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## Freestyle Specialist 1 Performance Guide

Freestyle Specialist 1 is the entry-level Freestyle education course for PSIA and AASI, and it includes an evaluation component. The course includes a written workbook; on-snow riding and teaching scenarios; and a technical discussion regarding how individuals learn and progress through Beginner/Novice Zones.

The FS 1 course is directed towards instructors beginning their professional development toward mastery of Freestyle coaching/instruction.

Evaluations of those taking the FS 1 course reflect the participants' knowledge of safety in the freestyle environment, teaching freestyle, and possess the requisite skills necessary to demonstrate freestyle maneuvers to their guests. Successful completion of the course grants professional recognition to the coach/instructor for their education, experience, and expertise in freestyle. Depending on the division, this may be a multi-disciplinary course. A successful candidate will achieve the learning outcomes listed in this document. Below each Learning Outcome (**LO**) are Assessment Criteria (**AC**) the candidate is evaluated on. There are also specific Assessment Activities (**AA**) in which provide the opportunity for candidates to be evaluated on the Assessment Criteria.

Instructors are encouraged to take the FS 1 course once they've achieved Level I PSIA-AASI certification.

Participants' achievement will be relayed via verbal feedback from the clinician throughout the course and written feedback at its end.

### General Course requirements:

- Must complete the FS 1 Workbook prior to the on-snow course. Bring the completed workbook with you the first day of the on-snow event.
- Must be an active participant in the on-snow course.
- Must receive a passing score from divisional freestyle education staff based on the participant's demonstrated knowledge and comprehension of teaching, movement analysis, and on-snow movement as described in the national standards and evaluated through specific assessment activities.
- Must meet the assessment criteria listed under four categories of Learning Outcomes

## PSIA – AASI Freestyle Specialist National Standards

Specialist Level	Experience Requirements
<b>FS 1</b>	<p>The successful FS 1 participant will demonstrate the knowledge and comprehension of the technical terms, concepts, and models listed below. The successful participant will also demonstrate the ability to work with guests who are learning and moving in the Beginner/Novice Zones. Prerequisites are as follows:</p> <ul style="list-style-type: none"> <li>• Must be a current PSIA-AASI (or equivalent) Certified Level 1</li> <li>• Must be able to perform at current certification level</li> <li>• Must complete the FS 1 Workbook</li> </ul> <p><b>Suggested Reading:</b></p> <ul style="list-style-type: none"> <li>• PSIA-AASI Park and Pipe Instructor’s Guide</li> <li>• PSIA-AASI Freestyle Technical Manual</li> <li>• Review PSIA-AASI Core Concepts Manual</li> <li>• PSIA-AASI Children’s Manual, 2<sup>nd</sup> Edition</li> <li>• PSIA-AASI discipline specific manual (Alpine, Nordic, Adaptive, Snowboard )</li> </ul>
Specialist Level	Movement Analysis and Technical Knowledge
<b>FS 1</b>	<p>The successful FS 1 participant will demonstrate the knowledge and comprehension of the technical terms, concepts, and models listed below. The successful participant will demonstrate the ability to recognize freestyle movement patterns in students who are learning and moving in Beginner/Novice Zones. The successful FS 1 participant will be expected to do the following:</p> <ul style="list-style-type: none"> <li>• Discuss application of the ATML model</li> <li>• Identify and discuss freestyle movements through the beginner/novice zone including: cause and effect relationships, speed-pop-spin, and sensory contribution.</li> <li>• Meet the needs of students by using the PSIA-AASI teaching cycle during their lessons</li> <li>• Discuss safety and risk management strategies for teaching freestyle including Smart Style, appropriate terrain, and issues relating to weather and snow conditions</li> <li>• Describe how to create a good parent-instructor partnership</li> <li>• Create teaching and learning situations using visual, auditory and kinesthetic cues for all ages in the beginner/novice zone</li> <li>• Discuss terrain park design and safe use of terrain through small freestyle zones</li> </ul>

Specialist Level	Teaching Standards
<p><b>FS 1</b></p>	<p>The successful FS 1 participant will demonstrate the ability to present a freestyle-focused teaching segment in a safe, effective manner choosing appropriate games, exercises and tasks while demonstrating the knowledge and comprehension of the technical terms, concepts, and models listed below:</p> <ul style="list-style-type: none"> <li>• The Learning Partnership: Student Profile and Instructor Behavior <ul style="list-style-type: none"> <li>• Teaching concepts <ul style="list-style-type: none"> <li>• The Teaching Cycle: PDAS</li> <li>• Class Handling</li> </ul> </li> <li>• CAP Model <ul style="list-style-type: none"> <li>• Maslow’s Hierarchy of Needs</li> <li>• Learning Styles</li> </ul> </li> <li>• Movement Analysis <ul style="list-style-type: none"> <li>• Freestyle movement patterns</li> <li>• Cause-and-effect relationships</li> <li>• Progression building</li> </ul> </li> </ul> </li> <li>• Basic Equipment Issues</li> <li>• Basic Safety and Risk Management including navigating groups within the terrain park</li> <li>• Session vs. Flow environment</li> <li>• A.T.M.L.™ Model</li> <li>• Smart Style</li> <li>• Challenges <ul style="list-style-type: none"> <li>• The role of the parent when teaching children</li> <li>• Anxiety, Fear</li> </ul> </li> </ul> <p>Options and additions to lesson presentations include:  Participation in group discussions  Peer teaching in small groups  Participation in discussions regarding understanding the methodology of the teaching cycle and the application to freestyle teaching.</p> <p>The successful participant will demonstrate the ability to teach students of varying age in the Beginner/Novice Zone on green and groomed blue terrain, including small features in a terrain park.</p>
<p><b>FS 1: Skiing/Riding</b></p>	
<p>Participants will be evaluated on the following movements and coordination stages:</p> <ul style="list-style-type: none"> <li>• Ability to safely demonstrate freestyle movement patterns based on evaluation of movement patterns observed in the small freestyle zones and natural terrain</li> <li>• Ski/Ride comfortably in all green terrain and blue terrain up to and including off-piste blue terrain with small bumps</li> </ul>	
<p>At a minimum, the successful Freestyle Specialist 1 Rider will be able to perform at an Elementary stage of coordination:</p>	<ul style="list-style-type: none"> <li>• Switch basic skidded medium-radius turns on green terrain.</li> <li>• Straight airs over small natural or man-made features</li> <li>• Spin 180’s both left and right off small jump features</li> <li>• Perform ollies, and both clockwise and counterclockwise on snow spins and butters</li> <li>• Ride onto and off a sliding feature demonstrating rotational and pressure moves</li> <li>• 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</li> <li>• Alley-oop in a halfpipe or alternative transition feature</li> </ul>

## Learning Outcomes: Teaching

**LO - Learning Connection**-Candidate will be able to demonstrate knowledge of and appropriate use of teaching models for the student profile.

- AC – The candidate will demonstrate use of teaching models to address the student profile
- AC - The candidate will select appropriate teaching models through assessment of the student profile.

**LO - Park SMART/Flow** -Candidate will demonstrate knowledge of Park SMART model to select appropriate terrain/features to promote a safe learning environment.

- AC - The candidate will apply all Park SMART concepts to the teaching segment for promotion of a safe learning environment

**LO - Freestyle Models**-Candidate will demonstrate appropriate usage of Freestyle models to develop a goal oriented, progression based student experience.

- AC – The candidate will apply ATML and Freestyle Building Blocks to present a freestyle lesson thru a multi step progression

**LO - Equipment/Culture Knowledge**-Candidate will demonstrate knowledge and use of current freestyle equipment and culture in conjunction with the learning environment.

- AC – The candidate will identify expected variations in equipment performance and function within the freestyle lesson
- AC – the candidate will communicate considerations of freestyle culture.

## Learning Outcomes: Movement Analysis

**LO - Freestyle Models**-Candidate will demonstrate usage of Freestyle models to assess freestyle movements in terms of cause and effect relationships.

**AA-** Watching and evaluating students perform freestyle tricks while assessing movements and outcomes.

- Discuss application of the ATML model for a trick.
- Identify and discuss freestyle movements through the beginner/novice zone including: cause and effect relationships, speed-pop-spin, and sensory contribution.
- Discuss terrain park design and safe use of terrain through small freestyle zones
- Observing from appropriate vantage points and discuss a rider's movement through all 4 zones of ATML while performing a trick
- Utilize different forms of feedback to correct and enhance the student's performance

- The candidate will prioritize effectiveness/efficiency of freestyle movement patterns through feedback discussion with the learner.
- The candidate will create a multi stage lesson based upon the observations of a rider's movements.

## **Learning Outcomes: Safety**

**LO - Freestyle Safety Models-**Candidate will demonstrate use of current Freestyle safety practices, to create a safe learning environment while educating student on the importance of said practices.

- AC – The candidate will promote current freestyle safety practices to the learner.

**LO - Efficacy/FEAR-**Candidate will facilitate the student's experience in regard to emotional state and performance thresholds.

- AC – The candidate will adapt the lesson content to the emotional state of the student.

**LO - Risk Analysis-** Candidate will assess potential risks with regard to current conditions, terrain/ features and formulate decisions accordingly.

- AC – The candidate will choose safe terrain for practicing freestyle movements.

## **Learning Outcomes: Riding performance**

*Riding performance will consist of a combination of Freestyle elements in beginner or small freestyle zones: Jumps, Rails, halfpipe, and Flatland. The learning outcomes for ATML apply for all assessment activities listed below.*

**LO - Approach-**Candidate will demonstrate the ability to set and maintain desired speed, establish alignment to intended path, and prepare to manage terrain. note

**LO - Takeoff-**Candidate will demonstrate projection of center of mass in conjunction with appropriate movement patterns and spin for desired maneuver.

**LO - Maneuver-**Candidate will demonstrate the ability to manage forces, rotation, and movement patterns for the desired maneuver.

**LO - Landing-**Candidate will demonstrate the ability to manage forces from the maneuver and/or the terrain to land.

## Flatland Maneuvers

### AA - Ollies / Nollies

**Terrain:** Green/Blue groomed

#### **Assessment Criteria / Description**

- Performed from natural and switch stance.
- The skis/board is completely in the air.
- Center of Mass (CM) is shifted to pressure the tail to generate pop
- **ATML**

**A** Mental plan is determined involving TID, line and speed are established

**T** Upper/lower body remains aligned, the rider is flexed through shifting the equipment away from the center of mass towards desired the direction, pop is executed to direct the body up.

**M** Through retraction movements create lift of the equipment from the snow and center under the body for a base of support.

**L** Flexion/extension movements are utilized to absorb the landing and maintain balance.

### AA - Butters

**Terrain:** Green/Blue groomed

#### **Assessment Criteria / Description**

- Performed from a normal or switch stance
- Performed clockwise or counterclockwise rotation of 90 degrees or greater
- Center of Mass (CM) is over the tips/nose or tail(s) of the skis/board
- Skis/board in partial contact with the snow
- **ATML**

**A** Line and speed are established

**T** Rotational movements are used to generate pivot. The rider will move the cm fore/ aft to flex the equipment.

**M** Fore/aft pressure is sustained while pivoting to at least 90 degrees.

**L** Rotation is stopped and the body is returned over the base of support in a neutral stance.

### AA - Switch Riding - Basic Switch Parallel

**Terrain:** Green/ Blue groomed runs

#### **Assessment Criteria / Description**

- A downhill view is utilized (Alpine/Nordic Only).
- Balanced stance is maintained over the base of support.
- Tipping, rotation, and flexing/extending movements are used to maintain turn shape and speed control.
- Skis remain parallel through the turn (Alpine/Nordic Only).
- Turns will be medium in size.

## Jumps/Airs

### AA - Straight Air Maneuvers and Grabs

**Terrain:** Small jump up to 10' from lip of takeoff to landing

#### **Assessment Criteria / Description**

- Maintains stability through flight path with a clean trajectory from lip to landing (no flailing, rolling down the windows).
- Appropriate trajectory promotes the rider to desired landing position.
- Grab held for an obvious duration of time

in the air.

- **ATML**

**A** Appropriate line, speed, orientation and edge/s is established.

**T** Pop is used at the lip of the takeoff to create desired trajectory, a neutral alignment is maintained with appropriate speed pop and spin.

**M** The grab is executed using body-movements to maintain balance and control position in the air, the equipment moves under the body to control pitch.

**L** Flexion and extension movements are used for absorption in the landing.

## AA - 180's

**Terrain:** Small natural or man-made jump up to 10' from the lip of take off to the landing.

### Assessment Criteria / Description

- Performed both clockwise and counterclockwise from a forward/natural stance
- Spin complements trajectory for precise 180 degree rotation.
- There must consistently be minimal spin on snow at takeoff

- **ATML**

**A** The rider selects an appropriate starting point and line of travel.

**T** Rotation movements are utilized to generate spin, the rider pops at the lip of the jump while rotating the upper body in the desired direction of spin, the body is also projected towards the apex of flight promoting a change in pitch in anticipation of matching the equipment to the terrain, the rider utilizes a set edge at the lip to generate spin.

**M** Spin continues from takeoff, body movements are used to maintain control and position of the body over the equipment.

**L** Flexion and extension movements are used in anticipation to absorb the landing, rotational movements are used to adjust the equipment to the direction of travel.

## Boxes and Rails

### AA - Board Slides

**Terrain:** Ride-on, small boxes and rails.

### Assessment Criteria / Description

- Performed forward stance for the rider
- The equipment is perpendicular to the feature while sliding.

- **ATML**

**A** Line and speed. From a specific starting point

**T** Rotation movements are utilized, the rider utilizes appropriate stance and trajectory onto the feature.

**M** Purposeful use of separated movements are demonstrated to manage the pivot of equipment. Flexion is utilized to flatten the equipment on the feature.

**L** Flexion and extension movements are used in anticipation to absorb the landing, rotational movements are used to adjust the equipment to the direction of travel.

### AA - Snowboard Press/ Alpine Pressure Moves

**Terrain:** Ride-on, small boxes and rails.

### Assessment Criteria / Description

- Natural stance for the rider
- One foot slide or gas pedal (alpine/nordic)
- The equipment is flexed by the CM moving over one end of the equipment.
- One end of the equipment stays elevated above the sliding surface.

- **ATML**

**A** Line and speed are established

**T** Neutral alignment is maintained during takeoff.

**M** The rider maintains a stance with the CM over the feature and one end of the equipment maintaining tool flex.

**L** Flexion and extension movements are used to absorb the landing, rotational movements may be used to adjust the equipment to the direction of travel.

## Half Pipe

### AA - Half Pipe Turns

**Terrain:** Half pipe preferred, natural low angle gully or groomed terrain

#### Assessment Criteria / Description

- On landing from the air turn, the rider's equipment is flat to the snow or on the new edge.
- Turns are made in the air near the vert of the transitional feature
- Shoulders are aligned to terrain during turn maneuver
- The equipment is moved under the body during the half pipe turn
- Each wall repeats the ATML model

- **ATML**

**A** Line and speed are established. Forces from the terrain are managed through use of flexion and extension movements.

**T** The rider executes retraction at the apex of the turn, rotational movements are used to generate spin in anticipation of the new direction of travel down the transitional feature.

**M** Movement the CM across the equipment to change edge.

**L** Flexion and extension movements are used to absorb the landing, rotational movements are used to align the equipment in the new direction of travel, the equipment is flat against the wall or on the new edge, ATML is repeated for the next wall

### AA - Alley-oop

**Terrain:** Half pipe preferred, natural low angle gully or other transitional terrain

#### Assessment Criteria / Description

- The alley-oop is made in the air near the vert of the transitional feature.
- Rotation is completed in the air
- The rotation needs to be directed up the pipe.
- On landing the rider's equipment is flat to the snow or on the new edge.

- **ATML**

**A** Line and speed are established and set. Forces from the terrain are managed through use of flexion and extension movements.

**T** The rider executes retraction at the apex of the turn, rotational movements are used to initiate spin up the pipe.

**M** Rotation is continued in the air, allowing CM to move across the equipment to change edge.

**L** Flexion and extension movements are used to absorb the landing, the equipment is flat against the wall or on the new edge.