PSIA Level 1 Workbook

A record of your participation in a broad spectrum of training prior to attending your Level I Assessment

Instructor Name	
Resort Affiliation	
Validation*	

**Validation can only be signed by a PSIA-I DECL, Snowsports School Director, or Trainer appointed by your Director. Photograph the validated cover of your Study Guide and e-mail to: admin@psia-i.org.*

The validation requires 25 hours of teaching or training completed prior to obtaining certification. This may be as an employee or volunteer for a ski instruction or coaching

organization. However, candidates without the logged hours may attend the event but not achieve certification until these are completed and submitted to the office. Candidates that do not fit the above policy may petition for other experience to be approved to count towards certification.

The previous version of this workbook may be used until February 1, 2017. Version 12-22-2016

PSIA Level 1 Workbook

Chris Hoffbauer
Sean Baker
Brandon Orstad
Don Sears
Christian Cholhan

Overview

The PSIA-I Level I Workbook is a record of your participation in a broad spectrum of training prior to attending your Level I Assessment. Completion of this workbook functions as verification of your training involvement, but does not necessarily ensure success at the assessment. A positive evaluation at the assessment will require an

in-depth ownership of the knowledge and skills you gain through experience and training while participating in the Workbook process. Ultimately, your readiness for the assessment is your decision.

Goals

It is our expectation that as a new instructor, you will read the Alpine Technical Manual. It is important to read the manual even if you do not yet understand all of it, as you progress as an instructor and work towards further certification your ownership of this material will grow. It is our hope that after reading the ATM you will seek assistance from your area trainers as well as your peers to complete this workbook. It should serve as a tool to improve your understanding and teaching.

Outline

Specifications

Certified Level I Requirements

Certified Level I instructors primarily teach adults and children skiing in the First Time and Beginner Zones and sometimes teach introductory Novice Zone classes. Certified Level I instructors understand skiing and teaching and can perform at or beyond Level I standards as described in the PSIA Certification Standards.

Instructor Candidates will be held to the knowledge and performance standards of the level at which they are testing. A description of the PSIA Certification Standards and the PSIA-I certification requirements are available through the division web site at www.psia-i.org.

Certification Process

- Be a Registered member of PSIA and PSIA-I in good standing (current dues)
- Complete the PSIA-I Level I Workbook and submit completed Event Registration form, fees, and signed Cover Sheet from the Workbook at least two weeks prior to the assessment date to: admin@psia-i.org (phone: 801-942-2066).
- Attend Level I Assessment. BRING THIS WORKBOOK TO YOUR ASSESSMENT THE FIRST DAY! The Workbook will be reviewed as part of your assessment.

Event Registration is available through the division web site at www.psia-i.org.

PSIA-I Workbook is available via the web site www.psia-i.org.

Assessment Format

The Level I Assessment is a two-day event. The first day is ski focused, the second day is teaching focused. Components of the Level I Assessment include:

- Skiing Assessment: While this is an assessment, coaching will be provided. The depth of coaching is unique to the level 1 assessment. During the two days your Clinic Leader / Examiner will help you to understand the skiing requirements defined by the PSIA Education and Certification Standards. You are required to perform to the Standards. During the first day, you will ski standard maneuvers (demo's), however you will not be scored on individual maneuvers, rather on your skiing as a whole. The skiing score sheet is available from the web site for your review.

- Video Movement Analysis: You will view video of subjects who are never-evers to novice skiers and build a lesson plan for the subject you are assigned. You will be handed a “Skier Assessment Form” and follow the guidelines to build your lesson. The “Skier Assessment Form” is available from the website for you to preview prior to the exam. Indoor discussions will take place during this time.
- Teaching: The assessment evaluates teaching skills, professional knowledge and application of technical and mechanical learning concepts. Candidates will “teach” the lesson they developed from the video worksheet. Similar to the ski portion, some coaching will be provided both during the work sheet development and on the hill teaching segment.
- Written Quizzes: Each afternoon during the assessment, up to 5 questions will be pulled from the workbook to assess your general knowledge and comprehension. These questions will be scored and discussed immediately following the quiz, and will be used to help you debrief your experiences from the day and help solidify learning and growth.
- Workbook: BRING YOUR WORKBOOK TO THE ASSESSMENT! These will be graded for completion and various topics discussed during the two day assessment. Information from these may be used to help the clinic leader/examiner clarify their understanding of your preparation.

Personal and Professional Development

Finding your Learning Style

In this section you are going to find your preferred learning style. Answer the following questions and add up your scores with the directions below the questionnaire.

1. I prefer watching a video to reading.

YES NO

2. When I sing along with my CDs or the radio, I know the words to the songs.

YES NO

3. I have athletic ability.

YES NO

4. I can picture the setting of a story I am reading.

YES NO

5. I study better with music in the background.

YES NO

6. I enjoy hands-on learning.

YES NO

7. I'd rather play sports than watch someone play them.

YES NO

8. Reading aloud helps me remember.

YES NO

9. I prefer watching someone perform a skill or a task before I actually try it.

YES NO

10. I color-coordinate my clothes.

YES NO

11. I'm good at rhyming and rapping.

YES NO

12. Use phrases like: “I’ve got a handle on it,” “I’m up against the wall,” or “I have a feeling that . . .”

YES NO

13. I need to look at something several times before I understand it.

YES NO

14. I prefer having instructors give oral directions than written ones.

YES NO

15. I have difficulty being still for long periods of time.

YES NO

16. I use phrases like “I see what you’re saying,” “That looks good,” or “That’s clear to me.”

YES NO

17. I’m good at figuring out how something works.

YES NO

18. I can understand a taped lecture.

YES NO

19. It’s easy for me to replay scenes from movies in my head.

YES NO

20. I enjoy studying foreign languages.

YES NO

21. I would rather conduct my own science experiment than watch someone else do it.

YES NO

22. I would rather paint a house than a picture.

YES NO

23. I enjoy studying in groups.

YES NO

24. I prefer to have written directions to someone’s home.

YES NO

25. I can look at an object and remember it when I close my eyes.

YES NO

26. I have musical ability.

YES NO

27. When I study new vocabulary, writing the words several times helps me learn.

YES NO

28. I can imagine myself doing something before I actually do it.

YES NO

29. I use phrases like "That rings a bell," "I hear you," or "That sounds good."

YES NO

30. I enjoy building things and working with tools.

YES NO

Scoring your inventory

Tally your responses by adding up only the YES answers. Put the number of the question in the appropriate box. For example, if you answered questions number 9 with a yes, write 9 in the VISUAL box. If you answered number 11 with a yes, write number 11 in the AUDITORY box. If you answered number 7 with a yes, write 7 in the KINESTHETIC box. Add up the number of questions in each box and write a total for each one. This will determine your preferred learning style. Don't worry if a dominant mode doesn't emerge. You're a versatile learner! Use the knowledge you gain to create excellent study tools, the ones that are right for you. Chart your answers below.

Visual Style: Questions 1, 4, 9, 10, 13, 16, 19, 24, 25, 28

Auditory Style: Questions 2, 5, 8, 11, 14, 18, 20, 23, 26, 29

Kinesthetic Style: Questions 3, 6, 7, 12, 15, 17, 21, 22, 27, 30

Visual	Auditory	Kinesthetic
Total:	Total:	Total:

The highest score indicates your preferred learning style. If you have a high score in more than one area, you're using additional modalities. Remember that there are no wrong answers to this inventory. Everyone is an individual and has her own style of learning.

Characteristics of Visual, Auditory, and Kinesthetic Modes

- Visual learners need to see information. If your preferred style is visual, you have strong visualization skills and can remember objects, shapes, and pictures. You learn by reading, and by watching films, videos, and demonstrations. You can see pictures in your mind.

https://www.puc.edu/__data/assets/pdf_file/0003/13395/Learning-Styles-Inventory.pdf

- Auditory learners need to hear information. If your preferred style is auditory, you have a "good ear" and can hear differences in tones and rhythm. Reading out loud will be beneficial. You can remember what you hear in a lecture.
- Kinesthetic learners are tactile learners, they learn best by carrying out physical activities rather than by listening to lectures or reading.

Keep in mind that your preferred learning style may not be the same as your students and it's your job to find out what their preferred learning style is.

Conducting a Lesson and Building Relationships with Students

Reference: Alpine Tech. Manual ch. 7

1. What can you learn from your student as they walk up to you?

2. What kind of questions can ask your students to start building rapport with them?

3. What are some clues to look for to help you determine what your students preferred learning style is?

4. How best do you give students feedback?

Technical Knowledge

Understanding the Skills Concept

The skills concept is based on the knowledge that three skills are integral to all skiing, and they are essential for maintaining balance. These skills provide a clear framework for analyzing the actions of the skis on the snow and the skier's' movements to accomplish these actions.

What are these 3 skills: _____, _____, _____

Even though all 3 skills are present in every turn, many variables determine the mix, or blending, of these skills. The skiers desired outcome may be based on personal factors (ability, fitness, confidence, etc.), and may also be affected by snow conditions, terrain, etc. The desired outcome will determine the way the skis need to interact with the snow, and that will determine the appropriate skill blend, which will determine the most effective body movements.

Movements associated with the fundamental skills are present in all skiing maneuvers. Although instructors may focus on individual movements to achieve specific outcomes, effective use of the Skills Concept requires that instructors understand how the fundamental skills relate to each other. The importance of this skill blend, and how to effectively teach movements, is perhaps the most misunderstood aspect of the Skills Concept. Too often, instructors set out to “teach edging” or “teach rotary” without understanding the movements that lead to mechanically sound and efficient skiing. Teaching of the fundamental skills unrelated to skiing outcomes demonstrates a limited understanding of the Skills Concept. Teaching should always contribute to a skiing outcome, rather than practice of a fundamental skill in isolation.

1. All skiing should show certain basics. How would you help develop each of the following in novice skiers?

a. Control relationship of the COM (center of mass) to base of support (feet) along the length of the skis.

b. Control pressure from ski to ski and direct pressure toward the outside ski:

c. Control edge angles through a combination of inclination and angulation:

d. Control the skis rotation (turning, pivoting, steering), with leg rotation, separate from the upper body:

e. Regulate the magnitude of pressure created through ski / snow interaction:

2. Describe what you are working on in your own skiing, in terms of the 3 skills and blending them.

3. Describe what you see as common deficiencies in novice skiers, in terms of the 3 skills and blending them.

Basics of Skiing

True or False

1. The hip joint defines the connection between the upper and lower body.

2. The most effective source of rotational input in most skiing applications is full body rotation.

3. Flexing at the knee joint alone moves the Center of Mass backward.

4. Guiding of the inside ski should be introduced at the wedge turn level.

5. Generally, higher edge angles will lead to increased pressure on the skis, while less edge angles will lead to less pressure on the skis.

6. Gentle terrain allows for gliding and fewer defensive movements.

7. Increased width in the wedge produces increased edge angle.

8. A pole touch should occur at the same moment during a turn, in all skiing situations.

9. An athletic stance is defined by the ability of the athlete to move in any direction at any time.

Multiple Choice

10. The most common interaction between skis and snow is:
    a. slipping
    b. skidding
    c. carving
    d. sliding

11. During the initiation phase or first third of the turn, it is common for the skier to:
    a. Guide the skis through the apex of the turn
    b. Be the most flexed and therefore lowest
    c. Be changing edges and shifting weight from one ski to the other
    d. none of the above

12. The wedge offers beginners:
    a. balance at slow speeds
    b. a wider base of support

c. an edge by virtue of the position
d. all of the above
e. b and c

13. A slight rising motion at the turn transition of a wedge turn can facilitate:
    a. edge release
    b. guiding of the skis
    c. movement of the CM toward the new turn
    d. all of the above

14. A student who is learning linked wedge turns on mild terrain should incorporate:
    a. active guiding of both skis with feet and legs
    b. balancing on the whole foot
    c. balance that is oriented more toward the outside ski
    d. all of the above

15. Speed control for a novice zone skier can be encouraged through:
    a. turn completion
    b. turn shape
    c. skidding
    d. all of the above

Short Answers

16. Describe “absorption”:

17. How might you coach a centered stance statically? Dynamically?

18. Explain why you would want to encourage skidding in a novice zone skier:

19. What is the difference between inclination and angulation?

20. Describe skidding:

Briefly describe the 3 phases of the turn:

21. Explain what "edge release" is:

22. List the 3 distinct functions of pressure control:

Teaching Knowledge

Teaching Progression for First Time Skiers

- Check boots for fit and comfort. (snug, with no extra stuff inside. i.e. pant cuffs.)
- Exercises with skis off; poles in hands for balance; flexing and extending ankles and knees to get used to movements.
  - Softly stepping from foot to foot.
  - Picking up one foot and rotating, to get used to leg rotation, then the other one.
  - Side-stepping uphill on edges of boots (big and little toe, then opposite, then herringbone)
- One ski on; sliding, pushing around on FLAT terrain, to get used to sliding.
- Both skis on; pushing/sliding around on FLAT terrain.
  - If terrain is available, do short straight run, where terrain stops skier.
- Describe and build to a wedge.
  - Feel rotation one leg at a time by picking up one foot and rotating ski and leg
  - Static wedge on snow, emphasizing rotating from middle of ski (i.e. rotate tips towards each other, not just tails apart.
- Describe and practice sidestepping or herringbone to allow skier to move uphill.
- Short straight run and easy gliding wedge. Practice.
- Straight run with braking wedge. Practice.
- Mileage, gliding wedge, braking wedge, then wedge change-ups.

***** Mileage and the EASIEST terrain available will greatly enhance your success*****

Teaching Experience

Short Answers

1. Explain how you teach your group of kids/adults to how to get up after a fall:

2. Explain how you teach first day beginners how to load/unload lifts:

3. Describe how you would approach teaching a wedge turn to a first day beginner using VAK:

4. How would you bring them to Wedge Christie?

5. Describe the teaching cycle:

6. Describe how you would teach the responsibility code. Please use an example for each one.

7. What is the importance of the responsibility code in snow sports instruction?

8. Describe how you would begin to develop trust in a 6 year old:

9. Describe how the process of developing trust may differ in the case of teaching an adult:

10. Why is developing trust important?

11. What are some common struggles you've had with a group of 5 or more?

12. What is your best teaching moment? Describe the progression or strategy that contributed to your success:

Multiple Choice

1. Recognizing learning styles is not relevant to how you teach a lesson

a. True.
b. False.

2. During the initial stage of learning the student:
    a. Shows unfamiliarity with the movement
    b. Looks at whatever body part is involved
    c. Relies on coaching
    d. All of the above

3. Physical needs like safety, may distract from any learning situation
    a. True.
    b. False.

4. For feedback to have the biggest impact it must be
    a. Specific
    b. Brief
    c. Offer positive steps for improvement
    d. Be judgmental
    e. a,b, and c

5. During your introductions it is important to ask:
    a. Why are they there
    b. What they hope to accomplish
    c. What prior experiences they've had
    d. All of the above

Matching

6. Match the following:

V	Ears
A	Body
K	Eyes

7. Match the following:

Play	Introduce lesson & develop trust
Drill	Determine goals & plan
Adventure	Debrief the learning experience
Summarize	Check for understanding
	Present information
	Guided practice
	Assess students & their movements

8. Match the following:

Cognitive	A person's bodily comfort and well being as well as their body's abilities
Affective	How a person thinks and understands
Physical	A person's emotions, motivations, and how he or she feels

Movement Analysis

Introduction

Movement Analysis involves your observations and conclusion, how you address students' strengths and weaknesses, how to build upon their strengths, and how you communicate with them. ***Alpine Tech. Manual, pp. 81-2***

Basic Understanding

Reference: Alpine Tech. Manual pp. 81-96

1. What is movement analysis?

2. Identify and explain the three main components of movement analysis.

3. The body's movements bring the fundamentals to life. Briefly describe specific body movements that make each of the five skiing fundamentals happen. Also, describe the effect of each fundamental on ski performance.

a. Control relationship of the COM to the base of support along the length of the skis.

b. Control pressure from ski to ski and direct pressure toward the outside ski.

c. Control edge angles through a combination of inclination and angulation.

d. Control the ski rotation with leg rotation, separate from the upper body.

e. Regulate the magnitude of pressure created through ski snow interaction.

4. What are the psychological considerations to take into account during the movement analysis process?

5. What is the first thing you observe while performing movement analysis on a student in your lesson (i.e. – whole picture or a specific characteristic; body action or ski performance?) Describe why you do what you do.

Self-Awareness

7. What are you working on in your own skiing? What is the ski performance you are trying to address? What change in body movements will help you achieve your goal? We encourage candidates to watch themselves on video and perform movement analysis prior to taking the Level 1 assessment.

Application of Skiing Fundamentals

Introduction

Reference: Alpine Tech. Manual pp. 15-48

The five fundamental skills present in all good skiing, whether skiing recreationally, all-mountain, racing, big mountain skiing, or freestyle skiing, are:

1. Controlling relationship of the center of mass to the base of support to direct pressure along the length of the skis.
2. Controlling pressure from ski to ski and direct pressure toward the outside ski.
3. Controlling edge angles through a combination of inclination and angulation.
4. Controlling the skis rotation with leg rotation, separate from the upper body.
5. Regulating the magnitude of pressure created through ski snow interaction.

Basic Applications

To answer the following questions, pick one of the phrases on the following page and put the corresponding letter next to the question. Each phrase will only be used once, and some will not (and should not) be used at all.

1. Controlling the relationship of the center of mass to the base of support to direct pressure along the length of the skis means:

2. Controlling pressure from ski to ski and directing pressure toward the outside ski means:

3. Controlling edge angles through a combination of inclination and angulation means:

4. Controlling the skis rotation with leg rotation, separate from the upper body means:

5. Regulating the magnitude of pressure created through ski snow interaction means:

Task Related Applications

6. The Straight Run is an important part of the beginner zone because:

7. The Vertical Side Slip is an important part of the beginner/novice zone because:

8. Wedge Turns are an important part of the beginner/novice zone because:

9. Wedge Christie Turns are an important part of the beginner/novice zone because:

Free Skiing Applications

10. Pole use is important because:

11. Technique is an important part of skiing because:

12. Tactics are an important part of skiing because:

A. Always Be Crushing - Crush the front of your boot at all times to keep your weight forward.
B. Stand on your whole foot and make appropriate flexion and extension movements in order to maintain appropriate pressure along the length of the ski.
C. If it is effective, it provides different movement options for affecting or reacting to the action of the skis on the snow.
D. Your shoulders should always be pointing directly down the fall line.
E. Steering the legs against a stable upper body is the most effective and versatile source of rotation in most skiing applications.

F. Creating strong, stable alignment over the outside ski to facilitate adjustments of edge angles.
G. It can help direct the movement of the CoM in the appropriate lateral and forward direction.
H. It introduces and builds familiarity with the gliding sensation on a gentle slope.
I. Being able to adjust why you make movements and when based on the skiing environment is key to versatility.
J. It builds familiarity with all the basic skills of skiing while allowing the CoM to be maintained over the BoS instead of to the inside.
K. Resisting or absorbing forces with flexion and extension movements of the legs and spine.
L. It is a useful bridge when is skier is able to steer their skis parallel but not yet ready to move their CoM to the inside of the turn.
M. As the CoM moves toward the inside of each turn, pressure and balance transfer appropriately to the new outside ski.
N. It introduces and builds familiarity with the sensation of sliding in a lateral direction instead of only in the direction the skis point.