



# Skydiving School Instructor Learning Guide and Journal

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## INTRODUCTION

The Skydiving School Instructor (SSI) provides an opportunity to provide new and better ways to train a candidate-instructor. The CSPA believes that competency-based training is an effective means to that end. You will be required to actively prepare yourself prior to taking the three-day training course. Consider yourself to be “in training”.

This preparation will provide you pre-course study and preparation through active involvement in First Jump Courses (FJCs) at your dropzone.

We hope that you will use this booklet as a learning guide and journal of your preparation for the SSI course. It should help you get more out of the course by being better prepared at the start.

All of the following tasks are MANDATORY as a prerequisite to attending the training course. The tasks are:

1. Observe at least 2 FJCs
2. Teach at least 2 different FJC modules in two different FJCs
3. Acquire the necessary signatures
4. Complete the SSI Coach 1 Review quiz
5. SSI Preparation Review

Further detail is explained in the following pages.

You must bring a set of FJC lesson plans from your drop zone with you to the course. You are not expected to make your own lesson plan.

Plan ahead and avoid disappointment. It may take you from two to four weeks to complete all the requirements, if you have not already begun.

Best wishes!

The Coaching Working Committee

## OBSERVE AND ASSIST FJCS

This task requires you to observe two complete FJCs at a student center within one year prior to taking the SSI training course. You should make two copies of the tables below, one for each observed FJC. You can compare how your observations have changed between the two.

In addition, you are required to teach two different modules of a FJC, on at least 2 different courses, under the direct supervision of an SSI. Direct supervision means that they are in the class with you at ALL times. This should be recorded on the page “SSI Signature Requirements”.

It may have been some time that you have been involved in student activities. Whether as a student yourself or a current JM, this will give you an opportunity to re-acquaint yourself with how first jump students receive their ground school training.

The following tables help you to record your impressions and reflections of what an instructor does on a first jump course. You will be able to use them in comparison to the technical knowledge presented on the training course.

The categories presented do not necessarily represent the only way to cover the FJC. However, we will be using these categories during the SSI course.

Your notes are not going to be assessed for accuracy. The Learning Facilitator will be looking them over for completeness.

If you have a chance to observe different FJC instructors, you are encouraged to do so in order to see a variety of approaches to the material and in how student questions are addressed. You might even benefit from seeing the course at different drop zones. After your observations, make sure you get the FJC instructor to sign-off your participation.

Important Note: You are NOT doing an assessment of the FJC instructor you are observing. Rather, you are learning about the technical content of the FJC, observing student interaction, types of questions and answers that arise.

## TEACH FJC MODULES

This task will require you to teach two (2) different modules of the FJC under the direct supervision (must accompany you at all times) of a highly experienced and certified SSI.

This task will give you an opportunity to:

1. Stand in front of a group and speak, and
2. Use the PPAF technique of teaching a skill.

You will be able to bring this experience and your notes to the course, where we will offer suggestions to enhance your instructional ability.

Notes:

1. You should consult the FJC instructor about suitable modules that you can teach.
2. These modules must be taught on two (2) separate courses.
3. Signatures will be required from the FJC instructor directly supervising your teaching.

## SSI PREPARATION REVIEW

This task requires you to complete the review by accessing the CWC website, PIMs, and the *Coach 1 Reference Manual*

It may have been some time since you've taken a ratings course or coached someone. This will give you an opportunity to review topics from the Coach 1, terminology, and the CSPA Ratings Model.

The SSI Course will not be reviewing or formally covering any of these topics. It is your responsibility to prepare yourself for evaluation.

1. The CSPA Ratings Model
  - a. Reference:
    - i. [cspa.ca/en/ratings](http://cspa.ca/en/ratings)
  - b. Learning Outcomes:
    - i. Outline the structure of the CSPA ratings model
    - ii. Identify the role of the SSI within the CSPA ratings system
  - c. Evaluation:
    - i. Written Final Exam
2. SSI Prerequisites, Privileges, and Certification Requirements
  - a. Reference:
    - i. [cspa.ca/en/ratings/become-instructor/ssi](http://cspa.ca/en/ratings/become-instructor/ssi)
  - b. Learning Outcomes:
    - i. Identify the prerequisites for the SSI course
    - ii. List privileges of the SSI
    - iii. List the practical requirements
    - iv. List certification requirements
  - c. Evaluation:
    - i. Written Final Exam
3. Coach 1 Review [Note: See “Coach 1 Review” section below and have completed prior to the SSI course.]
  - a. Reference:
    - i. *Coach 1 Reference Manual*
  - b. Learning Outcomes:
    - i. Review characteristics of an adult learner
    - ii. Explain each step of the PPAF process
    - iii. Describe how to produce a written PPAF plan
    - iv. List 3 points when providing feedback
    - v. List 4 major components of performing skill analysis
    - vi. Explain how to break down skills into phases
    - vii. Explain the 4 Principles of Movement
    - viii. Review the Coach's Personal Risk Management Plan
  - c. Evaluation:
    - i. Teaching Tasks

4. BSRs and Technical Recommendations
  - a. Reference:
    - i. PIM 1
  - b. Learning Outcomes:
    - i. State the CSPA BSRs pertaining to skydivers
    - ii. State the CSPA BSRs pertaining to students and instructors
    - iii. Identify the Technical Recommendations pertaining to students
  - c. Evaluation:
    - i. Written BSR Exam – required pass mark = 100%
5. FJC
  - a. Reference:
    - i. SSI Learning Journal
  - b. Learning Outcomes:
    - i. Review notes of FJC's observed
    - ii. Perform self-evaluation of modules taught
  - c. Evaluation:
    - i. Teaching Tasks
6. Solo Certificate Test
  - a. Reference:
    - i. Solo Verbal Questions at the back of this Journal
    - ii. PIM 1, PIM 2A, PIM 2B
  - b. Learning Outcomes:
    - i. Complete the Solo Certificate Test with written answers
    - ii. Identify references for answers
  - c. Evaluation:
    - i. Teaching Tasks

**INTRODUCTION**

What were the main teaching points covered? What points were being emphasized (the “must knows”)?
What teaching method(s) were used? <input type="checkbox"/> Demonstration <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion <input type="checkbox"/> Reading <input type="checkbox"/> White/Blackboard writing <input type="checkbox"/> Other (explain):
How were students evaluated? <input type="checkbox"/> Written quiz <input type="checkbox"/> Verbal questioning <input type="checkbox"/> Practical application <input type="checkbox"/> Other (explain):
What was the duration of the class? Start Time:                      Stop Time:                      Minutes:
List training aids used:
What did you find interesting from a teaching perspective?
What did you think you need to learn? Or were unsure of?

**OVERVIEW OF FIRST JUMP COURSE**

What were the main teaching points covered? What points were being emphasized (the “must knows”)?
What teaching method(s) were used?  <input type="checkbox"/> Demonstration  <input type="checkbox"/> Lecture  <input type="checkbox"/> Discussion  <input type="checkbox"/> Reading  <input type="checkbox"/> White/Blackboard writing  <input type="checkbox"/> Other (explain):
How were students evaluated?  <input type="checkbox"/> Written quiz  <input type="checkbox"/> Verbal questioning  <input type="checkbox"/> Practical application  <input type="checkbox"/> Other (explain):
What was the duration of the class?  Start Time:                      Stop Time:                      Minutes:
List training aids used:
What did you find interesting from a teaching perspective?
What did you think you need to learn? Or were unsure of?

**EQUIPMENT FAMILIARIZATION**

What were the main teaching points covered? What points were being emphasized (the “must knows”)?
What teaching method(s) were used? <input type="checkbox"/> Demonstration <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion <input type="checkbox"/> Reading <input type="checkbox"/> White/Blackboard writing <input type="checkbox"/> Other (explain):
How were students evaluated? <input type="checkbox"/> Written quiz <input type="checkbox"/> Verbal questioning <input type="checkbox"/> Practical application <input type="checkbox"/> Other (explain):
What was the duration of the class? Start Time:                      Stop Time:                      Minutes:
List training aids used:
What did you find interesting from a teaching perspective?
What did you think you need to learn? Or were unsure of?

**AIRCRAFT PROCEDURES AND EXITS**

What were the main teaching points covered? What points were being emphasized (the “must knows”)?
What teaching method(s) were used? <input type="checkbox"/> Demonstration <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion <input type="checkbox"/> Reading <input type="checkbox"/> White/Blackboard writing <input type="checkbox"/> Other (explain):
How were students evaluated? <input type="checkbox"/> Written quiz <input type="checkbox"/> Verbal questioning <input type="checkbox"/> Practical application <input type="checkbox"/> Other (explain):
What was the duration of the class? Start Time:                      Stop Time:                      Minutes:
List training aids used:
What did you find interesting from a teaching perspective?
What did you think you need to learn? Or were unsure of?

**BODY POSITION AND COUNT**

What were the main teaching points covered? What points were being emphasized (the “must knows”)?		
What teaching method(s) were used?		
<input type="checkbox"/> Demonstration <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion <input type="checkbox"/> Reading <input type="checkbox"/> White/Blackboard writing <input type="checkbox"/> Other (explain):		
How were students evaluated?		
<input type="checkbox"/> Written quiz <input type="checkbox"/> Verbal questioning <input type="checkbox"/> Practical application <input type="checkbox"/> Other (explain):		
What was the duration of the class?		
Start Time:	Stop Time:	Minutes:
List training aids used:		
What did you find interesting from a teaching perspective?		
What did you think you need to learn? Or were unsure of?		

**CANOPY CONTROL**

What were the main teaching points covered? What points were being emphasized (the “must knows”)?
What teaching method(s) were used? <input type="checkbox"/> Demonstration <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion <input type="checkbox"/> Reading <input type="checkbox"/> White/Blackboard writing <input type="checkbox"/> Other (explain):
How were students evaluated? <input type="checkbox"/> Written quiz <input type="checkbox"/> Verbal questioning <input type="checkbox"/> Practical application <input type="checkbox"/> Other (explain):
What was the duration of the class? Start Time:                      Stop Time:                      Minutes:
List training aids used:
What did you find interesting from a teaching perspective?
What did you think you need to learn? Or were unsure of?

**LANDINGS**

What were the main teaching points covered? What points were being emphasized (the “must knows”)?		
What teaching method(s) were used?		
<input type="checkbox"/> Demonstration <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion <input type="checkbox"/> Reading <input type="checkbox"/> White/Blackboard writing <input type="checkbox"/> Other (explain):		
How were students evaluated?		
<input type="checkbox"/> Written quiz <input type="checkbox"/> Verbal questioning <input type="checkbox"/> Practical application <input type="checkbox"/> Other (explain):		
What was the duration of the class?		
Start Time:	Stop Time:	Minutes:
List training aids used:		
What did you find interesting from a teaching perspective?		
What did you think you need to learn? Or were unsure of?		

**UNUSUAL SITUATIONS****AIRCRAFT EMERGENCY PROCEDURES**

<p>What were the main teaching points covered? What points were being emphasized (the “must knows”)?</p>
<p>What teaching method(s) were used?</p> <p><input type="checkbox"/> Demonstration</p> <p><input type="checkbox"/> Lecture</p> <p><input type="checkbox"/> Discussion</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> White/Blackboard writing</p> <p><input type="checkbox"/> Other (explain):</p>
<p>How were students evaluated?</p> <p><input type="checkbox"/> Written quiz</p> <p><input type="checkbox"/> Verbal questioning</p> <p><input type="checkbox"/> Practical application</p> <p><input type="checkbox"/> Other (explain):</p>
<p>What was the duration of the class?</p> <p>Start Time:                      Stop Time:                      Minutes:</p>
<p>List training aids used:</p>
<p>What did you find interesting from a teaching perspective?</p>
<p>What did you think you need to learn? Or were unsure of?</p>

**CANOPY EMERGENCIES**

<p>What were the main teaching points covered? What points were being emphasized (the “must knows”)?</p>
<p>What teaching method(s) were used?</p> <p><input type="checkbox"/> Demonstration</p> <p><input type="checkbox"/> Lecture</p> <p><input type="checkbox"/> Discussion</p> <p><input type="checkbox"/> Reading</p> <p><input type="checkbox"/> White/Blackboard writing</p> <p><input type="checkbox"/> Other (explain):</p>
<p>How were students evaluated?</p> <p><input type="checkbox"/> Written quiz</p> <p><input type="checkbox"/> Verbal questioning</p> <p><input type="checkbox"/> Practical application</p> <p><input type="checkbox"/> Other (explain):</p>
<p>What was the duration of the class?</p> <p>Start Time:                      Stop Time:                      Minutes:</p>
<p>List training aids used:</p>
<p>What did you find interesting from a teaching perspective?</p>
<p>What did you think you need to learn? Or were unsure of?</p>

**LANDING UNUSUALS**

What were the main teaching points covered? What points were being emphasized (the “must knows”)?		
What teaching method(s) were used?		
<input type="checkbox"/> Demonstration <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion <input type="checkbox"/> Reading <input type="checkbox"/> White/Blackboard writing <input type="checkbox"/> Other (explain):		
How were students evaluated?		
<input type="checkbox"/> Written quiz <input type="checkbox"/> Verbal questioning <input type="checkbox"/> Practical application <input type="checkbox"/> Other (explain):		
What was the duration of the class?		
Start Time:	Stop Time:	Minutes:
List training aids used:		
What did you find interesting from a teaching perspective?		
What did you think you need to learn? Or were unsure of?		

**SSI Signature Requirements**

Candidate Name: \_\_\_\_\_

CSPA Number: \_\_\_\_\_ Expiry Date: \_\_\_\_\_ Highest Cop \_\_\_\_ - \_\_\_\_\_

**Experience Summary**

Total Jumps: \_\_\_\_\_ Freefall time: \_\_\_\_\_ Jumps in last 12 months: \_\_\_\_\_

Accumulated Freefall Time: \_\_\_\_\_ : \_\_\_\_\_ : \_\_\_\_\_

**Current CERTIFIED Ratings (Circle)**

Coach: 1 2                                      Instructor: JM SSI PFFI GCI  
Rigger: A A1 A2 B                              Judge: Prov PwP Nat Int

**Observation of two (2) First Jump Courses within last year**

Course date: \_\_\_\_\_ Location: \_\_\_\_\_ Instructor: \_\_\_\_\_

Signature: \_\_\_\_\_

Course date: \_\_\_\_\_ Location: \_\_\_\_\_ Instructor: \_\_\_\_\_

Signature: \_\_\_\_\_

**Teaching of two (2) different components of the First Jump Course  
*Separate courses under the direct supervision of a certified SSI.***

Course date: \_\_\_\_\_ Location: \_\_\_\_\_ Topic Taught: \_\_\_\_\_

I verify by my signature that the above-named candidate did teach the course module listed and that I did witness the entire teaching and have provided constructive feedback.

Instructor: \_\_\_\_\_ Instructor Signature: \_\_\_\_\_

Feedback by Instructor: \_\_\_\_\_

\_\_\_\_\_

Course date: \_\_\_\_\_ Location: \_\_\_\_\_ Topic Taught: \_\_\_\_\_

I verify by my signature that the above-named candidate did teach the course module listed and that I did witness the entire teaching and have provided constructive feedback.

Instructor: \_\_\_\_\_ Instructor Signature: \_\_\_\_\_

Feedback by Instructor: \_\_\_\_\_

\_\_\_\_\_

## CSPA Solo Certificate Verbal Questions

### Preparation

- (1) Who is responsible for your safety and wellbeing on the dropzone?  
(PIM 2A - Section 2.3.4)
- (2) This is your first time at a new dropzone. Upon arrival, what should you bring, what should you do, and what information should you have received?  
(PIM 2B – Section 9.1)
- (3) If you are under the influence of drugs, alcohol or medication, should you jump? Explain your answer.  
(PIM 1 - Section 2.6)
- (4) In Canada, what are your privileges as a Solo Certificate skydiver?  
(PIM 1- Section 6.1)
- (5) What and who are your resources for further skill development?  
(PIM 2A - Section 1 and 2.3.4)

### In Flight

- (6) Your aircraft has lost engine power and the pilot yells “out, everyone out”. State what your actions would be depending on your altitude to activate your main canopy or your reserve?  
(PIM 2A - Section 4.9)
- (7) What factors determine exit separation between yourself and the group/person in front of you?  
(PIM 2B - Section 4.3)
- (8) What handles would you check to ensure they are properly seated prior to exiting the aircraft?  
(PIM 2A - Section 4.6)
- (9) If, in the aircraft, you notice something unusual about someone’s gear, what should you do?  
(PIM 2A - Section 4.9)

### Freefall

- (10) What is your minimum activation altitude?  
(PIM 1 - Section 2.5)
- (11) If you are at 3,000 feet with your hand on the main activation handle and you have attempted to pull the handle twice without result, what would you do?  
(PIM 2A - Section 5.22)
- (12) You are in freefall and notice that after checking your altimeter for the second time, the reading has remained the same. What would you do?  
(PIM 2A - Section 5.22)
- (13) In freefall you notice you are at pull altitude but are unable to turn belly-to-earth. What should you do?  
(PIM 2A - 5.22)

### Canopy Control

- (14) Please describe the canopy visual check you must make after opening?  
(PIM 2A - Section 6.2)
- (15) What is the purpose of the flight control check and what decision should you arrive at after the check?  
(PIM 2A - Section 6.3)

- (16) Under canopy, you have performed your flight check and notice that two of your lines are broken. What should you do?  
(PIM 2A - Section 6.17.1)
- (17) You are under canopy flying back to the drop zone when you notice a canopy flying directly at you from the opposite direction, at your level. What do you do?  
(PIM 2A - Section 6.17.3)
- (18) Looking slightly below you on landing approach, you notice a lower canopy converging on your flight path. Which canopy has the right-of-way?  
(PIM 2A - Section 6.17.3)
- (19) Where do you need to avoid landing to minimize the risk of turbulent zones?  
(PIM 2A - Section 6.9)
- (20) What do you do if you have a malfunction of your reserve parachute?  
*Discussion based – Assess. Think. React.*

### **Equipment**

- (21) On what two occasions must you receive a safety check?  
(PIM 2A - Section 3.7.1 and 4.6)
- (22) When checking your gear, you notice the reserve closing loop is badly frayed. Who is qualified to fix or repair this problem?  
(PIM 1 - Section 8.1 and PIM 2A - Section 3.8.3)
- (23) Prior to changing canopies or rigs, what should you do?  
(PIM 2A - Section 3.11.1 and 3.11.2)
- (24) You are asked to perform a pin check on a person who is wearing gear that is unfamiliar to you. What do you do?  
(no specific reference)
- (25) How do you know if your reserve is in date?  
(PIM 1 - Section 2.2 and 4.8)
- (26) What is the correct headwear and footwear for a Solo Certificate holder?  
(PIM 1 - Sect 2.4 and 3.5)

**SSI Pre-Course Coach 1 Review Quiz**

Candidate Name: \_\_\_\_\_

CSPA Number: \_\_\_\_\_ Expiry Date: \_\_\_\_\_ Highest Cop: \_\_\_\_\_ - \_\_\_\_\_

Date of Coach 1 course: \_\_\_\_\_ Coach 1 Learning Facilitator: \_\_\_\_\_

*Learning Facilitator use only:*

Coach 1 Review Total (Pass is 16) \_\_\_\_ /20

Rules and Recommendations Total (Pass is 18.5) \_\_\_\_ /23

Total Pre-course (Pass is 34.5) \_\_\_\_ /43

**1. Coach 1 Review**

1. When analyzing a skill, you should be watching to see that the student is using all joints in their proper order. What is the proper order?

/1

2. Describe how you would apply the skill analysis principles to a student doing a basic arch.

/2

3. The "whole-part-whole" process can be used for both conducting a skill presentation and analyzing skills. Describe this process as applied to a skill presentation.

a)

b)

c)

/3

4. During the presentation portion of teaching a skill, what type of information should you **not** mention?

/1

5. Give two (2) advantages of using the grid and the stages of the CSPA progression model.

a)

b)

/2

6. What three (3) endorsements are required by a student when applying for a Solo Certificate?

- a)
- b)
- c)

/3

7. Other than the ability to pack, what three areas of skill or knowledge must be included to complete the main packing endorsement?

- a)
- b)
- c)

/3

8. What does KISS mean, in relation to teaching or presenting skill information?

/1

9. What are the four major steps of the process for teaching a skill?

- a)
- b)
- c)
- d)

/4

## 2. Rules and Recommendations

10. What is the minimum main parachute activation altitude for students?

- a) 3000'   b) 2800'   c) 2500'   d) 2200'

/1

11. What is the maximum wind speed for a student parachutist?

/1

12. In what three situations should a wind drift indicator or rate one turn be used when dispatching students?

- a)
- b)
- c)

/3

13. A freefall student must be provided with an altimeter once they are engaged in performing delays of more than \_\_\_\_\_ seconds duration.

/1

14. Let's say that you are in charge of student parachutists. If the following situations arose, what would you do?

a) On the ground, you find the reserve was packed just over six months ago.

b) A student asks if you will follow them out and pin them on their 9th jump.

c) The rate one turn indicates large drift (about 3/4 of a mile) from the North.

d) You are climbing to 3000' AGL with a load of students and only reach 2500' AGL due to a low solid overcast layer of cloud.

e) A student who did a 10 second delay on their last jump 10 weeks ago wants to make another freefall.

/5

15. A parachutist arrives at your DZ and tells you that they have a CSPA Solo CoP and 30 jumps. Name three (3) of the documents you would check?

a)

b)

c)

/3

16. Prior to allowing the visiting skydiver from question #6 to jump, list three (3) pieces of information or procedures you would offer or implement for the visiting skydiver.

a)

b)

c)

/3

17. Identify the following statements as True or False (T or F). If the answer is False, on the second space identify the qualification/rating necessary to perform the specified task. An SSI may:

- a) Supervise student jumpers from pre-stage to stage 4 \_\_\_\_\_ ; \_\_\_\_\_
- b) Participate in 1:1 RW with a Solo CoP holder \_\_\_\_\_ ; \_\_\_\_\_
- c) Certify the Relative Work endorsement \_\_\_\_\_ ; \_\_\_\_\_
- d) Certify the checkout jump and packing endorsements \_\_\_\_\_ ; \_\_\_\_\_
- e) Repack reserve parachutes \_\_\_\_\_ ; \_\_\_\_\_
- f) Teach a FJC under direct supervision \_\_\_\_\_ ; \_\_\_\_\_

/6