

CSPA

PFF Instructor Pre-Course Journal for

_____, # _____

(print candidate name, cspa #)

START DATE (dd – mm – yy): _____



Bring completed portfolio to PFFI course

Overview

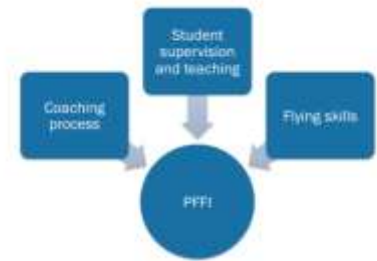
PFF Instructors combine coaching, teaching and flying skills. Coach 2 certification is course pre-requisite. Candidates for PFFI will be successful if they bring at least two of these major qualities to the course:

1. Solid coaching process and PAF process
2. Experience handling and teaching students
3. Flying ability.

Having prior experience with students as a Jump Master or Skydive School Instructor is the best way to attain the instructor experience.

Coach 2's are used to dealing with people who have pre-existing knowledge about all the phases of the skills grid. However, PFF students have very little pre-existing knowledge. Depending on the progression program, they may have almost none.

However, CSPA has recognized that classroom teaching is not for everyone, and that the increasing number of DZs running a Tandem or Tunnel to PFF student progression has meant that the Jump Master rating is not always available. For that reason, this alternative pathway of DZ training for key instructor skills has been developed.



Prerequisites

- Coach 2 Certified
- Certified in either JM or SSI, or complete this pre-course module
- CSPA "C" CoP
- Ground Control Instructor
- 600 jumps - recommended 800 jumps
- 6 hours accumulated freefall time - recommended 8 hours

Portfolio Task List (Under Direct Supervision)

1. Observe and assist two complete First Jump courses (PFF or IAD training). Use the outlines on pages 6 to 10 to make notes while observing the classes.
2. After observation of the First Jump Course:
 - a. Teach one of the following knowledge modules of the First Jump Course, under direct supervision of an SSI
 - i. Equipment
 - ii. In-flight
 - b. Teach one of the following skills modules of the First Jump Course, under direct supervision of an SSI
 - i. Body position
 - ii. Climbout
 - c. At the end of each course, discuss with the SSI your evaluation of each student and why you think they are ready, or not ready, to make their first solo jump.
3. Review DZ student gear with senior instructor, including checking of all components in the manner taught by the school, and selection of accessories.
4. Review the process of gear selection and gearing up students, assessing for fit, selection for different body types, and safety parameters for different sizes of equipment.
5. Assist a Jump Master or PFFI in gearing up 10 students
6. Gear up 10 students under supervision of a Jump Master or PFFI (students must have fewer than ten jumps)

Teaching Task

Teaching a FJC module will give you the opportunity to stand in front of a group and present information and use the PAF technique for teaching a skill to a group of people, instead of one-on-one.

The instructor you work with must be directly supervising you (must be accompanying you at all times). Select a highly experienced and certified SSI for this activity. Follow your DZ's lesson plan.

Before presenting the module to students, observe the module, complete the online pre-work and quizzes for this course, and rehearse the module in front of a peer.

Pre-Reading

Assigned reading for alternate pathway is to help candidates who have not previously taken an instructor course succeed in the PFF Instructor course. Instructing is different from coaching in a few very important ways.

Become familiar with PIM 1 Section 2, Basic Safety Rules – General, Basic Safety Rules – Students and Instructors, and Section 3: Technical Recommendations (General and Student).

Review the following sections from the Jump Master Manual:

- 2.3 – Gear Checks for Students
- 2.6 – Student Supervision – Normal
- 2.7 – Spotting for Students
- 2.11 – Stress Assessment and Control
- 4.1 – Student Supervision – Unusual Situations

Review the following sections from the Skydiving School Instructor Manual:

- Section 2 – Learning
- Section 3 – Evaluating
- Section 4 – Instructing
- Section 5 – First Jump Course (especially 5.6 to 5.11)
- Appendix – Lesson Plan Template

A quiz on this reading is at the end of this Journal. The quiz includes a review of BSRs, Student BSRs and Technical Recommendations. Review PIM 1.

PFFI Pre-Course Practical Training Record

Date(s) (dd/mm/yy)	Activity	Comments / Results	SSI Verification (Signature / Name / CSPA #)
	Observe a complete First Jump Course		
	Observe a complete First Jump Course		
	Teach a knowledge module (equipment or inflight) under direct supervision of SSI		
	Teach a skill module (body position or climbout) under direct supervision of SSI		
Date(s) (dd/mm/yy)	Activity	Comments / Results	JM/PFFI Verification (Signature / Name / CSPA #)
	Review gear selection		
	Review gearing up procedures		
	Assist in gearing up ten students 1. 2. 3. 4. 5. 6. 7. 8. 9. 10.		
	Gear up ten students under direct supervision of JM or PFFI 1. 2. 3. 4. 5. 6. 7. 8. 9. 10.		

Verification by Certified SSE: I certify that the above-named candidate has completed the dropzone practical pre-course work for the PFFI course.

Verification Signature

Date (day/mon/year)

Verification Name (Print)

CSPA #

Email

Introduction

What were the main teaching points covered? What points were being emphasized (the 'must-knows')?
What teaching methods were used? <input type="checkbox"/> Demonstration <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion <input type="checkbox"/> Reading <input type="checkbox"/> Whiteboard writing <input type="checkbox"/> Other _____
How were the students evaluated? <input type="checkbox"/> Written quiz <input type="checkbox"/> Verbal questions <input type="checkbox"/> Practical application <input type="checkbox"/> Other _____
How long was the lesson? Start time: _____ Stop time: _____ Minutes: _____
Training aids used:
What did you find interesting from a teaching perspective?
What do you need to learn, or what were you unsure about?

Overview of First Jump Course

What were the main teaching points covered? What points were being emphasized (the 'must-knows')?
What teaching methods were used? <input type="checkbox"/> Demonstration <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion <input type="checkbox"/> Reading <input type="checkbox"/> Whiteboard writing <input type="checkbox"/> Other _____
How were the students evaluated? <input type="checkbox"/> Written quiz <input type="checkbox"/> Verbal questions <input type="checkbox"/> Practical application <input type="checkbox"/> Other _____
How long was the lesson? Start time: _____ Stop time: _____ Minutes: _____
Training aids used:
What did you find interesting from a teaching perspective?
What do you need to learn, or what were you unsure about?

Equipment Familiarization

What were the main teaching points covered? What points were being emphasized (the 'must-knows')?	
What teaching methods were used? ___ Demonstration ___ Lecture ___ Discussion ___ Reading ___ Whiteboard writing ___ Other _____	
How were the students evaluated? ___ Written quiz ___ Verbal questions ___ Practical application ___ Other _____	
How long was the lesson? Start time: _____ Stop time: _____ Minutes: _____	
Training aids used:	
What did you find interesting from a teaching perspective?	
What do you need to learn, or what were you unsure about?	

Aircraft Procedures and Exits

What were the main teaching points covered? What points were being emphasized (the 'must-knows')?	
What teaching methods were used? ___ Demonstration ___ Lecture ___ Discussion ___ Reading ___ Whiteboard writing ___ Other _____	
How were the students evaluated? ___ Written quiz ___ Verbal questions ___ Practical application ___ Other _____	
How long was the lesson? Start time: _____ Stop time: _____ Minutes: _____	
Training aids used:	
What did you find interesting from a teaching perspective?	
What do you need to learn, or what were you unsure about?	

Body Position and Count

What were the main teaching points covered? What points were being emphasized (the 'must-knows')?
What teaching methods were used? <input type="checkbox"/> Demonstration <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion <input type="checkbox"/> Reading <input type="checkbox"/> Whiteboard writing <input type="checkbox"/> Other _____
How were the students evaluated? <input type="checkbox"/> Written quiz <input type="checkbox"/> Verbal questions <input type="checkbox"/> Practical application <input type="checkbox"/> Other _____
How long was the lesson? Start time: _____ Stop time: _____ Minutes: _____
Training aids used:
What did you find interesting from a teaching perspective?
What do you need to learn, or what were you unsure about?

Canopy Control

What were the main teaching points covered? What points were being emphasized (the 'must-knows')?
What teaching methods were used? <input type="checkbox"/> Demonstration <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion <input type="checkbox"/> Reading <input type="checkbox"/> Whiteboard writing <input type="checkbox"/> Other _____
How were the students evaluated? <input type="checkbox"/> Written quiz <input type="checkbox"/> Verbal questions <input type="checkbox"/> Practical application <input type="checkbox"/> Other _____
How long was the lesson? Start time: _____ Stop time: _____ Minutes: _____
Training aids used:
What did you find interesting from a teaching perspective?
What do you need to learn, or what were you unsure about?

Landings

What were the main teaching points covered? What points were being emphasized (the 'must-knows')?
What teaching methods were used? <input type="checkbox"/> Demonstration <input type="checkbox"/> Reading <input type="checkbox"/> Lecture <input type="checkbox"/> Whiteboard writing <input type="checkbox"/> Discussion <input type="checkbox"/> Other _____
How were the students evaluated? <input type="checkbox"/> Written quiz <input type="checkbox"/> Practical application <input type="checkbox"/> Verbal questions <input type="checkbox"/> Other _____
How long was the lesson? Start time: _____ Stop time: _____ Minutes: _____
Training aids used:
What did you find interesting from a teaching perspective?
What do you need to learn, or what were you unsure about?

Unusual Situations – Aircraft Emergency Procedures

What were the main teaching points covered? What points were being emphasized (the 'must-knows')?
What teaching methods were used? <input type="checkbox"/> Demonstration <input type="checkbox"/> Reading <input type="checkbox"/> Lecture <input type="checkbox"/> Whiteboard writing <input type="checkbox"/> Discussion <input type="checkbox"/> Other _____
How were the students evaluated? <input type="checkbox"/> Written quiz <input type="checkbox"/> Practical application <input type="checkbox"/> Verbal questions <input type="checkbox"/> Other _____
How long was the lesson? Start time: _____ Stop time: _____ Minutes: _____
Training aids used:
What did you find interesting from a teaching perspective?
What do you need to learn, or what were you unsure about?

Unusual Situations – Canopy Emergencies

What were the main teaching points covered? What points were being emphasized (the 'must-knows')?
What teaching methods were used? <input type="checkbox"/> Demonstration <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion <input type="checkbox"/> Reading <input type="checkbox"/> Whiteboard writing <input type="checkbox"/> Other _____
How were the students evaluated? <input type="checkbox"/> Written quiz <input type="checkbox"/> Verbal questions <input type="checkbox"/> Practical application <input type="checkbox"/> Other _____
How long was the lesson? Start time: _____ Stop time: _____ Minutes: _____
Training aids used:
What did you find interesting from a teaching perspective?
What do you need to learn, or what were you unsure about?

Unusual Situations – Landings

What were the main teaching points covered? What points were being emphasized (the 'must-knows')?
What teaching methods were used? <input type="checkbox"/> Demonstration <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion <input type="checkbox"/> Reading <input type="checkbox"/> Whiteboard writing <input type="checkbox"/> Other _____
How were the students evaluated? <input type="checkbox"/> Written quiz <input type="checkbox"/> Verbal questions <input type="checkbox"/> Practical application <input type="checkbox"/> Other _____
How long was the lesson? Start time: _____ Stop time: _____ Minutes: _____
Training aids used:
What did you find interesting from a teaching perspective?
What do you need to learn, or what were you unsure about?

After completed the pre-reading, complete this quiz and hand in to your PFFI Learning Facilitator to be marked.

<p>1. What are the basic differences between the tasks performed by an Instructor and those performed by a Coach?</p>	<p>/ 1</p>
<p>2. Give two (2) examples for each of a training aid that can be used when teaching:</p> <ul style="list-style-type: none"> a. how to climb out and exit the aircraft b. how to do a turn under canopy 	<p>/ 2</p>
<p>3. Give two (2) examples of cue words that can be used by students to enhance skill development.</p> <ul style="list-style-type: none"> a. b. 	<p>/ 2</p>
<p>4. Give one (1) example of the presentation method used to teach each of the following:</p> <ul style="list-style-type: none"> a. Knowledge – b. Physical Skills – c. Attitude – 	<p>/ 3</p>
<p>5. Give one (1) example each of how an PFFI can evaluate:</p> <ul style="list-style-type: none"> a. Knowledge – b. Physical Skills – c. Attitude 	<p>/ 3</p>
<p>6. Explain formative evaluation.</p>	<p>/ 2</p>
<p>7. What is a Learning Outcome?</p>	<p>/ 1</p>
<p>8. Provide a suitable Learning Outcome for the following lessons:</p> <ul style="list-style-type: none"> a. 1 on 1 PFF Exit – b. Circle of Awareness – c. Practice Pulls – 	<p>/ 3</p>

9. List the five (5) parts of a typical Lesson Plan, and briefly explain each part.	/ 5
10. What should the Main Teaching Points in a lesson plan focus on?	/ 2
11. List two (2) reasons why a PFFI should use a Lesson Plan.	/ 2
12. List three (3) things the PFFI can do to manage or minimize risk for themselves and their students.	/ 3
13. List two (2) different situations, other than a canopy malfunction, when a student will be required to activate their reserve parachute.	/ 2
14. List 2 recognized methods of Ground Control for canopy control purposes.	/ 2
15. As a PFFI, when supervising students, what would the proper chain of command be during an aircraft emergency? (from whom to whom to whom)	/ 2
16. Give two reasons why is it important that the PFFI have knowledge of the First Jump Course.	/ 2

17. Describe how to perform an equipment check on a student	/ 3
18. List three safety routines that should always be practiced around aircraft on the ground.	/ 3
19. When loading an aircraft, list two considerations used in assigning your students their seating positions.	/ 2
20. List three techniques that you can use during the climb to altitude to help the students reduce their stress / anxiety.	/ 3
21. List two additional considerations when tailoring the spot for students.	/ 2
	/50