



**FREESTYLE
SKI
ACROBATIQUE**

Can Freestyle Air 4 Snow

FACILITATOR GUIDE TECHNICAL WORKSHOP

May 23 2013





National Coaching Certification Program



PARTNERS IN COACH EDUCATION

The National Coaching Certification Program is a collaborative program of the Government of Canada, provincial/territorial governments, national/provincial/territorial sport organizations, and the Coaching Association of Canada.

Government of Alberta



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Introduction

Welcome and thank you for taking the initiative to facilitate this course for the Canadian Freestyle Ski Association. The purpose of this document is to provide the Learning Facilitator with a detailed overview and guidance of the Air 4 Snow Module, a 3- 4 day course.

Please take a moment to read and understand CFSA's Coach pathways, this information is important for you to understand so you can answer questions that you will get from the coach candidates throughout your 3 days with them. <http://freestyleski.com/wp/coach/training-programs/>

Checklist for Workshop Facilitation

Before the course: material and TO DO list:

- ❑ **Book the snow terrain** - in coordination with the PSO running the course: 4 - 3 weeks prior.
- ❑ Order the Air 4 manual binder from your PSOs (minimum 3 weeks in advance)
- ❑ Make sure the course is sanctioned by CFSA on all the venues (check with your PSO)
- ❑ Send an email to all participants to include
 - Locations of the course
 - Detail schedule
 - Make sure they have and review their Air 1-2-3 manual
 - Specified if athletes are authorised to join as demonstrator
 - Sheet of "What to bring" for the candidates
- ❑ **Have appropriate number of evaluation for candidates**
- ❑ **Have Qualification sheets on hand - for the Qualification exercise, about 30 copies.**
- ❑ **Prepare some videos for each maneuvers covered in this course A & B Skills.**
 - The videos to be used for qualification training and/or to demonstrate a manoeuvre
 - Ideally some videos of qualification rated border-line to show what is acceptable or not for qualification purposes
- ❑ Make sure you are trained to enter "Locker" data into the CAC database - contact coaches@freestyleski.com
- ❑ Freestyle LTAD manual (there is some reference material in the technical manual but only related to the Competition Development Context.

Course facilitation preparation prior to workshop:

- ❑ Communicate with host water ramp and air bag
 - Verify if there is going to be an operator for the whole time
 - Figure out details on how to open, operate and close the facility if required
 - Access to meeting room; quiet, enough space, power, projector set up
 - Communicate list of candidates for lift ticket deals (local club can help with this) if required
- ❑ Pens and Pencils
- ❑ Access to TV – projector & computer is best if you have everything on a computer
- ❑ Bring a video camera on the course, make sure you have all cables to present the videos to the candidates
- ❑ Whiteboard and/or Flip Chart
- ❑ List of All Candidates from PSO OFFICE
- ❑ Prepare an EAP (Emergency Action Plan) for each facility

Post Course Administration:

- ❑ Enter the candidates and course information into the locker and submit for CFSA approval CONTACT coaches@freestyleski.com if you are not sure how to do this.
- ❑ Make sure candidates have completed and given you the "Facilitator Evaluation" form
- ❑ All individual Evaluation forms are completed and passed on to them, their evaluator & their PSO administrator – also keep a copy for yourself. Make sure the copy you send out is "read only."
- ❑ Set up a timeline and directions for the candidates who might need some training before passing part A or B of this Air 3 course
- ❑ **Learning Facilitators should always keep copies of their NCCP coach course evaluation forms and registration information!**

COACH PATHWAY

Here is the link to the CFSA Website where you can find all the education pathways for all our coach programs:

<http://freestyleski.com/wp/coach/training-programs/>

The Air / Acrobatics specific pathway is in the next section.

AIR MODULE PATHWAY

All candidates entering this workshop must be Club Coach Trained, Air 1, Air 2 Certified and Air 3 Certified.

Air 4 covers skills in the Snow environment. Skills are broken down into 2 levels which are directly transferred from the Air 1 and Air 2 modules - trampoline / acrobatics skills.

- Air 3A: Back Tuck, Front Tuck, Cork7
- Air 3B: all other single inverts and off axis tricks with spins.

Please work closely with CFSA's Coach Program Manager to ensure you have all the updated material and resources you need from Drop Box. CFSA also has a Wiki site with some skills loaded that may be of use to you: <http://www.canfreestyle.com/wiki/category/courses/air-courses/>

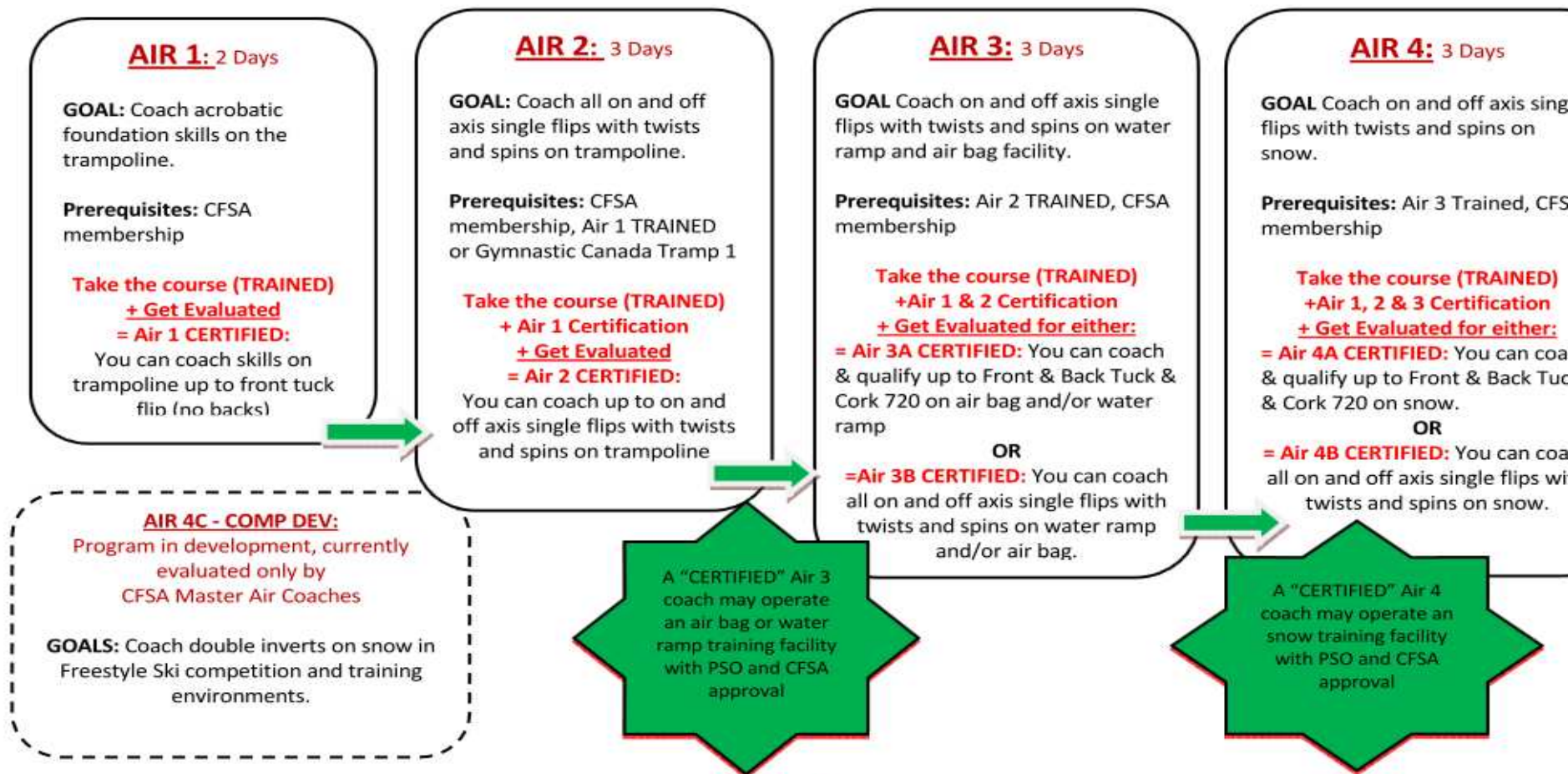
- **Please review the Air Pathway on the next page during your course**
- **It is important to review the transition plan stated at the top of the Pathway!**

There is space at the end of this document for your own notes.

NEW CFSA AIR COACH PATHWAY

Part of the Competition Introduction SUPERCOACH Program

CFSA is targeting to have the new Air Coach system fully implemented by May 2014. At that time the old Level 2 Air Coach and Air Qualifier Status will be obsolete. Coaches can only qualify their own athletes, this is currently in effect. The athlete skills taught in this program are used with the Freestylerz program.
For inquiries, please contact: coaches@freestyleski.com



Objectives of the Air 4 SNOW Module:

At the end of the Air 4 Workshop the candidates will either be TRAINED or CERTIFIED in the following:

AIR COACH STATUS:		TRAINED or CERTIFIED
CANDIDATE SCORE		0
MINIMUM STANDARD		102
Air 4A ON SNOW: Coach can train & qualify Front Tuck, Back Tuck & Cork 720		
Air 4B ON SNOW: Coach can train & qualify single inverts with spins		
CERTIFIED = Coach can <u>TRAIN & QUALIFY</u> their athletes in the snow environment		
TRAINED = Coach needs to get re-evaluated before <u>TRAINING</u> inverts with their athletes		

There are 2 different status of completion of this course for the candidate, if the candidate does not meet the standard as stated above, they remain in trained status until reevaluation proves successful.

Upon completion of this Workshop, the successful coach will have the knowledge and competencies to coach and qualify (regarding their status of completion) athletes at the Learn to Train, Train to Train, Learning to Compete and Training to Compete stages of our LTAD model.

As the Learning Facilitator of the course you will have the important responsibility to assess properly all candidates, because you will sign-off for their coaching skills and authorize them to coach and qualify inverts and off-axis on snow. When all is said and done, the Learning Facilitator should have no doubt on the abilities of the candidates he will pass.

The Learning Facilitator will have the following tasks:

1. Ensure the candidates attend all 3 days of the Technical Workshop
2. Help the candidate in improving their own ski jumping skills (adapt between Terrain Park and Mogul style)
3. Facilitate the candidate in increasing their technical instructional knowledge by coaching each other through a session.
4. Facilitate the candidates to increase their knowledge and understanding of the following aspects of the Air 4 Snow course:
 - a. Manage operations of the snow jumping environment.
 - b. Build a season plan to achieve athletes goals (flip and off-axis development)
 - c. Prioritize and sequence technical training sessions and blocks
 - d. Analyze technical and tactical components
 - e. Effectively and professionally lead and coach their programs
5. Engage the coaches throughout the course by involving them in sessions and discussions

NCCP Core Competencies

As coaches progress through this module, they will work on developing *five core competencies* that will help them become a more effective coach and have a more meaningful impact on athletes' experience

At certain points in the workshop, coaches will participate in activities that involve reflecting on and assessing their learning on these five competencies. These are important activities, because coaches indicate in them how they will apply and model the five core competencies in their athletes' training...

Here are just some of the ways the 5 competencies come into play in Technical Planning:

Problem-solving

- Determine an appropriate structure for technical development
- Design activities that develop both technical skills and training attitude
- Identify symptom at the source
- Risk Management

Valuing

- Ensure that activities respect athletes' abilities and progression (from trampoline to ski jumping)
- Respecting the different styles of learning in athletes, talk about the different ways a skill can be explained in teaching.

Critical Thinking

- Compare current knowledge, skills, and attitudes with the information provided in the Air 3 Technical Manual
- Adapt to all venue and promote a Safe training environment at all time (pro-active)
- Understand and apply the equipment requirements to operate on a water ramp or an air bag

Leading

- Develop strategies to manage time and resources, given athletes' training and competitive needs
- Manage operations on a venue and prepare all the sanction and certificate of insurance prior training
- Specific Emergency Action Plan
- Take control of the flow (knoll-master, trampoline...)

Interacting

- Work with other coaches to develop training and competitive philosophies for your program
- Ask to share experiences between athletes
- Flow of athletes during the session

General Notes to Help Guide the Facilitator:

- Make sure your terrain is books and SANCTION is requested with CFSA - at least 4 weeks prior to the course. You should work closely with the PSO on these 2 items.
- The process of delivery for this course will need to be adapted to the specific environment that is available to you. If you have an air bag on site, it is extremely useful for first time execution of ANY maneuver. Jumps on air bag can be immediately adapted to the on-snow environment in the same hour of training. Air Bag use for increasing the success rate for first time executions on snow cannot be over looked as a coaching development tool. When available, use it.
- Placing jumps in progression with similar mechanics or technical application from the athlete is a great way to emphasize specific movement the coach would like to see performed. The coach should understand that in a training session similar movement patterns over a series of jumps produces positive results more than performing random jumps with a variety of technical applications. This varied approach can be useful in advanced athletes with firm foundations of basic skills but should not be done at the entry level.
- Candidates are to be kept actively involved in discussions and demonstrations during the course. Challenge the coaches to become innovative in their thought processes. This is the difference between "Facilitating" and "Teaching."
- Course is to be 3-4 days in length for 8 candidates or less
- At the end of each day, the Facilitator should recap the days' events. During this time, the candidates are encouraged to take notes so that they can refer to them at a later date. There is a special note section in their Air Technical Manuals, last page.
- If there is no Trampoline available on site, the time allocated for this period will be spent either watching videos to cover all materials and teaching skills
- Planning to have some athletes to join the course as demonstrators would be a huge benefit, as well for practicing coaching skills. The athletes must be active CFSA athlete members.
- Each day, there must be an opportunity for the coaches to practice the following as you proceed through the course so they can develop the necessary competencies for effective coaching.
 - 1) Explanation of skill
 - 2) Explanation of context/situational analysis
 - 3) Demonstration of a skill whether it be themselves or a model
 - 4) Detection and correction
 - 5) Explanation to correct

Overview of the Air 3 Workshop

Topics to be taught & facilitated in the Air Snow Module:

Administration

- Site requirements planned ahead for intro to invert training sessions.
- Sanctioning and Certificate of Insurance
- Coach responsibilities
- Risk Management
- Emergency Action Plan
- Pathway to become a qualifier
- Air qualification procedures and ARQ manual
- Keep record of jumps, qualifications, accident reports
- Video review equipment

Snow Jump Training Terrain

- Site Specific flow management
- Full site inspection (and trampoline if on site)
- Equipment requirements (how to dress)
- Waxing procedures
- Air flow assessment and management
- Introduction to the Air site for beginner (left side and right side entries)
- Introduction to switch skiing on the Air site (left side and right side entries)
- Speed consideration
- Knoll-master
- Environmental effects on training

Air 3 A skills intro to inverts

- Riding the jump progressions and expectations
- Quick review of Air 3A skill progression
- Back tuck
- Front tuck
- Cork 7

Air 4 B skills inverts and off-axis

- Riding the jump progressions and expectations
- Quick review of Air 3B skill progression
- Lincoln-loop
- Flair
- Flat-3, Flat-5
- Rodeo-5
- and other single twisting inverts

Qualifications (make sure you have the most recent version of ARQ on hand REVIEWED prior to course)

- Aerial Rules and Regulations Manual (ARQ)
- Process of Athlete Qualification

- Process for Coach Certification

All reference material for the candidates and the Learning Facilitator are in the Air 1, Air 2 and Air 3 Technical Manuals and the ARQ Manual.

Scheduling

Most of the days will run for approximately 8 hours. Refer to the Air 3 Manual for guidance on specific points to cover in relation to the overview below:

- **Evaluation and assessment happens throughout the course, there is no specific time allocated for evaluations unless needed.**
- **REFER TO MANUAL FOR DETAILED INFORMATION on each section.**

DAY 1 8am - 5	TIME	FOCUS
INDOOR: Introductions	30	Round table introductions
		Goals of the course
		Register course and candidates into the locker or use the course registration form (CRF)
		Season plan and how a session fits in the season
		ARQ: pass out, 5 minute overview, explain importance
INDOOR: Intro to training session planning	30	Equipment: type of ski, binding & din setting
		Role of Site manager, operator responsibilities, Air flow
		CFSA sanction, Certificate of insurance, injury form, Risk Management
		Emergency Action Plan (EAP)
		Warm Up: Engage the coaches for ideas
Tramp session & Warm Up	1hr	Basic maneuvers and spins, up to 720s
		Positive arm swing
		Focus on CG (Center of Gravity)
		Grab a snack before going out on hill for 2 hrs.
		Overview of site & safety / risk management measures
OUTDOOR: Snow site Introduction	1.5hr	Suit up check candidate gear for safety
		Role of Knoll Master
		Site inspection, jump shape, length of in run and landing hill - review specifications in the manual.
		Ride the jump: Review body position, speed assessment
		Progression to ride the jump switch
		Simulate an entry-level athlete at his first jump : straight airs, spins left & right & with positions, front tuck, back tuck, approach, take-off, Landing technique
		Calling
		Pair candidates for coaching the basic maneuvers and operate as the knoll master
LUNCH	45m	
INDOOR: Qualification Session	1.5hrs	Prepare video of Front tuck, Back tuck, & Cork 7 & have sheets ready for their qualification activity. Engage candidates about progressions, performance and mileage, PASSPORTS, Filing with CFSA
		Process to become a qualifier 3a or 3b
Jump Session 1: Intro to Inverts A Skills on snow	3Hrs	Progression and performance of the following maneuvers: Front Tuck Back Tuck, Cork7
Shut Down	15	Clear training site, shape, chop
		Fence or mark off the jumps as per the resort guidelines
INDOOR: Wrap Up and Debrief	15	Review with engaging questions and round table discussions.

DAY 2 8 - 5	TIME	FOCUS
Biomechanics Indoor	30	Introduction to biomechanics: refer to manual: inverts and twisting, & off-axis
Trampoline Session	60	Transfer biomechanics discussion to the trampoline
		Effect of the difference of weight of the athletes
		Practice B-skill tricks: spinning single flips
OUTDOOR: Advanced B skills Jump Session	2.5 hrs	Inspection & chop
		Discussion about the effects of weather & snow conditions on the Athlete trying flips for the first time
		Progression and performance of the following maneuvers
		Back Layout
		Back Full
		Under-Flip
		Misty-5, Misty-7
D-Spin 7 & Bio7		
LUNCH	45m	
INDOOR: Qualification Process	1hr	Progression and performance of the following maneuvers
		Lincoln-Loop
		Flair
		Flat-3, Flat-5
		Rodeo-5
		Jump site
		Team Debrief
Halfpipe & or 1/4 pipe intro to inverts session on snow	2 hrs	Review site, safety and risk management.
		Demonstrate & Practice the skill progressions for flipping in the pipe.
		Lincoln-Loop
		Flair
		Flat-3, Flat-5
Rodeo-5		
Shut Down & Debrief Assign Lesson for next day	45	Close any training terrain
		Round Table and Engaging discussion to review the day.
		Assign lessons: Candidates plan a practice to give the next day: 1 technical skill and 1 administration skill for a 15 minute lesson. They need to incorporate; TEACHING / DEMONSTRATION, Detect & Correct, Feedback & Debriefing, proper progressions.

DAY 3	TIME	FOCUS
INDOOR: Coach Evaluation & Certification	45m	Discuss the candidate evaluation (see below and hand out a copy) Qualifier Status application protocol
		Explain what steps are taken to CERTIFICATION for them if they have not passed. Where do they find their status information
OUTDOOR: Terrain Park intro to inverts	2hrs	Site inspection & preparation. Pick a safe feature to start with
		Demonstrate & Practice the skill progressions for flipping off features
Mogul site intro to inverts	60m	Similar to the intro to inverts site, just review dealing with the moguls on approach & Landing as well as the more abrupt transition and potentially abrupt shape
LUNCH	45m	
Practice Lessons	2.5 hrs	Candidate practice lessons
Shut Down	10m	Close whatever terrain you are responsible for
Wrap Up and Debrief	45m	Team Debrief: recap of Air 4 Snow
		Next steps: certified or trained, Apply for Qualifier status?
		Individual Debrief: Follow Up required? Candidates can leave once finished debrief.

Evaluation form

To be review in class so the candidates know what they will be evaluated on.

AIR COACH STATUS:		TRAINED or CERTIFIED	
CANDIDATE SCORE		0	
MINIMUM STANDARD		102	
Air 4A ON SNOW: Coach can train & qualify Front Tuck, Back Tuck & Cork 720			
Air 4B ON SNOW: Coach can train & qualify single inverts with spins			
CERTIFIED = Coach can <u>TRAIN & QUALIFY</u> their athletes in the snow environment TRAINED = Coach needs to get re-evaluated before <u>TRAINING</u> inverts with their athletes			
OVERALL COMMENTS:			
<i>The coach's license and certification can be revoked if working beyond their certified scope of practice.</i>			
EVALUATION SCALE			
Needs Improvement: 1, Meets Expectations: 2, Excellent: 3			
All candidates must "MEET EXPECTATIONS" in their evaluation to pass			
<u>SPECIFICATIONS</u>			
CRITERIA	EVIDENCE	ACHIEVEMENT	STANDARD
Building & Managing a Snow Intro to Inverts Air Site.	Coach identifies specifications for Intro to Inverts Air Site as per the Air 4 Reference Material and as per the ARQ regulations: knoll master, "clear" "closed," keeps the landing safe, keeps the inrun and jump safe and clear.		2
	Coach is able to direct cat driver to build a site and can also construct the site by hand if needed.		2
	Coach is fully aware of sanctioning requirements for Air 4 A&B training and qualifications		2
	Coach is aware of the athletes' readiness for safe intro to inverts sessions, through clear communication		2
	Coach is aware of the weather and the effects it can have on the performance.		2
	RISK MANAGEMENT: Coach uses all available options to mitigate risk: chop, jumpshape, clear inrun, and identifies in-run, jump and landing as priority responsibilities - relative to ARQ Manual		2
	Coach creates an ideal entry level air site as defined in Air 4 Manual to create efficient risk management for coach and athlete		2
	Coach coordinates use of jump with ski hill		2
	Coach uses correct terminology of jump site areas		2

	Coach understands their scope of practice with regards to jump site and coaching specific air manoeuvres		2
	Coach ensures that the jump being used is safe for the maneuvers being performed		2
Competency Obtained		0	22
COMMENTS			
<u>DISCIPLINE</u>			
<u>SPECIFIC</u>			
<u>ENVIRONMENT</u>			
<u>INTRO TO</u>			
<u>INVERTS</u>			
CRITERIA	EVIDENCE	ACHIEVEMENT	STANDARD
Introduction to INVERTS Progression	Coach has introduced inverts in the Air 4 Snow suggested progression: water / bag to an "into to snow invert jump site" (see manual) before attempting inverts off of features and pipes/ walls. No features, no moguls, landing hill around 20 degrees		3
	Coach ensures athlete readiness for first time flipping off features & pipes before attempting		2
SS	Coach communicates the importance of jump variations, table top, step up, step down, and the relationship of the specific performance of each.		2
SS Box and Rails	Coach identifies the key mechanics of flip and spin rotation for first time execution on a box or rail.		2
HP	Coach communicates the intro flips in pipe as flair and ally-ooop flat 540.		2
Moguls	Site: Coach makes sure the site is easy and safe; longer entry - between last mogul & top of jump, smoot transition, good shape to jump, longer landing hill before moguls start.		2
Moguls	Skills: Coach introduces straight jumps & riding the jump to prepare athlete for inverted take off.		2
Competency Obtained		0	15
COMMENTS			
<u>QUALIFICATION</u>			
CRITERIA	EVIDENCE	ACHIEVEMENT	STANDARD
Coach Use of the Current Qualification Process	Coach uses the athlete's A3 qualification form		2
	Coach is able to recognise that the athlete is ready to perform this moanouvre in competition		2
	Coach uses the ARQ regulations for qualification and clearly communicates technical adjustments if required for safety		2
	Coach records qualification on CFSA Qualification sheets		2

	Coach submits required paperwork accordingly: PSO & CFSA		2
	Coach is responsible for updating athlete passport		2
	Coach is familiar with ARQ and is able to find rules, site specifications, progressions charts and rules around qualifications.		2

Competency Obtained **0** **14**

COMMENTS

TECHNICAL

CRITERIA	EVIDENCE	ACHIEVEMENT	STANDARD
AIR 4A Introduction Skill Technical Understanding	Front tuck: the coach is looking for:extension of body including hips pushing past neutral on take- off, clear tucking action in air (after vision is established),demonstrate ability to open and good visual orientation to prepare for landing		2
	Back Tuck: the coach is looking for:extension of body and head in neutral position and lift of arms on take-off,clear tucking action in air,demonstrate ability to open and prepare for landing,good visual orientation on take-off and landing		2
	Cork 720: hips extend and press in the direction of rotation on take-off, visual cues; forward on take-off, see jump, at 630 see the landing, knees extend to prepare for landing.		2

Competency Obtained **0** **6**

COMMENTS

CRITERIA	EVIDENCE	ACHIEVEMENT	STANDARD
Air 4B Advanced Skill Technical Understanding	Lincoln Loop: On take-off full extension with C-shape and lift with arms - hips pressed through cartwheel axis, vision forward throughout trick, prepare for landing with skis forward.		2
	Misty 540: full extension on takeoff with arms/shoulders starting to drive into the misty roll, vision out & slightly down, open tuck through Misty roll, open body and rotate in preparation for switch landing		2
	Back Lay Out- Arms are raised and hips extend simlultaneously at take off. The head remains neutral and body remains tight throughtout the entire flip rotation. The arms drop to 45 degrees at completion in preparation for landing		2
	Back Full: After the layout set, tilt identified by dropping arm for twist rotation, proper vision to timing of the un-tilt - arm drop to prepare for landing. Vision on the landing throught entire twist and flip.		2
	D-Spin: Hips extend and press to create flip in the direction of rotation on take-off, visual cues; forward on take-off, see jump, at 630 see the landing, knees extend to prepare for landing.		2
	Flatspin: take off: non-inverted flat set with the hips remaining neutral and shoulders setting the direction of rotation. Vision over the shoulder throughtout the trick in the direction of the landing zone.		2

	Rodeo 540: coach is able to differentiate between the two methods; Rodeo "A Set" is lifting with the hips to off axis and flip. "Rodeo B set" is a slight forward action with the hand leading the set.		2
	Flare: Set 90 twist to Lincoln 90 twist to complete described with vision down the pipe walls		2
	Underflip: Backward action set with a 180 degree twist to transfer flip rotation into a forward action. Vision is only on the landing during the set.		2
	Bio 720: The forward action is created with the shoulders in the direction of off axis. The hips remain neutral on take-off and through the maneuver.		2
	Cork 540: On take off, hips stay neutral for a non-inverted underflip set aided by carve technique. The vision remains on the landing at all times.		2
	Switch Rodeo 540: Straight switch 540 in progression before performing this maneuver. Hips pressing to apex is emphasised creating lift.		2
Competency Obtained		0	24
COMMENTS			
<u>COACHING INTERVENTIONS</u>			
CRITERIA	EVIDENCE	ACHIEVEMENT	STANDARD
TEACHING	Coach describes skill properly		2
	Coach is effective in explanation of the skill and drill		2
	Coach ensures participants are engaged		2
DETECTIONS	Coach detects the correct error		2
	The detection is related to the given skill in cause and uses symptoms related to that cause, NOT only symptoms.		1
	Coach considers other affecting factors		2
CORRECTIONS	Coaching interventions are related to skills: drills, objectives		2
	Coach chooses appropriate intervention environment		2
	Intervention is progressive for the athlete		2
FEEDBACK	Coach provides clear, concise and appropriate feedback		2
	Coach provides constructive demonstrations as needed		2
Provide opportunity for athlete to display critical thinking during maneuver execution.	Coach observes varying speeds/starting points when athlete needs to adapt		2
	Coach tests athlete reaction to calls in air if needed		2
	Coach queries athlete to understand the athletes' level of air awareness		2

	Competency Obtained	0	21
COMMENTS			

NOTES:

Type your text here or print and write.

Facilitator Input Form

This form is intended for Learning Facilitators and Evaluators to provide input after their workshop or their observation on how their experience went with how this program is set up. We appreciate any practical input and suggestions you have for possible changes or updating to the material or format.

Evaluators would provide input and suggestions on the material used for evaluations such as:

- The workbooks
- Observations' format
- The evaluation tools
- Timing of evaluations and taking NCCP modules
- Anything else they feel needs comments on

Learning Facilitators would provide comments on the format of the 6 day Technical Workshop, therefore they would have comments on:

- The format of the course; was there enough time? Too much material
- The Coach Skill evaluation tool
- Number of candidates
- Scheduling
- Terrain set up
- Learning Facilitator Guides
- Anything else they feel needs comments on

FACILITATOR OR EVALUATOR NAME:
AREA OF PROGRAMMING COMMENTING ON:
DATE OF SUBMISSION OF THIS FORM:
DATE OF WORKSHOP, EVALUATION OR OBSERVATION:

Click inside this box and start typing your comments. Please send to the CFSA coach program coordinator.