



# NRM



## Freestyle Specialist 1 Certificate Requirements

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

The FS 1 course is for instructors beginning their professional development of Freestyle coaching/instruction.

### **Evaluation Criteria:**

- Must complete the FS 1 Workbook with a score of 80 percent or higher.
- Must be an active participant in course.
- Receive a passing score from divisional freestyle education staff based on the participant's demonstrated knowledge, understanding, teaching, movement analysis, and on-snow movement as described in the standards below.

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.

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.

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 instructor</li> <li>• Must be able to ski or ride at current certification level</li> <li>• Must complete the FS 1 Workbook</li> </ul> <p><b>Required Reading:</b></p> <ul style="list-style-type: none"> <li>• PSIA-AASI Park and Pipe Instructor’s Guide</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 Park design and intended use</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</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 demonstrate freestyle movement patterns based on evaluation of real movement patterns observed in the Beginner/Novice Zone.</li> <li>• Ski and 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:</p>	<ul style="list-style-type: none"> <li>• Switch, Basic medium-radius turns on green terrain.</li> <li>• Straight airs over small natural or man-made features</li> <li>• Basic Spins of small jump features</li> <li>• Ollies</li> <li>• Flatland 180s and 360s.</li> <li>• Ski/Ride onto and off a sliding feature.</li> <li>• Demonstrate the ability to make an edge change near the turn apex at the top of the transition zone in a full run through a halfpipe.</li> </ul>

## Flatland Maneuvers

### Switch Riding- Skidded Switch Parallel

**Terrain:** Green/ Blue groomed runs

**Description**

- A clear downhill view is maintained (Alpine/Nordic Only)
- Balanced stance is maintained while in switch position.
- Tipping, rotation, and flexing & extending movements are used to maintain turn shape and speed.
- Skis remain parallel through turn (Alpine/Nordic Only).
- Reference alignments are maintained (Alpine/Nordic will adjust for visibility).

### 180 and 360 Butters

**Terrain:** Green/Blue groomed

**Description**

- Performed both regular and switch
- Performed both natural and unnatural or frontside and backside rotation
- Center of Mass (CM) is over the nose or tail of the skis/board
- Skis/board in contact with the snow
- **ATML**
  - A** Mental plan is determined involving DIRT or TID, line and speed are established
  - T** Upper/lower body separation windup is created to generate rotation, the rider's equipment is shifted under the CM through flexion/extension movements, pop is executed to assist the rider to shift/direct the CM.
  - M** Rotation is maintained/adjusted with upper/lower body separation and whole body rotation as well as tilting the skis/board, the CM is managed over one end of the skis/board and over the uphill edge(s) if applicable.
  - L** Rotation is stopped and the CM is allowed to return over the center of the equipment by flexion/extension movements.

## Boxes and Rails

### Board Slides

**Terrain:** Ride-on boxes and rails that are less than 2-ft. from the ground.

**Description**

- Performed regular for the rider
- Land regular and fakie
- The board is at least 30 degrees from parallel to the feature.
- **ATML**
  - A** Mental plan is determined involving DIRT or TID, line and speed are established
  - T** Rotation movements are utilized if the rider intends to ride away switch, if the rider intends to ride away forward, neutral alignment is maintained during takeoff, the rider utilizes pop to assist the rider in attaining appropriate stance and trajectory on the feature.
  - M** The rider maintains a stance with the CM over the feature and board, flexion is utilized when on the feature to flatten the equipment on the feature, rotation is managed by the rider by using upper/lower body separation to maintain a board slide position or create a board slide position from neutral alignment takeoff.
  - L** The rider utilizes whole/upper/lower body separation movements to pivot to switch or ride away regular, the rider utilizes flex/extend movements to absorb the landing.

# Airs

180

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

## Description

- Performed both natural and unnatural or frontside and backside
- Spin complements trajectory for precise 180 rotation from takeoff to landing
- **ATML**

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

**T** Rotation movements are utilized to generate rotation, the rider pops at the lip of the jump while rotating the upper body in the desired direction of

rotation creating spin, the CM is also projected towards the landing affecting the axis of spin in anticipation of needed alignment in the

landing, the rider maintains a platform of resistance to spin from.

**M** Fundamental movements are used to maintain balance and return the body to a flexed neutral alignment as the rider spins about the axis

**L** Flexion and extension movements are used in anticipation and absorption of the landing, Rotational movements are used to adjust the skis/board to the new direction of travel

## Air Maneuvers and Grabs

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

## Description

- Maintains control in the air (no flailing, rolling down the windows).
- Appropriate trajectory allows the rider to land parallel to the fall line of the landing area.
- Tricks consist of specific body positioning or grab held for a duration of the time in the air.
- **ATML**

**A** Mental plan is determined involving DIRT or TID, line and speed is established.

**T** The rider uses pop at the lip of the takeoff to create desired trajectory, a neutral alignment is maintained to prevent body rotation frontside and backside, a spin axis is generated in anticipation of alignment needed for landing.

**M** The grab is executed using fundamental movements to maintain balance and control body position in the air, the skis/board moves under the CM via the generated spin axis.

**L** Flexion and extension movements are used in anticipation and absorption of the landing, Rotational movements are used to adjust the skis/board to the new direction of travel.

# Halfpipe

## Halfpipe Turns

**Terrain:** Halfpipe

## Description

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

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

**T** The rider executes pop at the apex of the turn, shoulders are aligned to

terrain, spin axis is executed to the skis/board under the CM in anticipation of the new direction of travel into the pipe

**M** Flexion is used to maintain balance, rotational movements manage the rider's axis of spin, the board is allowed to move under the CM from the generated spin axis

**L** Flexion and extension movements are used to absorb the landing, rotational movements are used to align the skis/board in the new direction of travel, ATML is repeated for the next wall