

Coach Course **Table of Contents**

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This Packet is designed to be previewed before the course,
then used as a guide during the course.

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www.SkydiveKansas.com
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Coach Course General Info

Dates: **Friday** starting at 10:00am unless otherwise specified. See the schedule on the next page for details. You **MUST** be present all day Friday and all day Saturday. You **SHOULD** be present most of Sunday, but sometimes we can finish up early if the class size is smaller and weather is good. If you cannot attend these days, wait for the next coach course and clear out your schedule.

Cost: \$100 per person total for all 3 days of the course which can be paid as the deposit online here: www.skydivekansas.com/schedule/products.asp?cat=179
In addition, you will make 2 to 4 jumps at the course. You are responsible for both slots. You are also responsible for paying the USPA rating fee.

Before the course Your checklist:

- **Have a SIM and an IRM**, no more than 2 years old. You can purchase one from USPA's website at www.uspa.org or borrow one. We will use the ground and air evaluation forms, so if you are borrowing a book or do not want to tear pages out, **please make 2 to 4 copies** of both the air and ground evaluation forms and one copy of the proficiency card, perhaps copy the written exam answer sheet as well if need be. You may also find the proficiency card online separately. I do not have a printer or copy machine available for your use, so please be prepared. Or better yet, be **green** and download the SIM to have it handy on a laptop!
- **Complete the coach written exam from the IRM.** I will collect these completed tests (use the answer sheet from the IRM) when you check in at the very beginning of the course, then later we will review answers in summary together. I will sign off #1 of the proficiency card at that time, so there is no need to get another instructor to do so. This test is open book, and its purpose is to get your head into the game prior to showing up. You will use the IRM, SIM, and FARs to complete this test, but you may also use mentors for advice on where to find answers, including me if you are stuck on something. You will turn your written test in upon check-in at the course. **You cannot be a candidate in this course if your exam is not completed prior to the course.**
- **Optionally**, you may **assist in a complete First Jump Course**, which is #2 on the proficiency card. If there is not a first jump course accessible to you before the course, you may simulate and use instructors pretending to be students if need be, or review with higher level students as long as every effort is made to recreate realism with uninterrupted role playing. Just because it says "first jump course" does not mean it has to be an actual FJC; it just means you have to cover the material from SIM Section 4 (except exit & freefall) in a real or simulated realistic setting. We **WILL NOT** do #2 during the course, so you must do them on your own and have a USPA instructor sign off on them. If #2 is not completed prior to the course, you can still attend. There is an advantage to having a little experience to "get your feet wet" prior to the Coach Course, but **it is my philosophy to run an Educational Course, not just a Testing Opportunity.** You will learn a lot about how to be a Coach during this course, so some find it more helpful to complete that "pre-requisite" actually *after* attending. Others instead find it helpful to attend and assist an FJC at the DZ where they intend to be a Coach *prior* to the course so that they can integrate dz policies with techniques learned here.
- **Read this packet**, so you can prepare for the Ground Evaluation portion and the training. Skim through and look it over so you are familiar with what to expect, but you don't need to study it in depth, since we will refer to these pages during the course as we make this discovery journey together. Print the pages and bring them with you to the course for easy reference. Or better yet, be **green** and just have it handy on a laptop!

□ **Prepare for the Air Evaluation portion** of the course by doing 2 ways on your belly with a friend, practicing flying close, laying a solid base, fall rate control, as well as making up distance quickly and safely. The air evals are not to the standard of AFF, but you must be able to unconsciously fly your body well enough to observe a student in close proximity. **The precise criteria for passing the air evals is that you are not outside of 20 feet for more than 10 seconds at any part of the skydive, and within 100 feet for Cat H.** I have seen some candidates with less than 100 jumps, but some tunnel time and a keen desire and natural ability who have more than adequate skill level to pass these evals. On the flip side, I also know of several skydivers with over 1,000 or even 2,000 jumps who do not have the air skills to meet the benchmark. In addition to flying ability, other peripheral skills you might address for in freefall are observation, skill analysis and effective feedback. However, also keep in mind that this is an educational process, not just a testing center. There is no time to teach you how to fly your body: you must show up with a certain level of ability. Yet we will combine your air skills with new skills to make sure you *start* at a standard high enough to fulfill the role of a Coach, and hopefully impart the philosophy of continual improvement. I will gladly help anyone before the course to get a very realistic idea of what is expected.

□ **Optionally**, if you do not have a **current Skydive Kansas waiver** on file, you can fill one out when you arrive, or print off and fill out the waiver here: www.skydivekansas.com/paperwork

□ Make sure your gear is in date and you have your logbook, current USPA membership, and **meet DZ requirements** found here: www.skydivekansas.com/upjumpers

During the course

We will complete the rest of the proficiency card. Some of the course is a discussion/training format, containing hands-on practice teaching & debriefing on the ground, as well as evaluation of your skills in the air. See the schedule and review this packet for more details.

In case of bad weather: We will get ALL of the ground evals completed; If you need to finish up air evals after the course, we may be able to make arrangements for those traveling long distance to do so at their home dz. Air evals **MUST** be done by an instructor who has previously served as an evaluator at one of my prior courses. Any regular at Skydive Kansas will likely step to the end of the list so those traveling can finish first.

After the course

You can expect to get your rating within 30 days after your paperwork is sent in. If you completed all requirements at the course, you will have an endorsement in your logbook that will suffice as proof of your rating before you get the official paperwork from USPA.

Let me know if you have any other questions about this! Looking forward to it!

:Jen Sharp
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Coach Course **Schedule** (subject to change)

One of the key indicators for predicting a Coach's success is Flexibility and Adaptability.

Please note:

1. Weather is always a consideration no matter what the location or time of year. This course requires air evaluation jumps.
2. Information and practice sessions in this course not only meet USPA CCC standards, they exceed them for this coursework and rating.

For these reasons, the outline presented in the IRM will not be the basis for this schedule. In addition, the order of material presented as indicated below is likely to be rearranged to be the most conducive for finishing the course on time.

Friday	Paperwork, Introductions, Overview, Student Ground Coursework	<i>Break</i> <i>Lunch</i>
	Possible Air Evals or Ground Coursework Recap & Assignments	<i>Dinner</i>
Saturday	Possible Air Evals or Ground Coursework Air Evals or Ground Coursework Air Evals or Ground Evals	<i>Break</i> <i>Lunch</i>
	Recap & Assignments	<i>Dinner</i>
Sunday	Air & Ground Evaluations, any missed Ground Coursework <i>individually</i> : check out and confirm paperwork, items "to do"	

At the course, when you introduce yourself, include:

Name

where you live, jump, profession, hobbies, favorite discipline

number of jumps & years in sport

when & where you made your first jump, what method you learned

why did you want to skydive?

why do you want to be a coach?

what do you **expect to get out of this course?**

Coach Course **Rules** (of this course)

THREE RULES

1. be lazy
2. make mistakes
3. have fun



Circle of Awareness

me... altitude... the world

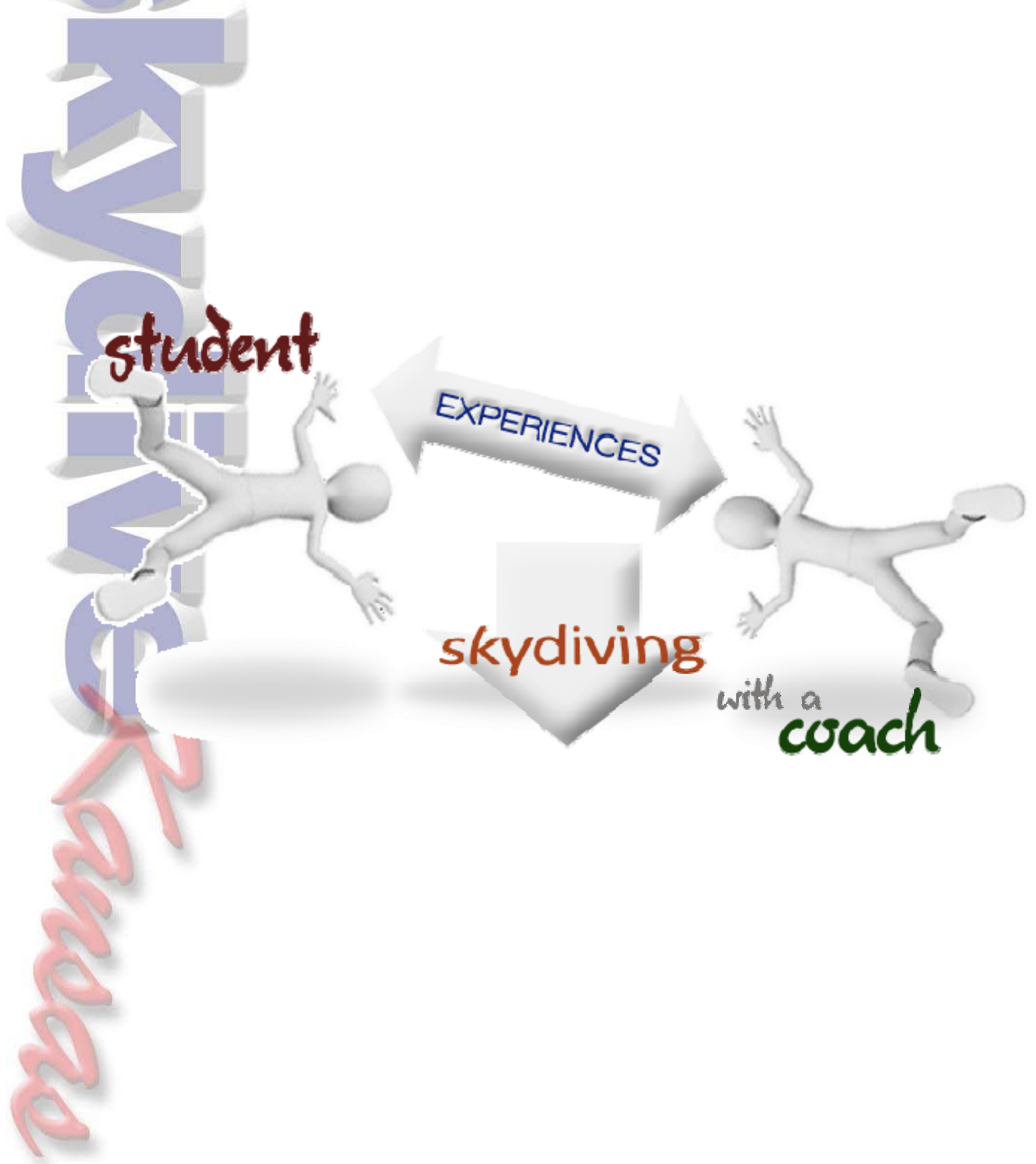
When you check **me**, take inventory of your own body position and mental state using the RAN technique.

Check your **altitude** based on time, sequence, and event.

Check **the world** by looking out and paying attention to “what's out there.”

Coach Course Overview

This nutshell image is a mind map of the entire course. You can use it and the blank spaces to add your own notes.



Coach Course Remembering Names

- ✓ Repeat it immediately.
- ✓ Recite and repeat it in conversation: “I’m pleased to meet you, Maria.”
- ✓ Ask the person to recite and repeat, such as spell it or pronounce it correctly for you.
- ✓ Visualize the person memorably, with a huge name tag.
- ✓ Admit you don’t know. “I’m working to remember names better. I’m sorry, I forgot yours. What is it again?”
- ✓ Introduce yourself again. “Hello again. We met earlier. I’m Jen, and I forgot your name?”
- ✓ Use associations. Link the person with one characteristic about them you find interesting or unusual. “Tall Martin.”
- ✓ Write their name and a brief impression of them on a 3 x 5 card as soon as you can.
- ✓ Limit the number of new names you learn at one time. When meeting a group of people, focus on just two or three names at first.
- ✓ Remember just first names. Last names can come later.
- ✓ Ask for photos or lists. For example, in a group or class where it’s possible to know the names ahead of time.
- ✓ Be early, so you can meet only a few people at a time and socialize with them one on one first.

Coach Course Notable Failures

People are told they are failures, many times before they reach their goals...

Albert Einstein’s parents thought he was retarded. He spoke haltingly until age 9, and after that he answered questions only after laboring in thought about them. He was advised by a teacher to drop out of high school. **Charles Darwin**’s father told him, “You will be a disgrace to yourself and all your family.” He did poorly in school. **Thomas Edison**’s father called him a dunce. His headmaster told Edison he would never made a success of anything. **Henry Ford** barely made it through high school. **Sir Isaac Newton** did poorly in school and was allowed to continue only because he failed at running the family farm. **Jonas Salk** who developed the polio vaccine, spent 98 percent of his time documenting the things that didn’t work until he found the thing that did. **Charles Goodyear** bungled an experiment and discovered vulcanized rubber. Before gaining an international reputation as a painter, **Paul Gauguin** was a failed stockbroker. The game MONOPOLY was developed by **Charles Darrow**, an unemployed heating engineer.

Coach Course strategies

The *important* ones are
EDP 3 ring, Asking Questions, “Show me” (detailed here)

Other Miscellaneous Strategies

- Environment + 80:20:8 rule
- positive material
- motor skills vs. knowledge
- visualization
- right brain vs. left brain
- primacy – recency
- mnemonics
- spiking/emphasis
- whole/part/whole
- chaining or reverse chaining



EDP 3 ring

Use this icon for presenting
motor skills concepts...

Explain (30 seconds)

Demonstrate (60 seconds)

Practice (5 minutes / 3 x solid / until proficient)

You can evaluate student comprehension by effectively Asking Questions...

- Ask for reasoning: “How did you arrive at that answer?”
- Ask for questions: “What are your questions?” (note: this is more effective than “Are there any questions?” or “Do you understand?”)
- Ask for alternatives: “There’s not just a single correct answer. Can you think of alternatives?”
- Ask follow ups: “Why?” “Do you agree?”
- Ask for summary: “Could you please explain that again in your own words?”
- Ask for survey: “How many people have experienced this?”
- Ask for performance: **“SHOW ME!”**

For classroom setting, call on individual students, not just those volunteering to answer. Remember to wait 3 to 5 seconds after asking a question for student’s thinking time; also a good idea to wait after their response to see if they have something more to add.

- What, when, where, how?
- What’s the main idea of _____ ?
- How is _____ an example of _____?
- How is _____ related to _____?
- What are the parts of _____?
- How does _____ compare with _____?
- What would you predict from _____?
- What ideas can you add to _____?

- What might happen if you _____?
- What solutions would you suggest for _____?
- How would you use _____?

**People remember
20% of what they hear
80% of what they do**

JEOPARDY! Remember the TV game show Jeopardy? Answers must be given in the form of a question! Crazy, but thinking backwards can make formulating good questions easier. Yes or No questions are not only ineffective, they are BORING! In order to elicit a response from a student, you first must know what you want them to say! SO, start with the answer. Think, "I want my student to say exactly... 'the pilot chute'... now think of what question would have that as the answer? "I object! Question is Leading!" Yep, that's the point!

Show Me

Here's a short **example dialogue** of a review of gear and emergency procedures using the "show me" concept:



Instructor: "What's this handle?" **Student:** "Main ripcord."

Instructor: "What altitude do you pull it?" **Student:** "5,000 feet."

Instructor: "Show me."

Instructor: "What happens when you pull it?" **Student:** "Opens the main canopy."

Instructor: "How do you know if you have a good canopy?" **Student:** "Square Stable Steerable"

Instructor: "At what point do you have to decide if it's good or not?" **Student:** "2,500 feet decision altitude."

Instructor: "What do you do if it's not a good canopy?" **Student:** "Pull the cutaway handle."

Instructor: "Then what?" **Student:** "Pull the reserve."

Instructor: "Show me."

This takes less than 30 seconds, and you just reviewed a major portion of gear and emergency procedures.

On the following pages, you can see Skydive Kansas' Ground School Review, a complete set of questions we ask student skydivers before they make their first solo. This is used in conjunction with our Online Ground School located at <http://learn.skydivekansas.com>

In 2010, USPA hired Jen Sharp to create a national version for all skydivers available free of charge at <http://uspa.jensharp.com>

Pilot Chute (packed rig)

- _____ What's this? What's its purpose?
- _____ Show me where is it located on your body in freefall?

Cutaway handle

- _____ While we're talking about handles, what's this?
- _____ What happens when I pull it?
- _____ Show me where is it located on your body?

Reserve Handle

- _____ What's this?
- _____ What happens with I pull it?
- _____ Show me where is it located on your body?
- _____ So, in freefall, you deploy your main at what altitude?
- _____ Show me how you deploy your main?
- _____ Then if you have a malfunction, show me what you would do?

Pilot Chute (unpacked rig or unpack a packed rig)

- _____ What's this? What's its purpose?

Bridle

- _____ What's this?

Main Closing Pin

- _____ What's this? What does it do?

Window on bridle

- _____ What's this?
- _____ What color should it be when the parachute is packed & ready to use?
- _____ Show me how you would cock the pilot chute.
- _____ Why is that important?

Dbag

- _____ What's this? What does it do?

Entire main canopy

- _____ What's this?

Cell openings (nose)

- _____ What are these called?
- _____ What are these cells on the end called?

Slider

- _____ What's this? What's its purpose?
- _____ What's this? (collapse slider)
- _____ What's its purpose?
- _____ How should it be configured for jumping?

Lines

- _____ What are these called?

Risers

- _____ What are these?
- _____ How are they useful? (alternate steering)
- _____ What happens if you pull on both fronts? (angle of attack increases, steeper glide path)
- _____ How could this be useful? (staggering traffic altitudes, avoiding backward movement in high winds)

_____ What happens if you pull on both rears? (angle of attack decreases, more shallow glide path)

_____ How could this be useful? (staggering traffic altitudes, running with rear risers on long spot)

Toggles

_____ What are these?

_____ When you first open your canopy, how are these configured? (stowed)

_____ Why are they stowed?

_____ What happens if one comes unstowed on opening and how do you react?

_____ Show me, once they are unstowed properly, how do you use them? (R,L,flare, half brakes)

RSL

_____ What's this? What's its purpose?

_____ Are there any situations where it would not work as a backup? (unhooked, not enough drag)

_____ So, if you have a malfunction and only pull the cutaway handle, will your reserve deploy?

_____ Show me how to disconnect and reconnect it?

AAD

_____ What's this? How does it work?

_____ Show me how to turn it on. Do we ever need to turn it off?

Rig

_____ What's in here? (main)

_____ What goes in here? (reserve)

_____ What's the entire system called? (container)

BOC pouch

_____ What goes in here?

_____ Show me again how you would deploy your main?

_____ Show me what you would do if you don't like your main canopy?

_____ When do you get a gear check?

_____ Show me how to do a gear check before you put your rig on?

_____ Show me how to do a gear check after you put your rig on?

_____ Do you have any questions or want to go over any of this again?

airplane

COACH:

- _____ As we walk to the plane, what precautions do we take? (use loaded gun analogy)
- _____ When does the FAA require us to wear seatbelts?
- _____ In case of Emergency, who is in charge of the aircraft?
- _____ Since the pilot might be busy flying the plane, who else can we look to for advice?
- _____ Show me what you would do, if the door was closed and you saw a rig open or canopy material in the plane.
- _____ Show me what you would do, if the door was open and you saw a rig open or canopy material in the plane.
- _____ If the door is open and there is a chute out, is it possible to contain it still?
- _____ Show me what if the pilot says, "We are going to have an emergency landing."
- _____ Show me if "We have an emergency, follow me out, use your reserve."
- _____ Show me if "We have an emergency, follow me out, use your main."
- _____ If you have to choose main or reserve for yourself in an emergency, how do you determine which?
- _____ In an emergency, what is the lowest altitude would you get out of the plane? (seatbelt off)
- _____ At what altitude would you use your main instead of reserve? (decision altitude) Why?
- _____ What if we need to exit lower than planned... How does that affect your skydive?
- _____ Are we likely to land on the airport if we have an emergency exit?
- _____ What if you are on the step and you see this signal? (pull signal)
- _____ What is weight & balance?
- _____ How do skydivers out on the step affect weight & balance?
- _____ When another group exits in front of your group, how do you help the pilot have the best w&b?
- _____ Do you have any questions or want to go over any of this again?

exit & freefall

COACH:

- _____ Show me where you would sit in the airplane on this next jump.
- _____ Now show me how you would exit.
- _____ As you exit, where is the “wind” coming from at first? (relative wind)
- _____ COA What’s this?
- _____ Practice Touch What’s this? Or move elbow
- _____ Altimeter tap What if I tap on your altimeter or my altimeter?
- _____ How often do you check your altimeter? (time, sequence, event)
- _____ Wave What if I wave like this, what does that mean for you?
- _____ Pull What does this mean? Show me what you would do.
- _____ What if you saw me open my canopy, what does that signal for you to do?
- _____ Thumbs up What does this mean? (good job) It can also mean “your turn”
- _____ How do you get comfortable in freefall? RAN
- _____ How do you Relax? (sigh, slow breath, blink slowly) (show signal) Relax What does this mean?
- _____ How do you Arch? (show signal) Hips down What’s this? Show me.
- _____ What’s Neutral? (arms & legs symmetry)
- _____ Legs out What’s this? Show me.
- _____ Legs in What’s this? Show me.
- _____ Check arms What’s this? Where should your arms be? Show me.
- _____ How much correction input do you make if you are not symmetrical or balanced (small corrections 6 inches)
- _____ How long do you try RAN to get comfortable? (5 second rule)
- _____ If you can’t get comfortable, in control & altitude aware, what action do you take? (wave off & pull main)
- _____ What are the Freefall Priorities? 1. pull 2. pull on time 3. pull stable
- _____ So let’s say you reach to pull and start to roll or go unstable: what do you do? Pull anyway
- _____ What are we doing on this next jump? Have them say dive flow. (OPTIONAL!)
- _____ Break out specific skills and demonstrate them, then have student practice.
- _____ Put the whole dive together with the realtime altimeter. Achieve at least 3 times uninterrupted without talking.
- _____ Show me what you would do if you couldn’t find the main handle? Sweep “one more shot at it.”
- _____ If you can’t find it that time, what do you do?
- _____ Show me what if it’s a hard pull? “one more shot at it.”
- _____ What’s a burble?
- _____ How could this be an issue at pull time?
- _____ Show me how you would clear a burble.
- _____ Do you have any questions or want to go over any of this again?

canopy

COACH:

- _____ How do you know if you have a good canopy?
- _____ Does it have to be perfectly square?
- _____ What does stable mean?
- _____ Show me how you check to see if it's steerable?
- _____ What kinds of actions can you take if you want to see if you can improve
- _____ How long do you try to make it better? (Decision Altitude 2,000 feet)
- _____ Do you have to wait until 2,000 feet to cutaway & pull your reserve?
- _____ Show me how you would pull your main, then cutaway & pull the reserve
- _____ Show me again
- _____ Show me again

Go over videos in hanging harness ("I don't like you, I like YOU")

- _____ What is the SINGLE correct answer for every malfunction? (Cutaway/Pull Reserve)
- _____ How do you solve issues on your reserve, such as line twists?
- _____ How long should you try to solve these issues on your reserve?
- _____ What is stalling?
- _____ How should you react to stalling?
- _____ Why is it dangerous to cutaway below 1,000 feet?
- _____ If you find yourself without a landable main canopy below 1,000 feet, what action *can* you take?

_____ If you think you are about to collide with another jumper under canopy, what action do you take?

- _____ What if you can't avoid and you are entangled with another jumper?
- _____ What wing loading?
- _____ Show me how to calculate wingloading for your main?
- _____ Show me how to calculate wingloading for your reserve?
- _____ Do you have any questions or want to go over any of this again?

landing

COACH:

Landing Pattern: backwards chaining on the aerial map

_____ Circle the intended landing area.

_____ If the wind is mostly from the south, draw which direction you will land (draw final approach, as it is flown)

_____ By what altitude are you here starting final? (200 to 300 feet)

_____ Where and by what altitude do you fly base leg? (at numbers or 500 feet, whichever comes first)

_____ Draw your base leg.

_____ Where and at what altitude do you enter the pattern? (1,000 feet)

_____ Draw your downwind leg.

_____ Review: draw a south landing pattern, starting from downwind, then base, then final, saying altitudes.

_____ If the wind is mostly from the north, draw which direction you will land (draw final approach)

_____ By what altitude are you here starting final? (200 to 300 feet)

_____ Where and by what altitude do you fly base leg? (at numbers or 500 feet, whichever comes first)

_____ Draw your base leg.

_____ Where and at what altitude do you enter the pattern? (1,000 feet)

_____ Draw your downwind leg.

_____ Review: draw a north landing pattern, starting from downwind, then base, then final, saying altitudes.

_____ If you see LifeStar or other air traffic on the ramp, how can you minimize possibility for conflict?

Accuracy

_____ What if you find yourself quite high halfway through the downwind? (swing out slightly)

_____ What if you find yourself quite high at the point of entering base leg (angle base leg downwind)

_____ What if you find yourself not at the numbers yet at 500 feet entering base leg (angle base leg upwind)

_____ What if you find yourself quite high on final? (S turns)

_____ On final, if you see your target moving towards you, where will you land in relation to it?

_____ If you see your target moving away from you, where will you land in relation to it?

_____ If the target isn't moving, where will you land in relation to it?

Playground / Pattern connection

_____ What's a playground and how is it helpful?

_____ How do we determine where the playground is?

_____ What sort of things do you do in the playground?

_____ What is running?

_____ What is holding?

_____ What is crabbing?

_____ What if when you open you are not in your playground?

_____ draw circle If this is the playground, what direction would you expect the surface winds to be coming from?

_____ So, which landing pattern would you use? (north or south)

_____ What are the runway headings? (170 north & 350 south)

_____ What is traffic pattern altitude for aircraft at 53K? (approx 1000)

Show me how you would choose a playground based on these winds aloft? (make up 2 examples)

_____ What altitude again do we enter the pattern, the downwind leg?

_____ So, about what altitude would you leave the playground in order to get there by then?

(varies)

_____ draw circle draw which landing pattern would you use & say altitudes. (north or south)

_____ draw circle draw which landing pattern would you use & say altitudes. (north or south)

Flare Techniques: SIMON SAYS

_____ Approximately what altitude do you start your flare?

_____ How can you judge when to start your flare?

_____ Is the exact altitude you start your flare crucial?

_____ Show me where "1" is on the flare. (ears)

_____ What are you looking for at this point? (speed)

_____ Where are you looking? (out)

_____ Show me what you would do if at "1" the speed only gradually continues? (continue smoothly to "2")

_____ Show me if at "1" the speed increases? (continue quickly to "2")

_____ Show me if at "1" your descent stops? (hold, then when speed resumes, you resume)

_____ Show me where "2" is on the flare. (hips)

_____ Show me where "3" is on the flare. (all the way down)

_____ When do you go to "3"?

_____ What if in the flare, the wind or other factors steer you off the windline? (fly your canopy all the way to the ground)

_____ How does a hot day, higher temperatures, affect the flare?

_____ How does a windy day affect the flare?

_____ Show me how you collapse your canopy if the wind takes it and starts to drag you?

_____ Show me how you daisy chain the lines?

_____ How do you care for the canopy when traveling back to the hangar?

ABC's of Obstacle Avoidance

_____ If you have to land off the airport, how do you determine which way you will face for landing?

_____ At what altitude should you decide where you are landing? (1,000) Why? (pattern) Show me.

_____ What do you do if you think you're going to hit an obstacle? (Avoid)

_____ How do you avoid? (look away, steer away : "I don't like you, I like YOU")

_____ What if you are low and think you're going to hit an obstacle? (Brake Turn)

_____ Show me how to do a brake turn?

_____ Show me how far do you make your turn to miss it? (less than 90, only enough to miss)

_____ Can you flare from this point?

_____ What if you are too low for a break turn, how do you minimize injury potential? (Crash aka PLF)

_____ Show me how to do a PLF.

_____ When do you expect to do a PLF landing? (every jump)

_____ On the map, point out an obstacle. What do you do if you think you're going to hit that

[water]? _____ On the map, point out an obstacle. What do you do if you think you're going to hit that [tree]?

_____ On the map, point out an obstacle. What do you do if you think you're going to hit that [building]?

_____ On the map, point out an obstacle. What do you do if you think you're going to hit that [powerline]?

_____ If the winds are from this direction (make up example) where could you expect to find turbulence?

_____ Do you have any questions or want to go over any of this again?

FINAL QUESTIONS:

_____ Who is responsible for your jump?

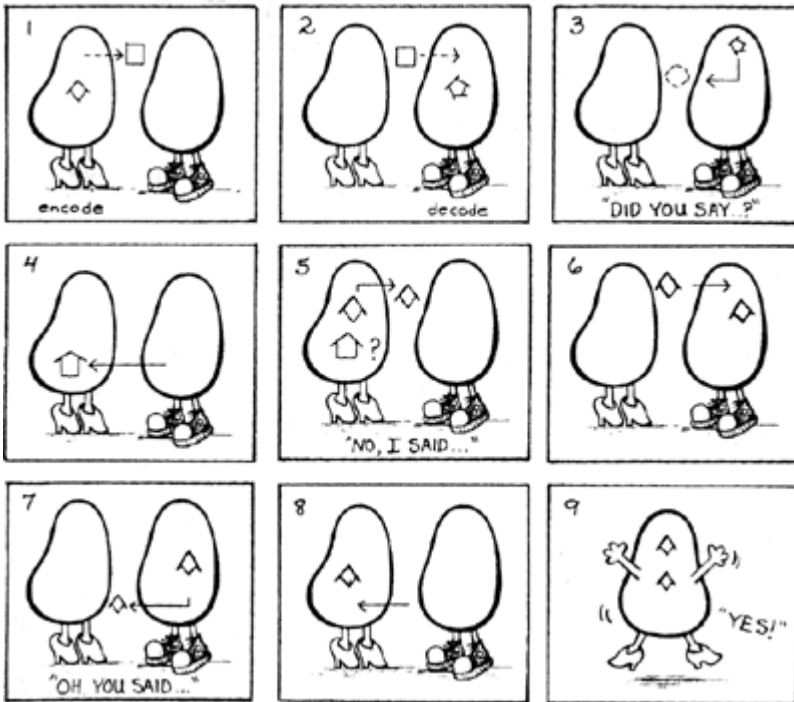
_____ If everything is clear for you to jump, who has the final say whether or not you jump?

_____ Are you ready to skydive?

COACH: make sure to follow up by signing logbook that they did the Ground School Review, then check on their USPA A license Proficiency Card and Skydive Kansas Green Card to see if you can mark anything off towards those requirements.

Coach Course Feedback Loop

Only a small portion of the process of communication is verbal. No matter how well formed the message is, often the idea sent is not the one received. A skilled coach is not one who can spout off the most information, or even word things the most interestingly. A skilled coach LISTENS and makes sure the **student understands**. This requires FEEDBACK. That means shut up and listen.



Nonverbal Listening:

- be quiet while listening
- allow several seconds to pass before you begin to respond
- maintain eye contact
- display openness by uncrossing your arms and legs, sitting straight, remove any physical barriers between you

Verbal Listening:

- feed back meaning for clarification
- if you don't understand or want more from the student, persist calmly
- focus on the message, not your response
- be aware of nonverbal behavior
- listen for requests and intentions, especially through complaints or satire

Using "I" statements

An "I" statement is a way of wording a message that focuses on the sender, or "I". For example, "The wind messed me up and made me turn towards the runway." could be rephrased: **"I was confused by the wind and I turned towards the runway."** Another example, "My altimeter wasn't working. It got stuck on me." could instead be: **"I did not understand why my altimeter read something different than I expected.** Instead of just pulling immediately, I thought about what was happening for a few more seconds." This is not to place blame or fault, but to be clear about what responsibility "I" have in it.

Using I statements yourself and encouraging your students to can help find clarity and truth in communication, and **puts the power back in your hands** to make changes necessary for improvement.



Captain, how soon can you land?
I can't tell.
You can tell me, I'm a doctor.
No, I mean I'm just not sure.
Well, can't you take a guess?
Well, Not for another two hours.
You can't take a guess for another two hours?
No, I mean we can't land for another two hours...

Coach Course **The ISP**

What is the ISP? In 2001, USPA implemented the Integrated Student Program for the purpose of clarifying skill levels, objectives, and allowing for transition between methods. The idea also created structure for advanced students who had prior to his experienced a void of education right before attaining their A license (a.k.a. “the gray area” or “off student status”)

I had a lot of trouble remembering what category related to what level, so I came up with....

The categories simplified... The ISP Mnemonic

A	arch/adjust	The main goal we teach first is the arch and adjusting to the environment of leaving an airplane for the first time.
B	basics	No matter the method, we introduce the basics of body awareness, altitude awareness, and general safety.
C	control	You get control of your skydiving when you are able to pull stable on your own.
D	direction	These dives feature 90 and 360 degree turns and forward movement.
E	expand	Expand outside the box, or outside the “boxman” in this case, as we add disorienting maneuvers and positions other than “flat and stable”
F	flat track	Getting a flat and long track is so important, an entire category is devoted to it.
G	group	Here’s where group freefall skills are introduced, including gripped exits, forward movement for docking, fall rate, and reinforcing tracking.
H	hone	Hone their skills in the last category where they gain their independence and earn their first license to “learn”.

The ISP was originally somewhat politically controversial among USPA rating holders surrounding restructure, with the Coach rating emerging out of the old Jumpmaster rating. The target of controversy has shifted to the Coach rating and in some cases other instructional ratings. But what hasn’t changed is the onus for instructional rating holders to effectively utilize available tools and standard language to make the sport safer, more consistent, and easier for students to succeed.

You can find the ISP Matrix Grid here [\(or see next page\)](#)

http://www.uspa.org/Portals/0/SIM/ISP_Grid.pdf

Or by going to section 4-1 of the SIM online: Student Skill & Knowledge Sets

Student Skill and Knowledge Sets

Jump Numbers and Supervision	Exit and Freefall	Canopy Flight	Equipment	In-Depth Emergency Review*	Rules and Recommendations	Spotting and Aircraft
AFF: 1 (Two AIs) SL/IAD: 1-2 (S/I I) Tan: 1 (TI)	Adaptation to skydiving environment; principles of deployment	Steering; intro pattern; wind line; landing procedures	Altimeter and operation handle orientation; instructor gear checks	Passive aircraft; emergencies (instructor leads)	FAR 91.107 (seat belts); SIM 2-1 (first-jump course topics)	Propeller avoidance; movement in aircraft
AFF: 2 (Two AIs) SL/IAD: 3-5 (S/I I) Tan: 2-3 (TI)	Relaxed body position; leg awareness; unassisted stable deployment (simulated for SL/IAD)	Assisted pattern; assisted flare; written flight plan; review PLF	Handle operation and protection	Training harness: deployment problems; partial and total malfunctions; stability recovery; and altitude awareness	SIM 2-1 (students); SIM 5-1 (malfunctions); FAA AC-90-66A (illustration of aircraft traffic patterns)	Airport orientation and recognition; runway and approach incursions; aircraft patterns
AFF: 3-4 (Two AIs, then one) SL/IAD: 6-8 (S/I I) Former Tan: 4-5 (AI)	Solo controlled and relaxed fall; heading awareness; wave-off	Solo pattern and flare; wing loading; turbulence; downwind landings	Complete orientation (main closed); observe pre-flight	Open parachute in aircraft; off-airport landings; obstacle recognition and avoidance; turbulence; collapsing the canopy on landing	SIM 2-1 (student equipment); FAR 105.43.b.1 (equipment); local laws; canopy owner's manual	Pattern selection
AFF: 5-6 (AI) SL/IAD: 9-12 (S/I I) Former Tan: 6-7 (AI)	Solo exit (AFF); heading control; freefall speeds and times	Back-riser control with and without brakes; stand-up; 50 meters assisted	Assisted pre-flight; AAD operation; AAD owner's manual	Training harness: routine opening problems; instant recognition and response; building landings	SIM 5-1 (buildings); SIM 5-3 (AADs); FAR 105.17 (clouds)	Jump run observation; looking below for aircraft
AFF: 7-9 (AI) until cleared from AFF, then Coach SL/IAD: 13-15 (S/I I) until 45-sec. delays, then Coach) (Merge tandem)	Door exit; aerobatics; unsupervised freefall	Stalls; traffic avoidance; 50 meters unassisted; the "sweet spot;" rectangular v. elliptical	Complete orientation (open canopy); component identification; unassisted pre-flight; comprehensive RSL	Training harness: two canopies out; high-wind landings; independent aircraft emergencies	SIM 2-1 (winds); 2-1.L (oxygen); 5-1 (dual deployments); 5-3 (RSLs); 5-3 (altimeters); FAR 91 (pilot responsibilities); FAR 105.43.a and b (packing authorization and interval)	Aircraft orientation; air-speed; weight and balance; winds aloft; intro spot selection; assist with jump run
AFF: 10-13 SL/IAD: 16-17 Coach	Tracking; two clear and pulls for former AFF students	Braked turns, approach, and landing; maximum glide; 25 meters on two jumps	Assisted packing; pin check (others); parachute system and canopy owner's manuals	Power line landings	SIM 2-1 (all); 3-1 (all); 5-1 (power lines); 5-2 (recurrence recommendations); 5-7 (group separation); parachute system and reserve owner's manuals	Group separation; assisted jump run; calculating exit point from winds aloft
AFF: 14-17 SL/IAD: 18-21 Coach	Group exits; forward motion; rate of descent; docking; break-off and separation	Collision avoidance review; reverse turns; 20 meters on two jumps	Solo packing; rigger's responsibilities; maintenance orientation; AAD review	Canopy collision response; tree landings	SIM 5-1 (trees); 5-1 (collisions); SIM 5-5 (weather); 6-1 (group freefall); FAR 105.43.c (AAD maintenance)	Unassisted jump run; weather
AFF: 18-21 SL/IAD: 22-25 Coach	Diver exit; swooping; traffic awareness during swooping, tracking and deployment	Front riser control; 20 meters on three jumps	Owner maintenance (three-ring, closing loop)	Water landings; low-turn recovery	SIM 5-1 (water); 5-1 (low turns); 6-2 (breakoff); FAR 105.13 (aircraft radio); 105.15 (notification); AC 105-2C App. (aircraft)	Notification to FAA of jump activity; review STC, 337, etc.

*After training recommended in the USPA Integrated Student Program for solo students coming from tandem.

USPA A LICENSE PROFICIENCY CARD AND APPLICATION

Name _____ USPA # _____
 Address _____ (or enclose new membership application)
 City, State, and Zip _____
 Telephone _____
 E-Mail _____
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EXIT AND FREEFALL SKILLS

- Demonstrate freefall control on all axes, with a backloop, front loop, and barrel roll.
 Date _____ Lic. # _____
- Dive a minimum of 100 feet after another jumper and dock safely without assistance from the other jumper (two times).
 Jump # _____ Lic. # _____
 Jump # _____ Lic. # _____
- Plan and independently execute a break-off from a group skydive with a **minimum 100 feet of horizontal separation** from another jumper or group. Separation must be gained independently in a straight track **within ten degrees of a radial heading** from the center of the formation.
 Jump # _____ Lic. # _____
- Locate and open clear of other jumpers and wave off to signal deployment.
 Jump # _____ Lic. # _____
- Jump and deploy while stable within five seconds after exit from 3,500 feet AGL.
 Jump # _____ Lic. # _____
- Complete 25 skydives.
 Date # _____ Lic. # _____

CANOPY SKILLS

- Plan and fly a landing approach pattern that promotes smooth traffic flow and avoids obstacles.
 Jump # _____ Lic. # _____
- Demonstrate a stand-up landing.
 Jump # _____ Lic. # _____
- Perform a braked approach and landing.
 Jump # _____ Lic. # _____

- Land within 20 meters of a preselected target on at least five jumps.
 Jump # _____ Lic. # _____
 Jump # _____ Lic. # _____
 Jump # _____ Lic. # _____
 Jump # _____ Lic. # _____
 Jump # _____ Lic. # _____

EQUIPMENT KNOWLEDGE

- Demonstrate knowledge, inspection, donning, use, and owner maintenance of all equipment to be used on the jump.
 Date _____ Lic. # _____
- Calculate the wing loading of both main and reserve canopies and compare the sizes against the manufacturer's published recommendations.
 Date _____ Lic. # _____
- Demonstrate the understanding, use, and disconnection of a reserve static line.
 Date _____ Lic. # _____
- Demonstrate the understanding and use of an automatic activation device.
 Date _____ Lic. # _____
- Pack a main parachute without assistance.
 Date _____ Lic. # _____

*All verification blocks require the initials and C-or D-license number of a USPA Instructor or I/E.

- Check equipment for another skydiver.
 Jump # _____ Lic. # _____
- Perform manufacturer-recommended owner service on a canopy release system.
 Date _____ Lic. # _____
- Change or adjust a main closing loop.
 Date _____ Lic. # _____
- Show knowledge of FAA rules on parachute packing intervals and required personnel.
 Date _____ Lic. # _____

AIRCRAFT AND SPOTTING

- Demonstrate understanding of seat belt use and applicable FARs.
 Date _____ Lic. # _____
- Identify local runway headings, lengths, and aircraft approach and departure patterns.
 Date _____ Lic. # _____
- Using an aviation winds aloft forecast, select the correct exit and opening point.
 Jump # _____ Lic. # _____
- Recite cloud clearance and visibility requirements for above and below 10,000 feet MSL.
 Date _____ Lic. # _____
- Receive a briefing on weight and balance, the effect of a jumper on aircraft control surfaces when outside an aircraft, spotting, and radio and onboard communication procedures.
 Date _____ Lic. # _____
- In routine jump conditions, plan with a jump pilot and spot the aircraft without assistance.
 Jump # _____ Lic. # _____

EMERGENCY REVIEW

- (Each qualifying review session must be conducted after initial solo jump training on later dates.)
- In a training harness, recognize and take appropriate action for all parachute malfunctions (two review sessions following the first-jump course).
 Date _____ Lic. # _____
 - Review power line avoidance and landings.
 Jump # _____ Lic. # _____
 - Review tree avoidance and landings.
 Jump # _____ Lic. # _____
 - Review building avoidance and landings.
 Date _____ Lic. # _____

- Review water avoidance and landings.
 Date _____ Lic. # _____
- Review aircraft emergency procedures.
 Date _____ Lic. # _____

LICENSE EXAMINATION

License Requirement Instructor Lic. # _____

- (See SIM Sec. 3-2.A.1.c) _____
- A license exam _____
- Joined USPA _____

Application instructions:

Fax this completed form or mail a photocopy to USPA to register your license. **DO NOT SEND THIS ORIGINAL DOCUMENT.** Keep this document in a safe place until you receive a new membership card. Enclose the registration fee, or fax with your valid Visa or MasterCard number.

License Fee (\$30) _____
 Expedite with fax or e-mail confirmation (\$20) _____
 Fax # or e-mail address: _____
 \$ _____ Total

MasterCard Visa Foreign payments must be with VISA or MasterCard.

expiration date MO YR three-digit security code

Applicant's signature _____
 Mail copy to U.S. Parachute Association, 5401 Southpoint Centre Blvd., Fredericksburg, VA 22407; or fax to (540) 604-9741.

Official USPA A-license stamp:

This stamp and signature of a USPA Instructor or I/E, verifies that the applicant has completed all qualifications for the USPA A skydiving license and performed satisfactorily on the USPA A-license check dive. This temporary USPA A license expires with the holder's USPA regular membership or when replaced by any registered license issued from USPA Headquarters.

Valid only when stamped. (Stamp not required for registration at USPA Headquarters.)

Instructor's Name _____
 Signature _____
 USPA # _____ Date _____
 Drop Zone Name _____

coach three

ground	exit	freefall	canopy
<input type="checkbox"/> gear check <input type="checkbox"/> others <input type="checkbox"/> assemble 3 ring <input type="checkbox"/> connect/disconnect RSL	<input type="checkbox"/> Setup solo <input type="checkbox"/> Launch <input type="checkbox"/> poised <input type="checkbox"/> Launch <input type="checkbox"/> Hanging (optional) <input type="checkbox"/> Flyaway	<input type="checkbox"/> Barrel Roll <input type="checkbox"/> Back Loop <input type="checkbox"/> Front Flip	<input type="checkbox"/> Push Brake <input type="checkbox"/> Turns <input type="checkbox"/> Up Brake <input type="checkbox"/> Turns <input type="checkbox"/> Scissors <input type="checkbox"/> Brake Turns <input type="checkbox"/> Actual PLF
<input type="checkbox"/> Change/adjust main closing Loop <input type="checkbox"/> Clear to pack for self	<input type="checkbox"/> Bombout <input type="checkbox"/> Hop & Pop <input type="checkbox"/> Preview	<input type="checkbox"/> Forward Movement to Dock <input type="checkbox"/> Tracking 100 feet holding heading within 10°	<input type="checkbox"/> Self induced <input type="checkbox"/> Line Twists <input type="checkbox"/> Collision <input type="checkbox"/> Avoidance <input type="checkbox"/> Front Risers 90° right, left <input type="checkbox"/> Double Front Risers

NOTES

ground	exit	freefall	canopy
<input type="checkbox"/> Cloud <input type="checkbox"/> Clearance <input type="checkbox"/> Winds Aloft <input type="checkbox"/> Chart <input type="checkbox"/> Weight & Balance <input type="checkbox"/> Spotting/ <input type="checkbox"/> Briefing Pilot	<input type="checkbox"/> Lay Base <input type="checkbox"/> Swoop <input type="checkbox"/> 2 way <input type="checkbox"/> linked exit	<input type="checkbox"/> Up & Down movement <input type="checkbox"/> Forward movement to Dock with Up & Down <input type="checkbox"/> Movement <input type="checkbox"/> 2 ways (various)	<input type="checkbox"/> Choose playground <input type="checkbox"/> Choose jumprun from Winds Aloft <input type="checkbox"/> Harness <input type="checkbox"/> Learning for crab correction <input type="checkbox"/> Big/Small body for Accuracy
<input type="checkbox"/> Personal <input type="checkbox"/> Weather Limits <input type="checkbox"/> Calculate <input type="checkbox"/> Wing Loading <input type="checkbox"/> Choosing Gear	<input type="checkbox"/> Hop & Pop (3,500 feet) <input type="checkbox"/> Swoop (>100 feet) <input type="checkbox"/> 2 to 4 way linked exit	<input type="checkbox"/> Arm Turns @ 90° 180° & 360° <input type="checkbox"/> Leg Turns @ 90° 180° & 360° <input type="checkbox"/> Center point Turns @ 90° 180° & 360° <input type="checkbox"/> Axes control within 60° <input type="checkbox"/> Touch all Handles	<input type="checkbox"/> 20 meters on 5 jumps <input type="checkbox"/> Fly downwind & base in ¼ brakes <input type="checkbox"/> Touch all Handles

skydiver Review

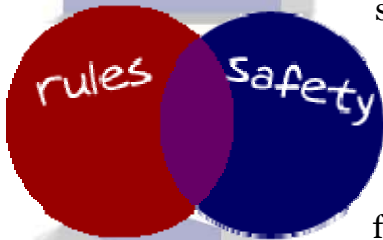
Coach Course Coach duties

It's a small world... but it's an even smaller skydiving world. Right now there are approximately 30,000 skydivers in the U.S. And how many of those are licensed? How many of those licensed are active and current? How many of those current licensed are coaches or instructors? We are definitely an elite group of individuals responsible for the safety and learning of those coming after us. It is our vital and immeasurable mandate to continually improve our sport, keep the good traditions, and ensure this sport for future generations. How can we best meet our goals and serve this sport well? With professionalism, with knowledge, and with good technique.

"Rules were meant to be broken!"

I hear this at times, as an argument to convince me somehow to ignore some rule or policy that some jumper wants to break. Is this true? We're

skydivers! We are FREE! The nature of our sport is to be unfettered and explore! So why have rules at all?



To some extent, this spirit is what keeps us living, but in some cases, it can kill us. That is why rules are implemented. There is not a single rule or recommendation made by USPA that didn't have a history of fatality attached to it. Call it what you will: rules, policies, regulations, requirements... it's all the same thing, just in varying degrees. They are formed in an attempt to reduce risk, and increase safety.

But safety and rules don't always go hand in hand. For example, if I had a reserve ride on a parachute that had been packed 185 days ago, would it not work? Would I be unsafe just because it was 5 days over the RULE? What about the other way around... there is no rule for licensed jumpers on maximum wind speed, so if I decide to go when the winds are 35 mph, is that SAFE?

USPA SIM BSR 2-1 E 6

Students training for group freefall [S]

a. Student freefall training for group freefall jumps must be conducted by either:

1. Student freefall training for group freefall jumps must be conducted by either A USPA Coach under the supervision of a USPA Instructor or;

2. USPA D license holders provided there is a minimum ratio of one D license holder to one student with a maximum of a 4-way.

The [S] means this is waivable by the S&TA.

A Coach can...

- Teach a First Jump Course (except exit & freefall)
- Retrain an uncurrent D license holder, yes a current coach with 100 jumps can recertify someone uncurrent with 2,000 jumps!
- Conduct student jumps in IAD/SL progression after the Hop & Pop
- Conduct student jumps in AFF progression after a disorienting maneuver

So why have rules at all, if they don't always do the job they're intended for? Because there is a limit. And rules can only approximate that limit. There is no way to regulate good judgment, but closely studying what elements cause risk in particular situations can lead to a reduction in those risks. We call them **red flags**. Setting limits when you are not immediately faced with a decision can provide greater clarity and neutrality in that decision. For example, in the front of your logbook, on a day when you are not jumping, write down what your personal wind limit is. The next time that wind meter goes over that limit, and you're geared up wanting to ignore it, hopefully you'd remember taking pen to paper and setting a specific limit.

So, were rules meant to be broken? The sport is incessantly changing, so occasionally, some rules need to be readdressed to check if they are doing the job of assisting in safety. If not, then change them through a logical process, not on a whim. This goes both ways: if a rule is outdated and too old, then delete it or revise it. If a safety issue continues to be a problem, add a new rule based on reducing the risks associated with that concern. But allowing "flexibility" in the rules (that's a euphemism by the way) means the process is degraded. *Preserve the integrity!*

USPA SIM BSR 2-1 E 4

a. IAD and static-line [E]

(4) Following a successful clear-and-pull, each student must be supervised in the aircraft and in freefall by a USPA **Coach** or Instructor until demonstrating stability and heading control prior to and within five seconds after initiating two intentional disorienting maneuvers involving a back-to-earth presentation.

(5) All ground training must be conducted by an instructor in that student's training method, until demonstrating stability and heading control prior to and within five seconds after initiating two intentional disorienting maneuvers involving a back-to-earth presentation.

b. Harness-hold program [NW]

(3) All students must jump with one USPA AFF rating holder until demonstrating stability and heading control prior to and within five seconds after initiating two intentional disorienting maneuvers involving a back-to-earth presentation.

Speaking of Rules..

You heard the GOLDEN RULE as a child:

“Treat other people as you want to be treated.”

Which means, Be the kind of instructor you'd like to have.

What if... you take it ONE STEP FURTHER:

“Treat other people as ~~you~~ THEY want to be treated.”

Which means, Be the kind of instructor **your student would like to have.**

Coach Course Evaluations (ground)

2 DIVE FLOW evals (motor skills)

(use another candidate as student) 20 min time limit

1. Intros/logbook (assume you know this student somewhat)
2. Coach **explains** then **demonstrates** each topic: be sure to cover
 - the exit
 - the dive concepts
 - tracking with awareness
3. Student practices dive (use strategies here, like ask questions, show me, whole/part/whole, shaping, spiking, chaining, relating to known concepts, etc.)
4. Do at least 3 **real time dives correctly** until autonomous

2 GROUND evals (classroom)

(use another candidate as student) 10 min time limit

Successfully conduct two satisfactory training sessions from the topics listed in the Coach Rating Course Evaluation outline.

ideas...?

First jump, choose one:

Forward Movement to Dock

floater exit (poised)
coach docks
coach backs up 5 feet, signal fwd mvt
student docks
repeat, coach back up/student dock
5,500 student signals breakoff for track
student waves off & pulls by 3,500

or...

Fall Rate

floater exit (poised)
coach docks
Simon Says fall rate (coach is Simon)
5,500 student signals breakoff for track
student waves off & pulls by 3,500

Second jump is:

Docking with Fall Rate

diver exit (bomb out)
coach docks
coach backs up 5 feet and changes fall rate
student docks
repeat coach backup/student dock
5,500 signals breakoff for track
student waves off & pulls by 3,500

check
aloft landing
maintenance
spotting
aircraft
off-field
winds
EP
freefall
accuracy
weight
balance
pattern
gear
flare

Coach Course Evaluations (air)

2 AIR evals with jump & debrief

(use evaluator as student)

(use same dive as the 2 dive flows you chose for ground evals)

1. Have student say/show canopy pattern
2. Gear checks
 - before don (this one is skipped during this course)
 - before board
 - before exit
3. Supervise in the plane/ review
 - Ask before exit:
“[Name] are you ready to skydive?”
4. Coach spots
5. Be in position in freefall (see eval forms)
6. Altitudes:
 - 5,500 – student is supposed to wave off
 - 5,000 – coach waves breakoff to signal student if no response
 - 3,500 – coach has gained some separation & pulled by this HARD DECK
7. Observe student under canopy

Pull Protocol

(can adjust this for any assigned pull/breakoff altitude)

5,500 student is supposed to signal breakoff, then track
5,000 if no signal, coach gives signal i.e. waves, tap altimeter, pull signal
4,000 coach backslides or tracks clear but within sight
3,500 coach has waved off & pulled BY this altitude

2 DEBRIEFs

(use evaluator as student) *15 min time limit*

ideal to do these immediately following air evals **fPIGf**

(fill out Skill Analysis prior to conducting debrief—see next page)

What was your **f**avorite part?

What went well? **P**ositive parts; what did you think you excelled at?

What would you like to **I**mprove on? (2 or 3 improvement points max, safety points first, omitting minor) How do you plan to do that? (must include what to do about it)

What was the **G**oal? Did we meet it?

Where to go from here for **f**uture dives? (coach asks this rhetorical question, then answers it)

INCLUDE: corrective training and/or preview next jump, logbook entry

how to get an automatic **UNSAT**:

- miss serious gear check error
- bad spot
- out of position in freefall (outside 20 feet for more than 10 seconds, or outside of 10 feet)
- hard collision/dock
- miss giving breakoff signal by 5,000
- not clear and open by 3,500 (busting hard deck)

Coach Course In Closing

At Skydive Kansas, we save the oral quiz on the USPA A license proficiency card for the very last item for students. When an A license candidate is completely finished with all the requirements except this oral quiz, we administer this in one question:

"Are you a skydiving student?"

Thinking they are now completing the entire card, most candidates answer something like, "Nope, not anymore!" To which we reply,

"WRONG ANSWER! You're always a student. We're always learning."

Take deep breath in and hold it. Keep holding it. Notice how stale it gets if you hold it too long? But you need to let go of that breath that was so helpful just a few seconds ago, in order to get another one in. We need to keep breathing in and out. Otherwise we die.



Handwritten signature of Jan Styp.