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RATINGS GUIDE TO SAMPLE QUESTIONS

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# FREE SKATING

*Instructor Rating*



PROFESSIONAL SKATERS ASSOCIATION

*Est. 1938*



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# FREE SKATING INSTRUCTOR RATING REQUIREMENTS

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\*A video is shown at all levels - registered, certified, senior and master exams for the candidate to analyze for errors and corrections.

**NEW:** All free skating candidates will write a short written exam prior to taking the oral exam on site.

## 1. PSA REGISTERED FREE SKATING INSTRUCTOR (RFS):

- A. Must have attended a PSA approved educational program within one year of applying to take an exam. Affidavit must be on file with the PSA office.
- B. Must have completed the basic accreditation (BA) rating or foundations of coaching course (FCC).
- C. Must have completed one of the following:
  - a. Have passed the complete U.S. Figure Skating preliminary or Adult bronze free skate test, or the ISI freestyle 4 test, or other ISU member organization equivalent; or
  - b. Have coached a student through one of these levels.
- D. Must have a minimum of 50 hours over a one-year period of professional coaching experience with at least one of the years at the registered free skating level (see C above) or higher.
- E. Must have passed the registered sport science & medicine exam.
- F. Must pass the registered free skating instructor written exam.
- G. Must pass the registered free skating instructor oral exam

## 2. PSA CERTIFIED FREE SKATING INSTRUCTOR (CFS):

- A. Must have attended a PSA approved educational program within one year of applying to take an exam. Affidavit must be on file with the PSA office.
- B. Must have completed the registered free skating instructor rating.
- C. Must have completed one of the following:
  - a. Passed the U.S. Figure Skating juvenile free skate test or Adult gold, or the ISI freestyle 6 test, or other ISU member organization equivalent; or
  - b. Have coached a student through one of these levels.
- D. Must have a minimum of 100 hours over a two-year period of professional coaching experience with at least one of the years at the certified free skating level (see C above) or higher.
- E. Must have passed the certified sport science & medicine exam.
- F. Must pass the certified free skating instructor written exam.
- G. Must pass the certified free skating instructor oral exam.

## 3. PSA SENIOR FREE SKATING INSTRUCTOR (SFS):

- A. Must have attended a PSA approved educational program within one year of applying to take an exam. Affidavit must be on file with the PSA office.
- B. Must have completed the certified free skating instructor rating.
- C. Must have completed one of the following:
  - a. Passed the U.S. Figure Skating novice free skate test, or ISI freestyle 8 test, or other ISU member organization equivalent; or
  - b. Have coached a student through one of these levels.
- D. Must have a minimum of 150 hours over a three-year period of professional coaching experience with at least one of the years at the senior free skating level (see C above) or higher.
- E. Must have passed the senior sport science & medicine exam.
- F. Must pass the senior free skating instructor written exam.
- G. Must pass the senior free skating instructor oral exam.

#### 4. PSA MASTER FREE SKATING INSTRUCTOR (MFS):

- A. Must have attended a PSA approved educational program within one year of applying to take an exam. An Affidavit must be on file with the PSA office
- B. Must have completed the senior free skating instructor rating.
- C. Must have completed one of the following:
  - a. Passed the U.S. Figure Skating senior free skate test, or (no ISI test) or other ISU member organization equivalent; or
  - b. Have coached a student through one of these levels.
- D. Must have a minimum of five years professional coaching experience and have coached a minimum of 250 hours over the five-year period in the discipline of Free Skating with a least one year (50 hours) at the master level (see C above).
- E. Must have passed the master sport science & medicine exam.
- F. Must pass the master free skating instructor written exam.
- G. Must pass the master free skating instructor oral exam.

The following content will be covered in each level of rating exam:

Registered - No test, pre-preliminary, and preliminary free skate tests

Certified - Pre-juvenile and juvenile free skate tests

Senior - Intermediate and novice free skate tests

Master - Junior and senior free skate tests

**EFFECTIVE:** October 2017.

# Registered Free Skating Oral Exam Study Guide

The following categories will be on a written exam that is composed of true/false, multiple choice, and short answer questions. This written exam will be taken at the rating site before your oral exam. You will turn the written exam in to your examiners when you enter the exam room.

## PART I - WRITTEN EXAM CATEGORIES:

- 1.) Rules and Standards
- 2.) Ethics/Education/SafeSport
- 3.) IJS
- 4.) Turns and Steps

### Rules and Standards

For this level you will be expected to know the test and well balanced free skate requirements for no test, pre-preliminary and preliminary. Make sure you familiarize yourself with test rules and procedures as written in the U.S. Figure Skating Rulebook.

*Use the space below or another piece of paper to write out the well-balanced free skate requirements:*

	Jumps	Combinations	Spins	Steps	Duration
No test					
Pre-preliminary					
Preliminary					

*Below, write out the free skate test requirements:*

	Jumps	Combinations	Spins	Steps	Duration
Pre-preliminary					
Preliminary					

### Ethics and SafeSport

In the category of ethics it is imperative that you know the rules of SafeSport; direct and indirect abuse, bullying, misconduct, and how to handle misconduct when you witness it. Go to the U.S. Figure Skating website to download the latest SafeSport Handbook for your resource.

In ethics we also discuss the role you play in the realm of our sport, in your rink, in your club, for your athletes, and to your skating parents. Think about how you conduct your business and what ethical practices you put into play to ensure the skaters and parents receive the best possible experience.

### Education

- What tools do you bring with you to help you teach lessons?
- What are the educational programs PSA offers to its members?
- How many credits do you need to keep your rating active?

- What resources do you use to stay current with rule changes and updates?
- What resources do you use to help your coaching technique?

## **IJS**

A beginning understanding of IJS will be required on this exam. Please familiarize yourself with the technical information for singles/pairs found on the U.S. Figure Skating website.

You will also need to give strategies on how you begin to prepare your young athletes to be ready for IJS in the future. Be able to give examples, i.e. what spin features do you teach first and why? Do you teach footwork into jumps or spins and how does that help your athletes in the future?

## **Turns/Steps**

In this category you will be asked to draw and label (i.e. RFO) different turns and steps.

Use the space below to draw the following. If it helps, look at these turns on the ice and take a picture, then draw what you see.

*Three-turn*

*Bracket*

*Mohawk*

## **PART II - ORAL EXAM CATEGORIES:**

- 1.) General/Stroking
- 2.) Jumps
- 3.) Video Analysis
- 4.) Spins
- 5.) IJS
- 6.) Program Construction/Step Sequence

## **General**

At the registered level the goal is to set a strong foundation not only in your athletes but in your business practices as well. You are playing many roles as a coach depending on your employment status: scheduler, accountant, public relations, marketing, psychologist, choreographer, music editor, and best of all, coach!

- What boots and blades do you recommend at this level and why?
- What safety precautions do you use when teaching skaters at the no test, pre-preliminary, and preliminary



levels? What challenges do you face?

- If you teach adults, do you introduce elements differently? Do you conduct lessons differently?
- Do you recommend any gear for your young athletes to protect themselves?

### **Stroking**

Foundation is key for these beginning levels. Be prepared to teach the following:

- What parts of the blade are you on when going forward and backward?
- Where does power come from?
- What are common errors when teaching stroking, forward crossovers, and backward crossovers? What exercises do you have to correct these errors?
- How do you build a skater's stroking from beginner to the preliminary level?

### **Jumps**

It is important for you and your athletes to break down the jumps into parts so you can easily and quickly fix errors. Think through how you would break jumps down into parts and use these parts to walk through each jump. Use the space below to draw the print you see on the ice during jumps and the landings with labels. Videoing yourself while doing your walk-throughs is a great practice!

*Waltz jump*

*Salchow*

*Toe loop*

*Loop*

*Flip*

*Lutz*

*Axel. Is it different than the waltz jump?*

*Combination jump*

- You will have to walk through every single jump including the Axel
- How do you teach combination jumps?
- How do you introduce double jumps?
- What jumps have similarities?
- What are some common errors you find and what exercises do you have to fix them?
- What initiates rotation on jumps? What stops rotation?

### **Video Analysis**

You will give an analysis of a jump and a spin. You will be able to see the video in regular motion, then twice in slow motion. The examiners are looking for you to imagine you are in a lesson with this student and they have skated back to you for correction or feedback.

- What is the most important thing you feel should be addressed?
- How would you address it quickly? (Remember time is money.)
- Explain exercises you would give the skater to help them with corrections

### **Spins**

Just as in jumps, if spins are broken down into parts, corrections and improvements can be made more accurately and quickly.

Be able to draw and walk through the following spins. Draw your spins in the space below or on another piece of paper. Videoing yourself while doing your walk-throughs is a great practice!

*Scratch spin*

*Back scratch spin*

*Sit spin*

*Camel spin*

*Combination spin with a change of foot*

- How do you introduce a flying spin?
- What are some common errors you find when teaching spins? What exercises do you have to prevent or correct these errors?

#### **Program Construction/Step Sequences**

- Draw out a program for no test, pre-preliminary and preliminary and consider where you would place the elements and why. When it comes to building a program for these three levels, how are they different?
- What is your music selection and editing process?
- How do you prepare a skater for test and competition?
- Teach a step sequence you would put in a program at this level.
- What other elements other than jumps, spins and steps do you like to incorporate into a program?

# Certified Free Skating Oral Exam Study Guide

The following categories will be on a written exam that is composed of true/false, multiple choice, and short answer questions. This written exam will be taken at the rating site before your oral exam. You will turn the written exam in to your examiners when you enter the exam room.

## PART I - WRITTEN EXAM CATEGORIES:

- 1.) Rules and Standards
- 2.) Ethics/Education/SafeSport
- 3.) IJS
- 4.) Turns and Steps

### Rules and Standards

For this level you will be expected to know the test and well-balanced free skate requirements for pre-juvenile and juvenile levels. Make sure you familiarize yourself with test rules and procedures as written in the U.S. Figure Skating Rulebook.

Use the space below or another piece of paper to write out the following requirements:

#### Well-Balanced Free Skate:

	Jumps	Combinations	Spins	Steps	Duration
No test					
Pre-preliminary					
Preliminary					

#### Test requirements:

	Jumps	Combinations	Spins	Steps	Duration
Pre-preliminary					
Preliminary					

### Ethics and SafeSport

In the category of ethics it is imperative that you know the rules of SafeSport; direct and indirect abuse, bullying, misconduct, and how to handle misconduct when you witness it. Go to the U.S. Figure Skating website to download the latest SafeSport Handbook for your resource.

In ethics we also discuss the role you play in the realm of our sport in your rink, in your club, for your skaters, and to your skating parents. Think about how you conduct your business and what ethical practices you put into play to ensure the skaters and parents receive the best possible experience.

### Education

- What tools do you bring with you to help you teach lessons?
- What are the educational programs PSA offers to its members?
- How many credits do you need to keep your rating active?

- What resources do you use to stay current with rule changes and updates?
- What resources do you use to help your coaching technique?

## **IJS**

A working knowledge of IJS will be required on this exam. Please familiarize yourself with the technical information for singles/pairs found on the U.S. Figure Skating website.

- Know spin levels and how to achieve them
- Know how to read a protocol sheet
- Know what the extra symbols “e”, “!”, “<”, “<<” mean
- Know deductions and violations and why they are taken
- Know GOE and how positive and negative GOE's are achieved

You will also need to give strategies on how you prepare your young athletes to be ready for IJS in the future. Be able to give examples, i.e. what spin features do you teach first and why? Do you teach footwork into jumps or spins, and how does that help your skaters in the future?

## **Turns/Step Sequences**

In this category you will be asked to draw and label (i.e. RFO) different turns and steps.

Use the space below to draw the specified element. If it helps look at these turns on the ice and take a picture then draw what you see and label the edges.

*Counter*

*Rocker*

*Loop*

*Twizzle*

## **PART II - ORAL EXAM CATEGORIES:**

- 1.) General/Stroking
- 2.) Jumps
- 3.) Video Analysis
- 4.) Spins
- 5.) IJS
- 6.) Program Construction/Step Sequence

### **General**

At the certified level the goal is to set a strong foundation not only in your skaters but in your business practices as well. You are playing many roles as a coach depending on your employment status: scheduler, accountant, public relations, marketing, psychologist, choreographer, music editor, and best of all coach.

- What boots and blades do you recommend at this level and why?
- What safety precautions do you use when teaching skaters at the pre-juvenile and juvenile levels? What challenges do you face?
- If you teach adults, do you introduce elements differently? Do you conduct lessons differently?
- Do you recommend any gear for your young athletes to protect themselves?
- How do you handle a skater who gets injured? What about a skater who is experiencing “burn out”? What steps do you take to ensure they have a timely but safe return to the ice?

### **Stroking**

At this level (pre-juv and juv) the development of strong edge quality is important to the success of the skater. Be prepared to teach the following:

- What exercises do you employ to build speed? Power? Quickness? Flow? Extension?
- What creates power?
- What is “body lean” and how is it created?

### **Jumps**

It is important for you and your skaters to break down the jumps into parts so you easily and quickly fix errors. Think through how you would break jumps down into parts and use these parts to walk through each jump. Use the space below to draw the print you see on the ice during jumps and the landings with labels. Videoing yourself while doing your walk-throughs is a great practice!

### *Axel*

*Double Salchow*

*Double toe loop*

*Double loop*

*Double flip*

*Double Lutz*

*Combination jump*

- You will have to walk-through every double jump
- How do you teach combination jumps?
- What jumps have similarities?
- What are some common errors you find and what exercises do you have to fix them?
- What initiates rotation on jumps? What stops rotation?

### **Video Analysis**

You will give an analysis of a jump and a spin. You will be able to see the video in regular motion, then twice in slow motion. The examiners are looking for you to imagine you are in a lesson with this student and they have skated back to you for correction or feedback.

- What is the most important thing you feel should be addressed?
- How would you address it quickly?
- Give exercises you would give the skater to help them with corrections

### **Spins**

Just as in jumps, if spins are broken down into parts, corrections and improvements can be made more accurately and quickly.

Be able to draw and walk-through the following spins. Draw your spins in the space below or on another piece of paper. Videoing yourself while doing your walk-throughs is a great practice!

*Combination spin with a change of foot*

*Flying camel*

*Back camel spin*

- How do you introduce flying spins? Flying camel? Flying sit? Death drop?
- What are some common errors that you find when teaching spins? What exercises do you have to prevent or correct these errors?

### **Program Construction/Step Sequences**

- Draw out a program for pre-juvenile and juvenile and where you would place the elements and why. When it comes to building a program for these levels how are they different?
- What is your music selection and editing process?
- How do you prepare a skater for test and competition?
- Teach a step sequence you would put in a program at this level
- What elements, other than jumps, spins and steps, do you like to incorporate into a program?



# Senior Free Skating Oral Exam Study Guide

The following categories will be on a written exam that is composed of true/false, multiple-choice, and short answer questions. This written exam will be taken at the rating site before your oral exam. You will turn the written exam in to your examiners when you enter the exam room.

## PART I - WRITTEN EXAM CATEGORIES:

- 1.) Rules and Standards
- 2.) Ethics/Education/SafeSport
- 3.) IJS
- 4.) Turns and Steps

### Rules and Standards

For this level you will be expected to know the test and well-balanced free skate requirements for intermediate and novice men and ladies. Make sure you familiarize yourself with test rules and procedures as written in the U.S. Figure Skating Rulebook.

Use the space below or another piece of paper to write out the following requirements:

#### Well-Balanced Free Skate Program:

	Jumps	Jump Combo/ Sequence	Spins	Steps	Duration
Intermediate					
Novice Ladies					
Novice Men					

#### Well-Balanced Short Program:

	Jumps	Spins	Steps	Duration
Intermediate short				
Novice Ladies short				
Novice Men short				

#### Free Skate Test Program:

	Jumps	Combinations	Spins	Steps	Duration
Intermediate					
Novice					

### **Ethics/SafeSport/Education**

In the category of ethics it is imperative that you know the rules of SafeSport; direct and indirect abuse, bullying, misconduct, and how to handle misconduct when you witness it. Go to the U.S. Figure Skating website to download the latest SafeSport Handbook for your resource.

In ethics we also discuss the role you play in the realm of our sport in your rink, in your club, for your skaters, and to your skating parents. Think about how you conduct your business and what ethical practices you put into play to ensure the skaters and parents receive the best possible experience.

### **Education**

- What tools do you bring with you to help you teach lessons?
- What are the educational programs PSA offers to its members?
- How many credits do you need to keep your rating active?
- What resources do you use to stay current with rule changes and updates?
- What resources do you use to help your coaching technique?

### **IJS**

A working knowledge of IJS will be required on this exam. Please familiarize yourself with the technical information for singles/pairs found on the U.S. Figure Skating website.

- Know spin levels and how to achieve them
- Know how to read a protocol sheet
- Know what the extra symbols “e”, “!”, “<”, “<<” mean
- Know deductions violations and why they are taken
- Know GOE and how positive and negative GOE's are achieved

### **Turns/Steps**

In this category you will be asked to draw and label (i.e. RFO) different turns and steps.

Use the space below to draw the following. If it helps, look at these turns on the ice and take a picture, then draw what you see.

*Combination of turns on the right foot*

*Combination of turns on the left foot*

*Several different Choctaws i.e. (FO-BI), (BO-FI), (FI-BO), etc.*

*Outside Mohawk (closed or open)*

## **PART II - ORAL EXAM CATEGORIES:**

- 1.) General/Stroking
- 2.) Jumps
- 3.) Video Analysis
- 4.) Spins
- 5.) IJS
- 6.) Program Construction/Step Sequence

### **General**

At the senior level the goal is to explain what you have in place for you and your athletes to be successful.

- Do you know your rink/club's policies regarding your employment?
- Compare and contrast different boots and blades. Have a working knowledge of blade vocabulary and what it means.
- What safety precautions do you use when teaching skaters at the intermediate and novice levels? What challenges do you face?
- If you teach adults, do you introduce elements differently? Do you conduct lessons differently?
- Do you recommend any gear for your athletes to protect themselves?
- What off-ice and on-ice training do your athletes do at this level?
- How do you handle a skater who gets injured? What about a skater who is experiencing "burn out"? What steps do you take to ensure they have a timely but safe return to the ice?

### **Stroking**

At this level the achievement of strong edge quality is important to the success of the skater. Be prepared to teach the following:

- What exercises do you employ to build speed? Power? Quickness? Flow? Extension? Flexibility?
- Where does power come from?

### **Jumps**

It is important for you and your skaters to break down the jumps into parts so you can easily and quickly fix errors. Think through how you would break jumps down into parts and use these parts to walk-through each jump. Use the space below to draw the print you see on the ice during jumps and the landings with labels. Videoing yourself while doing your walk-through is a great practice!

*Single Axel and a double Axel. How are they different?*

*Triple Salchow*

*Triple toe loop*

*Triple loop*

*Three jump combination*

- You will need to demonstrate the walk-through for the above jumps
- How do you teach combination jumps?
- What are some common errors you find and what exercises do you have to fix them?
- What initiates rotation on jumps? What stops rotation?
- What aspects of the jump must change when going from double to triple jumps?
- How much air time is needed for a double Axel and for triple jumps?

### **Video Analysis**

You will give an analysis of a jump and a spin. You will be able to see the video in regular motion, then twice in slow motion. The examiners are looking for you to imagine you are in a lesson with this student and the student is just skating back to you for corrections or feedback.

- What is the most important thing you feel should be addressed?
- How would you address it quickly?
- Give exercises you would give the skater to help them with corrections.

### **Spins**

Just as in jumps, if spins are broken down into parts, corrections and improvements can be made more accurately and quickly.

Be able to draw and walk through the following spins. Draw your spins in the space below or on another piece of paper. Videoing yourself while doing your walk-throughs is a great practice!

*Flying sit spin*

## *Death drop*

- How do you teach flying spins? Flying camel? Flying sit? Death drop?
- What are some common errors you find when teaching spins? What exercises do you have to prevent or correct these errors?
- How do you teach a change of edge camel spin?
- Other than using difficult variations what other ways can you achieve features in a spin?
- Give detailed examples of spins you would place in programs at this level.

### **Program Construction/Step Sequences**

- Draw out a program for an intermediate and novice long program and where you would place the elements and why. When it comes to building a program for these levels how are they different?
- What is your music selection and editing process?
- How do you prepare a skater for test and competition? What is your training schedule?
- What features do you try to achieve in step sequences at this level?
- What other elements other than jumps, spins and steps do you like to incorporate into a program?

# Master Free Skating Oral Exam Study Guide

The following categories will be on a written exam that is true/false, multiple choice, and short answer questions. This written exam will be taken at the rating site before your oral exam. You will turn the written exam in to your examiners when you enter the exam room.

## PART I - WRITTEN EXAM CATEGORIES:

- 1.) Rules and Standards
- 2.) Ethics/Education/SafeSport
- 3.) IJS
- 4.) Turns and Steps

### Rules and Standards

For this level you will be expected to know the free skate tests, well-balanced free skate and short program requirements for junior and senior men and ladies. Make sure you familiarize yourself with free skate test rules and procedures as written in the U.S. Figure Skating Rulebook.

Use the space below or another piece of paper to write out the following requirements:

#### Well-Balanced Free Skate Program:

	Jumps	Combinations	Spins	Steps	Duration
Junior Ladies					
Junior Men					
Senior Ladies					
Senior Men					

#### Well-Balanced Short Program:

	Jumps	Spins	Steps	Duration
Junior Ladies				
Junior Men				
Senior Ladies				
Senior Men				

*Free Skate Test Program:*

	Jumps	Combinations	Spins	Steps	Duration
Junior					
Senior					

**Ethics/SafeSport/Education**

In the category of ethics, it is imperative that you know the rules of SafeSport direct and indirect abuse, bullying, misconduct, and how to handle misconduct when you witness it. Go to the U.S. Figure Skating website to download the latest SafeSport Handbook for your resource.

In ethics we also discuss the role you play in the realm of our sport in your rink, in your club, for your skaters, and to your skating parents. Think about how you conduct your business and what ethical practices you put into play to ensure the skaters and parents receive the best possible experience.

**Education**

- What tools do you bring with you to help you teach lessons?
- What are the educational programs PSA offers to its members?
- How many credits do you need to keep your rating active?
- What resources do you use to stay current with rule changes and updates?
- What resources do you use to help your coaching technique?

**IJS**

Full knowledge of IJS will be required on this exam. Please familiarize yourself with the technical information for singles/pairs found on the U.S. Figure Skating website.

- Know spin levels and how to achieve them
- Know how to read a protocol sheet
- What is the jump repeat rule?
- Know what the extra symbols “e”, “!””, “<”, “<<” mean
- Know deductions and violations and why they are taken
- Know GOE and how positive and negative GOE's are achieved

**Turns/Steps**

In this category you will be asked how to construct step sequences in order to maximize points for your skaters.

**PART II - ORAL EXAM CATEGORIES:**

- 1.) General/Stroking
- 2.) Jumps
- 3.) Video Analysis
- 4.) Spins
- 5.) IJS
- 6.) Program Construction/Step Sequence

## General

At the master level the goal is to explain what you have in place for you and your athletes to be successful.

- Do you know your rink/club's policies regarding your employment?
- Compare and contrast different boots and blades. Have a working knowledge of blade vocabulary and what it means.
- What safety precautions do you use when teaching skaters at the junior and senior levels? What challenges do you face?
- What strategies do you use to develop skaters from pre-preliminary up to senior level?
- If you teach adults, do you introduce elements differently? Do you conduct lessons differently?
- Do you recommend any gear for your athletes to protect themselves?
- How do you handle equipment issues with your athletes?
- How do you avoid plateaus and burn out with your athletes?
- What off-ice and on-ice training do your athletes do at this level?

## Stroking

At these levels the achievement of strong edge quality is important to the success of the skater.

- What exercises do you employ to build speed? Power? Quickness? Flow? Extension? Flexibility?
- What on-ice drills do you use at this level?
- What drills could you use at a lower level then modify it for a higher level? Then use a higher level drill and modify it for lower levels.

## Jumps

It is important for you and your skaters to break down the jumps into parts so you can easily and quickly fix errors. Think through how you would break jumps down into parts and use these parts to walk-through each jump. Use the space below to draw the print you see on the ice during jumps and the landings with labels. Videoing yourself while doing your walk-through is a great practice!

- What are the key differences between single, double and triples?

*Single Axel, a double Axel and a triple Axel. How are they different?*

*Triple flip*

*Triple Lutz*



### *Three jump combination*

- You will have to walk-through the above jumps
- How do you teach a triple-triple combination jumps?
- What are some common errors you find and what exercises do you have to fix them?
- What initiates rotation on jumps? What stops rotation?
- What aspects of the jump must change when going from single to double to triple jumps?
- How much air time is needed for triple jumps?
- When do you introduce a quad?

### **Video Analysis**

You will give an analysis of a jump and a spin. You will be able to see the video in regular motion, then twice in slow motion. The examiners are looking for you to imagine you are in a lesson with this student and the student has just skated back to you for correction or feedback.

- What is the most important thing you feel should be addressed?
- How would you address it quickly?
- Give exercises you would give the skater to help them with corrections.

### **Spins**

Just as in jumps, if spins are broken down into parts corrections and improvements can be made more accurately and quickly.

Be able to draw, walk-through, and teach any spin. Videotaping yourself while doing your walk-throughs is a great practice!

- Be able to list the spins you would use in either a short or long program and give examples of Level 4 spins for each.
- How do you teach flying spins? Flying camel? Flying sit? Death drop? Butterfly? Toe Arabian?
- What are some common errors you find when teaching spins? What exercises do you have to prevent or correct these errors?
- What aspects of spinning do you teach from beginner to high level?
- Other than using difficult variations what other ways can you achieve features in a spin?

### **Program Construction/Step Sequences**

- Draw out a program for a junior and a senior long program and where you would place the elements and why. When it comes to building a program for these levels, how are they different?
- What is your music selection and editing process?
- How do you prepare a skater for test and competition? What is your training schedule?
- What features do you try to achieve in step sequences at this level? Which features are the hardest?
- What other elements other than jumps, spins and steps do you like to incorporate into a program?

# Free Skating Vocabulary and Terms

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Acceleration (*of movement*)

Acceleration (*of rotation*)

Air time

Axis (*used in rink patterns*)

Axis (*used in body*)

Basic positions in spins

Blade chatter

Body lean

Bonus (*in well-balanced free skate second half of program and jump elements for juvenile-novice*)

Centrifugal force

Centripetal force

Choctaw

Check

Deductions

Distribution of steps and turns

Edge

Extension

Flow

Force

Friction

Flutz

Glide (*run of the blade*)

GOE

Illegal elements

Inertia

Jump combination

Jump sequence

Minimum variety, simple variety, variety, complexity

Periodization

Power

Program components

Quickness

Rotation

Scale of Values

Scrape

Skid

Steps (*define Mohawk, chasse, edge change, cross strokes, toe turns*)

Toe Axel

Torque

Turns (*define three-turn, bracket, counter, rocker, twizzle, and loop*)

Trajectory

Under rotated/Downgraded/Clean

Violations

Wrap