



## LEVEL 2 201 Clinics - EXAMINER OUTLINE

### Movement Analysis 201

#### *Morning*

- Review Assessment Form
- Discuss note taking, and how to set themselves up for success during the day.
- Review reference alignments
- Review the Technical Fundamentals
- Review the OEP MA Process:
  - Set the Task (looking at terrain, equipment, turn size, shape, and type)
  - OBSERVATION (different ways to watch your students, what to look for)
  - EVALUATION (simple student centered language, non-judgmental)
  - PRESCRIPTION (How to build a strong cause/effect making the relationship between body, board, and turn/trick outcome)
- Give the participants an example of effective level 2 MA using a volunteer in the group, set a task similar to the exam, using student centered language as in “small switch turn”, be sure to keep it at Level 2 for an effective demonstration.
- Partner riding going through the reference alignments, Technical Fundamentals, and observation vantage points
- Give the participants the formula of Cause/Effect Relationships (Body Movement - Board Performance - Turn/Trick outcome) and HOW they relate to the Technical Fundamentals

#### *Afternoon*

- Discuss the Technical understanding component
- Discuss Real vs ideal
- Give an example technical understanding presentation, and discuss with the group pros and cons of your presentation.
- Have the participants pair up and discuss things their working on in their own riding and how to present that from the lens of three technical fundamentals.
- Give the group members an opportunity to present, either as an individual or as a pair, and give sample questions after each presentation, have the group discuss feedback.

**Ride 201**

- Review Assessment Form
- Discuss note taking, and how to set themselves up for success during the day.
- Review the possible riding tasks for the Level 2 Exam, from the task chart.
- Explain how These tasks are designed to illustrate specific applied movements. Discuss how movements relate to the tasks, go over Most flexed at edge change, separation, and fore/aft movements.
- Choose the set Carved, skidded, switch, off-piste activities and freestyle activities. Choose some versatility and supporting activities to do with the group, as well as give an example of a secondary activity to highlight an individual fundamental.
- It is very important to be specific and open as to why you choose these tasks to give an example as to why the examiner on exam day may choose them. “I chose this task due to some of you have deficiencies with this movement”
- Each riding task should be broken into 2 sections first they try it and get feedback and then they try it again and have a chance to apply that feedback, give an example of an individual activity, and explain how and why it relates to the initial integrated activity.

**Teach 201***Morning*

- Meet & Greet
- Discuss note taking, and how to set themselves up for success during the day.
- Review Assessment Form
- Review the teaching cycle.
- Review The Teaching Fundamentals
- Review People Skills Fundamentals
- Motor Learning Cycle (4-step plan)
- Teaching Styles
- Creative ways to move/handle the group
- Go through the morning of the teach assessment day to evaluate goals, riding related to the goals, and identify hobbies and interests. Give an example of an assessment activity to evaluate the group related to their goals, have the group members set up a few activities to evaluate the group.
- Give an example of a goal statement, and have candidates brainstorm goal statements to come up with teach topics.

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- Educate them to use multiple teaching styles (direct and indirect), cater to the learning styles and relevant multiple intelligences and focus on the board performances relevant to the intro topic as well as the randomly selected board performance concept focus.

### *Afternoon*

- After giving an example of a good teach related to your goal statement, allow the group to discuss the pros and cons of your presentation. Use a mix of solo and group presentations to ensure effective time management, encourage all participants to present and allow everyone in the group to present either a segment of their topic or a full 20 min teach, with again getting feedback from everyone in the group. To save on time look to partner/group people up.
- Lastly let the participants know that they will be asked a few questions by the examiner. These questions will be two types of questions: clarification questions (eg: why did you use that exercise) and expansion questions (eg: how you may change this progression if it was a 7-year-old child).

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Level 2 Preview-Examiner Outline [rev 2/2024]