



## LEVEL 2 PREVIEW - EXAMINER OUTLINE

### Day 1 – Movement Analysis

#### *Morning*

- Meet & Greet
- Review Assessment Form
- Hand out and explain Cert 2 Preview Feedback form to be filled out by candidates each day. Explain the importance to take time at the end of each day to write down notes from that day.
- On-snow
- 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 and a Motor Learning Cycle Lesson/Action Plan based upon this Cause/Effect and Student Profile)
- Partner riding going through the reference alignments and observation vantage points
- Give the participants the formula of Cause/Effect Relationships (Body Movement - Board Performance - Turn/Trick outcome)
- Practice doing MA on-snow by sitting down on the side of a trail

#### *Afternoon*

- Use a sample test to show the type of questions that they will have to answer.
- Give an example of a randomly selected student profile.
- Watch video indoors to illustrate the connection of the video to the test.
- Give a sample examiner's answer to one rider on the video (if video of two riders is available)
- Watch another rider and allow the group to partner up and ask them to break down one thing at a time.
- If only one rider is available, then work through the MA with the group to facilitate understanding of what is expected.
- Illustrate how an answer that is relevant to the student profile given is more consistent, than a generic lesson/action plan that does not cater to the student profile given.

### Day 2 - Riding

- Review Assessment Form
- Review the riding tasks via the task chart and the 6 Descriptors
- Bumps -Ideally we want to encourage people to use the bumps to allow their legs to get small and twist to initiate that next turn.



- Skidded turns- Ideally we want to encourage people to steer equally with both legs whilst keeping a quiet upper body and therefore showing separation. Look for the nose of the board tracking across the fall-line as well as the tail.
- Carve turns-Ideally we want to encourage people to make sure to close their heel turn as much as their toe turn. The edge change should happen across the fall-line.
- Freestyle
  - Outside Park: Air 180's (both backside & frontside, across fall line) Please note these can be done off two feet or ollied. However the front-side needs to be off of heels and back-side off toes.
  - Small Jumps: Straight airs with grab or shifty using takeoffs and landings
  - Small Ride-on boxes: press or pivot move (movement initiated on feature)
  - Halfpipe or similar natural terrain with aerial edge change at bottom of vert
- Versatility/adaptability tasks (some of suggested tasks, refer to the task chart for full list)
  - Toe-toe turns flat spin on the ground (the flat spin 180 happens across the fall-line and will be done with a front-side pivot between the feet and on the heel edge, locking in the new toe edge turn across the fall-line)
  - Heel-heel turns flat spin on the ground (the flat spin 180 happens across the fall-line and will be done with a back-side pivot between the feet and on the heel edge, locking in the new toe edge turn across the fall-line)
  - Pivot slips (with a focus of upper/lower body separation, but no vertical movement and these are meant to happen with a consistent 180 centered degree pivot)
  - Edge Hops (with a focus of edge pressure management, flexion/extension these will be done with a closed turn, take-off across the fall-line and land on the downhill edge across the fall-line.)

## Day 3 – Teaching

### *Morning*

- Review Assessment Form
- Review the teaching model and cycle.
- Review teaching concepts
- Motor Learning Cycle (4-step plan)
- Teaching Styles
- Learning Styles
- Multiple Intelligences
- Creative ways to move/handle the group
- Discuss the possible Level 2 teaching topics (intro topic with board performance concept focus and student/group profile)
- Present a model teach on one of these topics (the participant's choice or ...)



- Perhaps randomly select your example teach and their practice teaches, board performance(s) and student/group profile(s) as it would be facilitated in the exam, so that they see what to expect of the exam process.
- Remember the group does not have to enact the student/group profile, but an intro teach that caters to that profile will score higher consistency, than a teach that does not.
- 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*

- Have the participants all teach a section of the Motor Learning Cycle within a teach topic with board performance concept focus and a student/group profile. If the participants are put into small groups of 3 or 4, then you will be able to facilitate at least two more teaches and give them all feedback on their presentations.

Involve everyone in your feedback session at the end of each presentation.

Provide feedback, recorded on Cert 2 Preview feedback sheet recorded by participant, to each participant individually. Include where the participant is ready for the exam and areas they need improvement in to reach the standard.