



LEVEL 3 PREVIEW EXAMINER OUTLINE

Day 1 – Teaching

Morning

- Meet & Greet
- Hand out and explain Cert 3 Preview Feedback form to be filled out by candidates each day
- Review Assessment Form
- Review the teaching cycle
- Discuss and illustrate the difference between developmental progressions and corrective progressions
- Discuss and illustrate the different learning and teaching styles.
- Discuss and illustrate the difference between internal and external motivation and how you facilitate your lesson to use it to your advantage.
- Discuss the possible teaching topics: Refer to Level 3 Exam Overview Doc for topics
- Discuss and illustrate the 4 questions referring to these topics
- Let the participants know that on the morning of the exam that the group will take some time to learn about each individual participants hobbies or interests. These will then be expected to be used to deliver feedback during their teaching segment to better connect to their students.
- Allow the participants to choose a topic that they would like you to give an example teach of make sure to clearly illustrate how to work through the four questions
 - Define the topic: What are you covering and what are your intended outcomes?
 - Movement Options: What movement options do you have to achieve the topic?
 - Pros and Cons: What are the pros and cons of these options?
 - Applications: What are the various applications we can now take this new skill?

Afternoon

After giving an example of a good teach on one of the topics allow the group to discuss the pros and cons of your presentation. Then allow everyone in the group to teach one of the topics with again getting feedback from everyone in the group. To save on time look to partner/group people up.

Let your group know that they will be given their topic at the bottom of the chair and will take control of the group at the top.

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).

Day 2 - Riding



- Hand out and explain Cert 3 Preview Feedback form to be filled out by candidates each day
 - Review the riding tasks for the Level 3 Exam
 - Review Assessment Form
 - Let the participants know that there is a large list of possible tasks that they may be asked to ride. These tasks are designed to illustrate specific applied movements.
 - Choose the set Carved, skidded, switch, terrain based tasks and freestyle tasks. Then also choose some versatility and supporting tasks to do with the group.
 - 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.

Day 3 – Movement Analysis

Morning

- Review Assessment Form
- Review MA Process (OEP)
- Review the differences and development of Cause/Effect Relationships to Cause/Effect Chains.
- Review the reference alignments
- Discuss and illustrate the different way to observe your students
 - Ride through different ways to observe the group
 - Partner up folks and whilst riding through the different ways to observe your partner have them look for the different RA discuss pro/cons of different vantage points
- Discuss and illustrate different riding styles, body types, and equipment set-ups.
- Practice doing MA on-snow by sitting down on the side of a trail

Afternoon

- Go over the written exam
- Show an example of a video segment to illustrate layout and time
- Go through the video tasking the participants in pairs to answer questions from the exam
- Give feedback on their presentation skills (student centered language vs. Instructor centered language)
- Give very specific feedback on the accuracy of their Cause and effect relationships and chains.