘Qualified’ status to coach a Freestyle Canada-sanctioned program. View the complete Freestyle Canada NCCP certification pathway on page 33.

This module is to be delivered over two days as follows:

Day 1	Day 2
1 hr indoor discussion	1 hr indoor discussion
2.5 hr on-snow training	2.5 hr on-snow training
1 hour lunch and discussion	1 hour lunch and discussion
2.5 hr on-snow training	2.5 hr on-snow training
2 hr evening discussion	1.5 hr wrap up and evaluations
<b>9 hr</b>	<b>7.5 hr</b>

In addition to this coursework, the completion of the following modules is required to be a ‘Trained’ FUNdamentalz Coach:

1. **Making Ethical Decisions** – NCCP
2. **Making Head Way** – NCCP online
3. **FUNDamentalz Can Freestyle Pre-course\*** - FC Online
4. **HIGH FIVE®** training is also highly recommended professional development for coaches at this stage but not a requirement for ‘Trained’ status.

FUNdamentalz training requires the FUNdamentalz 8-12 lesson Pocket Guide and FUNdamentalz report cards, available from your provincial Freestyle organisation, or in the Freestyle Canada online resource centre.

**The number one focus of this program is for kids to have fun! If kids enjoy themselves, they will learn the skills.**

“Brain research tells us that when the fun stops,  
learning often stops too.”<sup>i</sup>

Dr. Judy Willis, Neurologist & Teacher

# Course Objectives

## **On successful completion of this workshop, the coach candidate will:**

- Be able to demonstrate: balanced and dynamic short and medium parallel skiing on blue terrain, freestyle stance in mogul skiing, basic box skills, 180's and simple uprights on small jumps and switch wedge skiing
- Comfortably use FUNdamentalz Coach Pocket Guides lesson plans and reports cards (with mentorship by a head coach if possible)
- Be able to teach age-appropriate lessons (aged 6+) in a child-centred manner
- Be able to develop an Emergency Action Plan and complete accident report form
- Be familiar with:
  - the Freestyle Canada NCCP coach education system
  - the HIGH FIVE® approach to healthy child development
  - risk management practices required to lead programs in ski environments;

## **On successful completion of this workshop the FUNdamentalz Learning Facilitators (LF) will know how to:**

- Teach new coaches to develop fundamental ski techniques in parallel skiing, mogul skiing, basic boxes and rails, small jumps and switch skiing
- Minimize risk while teaching new coaches the above freestyle skills
- Introduce FUNdamentalz Coach Pocket Guide, Report Cards, and Certificates of Achievement
- Model active learning and games to keep activities age- and stage-appropriate, safe, fun and interesting
- Provide clear information on the value and progression through the Freestyle Canada National Coaching Certification (NCCP) Programs
- Introduce the HIGH FIVE® principles around social and emotional well-being for 6-12 year olds
- Create a positive learning experience for coach candidates

**On successful completion of this workshop, and prior to leading a course, the Coach Developer (CD) will:**

- Understand and complete FUNdamentalz CD training pathway
- Use the FUNdamentalz course checklist in the resource centre
- Ensure course is registered in the Locker (NCCP records management) and with Freestyle Canada
- Ensure an LF contract is completed with organiser at least 4 weeks prior to course (ideally 3 months prior)
- Communicate with course organizer and report to ensure proper terrain is prepared
- Contact candidates with pre-course requirements, deadlines and how to access the FUNdamentalz on-line Community Coach workbook (Can Freestyle pre-course)
- Support pre-course completion prior to on-snow training
- Complete evaluation and communication on course to candidates on their status
- Complete submit/ post-evaluations to the Locker

## LF Evaluation Responsibilities (in the workshop)

The technical evaluation process is detailed in the evaluation guide but since candidates are under stress to pass, there are some more things you need to do:

Evaluation is an *ongoing* process through the workshop. LF's should track whether candidates are meeting expectations throughout the course.

Many people who struggle at the start are able to rise to the challenge with encouragement and clarity about the level of skills required to succeed, as a sample:

- Someone who is uncomfortable playing games can benefit from the advice, "I see playing games is not really your thing but it is required to pass the course, so I'm hoping you can really throw yourself into playing like a child and see which games you actually enjoy."
- A weaker skier could benefit from hearing, "It seems like you haven't had a lot of experience teaching the technical side of skiing. Make sure you ask lots of questions around skiing basics. There is a terrific course we offer called "Skiing Skillz" where you can

learn the techniques that will help you meet the basic skiing standard. I'll do my best to give you tips as we go as well."

- Someone who is very nervous about sliding boxes would benefit from hearing, "This is a skill area where you look a bit uncomfortable. We could use you as a first-time learner and spot you to move slowly over the box. Let me know what level you feel safe at."

Make sure to communicate the standards both for coaches *and* kids so people have a clear sense if they are meeting the "Qualified" standard, and what their options are if they are not.

**At the conclusion of the workshop the LF is responsible for completing the following tasks:**

- Send a read-only copy of the evaluation package and results to each candidate
- Have each candidate complete a workshop evaluation form
- Send each candidate's evaluation forms & NCCP form to the Provincial Sport Organisation and Freestyle Canada

**General recommendations regarding evaluation:**

- Be clear about the criteria that candidates require to successfully complete all workshop components at the **onset** of the workshop
- Complete each candidate's scores during the course
- Be familiar with the technical skiing Pass/Fail criteria on the evaluation form and clearly articulate recommendations and "next steps" in writing and during debrief with each candidate so that they understand what they must do once they leave the workshop to continue in the certification process.

## Active Learning: Walk the Walk!

The way you present this course and interact with your coaches will shape the way that they in turn interact with the children they will coach. If you are fun and active, you will spark a fun and active culture. It is important that you “walk the walk” and lead by example. The Coach candidates need to experience parts of the course as a 6-9 year old! **Learning by doing** means that we want coaches and athletes to learn by **doing** something, not by listening to someone talk about it.

This means that:

<b>For children to do this:</b>	<b>You need to do this:</b>
Play, move, participate	Have coaches try out the lessons, coach themselves, not stand around listening to you talk
Connect with what is being taught to them	Respect the different learning styles of your coaches, adapt to the group’s needs, and model a variety of styles (visual, oral, kinesthetic)
Feel emotionally safe, respected	Model an environment of trust, caring, fun & connectivity
Be physically safe and secure	Accept Duty of Care – use the Challenge Zone as a guide to determine safe yet effective environments
Feel that learning is fun and play games	Play the same games with your coaches- they need to experience what it feels like
Show respect for their peers, you, staff	Model professionalism, courtesy, and clearly state your behavior expectations
Make solid technical progress	Teach coaches to be clear around technical outcomes developed through fun-based activities

Walk the walk! Model what you want your coaches to learn.



# FUNdamentalz Pocket Guide Overview

## Your Pocket Guide provides:

- Progressive week by week lesson plans
- Fundamentals stage games with instructions
- Drills matched with a skill outcome
- Flexibility- use this guide as a template but adapt where you feel necessary
- HIGH FIVE® principles

## About HIGH FIVE® and Social-Emotional Learning (SEL):

**HIGH FIVE®** is Canada's comprehensive quality standard for children's programs and holds true to the following five Principles of healthy child development that research indicates are essential for providing a positive experience for kids. HIGH FIVE® principles have been worked into the Pocket Guide in the activities and in the way that you are suggested to do them.

### What is social-emotional learning (SEL) and how does it apply to sport?

SEL refers to skills we all learn to help us to navigate social situations (such as how to befriend team mates), our feelings (such as how to get over losing a race), and other experiences we have that involve our thoughts and beliefs, such as goal-setting or confidence in ourselves., "... (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions." <sup>ii</sup> We aren't all born experts. Just like doing a 360' on skis, we need opportunities to practise SEL skills.

**1. A Caring Adult:** Smile. Learn each child's name. Greet each child at the start of each program and say goodbye to each child at end.

**2. Friends:** Start the day off with an interactive name game to help children get to know one another. Be Welcoming of Diversity and Uniqueness.

**3. Play:** Build Play into structured activities. Be flexible enough to adapt to spontaneous play.

**4. Mastery:** Use positive enforcement. Give each child the opportunity to demonstrate/ reach Mastery by doing something they enjoy.

**5. Participation:** Ensure everyone has the opportunity to participate at a pace that is comfortable for them. Involve children in planning and carrying out of tasks.

## Social-Emotional Learning (SEL) Factors

HIGH FIVE® research shows the following principles are essential for healthy child development:

# WEEK 1: FREESKIING AND JUMPING 1



## Focus on Fun and Getting to Know Each Skier!

**Terrain:** Blue groomed runs, small natural jumps & rollers

### 10-15 min Warm-Up & Introductions

- Greet every athlete warmly (e.g. fist bump) and parents too.
- Introduce your top 3 rules & behavior expectations. Confirm your plan for if someone is separated from group.
- Have helper on-hand to confirm parents' contact info.
- Check gear for functionality before parents leave.
- Introduce the day's goals and skills during:
  - **Dynamic Warm-Up (no skis)**
  - **"I Would Rather..."** (on skis, so you can try out tricks)

### Skiing

- Tour hill while assessing abilities, vary terrain & turn shapes.
- Practice take-offs on the flats and on side hits.
- Drills:
  - **Follow the leader (various skills)**
  - **Tapping ski**
  - **2-Foot Hops**
  - **180° and 360° spins on snow**
  - **Balanced body position**
  - **Lateral (side)/fore/aft balance**
  - Schedule an SEL Break. Play: **"I like..."**

### Jumping

- Play on small jump features.
  - **Balanced take-offs and landings**
- Introduce in-run position (no turn zone).
- Introduce extension off the feature and timing.
- Session a small jump with at least 1 new upright trick.

### 10-Minute Cool-Down

- Cool-down on groomed run.
- Off skis, in a circle, hold post-skiing static stretches.
- Review every skiers' accomplishments, encourage questions and comments.

## Lesson Name

**Daily objective:** This takes priority today

**Terrain needed:** Plan ahead

**Warm Up:** Keep it dynamic (do not hold stretches), tie it to lesson plan, make it fun and interactive! Play at least one game.

**Main Part:** Drills related to specific skills. Progressive from week to week.

**Main Part:** Drills related to specific skills. Linked to report cards.

**Cool down:** Stretching, debriefing, recognising accomplishments, closure. Sometimes extra information like health tips shared.

## COACH'S TOOLBOX: WEEK 1

### **Gear Check**

Get children moving on skis and make sure their boots are securely in bindings. Send skier with parents to get gear fixed if not working! Ensure helmets fit properly.

### **Dynamic Warm-Up**

Leg swings, bum kicks, trunk rotations, arm circles, neck rotations. Also ski skills: foot taps, hops, extensions with arm lift, spread eagle, safety grab, 180° and 360° on the ground.

### **“I Would Rather...”**

Coach asks, “Would you rather ski without socks or gloves?” “Those who said socks do 5 take-off lifts, those who said gloves, skate to the tree”. “Would you rather ski with Shrek or Lady GaGa?” Call out two more skiing exercises and so on...

### **I Like**

Invite skiers to state their name and a unique fact about themselves. You start.

### **Tapping ski**

Athletes start by tapping uphill ski while traversing across the hill. (Like squishing bugs.) Then, progress to tapping uphill ski in transition phase of turn, tapping downhill ski at initiation, tapping inside ski at shaping and tapping uphill ski through completion...

Progress to **2-Foot Hops**. Think “hopping animals”.

- ★ Show you care by looking athletes in the eye and using their names whenever possible.
- ▲ Have athletes “number off” regularly to keep track of them.
- ▲ **The Three Rules of Jumping:**
  1. Inspect your jump
  2. Assign a spotter
  3. Speed check

### **Supports this week's lesson**



When you see the Toolbox icon within the lesson guide it means you will find additional information about activities and drills in the Toolbox.

Fundamentalz Pocket Guide is the intellectual property of Freestyle Canada and is not to be used or reproduced without permission, 2017.

## Course Overview

	<u>Day 1</u>	<u>Day 2</u>
<b>Indoors</b>	Welcome	Review Evaluation Expectations
	What is Active Learning?	I-Statements
	How to teach: 2 methods	
	Introduce Pocket Guides	
<b>Outside</b>	Warm-up games	Warm-up games
	Transitions	Introduction to Jumping
	Freeskiing, Buttering and Switch Skills	
<b>Indoors</b>	Lunch with Pocket Guide Activity	Lunch break-prep for afternoon tasks
<b>Outdoors</b>	Introduction to Box	Introduction to Moguls
	Introduction to Wall/Halfpipe Skills	
<b>Indoors</b>	Terrain Guide	Wrap
	LTAD Activity	Evaluation feedback
	Coach Pathway	Course complete
	Evaluation Process	
	Report Cards	
	Duty of Care, Safety	
	Group management & how to give feedback	
	Assign tomorrow's tasks	

## Detailed Course Plan

This course plan is meant to serve as a guide. If you need to modify the process please note that **at minimum, the Learning Facilitator must cover all indoor material and a minimum of all Pass/Fail criteria listed on the skiing skills evaluation form.** Some rough time guidelines are given as suggestions, manage your time well.

Like the Pocket Guide, some symbols are used for you to quickly find what you need:

	<b>a key idea to focus on</b>		<b>LF to <i>look for</i> this particular outcome or answer which is tied to the purpose of the activity</b>
	<b>this is an SEL moment</b>		<b>Important safety information</b>
	<b>Walk the walk - model a behaviour</b>		<b>Coach candidates get to actively coach this activity. LF will observe &amp; offer support.</b>

- Step by step instructions accompany each activity.
- *Instructions you are meant to say are in italics.*
- Pocket Guide references are by week e.g. PGW5 for Pocket Guide Week 5
- Coach Candidates are commonly referred to as CCs, and Learning Facilitators as LFs

What You Need	Time: estimate only	Course Content
<b>PRE-COURSE</b>		
<ul style="list-style-type: none"> <li>Email contacts</li> <li>Group Management Skills doc.</li> </ul>	Up to 1 month prior to course	<ul style="list-style-type: none"> <li>Send email introduction to coach candidates (CCs) (who you are, how to contact you)</li> <li>Confirm location of course, initial meeting point, schedule &amp; equipment requirements</li> <li>Encourage CCs to take other requisite courses such as Making Ethical Decisions &amp; Making Head Way in Freestyle Skiing</li> <li>Share link to FUNdamentalz Can Freestyle pre-course (online learning) website and instructions to submit answers to complete Pre-course.</li> <li>Attach Group Management Skills document to pre-read (p.30)</li> <li>Receive and review Pre-course “Coach’s Journal” from each candidate</li> <li>Complete FUNdamentalz Course Checklist in FC Resource Centre with your T/PSO Coach Coordinator</li> </ul>
<b>DAY 1 AT HILL</b>		
Indoors for 1 hour		
<ul style="list-style-type: none"> <li>Indoors in quiet area with seating</li> <li>Pocket Guides for each C.C</li> </ul>	5 min  5 min  3-4 min  6-8 min  2 min	<ul style="list-style-type: none"> <li> Welcome Activity: Go around the group and have people say what their name is and what they bring to the group.</li> <li>Share <b>Intro., Objectives &amp; LF Responsibilities</b>, (pages 4-6) Please paraphrase rather than read. Answer questions.</li> <li> Share <b>Today’s Purpose</b>: <i>We will learn how to be a FC Coach: including Active Learning, SEL Principles &amp; how to use the Pocket Guides. We will also work on skiing skills and intro. to jumping.</i></li> <li> <b>Icebreaker</b>: Break group into smaller groups of 4-5 by numbering off (this is to have them mix with others than those beside them). Give groups 4-5 min to come up with 5 things they have in common (no body parts, clothing or ski-related things.) Someone needs to write them down. Share with group.</li> <li>Introduce <b>Active Learning</b> (page 7) and <b>SEL Principles</b> (page 8). CCs can take turns reading sections out loud. <i>Active learning is one of your mandates as a FC coach – we want people moving, experiencing and doing. HIGH FIVE® principles and Child-centered learning (pre-course) support this. You do not have to be trained in H5 to use the principles, (they are integrated into PG lesson plans) but we highly we recommend the training.</i></li> <li><b>Teaching methods</b>: <i>In the pre-course, we learned a teaching method called explain, show, watch, give feedback, and watch again. Let’s compare this to another method called “I do, we do, you do”.</i></li> </ul>

	15 min	<ul style="list-style-type: none"> <li>1) Number-off participants to mix them up with someone new. (E.g. If you have ten people, number 1-2-3-4-5-1-2-3-4-5. One pairs with one, two with two etc. Partner one gets 2-3 min to teach an easy ski skill: <b>athletic body position (ABP)</b> with this methodology. Review ABP posture beforehand. Allow everyone to write down the teaching steps down for a reference.</li> <li>Make sure 'partner ones' go through all of the steps.</li> <li>Ask group, <i>do you think this technique exemplifies our active learning mandate?</i></li> <li>Encourage everyone to think about how long this might take. Have them suggest the pros and cons.</li> <li>Now you show them the "I do, we do, you do," technique. First, show the ABP, next, do it all together, then let everyone do it alone. Keep talk to a minimum- focus on getting them moving.</li> <li>Write the method on the white board for all to refer to. Then have partner "twos" teach partner "ones"</li> <li>Watch for too much explaining, getting partner 1 moving ASAP.</li> <li>Ask participants to find pros and cons of second way. <i>Which one is easier to remember? Suggest that, lots of explaining and feedback is not necessary every time, although it is important sometimes, we want to focus on active learning. We will cover feedback later.</i></li> <li>Introduce <b>Pocket Guides</b> on p.9-10. <i>We expect you to review the Guide on your own time and become familiar with all of the drills, games, terminology and progressions. Note that the social-emotional content takes as high a priority as the skill content and can be modified but not omitted. We want to encourage participation and fun.</i></li> </ul>
<b>Outdoors for 2.5 hr</b>		
<ul style="list-style-type: none"> <li>• Outside near lodge where you can be heard</li> </ul>	15 min	<ul style="list-style-type: none"> <li>• <b>Warm-up:</b> Randomly pick a <b>Star of the Day (PGW2)</b> who you will try to give special privileges today. Lead <b>I would rather (PGW1) &amp; Clans (PGW2)</b> Warm-ups should physically and mentally warm-up skiers, link to the skills of the day and be fun!</li> <li>• <b>Equipment check:</b> while candidates play Clans in their skis, tell them you are looking to make sure their equipment is secure, show what to</li> </ul>

<ul style="list-style-type: none"> <li>• Star of the Day accessory such as a race bib, bracelet etc.</li> </ul>		<p>look for: basic equipment requirements, Helmet strapped and on, ski brakes operational, ski poles with baskets, gloves on both hands, goggles in working order. Dressed in layers.</p> <ul style="list-style-type: none"> <li>• Introduce the idea of putting on your “Coach’s Hat” through the course. Although the focus of this course is active learning in a style appropriate to children 6-10 there will be times when we wear our “coach’s hats” and address the coaches as adults, particularly when assessing environmental safety, or talking about the purpose of a game or drill.</li> <li>• While doing specific <b>Dynamic Warm-up</b> movements (<b>PGW1</b>) <i>talk about the importance of communication with parents at the beginning and end of class.</i> Don’t let parents leave until the equipment check is complete.</li> <li>• Before riding the lift, quiz CCs on safety steps to take before session begins- the most important answer you are looking for is to make an EAP (Emergency Plan) but other answers include: meeting Ski Patrol, knowing mountain terrain, meeting parents, receiving Intake forms etc. You can keep small prizes on hand to encourage and reward participation and correct answers.</li> </ul>
	5 min	<p> <b>Transitions</b> need to be organized. <i>I am going to give you a number-don’t forget it. When I say “line-up!” please arrange yourselves in numerical order. Stay in this order as we ski to lift and in the lift line. Create a line-up visual cue like hands together overhead to make a fun game.</i></p> <p> (Other ways to keep group together: partner up, have them arrange themselves according to a pattern e.g.) by birthdays, shoe size etc. Use this pattern as a <b>call to action</b> during the day to quickly organize the group. Note, there are many times when line-ups are not needed, and you can use cues likes “tips together” for a transition.</p>
Green/Blue groomed runs	2h 30 min	<p><b>Freeskiing, Buttering and Switch Wedge Turns</b> on groomed terrain.</p> <ul style="list-style-type: none"> <li>• <b>LF Notes:</b></li> <li>• Outcomes to achieve in this section: <ol style="list-style-type: none"> <li>1. Assess if candidates meet skiing standard (if not recommend Skiing Skillz course)</li> <li>2. Probe through open ended questions, chairlift conversations, and activities for their understanding of teaching skiing</li> <li>3. Model Week 1 approach to skiing with children</li> <li>4. Teach candidates to assess these skills using report card</li> <li>5. Introduce: Scan the Environment (p.16)</li> </ol> </li> </ul>

		<ul style="list-style-type: none"> <li>• You will decide how many runs to take while covering the following material. It depends on weather, lift lines, the group energy etc. Be sure to ride up with different candidates each time. Encourage everyone to mix.</li> <li>• Keep the pressure low today. Limit critical feedback. Freestyle is a sport of experimentation and creativity so keep it playful. If terrain allows, jump off small bumps &amp; jumps during the day for practice &amp; variety.</li> <li>• <b>Take a green-blue warm-up ski</b>, just to loosen up. Stop once to practise lining up group, in order, quickly:</li> <li>• Explain that, <i>Sometimes during the day we will put on our “coach’s hat” to explain things to candidates that we wouldn’t explain to kids. For example it is the coaches’ responsibility to assess the terrain throughout the day: The goal with kids is to keep them moving – and you will try to limit “lecturing” in this course!</i></li> <li>• Ask “<i>What are all the ways we can move on skis?</i>” Have everyone experiment with Fore/Aft, Lateral, and Rotational movements while skiing.</li> <li>• <b>Coach’s Hat – Scan the Environment:</b> <i>We are going to do 180, 360, buttering and switch now and we are going to do a quick scan of the environment which is an ongoing responsibility of the coach.</i> <ul style="list-style-type: none"> <li>• Is the feature/terrain safe?</li> <li>• What are the conditions like?</li> <li>• Is it optimal for the skills targeted for everyone in my group? <ul style="list-style-type: none"> <li>○ If it is not safe – don’t continue. If necessary modify the activity to reduce risk.</li> <li>○ If it looks good to go – try it out!</li> </ul> </li> </ul> </li> <li>• Find a volunteer to intro. and demo Buttering. Have fun with this. It will be new many, so keep fun high and expectations low. <ul style="list-style-type: none"> <li>☹ Balanced body position, lateral/ fore/ aft balance</li> </ul> </li> <li>• Teach 180/360 on snow, front load skills by side slipping activity <ul style="list-style-type: none"> <li>☹ Head up, flat skis, lift into rotation, look downhill after spin</li> </ul> </li> <li>⚠ <b>Safety:</b> Ask CCs to explain how you have been choosing where to stand safely when talking on hill during drills. Add how to line up skiers</li> </ul>
--	--	---

(stop below each other) and when is a good time to start back skiing, timing, traffic etc.

**Introduce Switch skiing** – it is foundational skill needed prior to learning box and wall skills, and/or jumping with spins.



Teach *reverse snow plow to stop*, as it sounds. Play **Red/Light Green Light** (not in Pocket Guide.) When you say “green light”, skiers slide backwards. When you say “red light” they have to stop quickly. Repeat until you reach a destination.

- **Teach Switch Wedge Turns** – Demo that by using the “Magic Finger” to point in direction of turn it will help you get where you’re going (pointing finger leads rotation of upper body.)

⊖ Speed under control, awareness of skiers and obstacles. Pressure on outside ski, steering by pivoting lower joints and foot. Pointing hand and arm leads rotation of upper body and opens shoulder in direction of turn.

✪ Pair-up new partners: Everyone lines up alphabetically by first name. Split them into pairs. One will teach their partner Switch Turns with their preferred method teaching method



**Schedule a break:** Find (on hill) and read **Skier’s Responsibility Code** (page 2). Have everyone turn away and taking turns, give one candy for each point they come up with that comes close to a point on the chart. Give hints. Be generous!

- **Coach’s Hat:** Freestyle Canada uses the 4X4 to analyze turns: describe with diagram in the snow in no more than 5 minutes!
  - **4 Skiing Skills:** 1) Stance and Balance 2) Pivoting/Steering and Edging 3) Pressure Control 4) Timing and Coordination
  - **4 Phases of the Turn or TISC** – Transition, Initiation, Shaping, Completion
- Note that more detailed developing and analyzing the 4 Freestyle skills is taught in the Skiing Skillz Module.
- *Let’s identify the key movements in ski turns emphasized and assessed in FUNdamentalz athletes.*

	<ul style="list-style-type: none"> <li>• <b>Transition Phase:</b> ABP is key. Ask, <i>what balance drill is in Week 1 of the Pocket Guide? (2-Foot Hops) Is anyone is willing to take a shot at explaining 2-foot hopping use “I Do You Do We Do?”</i> Follow up with <u>your own</u> demo if necessary, so candidates are clear. Allow lots of time to try hopping at all points through the turn and to find balance.</li> <li>• Look for ABP and looking ahead. (Like we did inside).</li> <li>• Point out to candidates that, <i>showing balanced parallel turns by hopping at all points is a skill that coaches will assess and tick off in the FUNdamentalz report card.</i></li> <li>• <b>Initiation Phase:</b> <i>This is where forces shift and the movement of lower joints start the turn.</i> Practice getting weight over the “outside” ski through <b>Tapping (PGW1)</b> the inside ski (Like squishing bugs for younger kids!) Give CC’s at least 12 turns to practice, stop for reflection on the feeling created, then have them repeat and progress to parallel turns without Tapping, keeping the feeling of the weight on the outside ski.</li> <li>• <b>Shaping Phase:</b> <i>In the shaping phase the lower body is actively steering the ski and loading the edge to create a rounded turn shape.</i></li> <li>• <i>Keep pressure on centre of the foot, and in Freestyle Skiing, stay more vertically aligned over ski (to be ready for take-offs).</i></li> <li>• Practice steering the outside ski through <b>Power Wedge Turns (PGW4)</b>. Give CC’s at least 20 turns to practice, stop for feedback on the how it <i>felt</i> to CCs, then have them progress from wedge to parallel turns.</li> <li>• <b>Completion Phase:</b> <i>The amount of effort in completing a rounded turn will control speed and set up the next turn.</i></li> <li>• Skiers should feel the ski bending past the fall line to the turn finish, separation of upper and lower body increases, feet stayed rolled on edge and move back under body by end of turn.</li> <li>• Reach for <b>Pole Plant (PGW2)</b> helps set up projection and timing of next turn.</li> <li>• Lead <b>J-turns (PGW9)</b> drill for 20m altogether. With outside ski weighted, do medium radius turns, then keep turning until the skis go uphill and stop.</li> <li>• Note that, “Carves ski through most of the turn with steady timing” is the “Stomped” measure and the goal for all FUNz athletes.</li> <li>• Break into two groups and have them watch some young skiers on the hill and ask coaches to assess and discuss if skiers are:</li> </ul>
--	--

		<ul style="list-style-type: none"> <li>○ <b>Group 1:</b> <ul style="list-style-type: none"> <li>✓ Keeping an ABP through the turn</li> <li>✓ Using lower body joints to start the turn, and to steer</li> </ul> </li> <li>○ <b>Group 2:</b> <ul style="list-style-type: none"> <li>✓ Maintaining a pressured edge (carving) on the outside ski,</li> <li>✓ Timing pole plant to fluidly start the next turn</li> </ul> </li> <li>⊕ Ask if anyone wants to explain and demo <b>Roller Blading</b> (PGW5) to practice the feeling of carving the ski.</li> <li>● Show CC's <b>Angulation Drill (PGW9)</b></li> <li>⊖ LF's at this point look for CC's to show good timing and edging (by this time you should be clear if they are meeting the skiing standard. If not try to give them specific feedback required to meet standard.) Reminder: the skiing standard is balanced, active turns, initiation with lower body joints, carving on outside ski through at least 60% of turn, rounded completed medium radius turns, well-timed pole plants. Take into account coaches with detuned park skis. Their edging and movement may not look as dynamic – but meet standard if they show good movement patterns</li> <li>⊕ Pair up candidates to peer-coach each other's skiing focusing on maintaining balanced edging through shaping and completion on the outside ski. Encourage them to be positive and specific. Try <b>Two Stars and a Wish</b> method of feedback.</li> </ul>
<b>Indoors for 1 hr</b>		
<ul style="list-style-type: none"> <li>● 10 small prizes (pens, buttons etc.)</li> </ul>	1 hr	<ul style="list-style-type: none"> <li>● <b>LUNCH</b> <ul style="list-style-type: none"> <li>⊕ <i>Is everyone drinking enough water today? What did our pre-course say about water in cold weather?</i></li> <li>⊖ Do not reduce H2O in cold weather, more water is lost from breathing on cold days, feeling of thirst diminished in cold weather (even though you may be dehydrated) Urine production up in cold weather. Drink before and after going out.</li> </ul> </li> <li>● <b>Pocket Guide Open Book Quiz:</b> during lunch, with Pocket Guides on hand, ask the questions on page 38. Give small prizes to those who get the answers first.</li> </ul>
<b>Outdoors for 2.5 hr</b>		

<ul style="list-style-type: none"> <li>• Outside near lodge where you can be heard</li> </ul>	5 min	 Warm up Game: <b>Knee fencing</b> , no skis (after lunch skiers also need to warm-up). This activity warms up quads/lower body and requires focus. <ul style="list-style-type: none"> <li>• If possible alternate between the next two sections, introducing boxes and wall skills to get more laps in.</li> </ul>
		<p><b>Park Skills (and pipe if available)</b></p> <ul style="list-style-type: none"> <li>☺ To introduce basic box skills, and wall skills</li> <li>• <b>Pre-park:</b> Practise <b>Side Slipping Races, Drawing Boxes in Snow</b> as it relates to the park to prep for park</li> <li>• <b>Review:</b> Terrain Park Etiquette, how/when to call “drop-in”, identify safe stopping zones, safety spill zones, and jump open and closed signals. <b>(PG W2, 5, 7, 9)</b></li> <li>🌀 LF teach <b>Hockey Stops</b> drill- feel the difference between a flat and edged ski</li> <li>🌀 Clean 90’ pivot of lower body to sliding in low, flexed position with arms and upper body facing downhill</li> <li>• <b>Coaches Hat</b> – Scan the Environment</li> <li>🌀 <b>Park:</b> LF will teach basic box.</li> <li>• Ask CCs to suggest the best type of box to learn on</li> <li>🌀 Low to ground, smooth surface and skirted, low traffic area .5 m plus width, 2-3 metres long. You can also use PVC piping if you do not have a box to work with.</li> <li>• <b>Coaches Hat</b> - Ask, <i>what happens to many skiers when they slide a box or rail sideways for the first time?</i></li> <li>🌀 Skiers are used to their edge ‘biting’ the snow. When they do this on a smooth box their feet slide out from underneath them and this can really hurt!</li> <li>• <i>Sliding a box sideways – like learning to spin - is a major movement pattern that should be covered very thoroughly and progressively.</i></li> <li>• Have CCs suggest progressions that build skills and confidence. Then fill in the gaps:</li> <li>1. Slide over box straight –very balanced low/flexed stance, vision up to landing. It is safe to exit on side if balanced. Path is controlled by direction of travel and upper body movements (rather than lower)</li> </ul>

		<ol style="list-style-type: none"> <li>2. Feel the surface by doing a standing slide with hand spotting (LF has skis off, stands below athlete, and hold both hands) – as many times as it takes to feel comfortable</li> <li>3. Learn the movement pattern with <b>Corridor Rails</b> drill – emphasizing wide stance, low flexed body position and weight over downhill ski</li> <li>4. Try ski-on entry at low speed with spotting</li> <li>5. Encourage sliding on own when ready</li> <li>6. Teach 90’ pop and land onto box when ready</li> </ol> <p>☺ If group is advanced, ask if anyone wants to <b>teach or try</b> a switch exit</p> <ul style="list-style-type: none"> <li>• A key point is that controlling exit direction is done with the direction of the core (abdomen/hips)</li> <li>• If time allows progress to different boxes such as down boxes and narrower boxes as skiers become comfortable</li> <li>• Encourage <b>visualisation</b> as an aid- i.e. imagining oneself accomplishing the task. If it is appropriate, talk the group through a simple visualisation during these skills.</li> </ul>
		<p><b>Wall/Halfpipe Skills</b></p> <ul style="list-style-type: none"> <li>• Point out that, <i>although many resorts do not have halfpipes, the basics can be taught using a quarterpipe or wall feature, or a wall on the side of a jump feature.</i></li> <li>• <b>Coaches Hat</b> – Scan the Environment:</li> <li>• If using Halfpipe, ski to bottom and use one hit at bottom of pipe (hiking deck) to introduce air 180.</li> <li>• Demo key points for riding a wall. Have group try on flat ground as you explain: <ul style="list-style-type: none"> <li>○ Keep Athletic Body Position</li> <li>○ Move “small to big” up the wall - gently rise to extend at apex of ride to leave the wall</li> <li>○ rotate upper body in direction of turn</li> </ul> </li> <li>• Demo <b>Air 180</b>, describe the <b>Zero Gravity Point</b> where it is optimal to turn.</li> <li>• Demo and try <b>Alley-oop, Air to Fakie</b> (note Air to Fakie should only be attempted by skiers with turned-up tails)</li> <li>• If your group is ready discuss using edging on the wall to control speed and line.</li> </ul>





		<ul style="list-style-type: none"> <li>Explain that you will be looking for good coaching skills: clear, concise instructions, behaviour expectations, active learning, safety awareness and fun!</li> <li>When you begin you will need to be ready to state your top 3 behaviour (+ and-) expectations for aged 6+ kids. Review how to give clear instructions before your turn.</li> </ul>  <p><b>Appreciation circle:</b> Go around the circle. Each person says something they appreciate about one other person in the circle. It could be their sense of humour, their leadership skills or their tacky hat. Everyone speaks once about someone different so that everyone is included.</p>
<b>DAY 2 AT HILL</b>		
<b>Indoors for 1 hr.</b>		
	1 hr.	<ul style="list-style-type: none"> <li>Share <b>Today's Purpose:</b> Learn more freestyle skills, LFs coach as much as possible</li> <li><b>I statements:</b> <i>Week 2 introduces simple goal setting that puts a child in control her his/her goals for the day. With your help, the child can come up with a simple goal to keep them focused during the lesson. It will also help steer them towards mastery and success if they can identify obstacles and how to address them.</i></li> <li>Ask coaches to come up with an I-statement that is realistic for today. (It doesn't have to be as complex as a S.M.A.R.T goal to start with.) E.g. I will drink more water today. I will ride the lift with someone new today. I will try two new grabs today. I will try to focus on my achievements, not my weaknesses today.</li> <li>Share <b>Safety Scenarios</b> on page 44. Follow directions on that page.</li> <li>If there is anything you missed last night, or need to review, do it this morning.</li> <li>Allow coaches &amp; co-coaches to prepare for the day ahead.</li> </ul>
<b>Outdoors for 2.5 hr</b>		
<ul style="list-style-type: none"> <li>Outside near lodge where you can be heard</li> </ul>		<ul style="list-style-type: none"> <li> <b>Warm-up Games:</b> 2 Coach Candidates will state their behaviour expectations, then lead warm-up games, <b>Land Sea and Air</b> (PG W4). <b>Simon Says</b> (PG W5)</li> </ul> <p><b>Jumping Skills</b></p>

		<p>☀ Purpose: To introduce good jumping movements and basic skills.</p> <ul style="list-style-type: none"> <li>● <b>Coaches Hat</b> –Scan the Environment: <ul style="list-style-type: none"> <li>○ Is the feature/terrain safe?</li> <li>○ What are the conditions like?</li> <li>○ Is it optimal for the skill level of everyone in my group?</li> </ul> </li> <li>● Briefly look at and discuss: <ul style="list-style-type: none"> <li>○ In run – condition and how impacts speed</li> <li>○ Jump – How it will shape impact flight? Condition, make sure there is spill zone</li> <li>○ Landing – condition, how it will shape impact skill, is there a sweet spot?</li> <li>○ Other- What are choices if jump is not right for everyone’s skill level, in poor condition? (It’s coaches responsibility to guide good choices)</li> </ul> </li> </ul> <p>🌊 <b>3 Rules of Jumping:</b> CCs will teach. LF add other pertinent safety such as practice jump open/closed signals, plan ahead of time where skiers will hike back up, where coach should stand.</p> <ul style="list-style-type: none"> <li>● Let everyone experience the small jump with little guidance at least once.</li> <li>● LF to teach in-run position, how to judge in-run speed for jump height and length, no turn zone, landing.</li> <li>● Practice extension on flat ground, removing skis if necessary.</li> <li>● One at a time try extending off jump.</li> <li>☹ Look for extension &amp; lift, and balanced landing.</li> <li>● Practice Tuck Jump and Spread Eagle, on flat ground – then try one at a time</li> <li>● Progress to Twister on flat ground.</li> <li>🌊 Break into Partners to peer coach this skill</li> <li>☹ Look for extension and lift, hip joints fully extended, counter rotation of upper and lower body in “twister”, balanced landing with absorption and hands forward</li> <li>● Teach jump 180 on flats</li> <li>🌊 CC will explain <b>Rotation Principles (PGW4)</b>. Note there is wording mistake in guide it should read: Spin is created by pushing the toe and</li> </ul>
--	--	--

		<p>creating force from the ski edge at take-off. Push the right big toe away from center of the body to initiate left spin. The important idea is understanding that spin is creating from torque at contact point at ground that is timed at the critical instant at take-off.</p> <p> Encourage active learning</p> <ul style="list-style-type: none"> <li>• Progress to 180 spins from rollers/small jumps Spotting, looking downhill after spin, ABP</li> </ul> <p> <b>Play Name a Grab (PGW4)</b> as a break. CC to lead, stating their behavior expectations of group, and the purpose of the activity.</p> <ul style="list-style-type: none"> <li>• Continue to session the jump. CCs to attempt at least one grab, but ideally 6-10 jumps, hiking if needed.</li> <li>• Finish by discussing 360 – this is not a required skill but you or candidates can demo. /attempt. Only do this is in good development conditions.</li> <li>• <b>Cool down:</b> off skis, in circle, review accomplishments, hold static stretches indicating <u>muscle names</u>.</li> <li>• You could get creative and try Froga (Freestyle Yoga) hold freestyle positions as stretches).</li> <li>• Encourage questions, comments.</li> </ul>
<b>Indoors for 1 hr</b>		
		<ul style="list-style-type: none"> <li>• <b>Lunch</b> <ul style="list-style-type: none"> <li>• <i>Skiers should be discouraged from eating sugary treats and caffeinated beverages like colas during the training day. These treats may initially make children feel energetic, but they will eventually put them into a low energy state. Coaches will lead by example!</i></li> </ul> </li> <li>• Coaches are free this lunch hour to mentally prepare for their tasks this afternoon. Make yourself available for questions, LF to continue filling in evaluations.</li> </ul>
<b>Outdoors for 2hr</b>		
<ul style="list-style-type: none"> <li>• Outside near lodge where you can be heard</li> </ul>		<p> <i>The purpose for this afternoon's tasks is to put you in the driver's seat, and for me to evaluate your skills.</i></p> <p> <b>Warm-up Games:</b> 2 coaches will lead warm-up game of <b>Mogul Tag (PGW3)</b>. Warming up for moguls must involve some sort of flexion/extension of knees. (Dynamic squatting.) Introduce upper/lower</p>

		<p>body separation concept, try some knee pivots but keep it very simple as it is a new idea.</p> <ul style="list-style-type: none"> <li>• Start on a flat run, doing lots of turns. Include <b>Tray of Drinks (Hot Chocolate!)</b> drill on the flats.</li> <li>☞ Chest up and facing forwards, lateral balance, leg movement but quiet upper body.</li> <li>• Demo and try moguls-specific stance. Make corrections by manipulating skiers if needed e.g. hands on shoulders to guide upper body taller.</li> <li>• If possible, show a <b>video</b> of an Olympic Moguls Skier and ask, <i>what do they look like?</i></li> <li>☞ See how the World Class skier has a “proud” stance - quiet upper body, arms forward, and their knees move up and down like crazy, with very short turns.</li> <li>• <b>Coaches Hat</b> – Scan the Environment:       <ul style="list-style-type: none"> <li>○ Think about the steepness of pitch, size and shape of moguls, condition of snow. You can use the wave to traverse if the ends are smooth and rounded.</li> </ul> </li> <li>• Find some natural moguls that allow an easy, wide traverse. Refer back to your warm-up as you introduce the concept of <b>absorption/extension</b>. Make sure everyone follows your line.</li> <li>☞ A CC will now lead the group in a slightly narrower traverse.</li> <li>• Ask, <i>Can you feel pressure on the front of your boots during absorption?</i></li> <li>☞ A CC will introduce the <b>parts of a mogul</b>: Face, crest or top, backside and troughs. See if they can make it active and fun. If they can’t, suggest everyone gets their own mogul and points or jumps to each part.</li> <li>☞ Lead the group in <b>Tray of Drinks</b> in moguls (during traverse) or have a competent CC lead.</li> <li>☞ ABP, counter rotation of upper and lower body to keep upper body and arms facing downhill</li> <li>▲ Before you start to spread out, cover mogul safety points: speed control, right of way, unseen hazards etc.</li> <li>☹ Review timing of pole plants. Have skiers reach to touch pole on backside of bump/wave.</li> <li>• If the group is ready, incorporate a very small jump into a traverse. Remind everyone of their earlier jumping skills if necessary. (Extension, looking ahead etc.)</li> </ul>
--	--	---

		<ul style="list-style-type: none"><li>• If you have a roller tank available, progress to straight lining 2-3, then more moguls. Incorporate <b>Genie (PGW3)</b></li><li>• Introduce turning through wave tank and idea of starting the turn just over the crest or top.</li><li>• If possible, for fun, ski one final line as a showcase of what group have learned– give a countdown and have everyone cheer each other on. Have coaches note how they felt emotionally before, during, after. (Pressure? Excitement? Fear?)</li><li>• Conclude by asking, <i>Are there any questions at all about any skiing skills since this is my last opportunity to show you. Don't be shy!</i></li></ul>
--	--	--

# Group Management Skills

Managing groups of people of any age is a challenge. Setting clear expectations and boundaries from the start, having a routine, and getting to know your group will go a long way to prevent poor behaviour.

**Use these tips to help prevent unwanted behaviour:**

## **Before you start**

- Learn as much about children from their parents as you can
- Know your terrain, alternative locations, fun escapes if you need a break or a treat
- Know your lesson plan inside out, but be open and flexible

## **When you first meet and everyday**

- Set clear expectations for behaviour right away
- Always state the purpose of what you are doing before you do it- so that kids are clear on what is expected of them (it doesn't need to be a big speech)
- Provide routine & share your schedule
- Connect with kids on a personal level so they feel included and know that you care about them
  - Make eye contact, use their names, notice things about them
- Give clear instructions, checking for understanding
  - Gain the attention of the whole group
  - State your purpose
  - Pause
  - Do not start talking until you have the whole group's attention
  - Check for understanding: they repeat back to you or you ask them comprehension questions
  - Get the group active quickly
- Define transitions
  - Create clear signals for your group when you need them to *stop and listen* to directions or change activities.
  - Practice a countdown: "Everybody we are going to head over to the orange sign in 5-4-3-2-1." Get your group used to this by rehearsing - and remember this is not a countdown to a punishment just a cuing strategy.
  - Use a count-*up* to get started. "We are all going to try buttering on this green hill, but not until I point at you and say 3-2-1-GO."
  - Reinforce the verbal cues with visual arm/hand signal cues, so you can use them from a distance without having to shout.

## **During your lesson**

- Use age-appropriate language
- Teach in a variety of styles

- Visually: you demo, get kids to demo, point, show videos
- Kinaesthetically: kids try a skill on the spot, then try while moving.
- Orally: explain what you want done, or develop “cue words” such as “Lift!” “Reach!” etc.
- Break down skills into manageable bites
- Reward good behaviour (pick a run, ride with you on the lift, play a game etc.)
- Keep activities moving forward at an appropriate pace
- Stay within the *challenge zone* so kids don’t get bored or conversely-overwhelmed
- Monitor energy levels, enthusiasm and know when it’s time for a break
- Provide breaks when tension is high or kids are “done” with a drill or activity, even if you have to deviate from the plan
- Offer lots of opportunities for kids to make friends by partnering, interacting, playing games that ensure nobody is left out.
  - Feedback should be positive, specific & immediate: **Sandwich** (a positive, a suggestion, then another positive) or **2 Stars and a Wish** (2 positive then a suggestion)
    - Positive language: Rather than, “You keep dropping your arms and it’s pulling you over.” Try, “Next time, try keeping your arms up to chest height which will help you stay more stable.”

**Use these tactics to deal with unwanted behaviour when it occurs:**

- Calm yourself first (deep breaths, think about what you need to say)
- Make sure not to take behaviour personally – kids want to excel when they can
- Model the behaviour you want to see (calm, caring, thoughtful, hands to yourself)
- Don’t get drawn into a “stand-off” or conflicts between kids
- Make the behaviour unacceptable, not the person e.g.) “Pushing Aiden was unkind.” versus “: You have not been nice.”
- Use positive language “I think you can stand in line with your hands to yourself if you try.” Rather than, “Don’t push the others in the lift line.”
- Correct privately, not in front of the group
- Have a plan on how to cope if things escalate

**You are teaching life skills through your own behaviour as an adult leader. These will have a lasting impression after the skiing skills are forgotten.**

*There will undoubtedly be times where you will have conflict and feel unhappy about the outcome. Do your best and make the best decision you can with the best interest of the children at heart.*

Take the Freestyle Canada Module **Count Me In** workshop on behaviour management and inclusivity.

# Tips for Facilitating the FUNdamentalz On-Snow Module

- Know your Pocket Guide & Report Card and where to find examples of particular concepts
- Stay focused on guiding principles/key ideas in each section of the course- often represented by the lightbulb symbol
- Adapt your facilitation style to optimize the group's abilities, and allow for some play.
- Respect the candidates different viewpoints and experience while staying on track
- Debrief with the group at the end of each section to highlight the key ideas
- Know the terrain you will use and in what order you will use it
- Have the candidates groom the terrain if need be (by slipping moguls for example)
- Alternate starting individuals so that the same person is not starting every time
- Remember that this entire program is aimed towards 6-9 yr. olds.
- Manage the environment and the time
- Keep candidates on task
- Allow candidates to discuss and exchange ideas
- Limit standing around
- Ensure candidates respectfully listen to each other – and you
- Lead a positive culture and enhance group dynamics – everyone is an equally valued participant, the group respects each participant's ability level and uniqueness. Walk the walk!

**As a representative of Freestyle Canada, Learning Facilitators should conduct themselves with high professional standards.**

# Coach Pathway

Oct 17, 2017



## CAN FREESTYLE NCCP COACH PATHWAY



NCCP CONTEXT	CAN Freestyle COACH PROGRAMS	NCCP MULTI-SPORT TRAINING MODULES	FREESTYLE TRAINING MODULES	EVALUATION FOR CERTIFICATION (see column 1)	RECOMMENDED PROFESSIONAL DEV. MODULES	LTAD STAGE
Community Coach	<b>FUNDAMENTALIZ:</b> Introduce Freestyle terrain safety	Make Ethical Decisions Making Head Way (in Freestyle Skiing)	Can Freestyle Precourse Fundamentalz On-Snow Module Fundamentalz On-Snow Module Qualified	Make Ethical Decisions Online Evaluation Fundamentalz Trained status only - no post module evaluation	<b>HIGH FIVE*</b>	Fundamentals
Competition Introduction	<b>Freestylerz:</b> Introduce and develop the basic sport skills needed to be a Freestyle Skier	Make Ethical Decisions Teaching and Learning Planning a Practice Making Head Way (in Freestyle Skiing)	Can Freestyle Precourse Skiing Skill Moguls Park and Pipe	Make Ethical Decisions Online Evaluation Freestylerz On-snow Evaluation Freestylerz Portfolio Evaluation Skiing Skills Qualified Either Moguls or Park and Pipe Qualified	<b>Count Me In Coaching Girlz</b>	Learn To Train
Competition Introduction	<b>Air Sense:</b> Develop Acrobatic Foundation Skills on tramp	Make Ethical Decisions Teaching and Learning Planning a Practice Making Head Way (in Freestyle skiing)	<b>Air 1 Tramp Basics</b> <b>Air 2 Tramp Inverts</b>	Make Ethical Decisions Online Evaluation Air Sense Portfolio Evaluated Air 1 and 2 Qualified		Learn To Train/ Train To Train
Competition Introduction	<b>TEAM:</b> Teach more advanced skills for competition	Make Ethical Decisions Nutrition Design a Basic Sport Program Basic Mental Skills Making Head Way (in Freestyle Skiing)	Can Freestyle Precourse <b>Air 3 (Air 2 Qualified required)</b> <b>Air 4 (Air 3 required)</b>	Make Ethical Decisions Online Evaluation TEAM Portfolio Evaluation Air 3 and 4 Qualified	<b>Count Me In Coaching Girlz</b>	Learn To Train/ Train To Train
Competition Introduction	<b>SuperCoach:</b> Plan and lead high quality club Freestyle programs	All Comp Intro NCCP Multi-sport Modules	Fundamentalz On-Snow Module Qualified Skiing Skill Moguls Park and Pipe	Make Ethical Decisions Online Evaluation Fundamentalz Trained Freestylerz Certified Air Sense Certified TEAM Certified SuperCoach Portfolio Evaluation (2018)	<b>HIGH FIVE* Count Me In Coaching Girlz</b>	Learn To Train/ Train To Train

Coaches must achieve minimum FUNDAMENTALIZ "Trained" Status to coach sanctioned Freestyle Canada programs on snow.

## Useful Terms

<b>Community Coach</b>	The coaching certification of entry-level coaches who complete Fundamentals level training (all sports).
<b>CAC</b>	Canadian Association of Coaches
<b>CC</b>	Coach Candidate- new coaches trained by LFs in this course
<b>FC</b>	Freestyle Canada: the national sport governing body
<b>Fundamentals</b>	A developmental stage of children ages 6-9 as proposed by LTAD
<b>Fundamentalz</b>	The Freestyle Canada answer to training children ages 6+ years in our sport.
<b>HIGH FIVE®</b>	A non-profit organisation who has set a recognised quality standard for children's programs
<b>LF</b>	Learning Facilitator or Coach Developer
<b>LTAD</b>	Long-Term Athlete Development: A framework that describes the different sports needs and stages of kids and adults through their lives.
<b>The Locker</b>	The online record of certification. Coach records are held here. On the CAC website.
<b>MED</b>	Making Ethical Decisions. One of several NCCP modules new coaches take to become certified.
<b>NCCP</b>	National Coaching Certification Program: Created by The CAC, in cooperation with NSO's.
<b>NSO</b>	National Sport Organisation (in our case Freestyle Canada)
<b>T/PSO</b>	Territorial or Provincial sport organisation.

## LF Evaluation Process

Download the FUNdamentalz Coach Evaluation Excel Workbook from the Freestyle Canada Resource Centre!

The more detailed technical evaluation rubric will help you track candidates meeting course standard, and you should provide this detail if requested.

At a minimum you should provide Candidates, your T/PSO and FC a copy of the evaluation summary sheet and ensure their completed status and your recommendations are filled in.

Track candidates at the end of the first day, and again at lunch on day two so you can quickly complete evaluations for the Candidate debrief at the end of the day.

REMIND CANDIDATES TO KEEP THEIR EVALUATION FORMS! If candidates need to complete evaluation of some or one elements they will need to provide their current document to the evaluator.

As an important note a trained FC FUNdamentalz evaluator can reevaluate and update the FUNdamentalz Coach's status at any time.

For any questions regarding evaluation please contact [coaches@freestylecanada.ski](mailto:coaches@freestylecanada.ski)

## FUNDAMENTALZ Report Cards

Point out to coaches that the report card skills are linked to the Pocket Guides. Once their skiers have mastered a skill, the coaches should check it off right away or they may struggle to remember at report card time. Reports are to be distributed at midseason and on the last class.

If athletes have mastered many or all of the skills, and seem like they need more challenge – they may be ready to move into a Freestylerz program and be introduced to competition.

Most young coaches struggle to fill out reports for parents so they will need ongoing support to report positively and effectively. Encourage them to keep on top of reporting and not to leave it to the last minute.

# Report Card



## FUNDAMENTALZ SKILLS REPORT

Skier:

Coach:

Club:

Date:

**COACHES CHECK ALL BOXES THAT ATHLETES HAVE ACHIEVED!**

SKILLS	Learning...	You Did It!	Stomped!
<b>SKIING</b>			
<b>Freeskiing</b>	Balanced Parallel Skier - can hop in all points of the turn <input type="checkbox"/>	Initiates the turn with lower body and weights the outside ski <input type="checkbox"/>	Carves ski edge through most of the turn with steady timing <input type="checkbox"/>
<b>Skiing Switch</b>	Basic switch wedge turns on green runs <input type="checkbox"/>	Switch skiing parallel in some of the turn on blue terrain <input type="checkbox"/>	Switch parallel turns on blue terrain <input type="checkbox"/>
<b>Spinning on Snow</b>	180's on snow <input type="checkbox"/>	360's on snow <input type="checkbox"/>	Surface buttering on the flats <input type="checkbox"/>
<b>Skiing with Control</b>	Taps ski through all phases of the turn <input type="checkbox"/>	Skis varied conditions (ice/powder/or chopped snow) <input type="checkbox"/>	Use turn shape to control speed on blue or black terrain <input type="checkbox"/>
<b>Coach Comments: Skiing</b>	Skiing skills you are doing well:		
	What to work on next:		

<b>MOGULS</b>			
<b>Moguls Stance on Groomed Terrain</b>	Shows moguls stance off skis <input type="checkbox"/>	Shows moguls stance medium radius turns on green/blue groomed terrain <input type="checkbox"/>	Short radius turns with mogul body position on blue terrain <input type="checkbox"/>
<b>Absorption and Stance</b>	Working on stance and absorption in very easy green moguls <input type="checkbox"/>	Good absorption with lower body and shows moguls stance in roller tank <input type="checkbox"/>	Good absorption with lower body and shows mogul stance in easy green moguls <input type="checkbox"/>
<b>Coach Comments: Moguls</b>	Moguls skills you are doing well:		
	What to work on next:		

**Continue to Jumping and Terrain Park Report**

# Report Card



## FUNDAMENTALZ SKILLS REPORT

PAGE 2 OF 2

Skier: \_\_\_\_\_

<b>COACHES CHECK ALL BOXES THAT ATHLETES HAVE ACHIEVED!</b>			
<b>SKILLS</b>	<b>Learning...</b>	<b>You Did It!</b>	<b>Stomped!</b>
<b>JUMPING</b>			
<b>Take-off</b>	Partially extends off x-small jump with inconsistent balance <input type="checkbox"/>	Mostly extends off small jump, maintains more consistent balance <input type="checkbox"/>	Fully extends of small jump, maintains balance <input type="checkbox"/>
<b>Spinning</b>	Has attempted a 180° in one direction off an x-small jump <input type="checkbox"/>	180° in both directions off an x-small or small jump <input type="checkbox"/>	180° spinning both directions with confident lift and switch skiing out <input type="checkbox"/>
<b>Air and Landing</b>	Working on balance in air and landing, trying spread eagle and/or tuck jump <input type="checkbox"/>	Balanced and controlled in the air, trying single upright tricks and/or grabs, working on consistent balance on landing <input type="checkbox"/>	Confident lift on take-off, and clean upright tricks and/or grabs with balanced landings <input type="checkbox"/>
<b>Coach Comments: Jumping</b>	Air skills you are doing well:		
	Air Skills to work on next:		
<b>TERRAIN PARK</b>			
<b>Safety</b>	Some awareness of Terrain Park Etiquette and safety <input type="checkbox"/>	Awareness of Terrain Park Etiquette, needs to work on managing terrain and flow safely <input type="checkbox"/>	Consistent awareness of Terrain Park Etiquette and manages terrain and flow safely <input type="checkbox"/>
<b>Boxes</b>	Can ride a box straight, attempting sideways with a spotter <input type="checkbox"/>	Can confidently ride a box straight, and is attempting sideways <input type="checkbox"/>	Can ride a box sideways with control and strong exit skills <input type="checkbox"/>
<b>Wall features</b>	Rides up wall and skis down in control <input type="checkbox"/>	Rides up wall and 180° turn in air and may be attempting Alley-Oop <input type="checkbox"/>	Rides wall with good use of edges, 180° turns and/or Alley-Oops with proper timing of take off <input type="checkbox"/>
<b>Coach Comments: Terrain Park</b>	Terrain park skills you are doing well:		
	What to work on next:		
<b>ADDITIONAL COACH'S COMMENTS:</b>			

# Certificate



## CONGRATULATIONS ON BEING PART OF **FUNdamentalz**

Name: \_\_\_\_\_ Club: \_\_\_\_\_

Big Achievements This Year: \_\_\_\_\_

**BE PROUD  
YOU DID IT!**



Coach Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Pocket Guide Quiz Questions

1. In which week do you learn buttering for the 1st time? *Week 2*
2. Which freestyle skill does Genie drill help with? *Absorption/Extension*
3. Name 3 Terrain Park Etiquette points *See Week 2*
4. In which week do we play Knee Fencing? *Week 6*
5. When are report cards handed out? *Weeks 6, 12 or adjust to meet your program*
6. Does every week have a warm-up and a cool down? *All but the Festival weeks (but you need to do one anyway!)*
7. How many weeks focus on Moguls? *Three*
8. What are the five principles of HIGH FIVE®? *See back cover*
9. Name a warm-up game that involves jumping *Name a Grab, Land, Sea and Air*

## Q and A Matching Activity

Photocopy this sheet. Cut up the answers and questions into strips. Randomly hand them out to candidates. Some will receive more than 1. Candidates will move around and find the corresponding question or answer to their own. When they have all finished, have everyone read their Q & A with their partner(s).



This is an example of a High-Five activity. As well as learning information, people have a chance to experience **peer interaction, participation** and **play**.



As a leader, you are “walking the walk”-teaching by role modelling the sort of experiential learning you want coaches to do.



1. What LTAD stages does Community Sport apply to?
Stages one, two and three. (Fundamentals is stage 2.)
2. What is the definition of physical literacy?
It is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life.
3. What happens if children are NOT physically literate?
Many children and youth withdraw from physical activity and sport and turn to more inactive or unhealthy choices during their leisure time.
4. Name the fundamental movement skills
Catch Jump Run Swim Throw
5. What are the ABCs of physical literacy?
Agility, Balance and Coordination
6. Is competition recommended in the Fundamentals stage?
Practising is much more important than competing at this stage. Activity should be FUN based.
7. How is skill development for children in the FUNdamentals stage best achieved?
Through a combination of unstructured play in a safe and challenging environment and quality instruction from knowledgeable teachers/leaders/coaches in community recreation activities, schools, and minor sport programs.
8. What are the Can Freestyle programs for LTAD stages Fundamentalz and Learn to Train? FUNdamentals (ages 6+) and Freestylerz (ages 8+)

# Duty of Care

Participation in Freestyle Skiing involves some level of risk of injury.

## **The Duty of Care<sup>iii</sup>**

Anyone who has an official capacity to organise and manage sport programs and events has a legal duty to make such activities as safe as possible for anyone who participates. This duty is referred to, in the eyes of the law, as the "Duty of Care".

**Persons in an official capacity** include coaches, referees, coordinators, club administrators, grounds caretakers and owners of the sport facility.

**Persons who participate** include players, player supporters, spectators, coaches, referees and other officials such as time keepers and helpers.

**Safe as possible** means that efforts are made to:

- Make checks prior to the sport activity to identify and remove hazards from the environment in which the activity takes place
- Educate participants to undertake the activity safely as possible (this includes ensuring that participants know and understand the rules of the game and wearing protective clothing/equipment)
- Supervise participants as they undertake sport activities particularly if they are children or have an infirmity.
- Ensure that there are persons on hand who can respond appropriately to emergencies. This usually involves the provision training and the development of procedure.

## Alpine Responsibility Code

# ALPINE RESPONSIBILITY CODE



THERE ARE ELEMENTS OF RISK THAT COMMON SENSE AND PERSONAL AWARENESS CAN HELP REDUCE. REGARDLESS OF HOW YOU DECIDE TO USE THE SLOPES, ALWAYS SHOW COURTESY TO OTHERS. PLEASE ADHERE TO THE CODE LISTED BELOW AND SHARE WITH OTHERS THE RESPONSIBILITY FOR A SAFE OUTDOOR EXPERIENCE.

- 1** Always stay in control. You must be able to stop, or avoid other people or objects.
- 2** People ahead of you have the right-of-way. It is your responsibility to avoid them.
- 3** Do not stop where you obstruct a trail or are not visible from above.
- 4** Before starting downhill or merging onto a trail, look uphill and yield to others.
- 5** If you are involved in or witness a collision or accident, you must remain at the scene and identify yourself to the Ski Patrol.
- 6** Always use proper devices to help prevent runaway equipment.
- 7** Observe and obey all posted signs and warnings.
- 8** Keep off closed trails and closed areas.
- 9** You must not use lifts or terrain if your ability is impaired through use of alcohol or drugs.
- 10** You must have sufficient physical dexterity, ability and knowledge to safely load, ride and unload lifts. If in doubt, ask the lift attendant.

**Know the Code - Be Safety Conscious  
It is Your Responsibility**



10/2010  
© CWSAA

## Safety Scenarios (Lift Discussions)

Divide group into three. Share one scenario with each group. Give them 4-5 min to discuss what they would do and then have them share with the group. Encourage them to identify key information, offer a few possible solutions, then identify the BEST solution.

1. Dani is an 8-year old who is full of energy but often distractible. Her parents think that she is a too advanced for the group and have questioned whether you are challenging her enough on the slope. You get the feeling they may not have a lot of faith in your ability to run a competent class however, Dani has made friends and you are certain that she is really enjoying herself. She seems to focus on the fun of the classes and doesn't seem at all concerned with improving her skills- on the contrary, she often puts in minimal effort and doesn't always follow your directions. One day after you have asked the group to stay to the left side of a mogul run, Dani purposely aims for the centre line where she loses control off a large mogul. She crashes and her legs twists as she slides down below you and the group. She cries out and when she stops, you see that she cannot move her leg. What will you do with Dani and the rest of the group? What will you tell her parents?
2. Kye is a 7-year old in your group. He is quiet and shy with little to say. He struggles to keep up with the group, but is very keen and determined. On a particularly cold day, you ask the kids how their hands are feeling and they say "fine". Kye shrugs. After another couple of runs you notice Kye holding his hands close to his chest. When you ask him if his hands are cold, he doesn't answer so you ask to check. He is unable to remove his gloves and as you do it for him you see that a few of his fingers are very red and he says they feel itchy. What do you do?
3. Ashkan is a keen and pleasant 9-yr old in your class. He loves jumping off anything, anytime. He is starting to do some great upright tricks and progressing ahead of the others. He has figured out how to "pop" well and is getting some great height even off some of the smaller side hits and bumps. One day, in a treed run he takes some air which throws him backwards into some hard-packed snow and he lands on his back. When you skate up to him, he mumbles that he hurt his head. His friend Alex seems worried because he says Ashkan "got wicked air" and that was a "massive crash." Ashkan is embarrassed that the group is looking and says he is fine as he tries to sit up. What will you do?

---

<sup>i</sup> Willis. Dr. J. (2007, summer). The Neuroscience of Joyful Education. Retrieved from <https://www.psychologytoday.com/files/attachments/4141/the-neuroscience-joyful-education-judy-willis-md.pdf>

<sup>ii</sup> CASEL (Collaborative for Academic, Social, and Emotional Learning) (2012) Preschool and Elementary Edition – CASEL Guide. Retrieved from <http://casel.org/wp-content/uploads/2016/01/2013-casel-guide-1.pdf> July 29, 2017

---

<sup>iii</sup> Isaac, Leo. n.d. "Duty of Care in Sport." Law and Legal Principles: Duty of Care in Sport. Retrieved November 24, 2017 (<http://www.leoisaac.com/law/law011.htm>).