

THE INSTRUCTORS EDGE

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The Professional Ski Instructors of America
The American Association of Snowboard Instructors
Intermountain

Mary's Woods

By Tom Butler

As ski instructors we are all well aware that our number one objective is the students' safety. But how often do we find ourselves so intense in instructing we forget the next important objective: having *fun!* I am always looking for ways to make the lesson more fun for the kids. The following is one example.

It was just after lunch and I was taking my class of seven up the Payday Chair Lift at Park City. The class consisted of six- and seven-year-old boys and girls. Just before lunch I had taken the class down Homerun without much difficulty. The class handled the steepest part of the run with confidence so I decided to take them through the Enchanted Forest. They were all skiing well enough to ski it and there would be enough challenge to make it fun. Something was bothering me, though.

The day before, I had taken a class through the Enchanted Forest and the kids didn't find it entertaining and seemed quite bored with it. I wanted to do something to make it special. I wanted to make it captivating, entrancing, thrilling. Something they may always remember.



US Ski Team Member Steve Nyman shares a moment with his dad, former Sundance Ski School Director and PSIA-I Alpine DECL Scott Nyman, during the Beaver Creek, CO FIS World Cup races earlier this month. Nyman finished 23rd in Downhill and 25th in Super G.

The kids were Park City Parked and facing me. "Okay guys, we are going to ski through Mary's Woods," I told the class. The Enchanted Forest is also known as Mary's Woods. I do not know how it obtained this second name but I can only presume it had something to do with Mary Flynn. Since nobody in the class had yet met Mary, I whispered loudly, "Now Mary is this old hag of a mean woman! And she owns the woods and she does not like it when people ski through her woods, especially children!"

"I ain't goin' in there!" said six-year-old Jake. But disgusted glances from his peers caused him to quickly change his mind.

I continued, "She spends a lot of

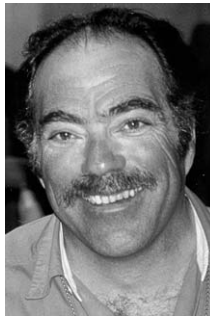
time here in the summer but rarely comes here in the winter. So hopefully she's not in there today, but I don't know if she is or isn't. Just in case she is in there, we are going to ski through it real slow and real quiet so we don't disturb her. Okay guys, follow me and remember to stay close and be real quiet. We do not want to disturb Mary!"

The class followed me down the narrow ski trail and when we came to the first turn I noticed someone had hung a rainbow colored wind sock from a lower aspen branch. I stopped abruptly and put my index finger to my lips and whispered loudly, "SHHH! She's in

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President's Message

By Carl Boyer, PSIA-I/AASI-I President

As we begin a new season with anticipation, our Division can build from a strong financial base. Active member participation last season notwithstanding fee increases, coupled with prudent spending oversight yielded a surplus that will go a long way toward rebuilding reserves that had been tapped by recent seasons in deficit.

Expanded Opportunities

Our members are afforded expanded opportunities at all levels. We have made joining or reinstating in our Division more accessible, and will continue to look for ways we can increase growth and retention of members. The new Alpine Trainer Accreditation proved immensely popular with our Level III members seeking further growth and involvement, and our other members benefit from the additional information and expertise they can access at their home area.

Thanks to visionary and dogged work by Steve Neiner, Jenn Sal, Scott McGee, and others, we have expanded accessibility across disciplines with the new Backcountry Accreditation. Details are in this issue and on the Division website, recently reworked by our webmaster Christopher Ulm.

The able ACE Education Staff have revamped and streamlined the ACE curriculum. The opportunity and process for becoming an ACE Divisional Education Leader is posted on the Division website.

I am very positive about the progress on these initiatives, and look forward to building from this strong foundation toward a bright future. ■

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there! This is where she hangs her hat whenever she comes to woods. And that's her hat!"

The expression of horror on the children's faces reminded me of Spanky, Alfalfa, and Buckwheat from the old Our Gang films. "Wow! They're really taking the bait!" were my thoughts."

We made the turn and skied a few yards when Allison stopped immediately.

"Mister Tom, what's Mary going to do to us if she sees us?"

"Ah, well, she'll jump out from behind a tree, and grab you and give you a big hug and a big wet kiss. Then she'll put her head back and laugh real loud. And then she'll just disappear! Does that sound so bad?"

Allison answered slowly, "Well, no.

I guess not."

I let Allison lead the group through the forest. As I followed, the class did not look much different from Dorothy, the Scare Crow, and the Tin Man as they wandered through the Dark Forest looking out for lions and tigers and bears, oh my!

The class exited the woods half way down the Blanche ski run. We traversed the run and I had the children Park City Parked near the Payday Lift facing the evil forest they had just ventured through.

"Way to go, guys! We made it without disturbing Mary! But I think we should let her know we were there. So when I count three, I want you to yell as loud as you can, 'Goodbye, Mary!'. One, two, three."

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The Instructors EDGE

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Knowledge

To Be or Not to Be...Involved

By Nancy Kronthaler

We have all spent time sitting on the fence, uttering words like "What are they thinking? I would never have done that; I would have done things differently; nothing I can do can help things now." My mom's famous words come back to me: "Never condemn a man until you walk in his shoes."

The snowsports industry, like farming, is weather-related, labor-intensive, and speculative, depending on the economy. People involved in either industry develop a passion for the outdoors, and sometimes a love/hate relationship with the work. It is a constant challenge to invent new programs to keep the public interested in spending money so the business will survive and prosper. The fixed costs of both industries are rising – insurance rates, wages, and energy costs – to name a few. All have caused both industries to raise their prices to compensate for these increases.

I am from a family of three generations of farming. Our roadside market flourished until 15 years ago. Local youth were eager to work summers picking crops. The advent of one-store shopping and produce being flown in from all parts of the world caused price wars that persuaded more local farmers to finally give up their property for development. With urbanization increasing, there were fewer people interested in working on local farms.

As farmers trying to keep our beloved land in spite of rising costs in taxes, utilities and insurance, we had to create events to draw customers to our local roadside market. We put in a bakery and began selling fresh fruit pies. We have a local plant commission that has a weekly auction for local farmers' produce. We sell Christmas trees and

hold a Christmas cookie exchange. We have an Easter pancake breakfast and Easter egg hunt.

I spend October dressed as "Good Witch Nancy" and we hold school tours for children pre-K to 3rd grade, including a program on "How Things Grow." We touch 5,000 kids a year and hopefully we also influence their parents to better understand and appreciate the value and importance of local farming, hoping they will patronize their local farm markets so that eventually we do



"Good Witch Nancy," awaits young tourists to her family farm near Buffalo, NY.

not have to buy everything we eat from a foreign market.

How does this relate to the ski industry? No longer can areas just provide skiing to their customer—they must offer new events, better lift systems, more snow making, more snowsports school programs, better food, more shopping, and more qualified instructors.

Three years ago I was elected to the Board of Directors for our division. During this period, the importance of the ski areas and our professional organization working together has become more and more critical. With the rise in ski area prices and the demands of our customers expecting more for these elevated charges, we need to recognize that as instructors, we need to produce a better product. The customer has an array of schools to choose from. Consistency in teaching is extremely important to keep the customer coming back. PSIA/AASI offers a common thread that our snowsports schools can utilize to create unity

between us. We need to work to see that our membership stays actively involved, freshly inspired, seeing the importance of this consistency and the importance that PSIA/AASI-I offers as an educational resource.

Most important, PSIA-I and AASI-I, through our clinic schedule, give members opportunities to explore other

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CLINIC FREE

I will be offering free "Exam Strategies" clinics for professional ski instructors throughout the '05-'06 season.

Class sizes will be limited.

For more information, please visit my website at www.saltyhomes.com/clinics

Tony Fantis, Realtor

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I got a big kick out of all the turned heads on the chair lift above as the children screamed their farewell to Mary.

We skied down to the base of the Payday Lift. Again, I had the kids Parked City Parked. "Okay guys. I'm sort of in a dilemma and need your help. Today we have skied a lot of runs and I just can't think of where we should ski next."

"Mary's Woods!" they all yelled in unison.

So we rode up Payday and the second adventure through Mary's Woods was even scarier and creepier than the first one. I chuckled at all the turned heads above as the children yelled goodbye to Mary.

"Yeah, Mary. What about Mary?" I thought. "All of these kids are going to be here for several days and when they meet Mary they are going to be horrified, thinking Mary is, well, Mary. Oh boy, now you've done it, Butler! You've just created a Beast that doesn't exist and now you've got to destroy that Beast. But how do you destroy something that doesn't exist? Unless, somehow, somehow, I myself become the Beast."

It was a February day and the children were all cold so I brought them in for a well deserved hot chocolate break. We entered the KMS lunchroom and I had the children seated at the table across from the supervisors' office. As luck would have it, Mary was in the office meeting with her two supervisors. I served the children their hot chocolate and went to the office and tapped on the door. "Excuse me. Mary, there are some kids here who would really like to meet you."

"Sure, I'll be right there."

As Mary and I approached the table, I zeroed in on Allison's face. "Hey, guys. I'd like you to meet Mary!"

Allison's eyes became wide as saucers and her jaw dropped in horror. The normally noisy lunchroom suddenly became deathly still with silence.

Communications Corner

By Chip Herron, PSIA/AASI Intermountain Communications VP

Now that the season is upon us and everyone is getting their brains geared toward teaching, training and skiing, I would love to see more articles submitted to the next issue of the Edge than ever before.

Any and all are invited to submit articles on skiing, teaching, training competitions, what is new at your area or any other topic related to snowsports or of interest to the membership.

Share something about snowboarding, pipe and park, games for kids, track skiing, anything goes, but the Division reserves the right to edit for space, content or readability if necessary.

Pray for snow. See ya on the hill. ■

Sensing something unusual, Mary gave me a puzzled look and I whispered in her ear in thirty words or less and she whispered back rather loudly, "Why did you do that!"

Mary chatted with the children for several minutes and then said, "Got to go back to work, guys. Have fun!"

Mary then tried to make a scary face but she wasn't very persuasive. As Mary went back to the office, I walked around the table to where my hot chocolate was placed directly across from Allison. I sat down and looked up to find myself staring into cold, blue, steel eyes piercing my soul. I must have blinked or flinched

because Allison stated, "You tricked us. YOU! TRICKED US!"

It was all I could do to keep a serious, concerned look upon my face as the other children chided in, "Yeah, you tricked us!" "You big Meany!" "That wasn't very nice!" etc. etc.

When the class settled down, Allison continued her duty as the group's spokesperson. "Mary's not a mean old woman. As a matter of fact, she is a very nice lady!"

The children continued to tease and harass me, seeking vengeance for what I had done to them. I thought, "Bingo! I'm now the Beast!" ■

GM Honorary Member

Deer Valley General Manager Bob Wheaton was unanimously voted an honorary member of our division at the fall Board meeting .

Bob began his teaching career at Mt. Holly, MI, earning his associate and full certification. He became ski school director in 1975. After joining the Park City Ski School for a year in 1980 he moved to Deer Valley and has been there since. Bob has been involved with the Intermountain Ski Areas Association, Ski Utah, and the Park City Chamber.

Bob has been an advocate of ski

teaching, instructor training and education. In the winter you will find him on the slopes of Deer Valley and hopefully we will get to ski with him at the Ed College or Spring Clinic. ■

New Direction

PSIA-I/AASI-I has four new snowsports school directors: Stew Marsh, Snowbasin; Jerry Thoreson, Sundance; Cindy Beger, Wolf Mountain; and Eve Bier, Programs Director for NAC. Good luck, and don't forget what it was like when your staff sneaks that powder run. ■

Clinic Expectations, the Erudition Available

By Ron Kipp, PSIA Intermountain Alpine Education Manager



What are your goals when taking a clinic? What do you expect to walk away with at the end of the day? Do you show up with waxed skis and a smile on your face and say "here I am, teach me!". Well

nice start, but to garner the most from the clinic experience you must take it a step farther.

Open minds are necessary, but not a sufficient requirement. To gain more than just the information that is spoon fed, you must enter the learning environment with goals, questions, and observation skills.

Taking a clinic is a two way street. The Clinician's job is to teach, the participant's task is to learn. The more the teaching and learning style's match, the better the clinic is received. Every group lesson instructor knows that some students fit together by some sort of magical group dynamics while other... well, just don't.

So what if you are in a clinic and things are just not clicking for you? Well before you decide to call it a day and unbuckle your boots, think again. One thing is common among the best instructors, is that they are also the best learners. This does not mean to imply that they just happened to end up in the best classes. They just find ways to get more out of the classes they took. How do they do that?

The best learners:

- ◆ set goals
- ◆ are inquisitive
- ◆ have a sense of wonder
- ◆ have an imagination
- ◆ observe

- ◆ link to other known information
- ◆ deduce information
- ◆ induce information
- ◆ ask questions

Great instructors have characteristics that permit them to lean in every situation. When they take a clinic they are putting themselves in the learners moccasins...or ski boots. What is it that makes understanding the information uncomplicated...and what is it that makes the topic confusing?

Taking a clinic is a two way street.

The Clinician's job is to teach, the participant's task is to learn.

One of the biggest criticisms we get from PSIA clinics is that the participant did not get enough feedback. Well as a staff are addressing this issue, but even the best clinician cannot totally satisfy every individual in a group lesson. So what can you the participant do?

- ◆ Make sure you understand the clinic leader.
- ◆ Ask questions or ask for clarification.
- ◆ Ride the lift with the leader and use the time for additional discussion.
- ◆ Listen for other participant's feedback.

You may have been looking for feedback for yourself when the opportunity to better understand just basic mechanics may be being presented in front of you. Use these opportunities to enhance other portions of your ski teaching repertoire. Never pass up an opportunity to learn something.

No matter what the clinic title, the clinician is doing some *teaching*. He or she is *teaching* when they do a Ski Improvement clinic, they *teach* when they do an Intermediate Zone Movements clinic. It doesn't have to be a

Teaching clinic to learn something about teaching. No matter what the clinic title, give yourself some questions of pedagogical nature to be aware of:

- ◆ Did the clinician show up on time?
- ◆ Did they introduce themselves?
- ◆ How did they learn the participants names?
- ◆ Was there any mention of your personal goals?
- ◆ Did they stand around for long time or get you skiing?
- ◆ Did they seem passionate about the subject matter?
- ◆ What did they do to develop trust?
- ◆ How did they check for understanding?
- ◆ Was there concern for your individual improvement?
- ◆ Did they tell you where to stop on the hill or after a certain number of turns?
- ◆ How did they give feedback?... What were the situations?
- ◆ Did their feedback jump around or was it centered on one or two items?
- ◆ How did they establish group dynamics?
- ◆ Did they change the angle of observation for their demos?
- ◆ Did they make an attempt to ride the lift with everyone?
- ◆ How did they handle the slow boat in the group?
- ◆ Was it fun?

This list could go on and on. Some of the things you experienced during your clinic you may want to replicate and incorporate into your own teaching. You may want to modify some feature to fit your own personality. There may be other bits and pieces that came to your attention that you might want to totally exclude and be hoping you have never done. You may have liked the analogy of a pole swing to a pendulum, but did not agree with the traverse

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Skill Development Progressions

By Guillermo Avila Paz

So many times I hear people ask how can they improve their skiing and teaching skills. They follow that comment by saying that it's confusing and hard for them to learn so many skiing and teaching models. They don't have the time to put it all together. In fact, their teaching and work schedules leave little time for them to focus on this avenue for their training.



I empathize with these individuals. I used to ask the same questions about my training for ski racing. I was always teaching when I needed to be running gates, meeting with my mentors, and improving my skills. How could I manage work and my training to improve my skills on Slalom courses and stay alive racing down a Downhill course?

When I was training in Las Lenas, Argentina, the head coach for the Suisse National Ski Team, Mr. Karl Freshner explained it to me. One of the best things for Slalom training was skiing down bump runs and working on short radius turns on all snow conditions. Then he added: that I was lucky! I was being paid to train while I was teaching my students at work. By teaching skiing, I was learning and improving the discipline for blending the skills and improving my movements. At the same time, I would learn how to develop an understanding of the fundamental skills needed to improve skier, racer and teacher. A byproduct that was very valuable was by observing how other people learn the skills; I could learn how I learn.

With that in mind, as we teach we strengthen our ability to use various tools of developing progressions for the fundamental skills in out students skiing as well as in our own skiing.

Utilizing Skill Development Progressions (through a series of exercises from easy to more complex at each level) can set a good foundation with movements through the learning cycle. It will assist us in improving our understanding on how to develop muscle memory. Terrain selection is a crucial part to being able to develop good skiing skills within any progression you are creating. It helps by reinforcing proper blend of skills.

I have been successfully using this method of skill development progressions as a teacher, trainer, and student for many years.

Try this exercise and process for the fundamental skills in teaching/learning. Balancing Movements, Rotary Movements, Pressure Movements and Edging Movements using a progression for each specific skill at each level of skiing and teaching zones.

Create your own basic progression (bullet points format) with three to five exercises for each Fundamental Skill at each level of skiing and teaching zones.

Fundamental Skill

- ◆ Balancing Movements
- ◆ Rotary Movements
- ◆ Pressure Movements
- ◆ Edging Movements

Skiing Level Zones

- ◆ First time skier zone
- ◆ Beginners zone
- ◆ Beginner/Novice zone
- ◆ Intermediate zone
- ◆ Upper Intermediate zone
- ◆ Advance zone
- ◆ Advance/Expert zone

By developing your own skills progression outlines using the basic fundamental skills you can improve your personal understanding while teach-

ing. It helps to reinforce your strengths and improve your weaknesses in any skiing condition and ability zone. The wisdom Mr. Karl Freshner shared with me years ago is still true for me today. While learning and improving the discipline for blending the skills and improving my movements, developing an understanding of the basic fundamental skills needed to become a better skier and teacher I have learned the value of always seeking to remain teachable and to pass on the knowledge that was freely given to me. I have learned through time that the basics are crucial and remain firm in all of the new learning adventures I face in my career.

If you get a chance to see yourself on video performing these fundamental skills at different skiing ability zones it can help you improve your skiing. Demonstrating the techniques give visual cues to your students and in turn renews muscle memory. Your technical knowledge, understanding and application will improve as you repeat the process class after class – year after wonderful year!—**Guillermo Avila Paz, PSIA Intermountain Alpine Certification Manager.**

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drill having you swing both ski poles. Either way, you have probably had a good *teaching* clinic... even if that were not the title of the clinic.

Learn from every clinic. Know that just owning a book does not make you smarter. Reading for understanding, asking questions, outlining, highlighting, etc., is what is needed if you are to learn anything from the books insights. The same thing has to happen when you take a clinic. Pay attention not just to the hit list that is on the clinic outcomes. Design your own agenda in which to increase your personal learning. ■



Backcountry

Accreditation Program

Steve Neiner, Nordic Chair

Any skier's first experience in untracked powder can be memorable enough to inspire another return. However, the allure of the backcountry must not overshadow the skills and practices needed to make sure group members tour safely, to tour another day. This program is designed to help PSIA members have the knowledge to conduct themselves in the safest manner and to educate their guests about backcountry practices and protocols that could save their lives and expose them to a whole new aspect of skiing.

The Backcountry Program is designed to serve the needs of members of all disciplines, by providing avalanche awareness, safety training and a way to safely acquire backcountry skills. The development of these skills makes members more knowledgeable resources for their guests and helps grow their passion for the work we do. In addition to Accreditation, we will also offer a Hiring Clinics to allow qualified members to achieve this trainer status, on their way to qualifying as a clinic leader for the backcountry program.

This 4-day course will prepare participants to start exploring backcountry-touring options and is meant to be a steppingstone for other nationally recognized programs such as the American Mountain Guides Association (AMGA). Please do not confuse Backcountry Accreditation with a certified ski guide program or equate it to any other certification offered by PSIA-I.

The BC Program will be a multidisciplinary offering, to Alpine, Snowboard and Nordic members. Accommodations to the curriculum have been made for mixed groups on

all types of gear, including discussions of differences in terrain selection, route finding, group handling and repair issues, which should make for a well-rounded curriculum to meet the needs of the greatest number of members.

Intermountain Backcountry Accreditation

The accreditation courses consist of 4 Modules. The first day will be offered in early December. The next day will be in late January and the final two days will be in February, March or April, together or apart, possibly in conjunction with spring clinic.

Avalanche Level 1 course will be a prerequisite for completion of the accreditation. The course must be administered by a professional avalanche organization, such as AAI.

I Module 1: Snow Sense, Orienteering, Planning & Equip

Course Curriculum: (Classroom)

- ◆ Equipment and gear needs
- ◆ Trip planning and Orienteering
- ◆ Route selection
- ◆ Group Management
- ◆ Review of Avy Level 1
- ◆ Transceiver discussion and practice
- ◆ Human Factor in avalanches

II Module 2: Risk Awareness, Weather, Snow pack

Course Curriculum: (On snow)

- ◆ Hydration & food
- ◆ Altitude & cold injuries
- ◆ Terrain selection
- ◆ Weather short/long term
- ◆ Traveling and route finding up/downhill
- ◆ Snow pack tests
- ◆ Small group rescue

III Module 3 & 4: Putting it all together

Course Curriculum: (On snow, overnight or day outing format)

- ◆ Pack/equipment check
- ◆ Group analysis of:
- ◆ Weather
- ◆ Tentative Routes

- ◆ Alternative Routes
- ◆ Snow pack
- ◆ Rescue plan and Emergency Management
- ◆ Practice as group leader

Other requirements: Show proof of Avalanche Level I (or greater) course completion, current First Aid and CPR, and log of 6 (additional, for a total of 9) tours, including party members, location, start and end times, vertical gain/loss, max. slope angle measurements, 3 sets of snow study pit data with analysis.

To earn Backcountry Accreditation, complete the above course work (Days 1-4) within two years. **Credits and Cost:** Clinic days 1-3 cost \$50 each and count for 6 credit hours. Day 4 cost is \$70. Alternatively, prepay \$200 for all four clinic days (all four must be taken in a two year time period). BC Accreditation earns the member a silver pin.

Backcountry Program Overview

The Accreditation program consists of the items under the number 1. Events under 2 are additional programs being offered. Instructors with Level I in any discipline may take BC Accreditation.

Ski safe!—**Scott McGee, Jenna Sall, Steve Neiner**

BC Clinic Types, BC Accreditation

1. Accreditation Clinics

- ◆ Modules 1-4 happen once North and once South each year
- ◆ 4 Clinics within a 2 year period
- ◆ Any order

2. Tour Clinics

- ◆ Practicing Route finding, Terrain Selection and general Touring Skills
- ◆ Spring Clinic March 31, Ed College first day

ACE Report

By Mark Nakada, ACE Program Manager

Aloha! Although the holiday season is upon us, the ACE team has a number of upcoming events that can increase your effectiveness in working with kids. Program updates:



- ◆ We have posted the 2005-2006 ACE curriculum, and revised ACE I and ACE II materials at www.psia-i.org. The ACE curriculum outlines the objectives and requirements for each accreditation; the presentations, study guide, and other materials are part of a work-in-progress library. Please note, for all ACE programs, we have updated the workbooks, and will only accept 2005-2006 materials.
- ◆ For ACE I, we have added another Indoor Session. Date: Thursday, January 19, 2006. Time: 7-10 PM. Location: Churchill Jr. High School. Room: TBA.
- ◆ For ACE II, the accreditation will focus on strategies and tactics that can enhance your bag of tricks. For this accreditation, please be prepared to show and share your knowledge with your peers.
- ◆ For ACE III, the written requirement has been modified; we are looking for "Kids Teaching" articles that would enhance the knowledge base of other instructors. For this accreditation, please be prepared to show and share your knowledge with your peers.
- ◆ For those instructors interesting in being part of the ACE Divisional Education Team, we will be having a one-day hiring interview on Thursday, April 6, 2006. Requirements: PSIA or AASI Level III certifi-

cation, and ACE III. Please contact the PSIA-I/AASI-I office for more details.

- ◆ For the ACE II and ACE III accreditations, there have been some questions about the "meets standards" evaluation. The evaluation is not a "grade"; it was established to provide ACE participants with better feedback from these two-day accreditation events. A sample evaluation form has been included with the ACE curriculum.

Please review the ACE calendar for the dates and locations of our events. On behalf of the ACE team, I would like to thank you for taking the time and effort to seek ACE accreditation. We look forward to seeing you at one of our clinics this season. ■

ACE Events on Calendar

Two ACE I events have been added to the education calendar.

Event: ACE I Indoor

Date: Wed Jan 18, 2006

Time: 5-8 PM

Location: Weber County Library, 2464 Jefferson Ave, Ogden, UT (in the classroom on the lower level)

Event: ACE I Indoor

Date: Thurs Jan 19, 2006

Time: 7-10 PM

Location: Churchill Junior High School

Alpine DVD

The PSIA-Intermountain Alpine Demo DVD is available through the Division office. Whether for your personal development or as a holiday gift, you can pick up your copy now. A donation of \$20 goes to the PSIA Education Foundation to promote educational development in Intermountain. ■

Sport Science Update: Nutrition & Skiing Performance

By Ron Kipp

There are many sports nutrition products on the shelves today. While all of them try to present themselves as science-based, only a handful of the companies that make these products actually do scientific research. PacificHealth Labs (Accelerade[®]) has not only done its share of scientific research, but is the only brand to have shown physiological benefits and performance increases with skiers.

Summary of the ski research

It has long been known that intense exercise causes microscopic muscle damage. This damage is part of what makes skiers tired and consequently sore the following day.

Muscle damage was reduced by half in intermediate to expert recreational skiers drinking Accelerade, a carb-protein sports drink, compared to a matched group of skiers drinking the same amount of water disguised as an ergogenic sports drink. Neither group knew what they were drinking. Muscle damage was measured from pre- and post-skiing blood samples. Myoglobin and creatine kinase, both indicators of muscle damage, were shown to be twice as high in the group of skiers that drank only water. This coincided with self-reports in which the skiers drinking Accelerade indicated less perceived exertion using Borg's RPE scale during three hours of skiing.

Research with alpine ski racers has also reported reduced perceived exertion in athletes consuming a carb-protein supplement. Consuming Accel Gels[®] while training, ski racers reported

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Seek Understanding To See More

By Jerry Warren

To be an effective teacher, it is vital to be able to see skiing movement clearly. However, to see more *OF* something, it eventually becomes necessary to see more *IN* it. That suggests that we must understand what we are looking at. For the teacher and the student, increased understanding helps alleviate fear, improve performance, and stimulate the excitement of seeking and attaining new challenges.

Watch any sport or activity. As you do so, you will see movements that will have meaning to you, based on your past experiences and your present understanding. You may see things that register to you, but have little meaning. As we gain more understanding for what we are watching, we will see more of—and more in—the movements we are watching.

Movements that have always been there will begin to manifest themselves. Understanding what we see puts us right in the activity—the turn. Many coaches actually flex, twist and move around a bit as they watch others ski. Knowing why a skiing movement is taking place gives us more personal freedom of expression and application in our own performance of the skiing movement. As we understand more, we see more and we feel more; hence, our performance improves and we become a more effective teacher. Understanding more about our own skiing performance, clearly and simply, is vital to understanding the skiing performance of others.

Movement Analysis to Movement Synthesis

As ski teachers, we have studied skiing movements for years and years to determine what is correct and often,

what is incorrect. Unfortunately, some have only taken one side and look at skiers to determine what they are doing wrong, more that what they are doing right. This form of movement analysis is incomplete.

The intention of movement analysis is good, but the result is often the development of a ski teacher that looks only for what needs to be taken apart, the flaws, the aberrations, the difficulties, the problems.

Understanding more about our own skiing performance, clearly and simply, is vital to understanding the skiing performance of others.

A Master Teacher has a profound effect on the skiing student because he is positive in his attitudes and he seems to know—and this is important—he seems to know that the joy of teaching is not just analysis; it is also synthesis. It is the putting together, the organizing, the giving of meaning, the working toward a more complete and positive skier, while respecting the present ability of the person. This teacher is positive, looking for that which is right and, in consequence of his search, finding it and enjoying the find with his student.

A key to quality movement synthesis is having a model to compare to. We have had the Center Line as a movement role model, and a blue print to guide movement assessment. We now have variations of the Center Line in the form of Contemporary Skiing Movements and others. All are framed by the Skills and the Skills Concept.

These skiing movements are actually the synthesis or blending of the fundamental skills into defined turns representing learning and movement zones. With accurate movement assessment, followed by movement synthesis, ski teachers can organize key movement patterns and give them

meaning thereby developing ways to become a more complete skier.

The way the fundamental skills are integrated, blended and organized can produce many skiing movements, turns, and exercise varieties and gives us a fine eye for movement detail and precision. (see PSIA materials for descriptions of these movements) These defined skiing movements act as beacons, reaching out in all directions, with common movement patterns that connect them all. If these movements are new to a skier, the visuals, feelings and understanding of these skiing movements needs to be distinctive.

It is important to understand one skiing movement links to another movement so that these vital movement patterns can *build on each other*, thereby causing Movement Synthesis. The Wedge Turn for example, is linked to the Dynamic Parallel Turn and all skiing varieties in many ways. Recognizing and understanding key movement targets teach us where we are in relation to them and actually expand learning and performance freedom. By study and performance of specific movements, the variety of turn shapes, terrain and snow condition variations come alive in a form of synthesis rather than just analysis. The teacher that says they need more freedom than the defined skiing movements does not understand them. Freedom in skiing, like anything, is earned. One is not free to play the piano until one studies and learns how. The more disciplined, the more one can do, adding variety to the music to the point of creating their own music. Therefore, this person is freer as it relates to playing the piano and the musical variations. So it is with skiing.

As we go into this new skiing season, I invite you to really study—to really see more in our key skiing movements. Enjoy the journey.—**Former PSIA Demo Team Member Jerry Warren is PSIA-I/AASI-I national Board representative and head of Sundance mountain operations.**

Alpine DECL Hiring

We are looking for new Division Examiners & Clinic Leaders (DECLs) to fill positions recently vacated. We will interview and hire those who we believe are the most capable at delivering clinics and eventually conducting certification exams within the Division. We want to take into service the best all-around clinic leader in this division.

Applicants need to submit the necessary paperwork to the PSIA-I office by December 31, 2005. Upon timely receipt of the application, aspirant DECLs will be invited to participate in a one day skiing observation on January 10, 2006. Based on the results of this first "interview" the selectors will determine who will be invited for a second interview. Those invited for the second interview January 26-27 will be observed as a clinic leader for one or two days. Those selected will then be required to attend clinics with a veteran DECL all as a final check of organizational, technical, teaching, skiing and relationship building skills in real life situations.

What is a DECL?

A DECL is passionate about the sport of skiing and art of teaching. They must be very organized, conscientious and detail oriented. Skiing, teaching and relationship building skills are necessary to interact with a wide variety of personalities and skiing styles found in the membership. It is the DECL's job to fulfill the Division's mission of educating and certifying the PSIA-I membership.

How to apply for the job

1. Be an Alpine Level III member of PSIA-I in good standing.
2. The following must be received by the divisional office no later than 4:00 p.m. December 31, 2005:
 - ◆ A letter from your director/manager stating that they will allow you

the time needed to perform the duties of a DECL (minimum 8 to 10 days of the season including training sessions), and that you have on-hill experience as a clinician.

- ◆ A high quality photo of your face suitable for publishing and a biography/résumé/vitae. We want to know who you are and what you're all about before meeting on snow. If you're selected, the photo and the bio will be printed in *The Edge* as an introduction to the membership.
- ◆ An article suitable for the "Edge."
- ◆ The event registration form which can be found in "The Instructor's Edge" and a fee of \$200.00. ■

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a significant reduction in Rate of Perceived Exertion on the Borg 10-point scale as compared to a control group.

In another study, ski racers using Accel Gels were able to finish over two and a half times as many slalom runs as skiers drinking plain water. This would suggest that there was an increase in neuromuscular efficiency resulting in better coordination and proprioception, while fatigue was lessened. This is amazing because the Accel Gel group actually did a greater amount of skiing since they weren't skiing out of the courses, hooking tips, straddling, or falling.—Ron Kipp, PSIA-I Alpine Education Manager

References

- Sports Nutrition and Exercise Metabolism*, 15(5). 2005.
 10th Annual Congress, European College of Sport Science, PP9-3, 2005.
 10th Annual Congress, European College of Sport Science, PP9-4, 2005.
 Bacharach et al., in press, 2006.

Professional Offer from Accelerade

Scientific research has shown that Accelerade helps skiers perform better.

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Board Elections

Board of Directors elections are coming soon. Seats up for election include those representing: Region I – Jackson Hole, Grand Targhee, Great American, White Pine; Region VI – Solitude, Brighton, Sundance; Region VII – Alta, Snowbird; and three 'At Large' seats.

Our Bylaws state that one third of the Board of Directors shall stand for election each year. The six seats in consideration in 2006 are one more than the required one-third; 2007 will have five; 2008 would have only four, one less than required. To correct this election cycle imbalance, the Board approved a one-time alteration of the length of term for one of the "At Large" seats from three years to two during this next election. It was decided that the candidate with the third largest vote tally for the 'At Large' seats will be assigned the shortened term. This will reestablish a balance of five seats standing per election.

The following must be received in the Division office by February 15 to appear on the ballot:

- ◆ The signatures of five Division members in good standing who are willing to support your candidacy.
- ◆ A black and white photo of yourself (suitable for publication in the Edge)
- ◆ A short biographical sketch including education, employment history, divisional employment, and years of membership, along with a statement of your expectations and goals for the Division.
- ◆ There is a minimum of two Board meetings a year and typically four. Attendance at all is expected.

The term is three years. If you spend your off season out of the area it will be difficult to attend the meetings.

Board meetings can be long and tedious. They can also be rewarding and interesting. If snowboarding and skiing have been good to you and you would like to give something back serving on the Board is a great opportunity. ■

Avalanche Classes

By Mike Sharp

The snow has started falling, and that means it has started sliding. Early season avalanche conditions can be some of the worst of the year due to large temperature gradients across a low snowpack. To help educate local backcountry users, the Utah Avalanche Center has listed all the local avalanche education courses in Utah.

In the greater Salt Lake Area, there is everything from free introductory talks to intensive, five-day certification courses from national organizations such as AIARE and AAI. Below is a condensed list of local offerings. The most up-to-date info can be found on the Utah Avalanche Center web site at www.utahavalanchecenter.org. Mouse-over Education, then Avalanche Classes, then click on Utah Courses.

The Utah Ski & Snowboard Event Calendar, hosted by FreeRide Magazine, has a calendar view with the avalanche educational events and all the local ski & snowboard events to help you plan your winter, or even just your week! Go to www.freeridemagazine.com, click on Calendar and Press Releases, and then Calendar View. Text views are also available, broken down by category such as Demo Days, Clinics, and Competitions.

Already, the UAC seems to already be updating the Avalanche Advisory, or "Bulletin," on a daily basis, and sending out the daily e-mail. To receive a tailored Bulletin via e-mail on a daily basis, go to the UAC web site and click on your geographic area on the map, scroll down to the bottom, and sign up! **—Mike Sharp is publisher of FreeRide Magazine**

Introductory

Dec 20	Introductory Aval. Talk (UAC)	Wasatch Touring	7:00 PM	FREE
Jan 10	Science of Aval. Lecture (Tremper)	REI Salt Lake City	7:00 PM	FREE
Jan 11,14-15	Aval. Awareness (U of U)	Park City Library		\$195
Jan 12-Feb 2	Backcountry Aval. Class (U of U)			\$212
Jan 13-14	Basic Aval. Awareness (Exum)			\$99
Jan 25, Feb 4-5	Aval. Awareness (U of U)			\$195
Feb 10-11	Basic Aval. Awareness (Exum)			\$99
Mar 10-11	Basic Aval. Awareness (Exum)			\$99

Level 1 (Level 1 courses are typically one or two nights indoors followed by two days outdoors)

Jan 6-8	AIARE Lev. 1 Course (Swiss Guides)	White Pine Touring		\$220
Jan 6-8	AAI Lev. 1 Course	The Canyons		\$175
Jan 12-15	AAI Lev. 1 Course	Wasatch Touring and Alta		\$180
Jan 13-14	Lev. 1 Course (UAC-Logan)	USU Outdoor Recreation Center		cost
unknown				
Jan 14-16	Lev. 1 Aval. Workshop (UAC)	Brighton		\$200
Jan 20-22	Lev. 1 Course (Exum)			\$180
Feb 10-12	AIARE Lev. 1 Course (Swiss Guides)	White Pine Touring		\$220
Feb 18-20	Lev. 1 Aval. Workshop (UAC)	Brighton		\$200
Mar 10-12	AIARE Lev. 1 Course (Swiss Guides)	White Pine Touring		\$220

Level 2

Feb 4-7	AIARE Lev. 2 Course (Swiss Guides)	White Pine Touring		\$395
Feb 24-26	Lev. 2 Course (Exum)			\$215
Mar 4-5	AAI Lev. 2 Course	The Canyons		\$215

Level 3

Jan 30-Feb 3	AIARE Lev. 3 Course (Swiss Guides)	White Pine Touring		\$599
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Avalanche Contacts

Friends of the Utah Avalanche Center (UAC)

Taught by: UAC forecasters
 Web: <http://www.avalanche.org/~uac/>
 Phone: 801-365-5522
 Sign up: Black Diamond Store, 801-278-0233

Utah Avalanche Center – Logan
 Web: <http://www.avalanche.org/~uac/BRAIC/>
 Phone: 435-797-0457

White Pine Touring & Swiss Guides

Accreditation: AIARE
 Taught by: Freddy Grossniklaus, owner Swiss Guides, IFMGA/AMGA guide, former ski school director, former member of Swiss National Education Team and professional ski instructor at Deer Valley.
 Phone: 435-649-8710 (White Pine)
 Web: www.swissrockguides.com or www.whitepinetouring.com
 E-mail: freddy@swissrockguides.com or rcarlan@whitepinetouring.com

Level 1: cost \$220, 2 hr. evening session followed by 2 days instruction
 Level 2: cost \$395, 4 days of instruction
 Level 3: cost \$599, 5 days of instruction

American Avalanche Institute (AAI)

Taught by: Mike Ruth
 Web: www.avalanchecourse.com
 E-mail: mymruth@qwest.net or aai@wyoming.com
 Phone: 435-649-4527 or 307-733-3315

Exum Utah Mountain Adventures

Web: www.exum.ofutah.com
 Phone: 801-550-3986 (EXUM)
 E-mail: tysonjulie@earthlink.net

REI Salt Lake City

Phone: 801-486-2100

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disciplines, resulting in self-growth and pride of accomplishment. Instructors furthering their education stay enthused and excited about their profession, which results in a benefit to the customer, the ski area, and themselves. Stay active, be involved, and we will all benefit as we move through life broadening our horizons.—**Nancy Kronthaler, PSIA-I/ AASI-I Board member.**

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Accelerade[®] is offering PSIA members a special pro deal:

- ◆ Receive 40% off all products and free shipping until December 31, 2005 along with a free water bottle.
- ◆ After January 1st, 2006 receive 25% off all orders with free shipping.
- ◆ Go to: www.accelerade.com
Enter Discount Code - PSIA01.

Consumers will be asked for discount code during checkout at which point a new total will be shown before order is finalized. ■

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