

PSIA-Intermountain Level 1 Cross Country Workbook

Name: _____ Email: _____

Phone: _____ Ski School: _____

Hours/months and/or years teaching: _____

Address: _____

Circle or fill in the blank with the best answer:

- 1) The current PSIA Nordic Technical Manual (copyright 2005) is considered to be:
 - a. A finished product, meant to serve as the end all of nordic skiing
 - b. The replacement text for our previous nordic manual
 - c. A living document that moves with the sport
 - d. Promotional material for PSIA as the authority on skiing

- 2) Common to all PSIA sport-specific disciplines and their respective technical manuals is:
 - a. exclusive USSA (United States Ski and Snowboard Association) influences
 - b. core concepts teaching principles
 - c. an extensive background in anatomy and physiology
 - d. Lots of useless fluff

- 3) Classic skiing consists of a diagonal stride, referring to the fact that the _____ and _____ move forward at the same time, just as in marching.
 - a. Same side arm and leg
 - b. Opposite arm and arm
 - c. Same side shoulder and hip
 - d. Opposite arm and leg

- 4) Flexion is used to describe the act of:
 - a. Closing a joint, as when bending the knee
 - b. Closing a joint, as when straightening the leg
 - c. Closing a joint, as when lengthening the torso
 - d. Closing a joint, as when hearing “last call”

- 5) The Skills Concept is a tool to break down the whole of movement into it’s fundamental parts. This concept helps instructors understand:
 - a. Student motivation
 - b. Cause and effect relationships
 - c. All elements of skiing

- d. The one and only way to shape a lesson
- 6) **T or F** Skate skiing is a type of nordic skiing which the skis maintain a convergent relationship.
- 7) **T or F** Whereas timing and pole use differ depending on the skate technique, the leg motions are essentially the same.
- 8) **T or F** The body's "core" is generally used to describe the skier's center of gravity, or torso.
- 9) **T or F** Visual cues are descriptions of the way skiers move, identifying important elements for movement efficiency.
- 10) **T or F** Instructors select stepping stones depending on the student and situation, with exercises and objectives cumulating in a path that leads to a desired outcome.
- 11) One visual cue for ski-to-ski balance, or body position, is:
- a very extended and reaching pole plant
 - kicking off with legs fully extended
 - upper body angle is parallel to shin angle
 - hips are behind the feet
- 12) As the efficient XC skier continues the glide, the leg _____; then, the skier _____ the joints, preparing for push-off, or "kick."
- shortens; lengthens
 - flexes; extends
 - extends; flexes
 - twists; untwists
- 13) **T or F** The efficient XC skier maintains ski-to-ski balance, moving the stance efficiently from one ski to the other. This includes the ability to balance while gliding on one ski, and transfer weight completely.
- 14) **T or F** One ski stops in classic skiing for the push-off, "kick," or foot pass.
- 15) The efficient XC skier's arms go forward, _____, with enough energy to help forward momentum.
- by swinging from the elbows
 - after stopping at the waist
 - and separate laterally, like an orchestra conductor
 - in the direction of travel
- 16) The efficient XC skier moves rhythmically, coordinating:
- his or her outfit to match the latest in Nordic fashion
 - upper body/poling motions with lower body/skating or striding motions
 - partial weight transfer with partial poling movements
 - none of the above

- 17) **T or F** Cross country skiers should keep the muscles tensed at all times for maximum efficiency.
- 18) **T or F** Asymmetrical movements while moving from ski to ski are to be expected in efficient skiers.
- 19) The significance of the Skills Concept is:
- it makes ski instruction more relevant to the student's individual needs and desires
 - allowing ski schools to use one, universal concept for all instruction
 - one consistent progression can be used for all situations
 - all of the above
- 20) While the Skills Concept for alpine or telemark technique may be targeted more toward gravity and friction, it *can* be applied to cross country downhill techniques. The four basic skills and their accompanying movements for downhill skiing are:
- position, timing, propulsion, breathing
 - thinking, feeling, seeing, believing
 - flexing, extending, rising, falling
 - balance, edging, rotary, pressure control
- 21) **T or F:** In classic skiing, propulsion comes from edge engagement, and in skate skiing, propulsion comes from wax set.
- 22) List the six skills for cross country skiing used for the Skills Concept appearing in the Nordic Technical Manual:
- | | |
|--|--|
| | |
| | |
| | |
- 23) List the three skill areas used in our cross country skiing national standards:
- _____
- 24) **T or F:** Dynamic balance requires the skier to drive forward with the hips and core.
- 25) **T or F:** Flexion involves pre-loading the muscles, or extending the joints, and extension refers to storing the release of that muscle tension.
- 26) **T or F:** Propulsion from poling in classic and skate skiing starts with the smaller muscle groups, such as the hands and arms.
- 27) **T or F:** Skiing more “skeletal” can allow the muscles an opportunity to relax.

28) **T or F:** The rhythm required to ski efficiently with grace includes timing, transitions, and tempo.

29) **T or F:** In skating, as the body moves toward the “new” glide ski, the “old” ski tips onto its edge.

30) Once you know how to observe a student’s abilities and describe movement patterns or skills, you can:

- a. show everyone how totally cool you are
- b. move forward based on your expectations and goals
- c. determine a teaching plan specific to outcomes driven by your ski school
- d. determine a teaching plan specific to the student’s learning preferences and expectations

31) Name four movement analysis methods, as discussed in the Nordic Technical Manual:

32) Looking for an equal length track from both skis in the snow after someone has skated may indicate:

- a. we are close to the elusive Yeti
- b. the best conditions for grooming
- c. where is the skier’s line of sight
- d. a strong symmetrical push off (and balance) from both legs

33) A classic skier will be able to effectively use the core for a strong kick when:

- a. the hips are well ahead of the feet
- b. the hips are over or slightly ahead of the feet
- c. the hips are behind the feet
- d. none of the above

34) As a skier bends forward from the waist, the _____ are forced back .

- a. hips
- b. shoulders
- c. knees
- d. elbows

35) Sudden _____ and immediate _____ is what makes a ski grip in classic skiing.

- a. extension; flexion
- b. rising; falling
- c. flexion; extension
- d. unloading; loading

- 36) A great tool for video analysis of skiers, the Moment of Truth MA model's advantage is:
- how could the Truth be wrong?
 - the ability to single out students in front of a group
 - the ability to compare several skiers and their body positions at a specific moment
 - all of the above
- 37) The Big Picture style of MA works well:
- looking for obvious or exaggerated movements
 - observing from a long distance
 - looking for a stable upper body, then looking for both legs working together, then putting the two together
 - all of the above
- 38) First look at movements of the skis, feet, and lower legs, then move up the body to see how various parts are affecting these movements. This describes statement describes:
- bottom up movement analysis
 - top down movement analysis
 - core out movement analysis
 - none of the above
- 39) This movement analysis method often leads instructors to determine symptoms instead of causes. Combining this method with bottom up observation helps put it all together to decipher motions and their causes.
- moment of truth
 - stance
 - core out
 - top down
- 40) Look at the skier from the core, moving outward toward the extremities. Focus first on the larger parts of the body, like the hips and abdominals, then look outward to movements of the head, feet, and arms. This core out method of MA is effective because it emphasizes the relationship between the:
- head and hands
 - feet and knees
 - skis and center of mass
 - wax and skis
- 41) As your clinic or lesson progresses:
- Stick with your plan no matter what
 - Revise plan as needed, and let students know of changes
 - Keep your plan to yourself so they won't know of changes
 - None of the above

42) Where do we want to go? Where are we now? How do we get there? These questions are designed to:

- a. Replace the student's goals
- b. Create time consumption and redundancy
- c. Create an environment awe and wonder
- d. Help students improve at their chosen sport, comparing current levels of proficiency with desired levels

43) Included in your top priorities as a snowsports instructor is to ensure your students:

- a. Are safe
- b. Figure out safety on their own
- c. Feel safe
- d. A and c

44) For students who are primarily visual learners:

- a. Blindfolding them may work
- b. Relating to them how something looks rather than feels may work
- c. Tapping a cadence with ski poles to assist timing may work
- d. None of the above

45) An open ended question:

- a. Requires a yes or no answer
- b. Initiates discussion or gains information
- c. Makes you look like a gifted facilitator
- d. All of the above

46) Arrange the following levels of understanding from highest to lowest:

Application, analysis, comprehension, evaluation, synthesis, knowledge

47) For feedback to be effective, it must be:

- a. Welcome
- b. Informative
- c. Understood
- d. All of the above

- 48) “What? So what? Now what?” refers to:
- a. Lack of student understanding
 - b. Attitudes of slow learners
 - c. Elements of a good summary
 - d. Elements of a good introduction
- 49) Knowledge of local weather patterns will help you to:
- a. Provide additional depth to hollow conversations
 - b. Help you plan your day to provide optimal comfort for your group
 - c. Help you to prepare students so they are comfortable when changes occur
 - d. All of the above
- 50) Sensory information related to movement comes primarily through the:
- a. Visual senses
 - b. Auditory senses
 - c. Kinesthetic senses
 - d. All of the above
- 51) According to surveys, more than two thirds of customers who decide not to return to a place of business is because:
- a. They can’t afford to bring a family skiing
 - b. They feel an attitude of indifference from the staff
 - c. They have been injured or experienced altitude sickness
 - d. They are switching to mega theme parks and cruises
- 52) The ABC’s of service create these feelings and lasting memories for customers, bringing them back to your business:
- a. Achievement, belonging, contribution
 - b. Activities, belonging, compliments
 - c. Actualization, betterment, cognition
 - d. Achievement, belonging, compliments
- 53) Feelers, thinkers, doers, and watchers refers to:
- a. Maslow’s hierarchy of needs
 - b. Learning styles
 - c. Piaget’s stages of development
 - d. None of the above

54) List Gardner’s seven categories of intelligence:

55) When getting to know students it is important to ask:

- a. Why they are there
- b. What they hope to accomplish
- c. What prior experiences they have had
- d. All of the above

56) **T or F** If you are having difficulty reaching some of your students, they may simply be responding according to their personal styles, which may be in conflict with your own style.

57) **T or F** Remember that different personal styles exist, and presenting the information the way that it worked best for you, rather than reaching out to students in several different ways will work best.

58) **T or F** Previewing, or letting your students know what is coming up, is probably one of the best ways to establish trust.

59) **T or F** It is not critical to recognize the difference between challenge and fear.

60) **T or F** Fear is only a serious impediment to learning; it is rarely a reason people choose not to continue in snowsports.

61) **T or F** Objective observations deal with things that are external, controllable, and give the student suggestions on how to improve. Judgmental statements deal with the quality of the effort and can trigger a student's negative inner voice.

62) **T or F** Feedback can reinforce positive change and redirect unproductive movements or actions.

63) **T or F** Choosing the right terrain for learning is the responsibility of the instructor and the most advanced student.

64) **T or F** Instructors should educate students about the importance of protecting themselves from sun related injury by wearing sunscreen and UV reducing sunglasses and reminding them to reapply sunscreen occasionally during the lesson.

65) **T or F** Frostnip tends to occur on body surfaces farthest from the core and is characterized by pain and blanching(whiteness) of the skin.