



LI WORKBOOK & STUDY GUIDE

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

- Certified Level I Requirements
- Personal and Professional Development
- Technical Knowledge
- Teaching Knowledge
- Movement Analysis
- Application of Skiing Skills
- Teaching Application

Instructor Name	
Resort Affiliation	
Validation*	Name of Validator: _____ Signature: _____

**Validation can only be signed by a PSIA-I DECL, Snowsports School Director, or Trainer appointed by your Director. Mail the validated cover of your Study Guide to: PSIA Intermountain Division, 7105 Highland Dr., Suite 201, Salt Lake City, UT 84121, or fax to: 801 942-7837.*



LI WORKBOOK & STUDY GUIDE

PSIA Level 1 Workbook and Study Guide

The PSIA-I Level I Workbook and Study Guide (referred to from here on as the Study Guide) 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 Study Guide process. Ultimately, your readiness for the assessment is your decision.

Completing and Validating Your Study Guide

Your area trainers will help guide you through completion of your Study Guide using a combination of indoor and on-hill activities. There is no “order” to how you should work through the Study Guide. For instance, you may find the activities that involve filling out “grids” easier to complete after you have logged more teaching and training hours. These activities require more assimilation of knowledge in order to complete. The pacing and ordering of completion is up to you. These activities are excellent for group discussions.

Additionally, these tasks enhance the learning experience in multiple areas:

1. They help you judge your comprehension of what you are studying.
2. They help you learn how what you are studying ties into your teaching.
3. They help you solidify whether what you think you are saying, is really what you mean and want to say to students.
4. And they can serve as guides and references through out your teaching career.

As an example, the PSIA National Team went through similar exercises to build The Movement Matrix which you can access via the nation web site at www.psia.org

The MUST Do's

Once you have completed your Study Guide training, the cover page must be validated* and mailed or faxed to the PSIA-I office at least two weeks prior to your Level I Clinic/Assessment. You will bring your Study Guide with you to the Assessment.

** Final validation of your completed Workbook and Study Guide can only be made by a PSIA-I DECL, Snowsports School Director, or the Snowsports School Director's designate.*

Resources

Several sources of information are useful for studying the topics covered in this study guide. The following is just a partial list of readily available resources.

Available from the PSIA-I web site (www.psia-i.org):

- PSIA-I Professional Knowledge and Glossary
- PSIA-I Level I Assessment score sheet
- PSIA-I Self Assessment Drills

PSIA publications and products available through the Division office or online:

- PSIA Alpine Technical Manual
 - Core Concepts for Snowsports Instructors
 - PSIA Children's Instruction Manual
 - PSIA Intermountain Alpine Demos and Tasks DVD
 - PSIA Stepping Stones Pocket Guide
 - PSIA Certification Standards
 - PSIA Visual Cues to Effective skiing - laminated pocket guide
- Several sources of information are useful for studying the topics covered in this portfolio. The following is just a partial list of readily available resources.

Certified Level I Requirements

Certified Level I instructors primarily teach adults and children skiing in the Beginner Zone 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 Study Guide and submit completed Event Registration form, fees, and signed Cover Sheet from the Workbook and Study Guide at least two weeks prior to the assessment date to: *PSIA-I, 7105 Highland Dr. #201, Salt Lake City, Utah 84121 (phone: 801-942-2066).*
- Attend Level I Assessment. **BRING THE STUDY GUIDE TO YOUR ASSESSMENT THE FIRST DAY!** The Study Guide serves as a learning tool for Certified I candidates. Study Guides will be reviewed during the assessment.
- Event Registration forms are available through the division web site at www.psia-i.org.
- Workbook and Study Guide. This 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. This 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. This sheet is the same one used for the Level 2 assessment. 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 work sheet. Similar to the ski portion, some coaching will be provided both during the work sheet development and on the hill.
- *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 and Study Guide:* **BRING YOUR STUDY GUIDE 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 DECL clarify their understanding of your preparation.

Personal and Professional Development

- Understand the pathways for personal and professional growth by identifying resources available both inside and outside of PSIA
- Plan short and long range schedules for training and certification goals. See the samples below and complete the goal grid.

SHORT TERM GOALS	TARGET DATE	IMPLEMENTATION	PROGRESS
Complete Level 1 Study Guide	January 15	Attend 10 hrs on-hill training. Attend every indoor session.	5 training hrs complete, 12/31/09. 6 indoor hrs down, 2 indoor sessions to go..
LONG TERM GOALS	TARGET DATE	IMPLEMENTATION	PROGRESS
Pass Level 1 this season	March 20	Attend PSIA L1 prep clinics Accumulate minimum 30 hours teaching.	Attended 1 clinic, signed up for second 22 hrs in the bag as of 1/5/10

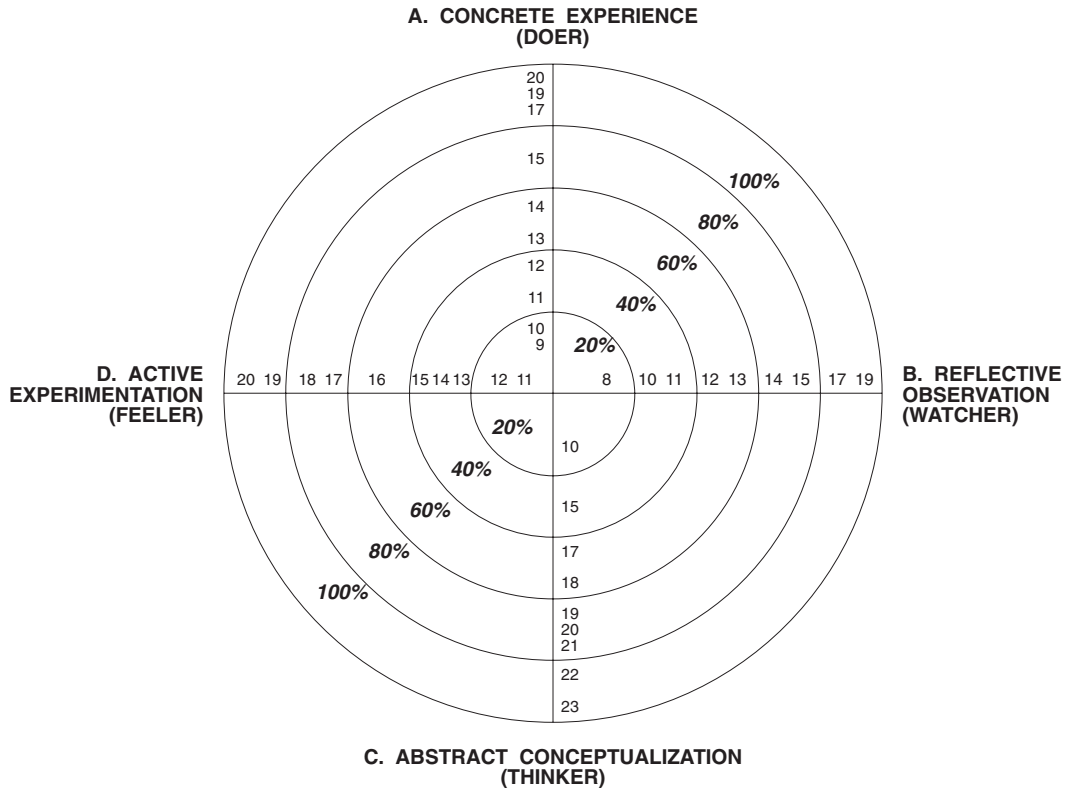
1. Why do you want to teach?

Learning Style Inventory

There are nine sets of four words listed below. Rank each set of words by assigning a 4 to the word which best characterizes your learning style, a 3 to the word which next best characterizes your learning style, a 2 by the next most characteristic word and a 1 by the word least characteristic of you as a learner. To make this test more relevant to ski teaching, associate your thoughts with learning a sport with an element of physical risk. Be sure to assign a different number to each word in each set.

- | | | | |
|------------------------|----------------|----------------------|-------------------|
| 1. ___discriminating | ___tentative | ___involved | ___practical |
| 2. ___receptive | ___relevant | ___analytical | ___impartial |
| 3. ___feeling | ___watching | ___thinking | ___doing |
| 4. ___accepting | ___risk-taker | ___evaluative | ___aware |
| 5. ___intuitive | ___productive | ___logical | ___questioning |
| 6. ___abstract | ___observing | ___concrete | ___active |
| 7. ___present-oriented | ___reflecting | ___future-oriented | ___pragmatic |
| 8. ___experience | ___observation | ___conceptualization | ___experimentatic |
| 9. ___intense | ___reserved | ___rational | ___responsible |
-
- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A _____ | B _____ | C _____ | D _____ |
| add lines 2 3 4 5 7 8 | add lines 1 3 6 7 8 9 | add lines 2 3 4 5 8 9 | add lines 1 3 6 7 8 9 |

Add the numbers in each of the four columns as indicated by the numbers below the tally lines.
 A = Concrete Experience (Doer), B = Reflective Observation (Watcher), C = Abstract Conceptualization (Thinker), and D = Active Experimentation (Feeler). Enter these values in their proper axis on the target. Once totals have been entered on the target you can determine your type of learning style.



This section is intended to give the instructor an understanding of the fact that people learn in different ways. This is important for developing your skills as an instructor.

Because we often teach the way we learn, understanding our own learning style helps provide insight into how we teach. Likewise, being able to identify learning style traits in students helps us present our lesson in a more effective manner. For instance, a group lesson may be made up of four people who each possess a different dominant learning style. How do you structure a lesson and provide individual attention in a fashion that helps each member of the class? It's important to note that although most people have a dominant learning style, they often exhibit other learning style characteristics as well.

A. Concrete Experience (Doer): People in this category tend to be pragmatic, practical, and functional; they are searchers who see a purpose in learning; they are good problem-solvers and work well with others. These learners want to “do” and may become anxious with too much standing around.

B. Reflective Observation (Watcher): These people like to get the picture and like to know the purpose of practice. They need to watch others, are good listeners, introspective and contemplative. Good demonstrations are important to this learner and verbal communication needs to be image-oriented to be effective.

C. Abstract Conceptualization (Thinker): Such people are analytical, logical, thorough and theoretical. They would rather read than listen to lectures and are often loners or dreamers. At times they are meticulous to a level of obsession. This person has read every ski magazine on the rack and is particularly receptive to technical discussions on lift rides.

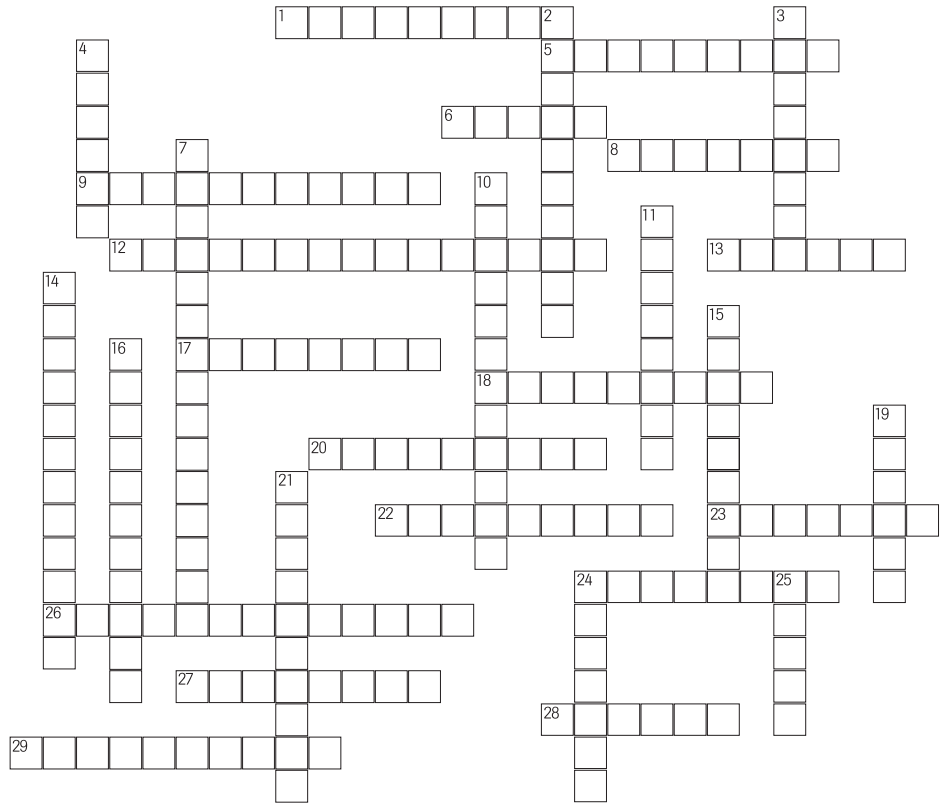
D. Active Experimentation (Feeler): People of this nature are receptive learners; they learn predominantly through “gut” intuition. They try many things to find a way, tend to be emotional and learn by doing and by evaluating on the way. These people are also “doer” oriented and tend to be kinesthetically aware, picking up movement patterns quickly and being bored with analytical talk.

Questions for Learning Style Inventory

1. What is your learning style preference?
2. What one thing (or several) contributed to a breakthrough in skill acquisition for you personally as a skier?
3. Relate that breakthrough catalyst to your learning style preference.
4. What are some of your favorite things to do with a Level 1 class?
5. How do those things reflect your learning style?

Professional Knowledge

Define basic Level I skiing terminology (see PSIA-I Level I Terminology List from the Professional Knowledge and Glossary downloadable from the www.psia-i.org) and be able to communicate concepts in simple language. The activity below is just an introduction into the type of terminology you will encounter in your ski teaching career. Get creative with word games you can play. Build your own! A grab bag in your locker room is great for this. Put terms on strips of paper in a bag. Each day grab one and then research the answer. These can be terms or questions about teach/tech, equipment, student psychology, etc.



ACROSS

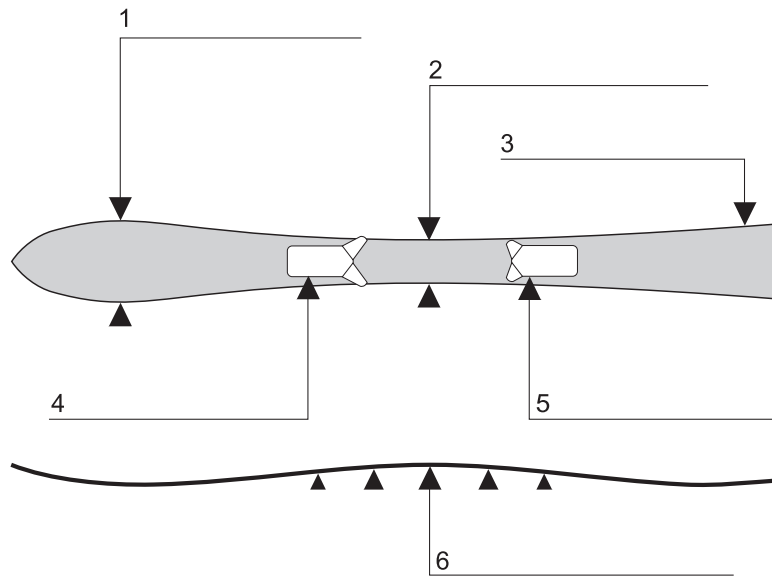
- 1 Bone to bone attachments
- 5 Increasing a joint angle
- 6 Result of turning in same spot - business hotshot
- 8 Inclination with NO angulation
- 9 Walking technique that looks like a cat's favorite food
- 12 "Needs" list, a mountain that's in your head
- 13 Property of a ski that helps to distribute a skier's weight along it's length
- 17 Circular movement about an axis
- 18 Eversion, abduction and dorsiflexion of the foot
- 20 An _____ contraction involves lengthening of a muscle while developing tension
- 22 Yielding to pressure
- 23 Measure of an objects stubbornness
- 24 Moving across the fall line
- 26 Combining basic skills to create an overall performance
- 27 Freezing of outer skin layer
- 28 What utah is famous for in winter
- 29 Inner urge or sense of purpose

DOWN

- 2 Moving in a one-two fashion
- 3 Mass x (distance the mass travels/time it took)
- 4 Characteristic of skilled skiing which contributes to a skier's flow
- 7 Managing the forces applied to the skis
- 10 Maintaining alignments relative to where you want to go next
- 11 Skidding with parallel skis or Dr. Zhivago actress
- 14 The "balance" point of an object's mass
- 15 Freezing of a body part
- 16 Continuous and connected series
- 19 Movement which shows your ski bases - trimming your driveway
- 21 Quick stop technique
- 24 Muscle to bone attachments
- 25 Proficiency in a task acquired through practice and experience

Equipment Concepts

1. Label the parts/characteristics of a ski and its design:



2. About how long should a ski be for a beginning Adult or Child?

- a. Chest high
- b. even with chin
- c. even with nose
- d. even with top of head
- e. other?

3. What factors do you consider when assessing proper ski length or does “one size” OR “one method” work for everyone? Differences between Adults and Children?

4. Six-foot basketball star Allen Iverson arrives for a Beginner Zone class (first time on skis) with 140 cm shaped learning skis. The instructor should:

- a. say great you have the right equipment
- b. move him to 160 cm conventional skis
- c. send him back for shaped skis that are roughly nose height
- d. faint because Allen Iverson is in your class

5. Describe what a proper fitting boot should feel like. You are saying this to a beginner student.

6. What are two acceptable uses for ski poles that you might tell your beginning student?

7. Identify/List some equipment needs for skiers through the Beginner/Novice Zone and discuss basic options and benefits of modern ski design for Beginner/Novice Zone skiers (ex: ski lengths, side cuts, flex patterns of both skis and boots, etc.

8. Identify/list common equipment safety issues including boot sizing, ski length choices, and possible binding problems you may encounter in Beginner/Novice Zone skiers. List 3 issues and possible solutions.

(EX: Rental equipment with binding that does not fit the boot.)

1.

2.

3.

9. Using the previous answers, if your area has a standard policy to cope with these situations list it below. If not, how might you word a policy?

Technical Knowledge

1. Which of the following movements help to maintain balance:

- a. flexing and extending the ankles, knees, hips and spine
- b. using fore and aft movements to shift the center of mass
- c. moving the head and arms
- d. a and b
- e. all of the above

2. Of the following choices, which rotary movement is generally the most effective under normal skiing conditions?

- a. arm rotation
- b. leg rotation
- c. upper body rotation
- d. none of the above

3. During the initiation phase of the turn the skier:

- a. guides the skis through the apex of the turn
- b. is most flexed and therefore lowest
- c. is changing edges and shifting weight from one ski to the other
- d. none of the above

4. How do we register balance? From the selections below pick the one that does not belong.

- a. pressure sensors in the hands and feet give feedback from the snow and equipment
- b. changing direction size and shape of turns
- c. the eyes focus on the horizon and other visual cues
- d. proprioceptors in the muscles and joints give feedback about the limbs relative to each other and the surroundings
- e. the inner ear monitors motion, changes in speed, and position relative to gravity

5. Which piece of the following equipment has the most effect on the enjoyment of the student?

- a. boots
- b. skis
- c. poles
- d. bindings
- e. none of the above

6. Much of the fine tuning for sustaining a flat ski in a straight run comes from what part of the body? Select one or more:

- a. The foot
- b. The leg
- c. The ankle
- d. The "hips"
- e. The spine
- f. Other _____

7. 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

8. Speed control for a novice zone skier can be encouraged through:

- a. turn completion
- b. turn shape
- c. skidding
- d. all of the above

9. A slight rising motion at the beginning 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

Explain your answer:

10. To enhance skidding in a novice zone skier the instructor can:

- a. look for convex areas
- b. increase speed
- c. look for slightly steeper parts of the hill
- d. encourage a narrower wedge
- e. all of the above

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

12. Pressure control movements only involve fore aft movements.

- True
- False

13. Skidding should never be taught.

- True
- False

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. How might you help a student to focus their balance against the outside ski?

16. The ACL is:

- a. a ligament in the ankle
- b. protecting your civil rights
- c. a ligament in the knee
- d. a cartilage in the shoulder
- e. a and c

17. What is the ACL's function?

18. The Greater Trocator is located in which area?

- a. The shoulder
- b. The shin
- c. Just below the knee
- d. Hip socket
- e. Top of femur "hip bone"

19. Your trainer says they have a sore "medial malleolus." What the heck are they talking about?

- a. headache
- b. knee pain
- c. wrist pain
- d. ankle pain
- e. foot pain

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

- True
- False

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

- True
- False

22. Beginning students should be taught a centered stance rather than an exaggerated forward lean.

- True
- False

23. What does a "centered stance" mean to you? What does it look like?

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

25. Edge release and engagement is fundamental to turn initiation.

- True
- False

Explain your answer:

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

- True
- False

Explain your answer:

Skills Concept Understanding

The Skills Concept—Fundamental Skills

The Skills Concept refers to PSIA's philosophy that the progressions, exercises, and maneuvers taught should encourage the acquisition and refinement of skills. PSIA has identified four skiing-related movements referred to as the fundamental skills. The fundamental skills include: balancing movements; edge-control movements; pressure-control movements; and rotary 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.

Some of the following questions/activities can be quite complex, requiring assimilation of concepts and ideas. Feel free to return to these after you have gained teaching time, training time, and understanding. As a reminder, there is no order to how you proceed with this Study Guide.

1. The “Fundamental Skills” consist of which components?

_____, _____,
_____, _____

2. Do you know a neumonic for the skills in the above question? (HINT: Rhymes with what a bird does.)

3. In the VENN diagram representation of the Fundamental Skills, which component encompasses all the others?

_____.

4. Referring to the last question, explain why that component encompasses all the others.

5. Describe “skill blending.”

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

Direction of movement and vision lead toward the intended direction of travel.

Fore-aft balance is managed over the whole foot with pressure distributed appropriately along the length of the ski.

Lateral balance and pressure is managed appropriately from outside ski to outside ski through turns (the outside ski bends more than the inside ski).

Rotational (guiding) movements of both skis originate in the lower body and utilize ski design appropriate to the task.

Progressive increase and decrease of edge angle occurs with both skis as needed.

Flexion and extension movements are effectively used to manage balance, pressure, and edge release and engagement.

7. How would you describe “good skiing” in your own words?

Consider ALL skier abilities. For example I’m sure you’ve had a student who made what you called “a fantastic wedge turn.” What made it “good?” And you have someone who you wish to ski like? Why?

8. How does your interpretation of “good skiing” compare to the concepts in question 6?

Any similarities? Any major differences?

Can you see any connections between skiers of different skill levels?

Teaching Concepts and Knowledge

Below are questions which focus on KEY Teaching topics and movement concepts for beginner skiers and instructors. This is NOT a comprehensive list and you are encouraged to work with your trainer to build more of these types of questions to further your understanding and improve your successes as an instructor. The “grab bag” mentioned previously is a great method for this. Spider Webbing activities with groups are also great. Creating games for your own learning will help you build similar for your students, expanding your ability to teach the same concept/movement in multiple ways - keeping learning and teaching fun and always new.

1. When questioning students it is important to ask:

- a. why they are there
- b. what they hope to accomplish
- c. what prior experiences they’ve had
- d. all of the above

2. As your lesson progresses:

- a. stick with your plan no matter what
- b. revise plan as needed, let students know of changes
- c. keep your plan to yourself so they won’t know of changes
- d. none of the above

3. For feedback to have the most impact it must be:

- a. specific
- b. brief
- c. offer positive steps for improvement
- d. be judgmental
- e. a, b, and c

4. “What?” “So what?”, and “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

5. The teacher’s role in managing risk can be partially summed up by the following:

- a. reinforce “The Code” throughout the lesson
- b. conduct sessions in appropriate areas and use suitable terrain
- c. educate students about clothing, equipment, and fitness
- d. document your opinions on who is to blame for accidents
- e. a, b, and c

6. 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

7. Recognizing personality styles (i.e. extroverts, introverts) is not relevant to how you teach a lesson.

- True
- False

8. Previewing is one of the best ways to establish trust with your students.

- True
- False

Explain your answer:

9. What the student wants to accomplish is more important than what the teacher thinks the student should accomplish.

- True
- False

Explain your answer:

10. Physical maturation is a special consideration when observing children.

- True
- False

11. Physical needs, like safety, may distract from any learning situation.

- True
- False

12. It is critical to recognize the difference between challenge and fear.

- True
- False

Explain your answer:

13. VAIL Resort did research on “Fear” in beginner skiers in which they identified 5 main concerns that were the greatest inhibitors to a successful lesson. Customers ranked those 5 in order from greatest concern to least. The following list MAY be ordered correctly. If you do not think it is, rank them from 1 to 5 in the spaces to the right by how you believe the Vail customers ranked them.

- Fear of slowing down the class _____
- Fear of cold _____
- Fear of injury _____
- Fear of looking clumsy _____
- Fear of not “getting it” _____

14. Briefly explain how you might address the above fears with new students.

15. Your trainer tells you “As a lesson develops, group handling can be organized on a moving basis rather than a stationary line up.” What do you think they meant by that and how might this work at your area?

16. Feedback can destroy trust and feelings of self-worth.

- True
- False

Explain your answer:

17. You should ask beginners, especially children, to repeat what they are going to do when getting on and off the lift.

- True
- False

18. What are any specific lift procedures your area mandates?

19. Write your “progression” for teaching beginners how to load/unload a lift. Any jingles for “cues” that you know to help students?

20. Write your “getting up” progression below. Do you have more than one? How do you address different physical abilities?

Student Profiles

The following questions address the characteristics of student profiles of either adults or young children (up to 7 years).

21. Identify and explain the parts of the CAP model.

22. Characteristics of age groups are on the left, age groups are on the right. Place the number(s) of the characteristic(s) on the line next to the age group it is MOST associated with.

- | | |
|---|----------------------|
| 1. Starting to compete against others | 3-6 years old _____ |
| 2. Want to be an adult, but need guidance | _____ |
| 3. Relate to fantasy and imagination | 7-12 years old _____ |
| 4. Participation not end result is important | _____ |
| 5. Doesn't consider the consequences of actions | Teens _____ |
| 6. Easily follows rules | _____ |
| 7. More aware of how personal behavior affects others | Adults _____ |
| 8. Is more capable of "doing" it than "understanding" it. | _____ |
| 9. Tends to have a heavy emphasis on winning | _____ |
| 10. Are more likely to perceive poor performance as failure | _____ |
| 11. Are more afraid of injury | _____ |
| 12. Can only follow one or two instructions at a time. | _____ |

22. Young children (and some adults) may have difficulty reversing the sequence of directional instructions both visually and verbally.

Explain methods to address this issue during a lesson:

23. Describe how you would begin to develop trust in a 6 year-old new skier; an adult?

24. What actions will ensure that you continue to develop the coach/student relationship?

25. List components in a good teaching model for children; adults; how do they differ?

26. Identify learning preferences (VAK) and give a teaching example for each one.

27. List the Responsibility Code.

28. Give an example of how you would “coach” the Responsibility code in both children and adults in the Beginner/Novice zone (hint: what games do you play to teach safety; what kinds of situations arise on the hill that offers opportunities for coaching safety in older children and adults?)

29. What are the components of the Learning Environment (Core Concepts manual) and what does “working the learning environment” mean?

30. The stepping stones concept exists because:

- a. PSIA needed a new model
- b. there is no single lesson plan that works for everybody
- c. tasks and progressions are obsolete
- d. instructors needed a linear lesson plan

31. The fundamental idea behind stepping stones is to individualize lessons.

- True False

32. The stepping stones concept gives you a specific set of drills to use with all your beginning students.

- True False

33. List the stepping stones one might follow for a “standard” first time skier. Can you modify that for a more athletic student? Less athletic?

34. Briefly, compare/contrast a linear approach to teaching vs the stepping stone concept.

35. A "teaching cue" conveys to the student a desired behavior or movement in an easy-to-understand and remember way. Teaching cues generally help the student understand a sensation, a movement, or visualize a concept. For instance, "touch your shins to the fronts of your boots" is a simple way to help people keep moving forward with their skis. In the table below, briefly describe three different teaching cues that will encourage each of the following skiing behaviors for Beginner/Novice zone skiers .

Encourage balance over the whole foot	Encourage guiding the skis with foot and leg movements	Encourage movements that release the old ski to start turns
1.	1.	1.
2.	2.	2.
3.	3.	3.

Movement Analysis



1. The skier in this photograph:

- a. is too far forward on his feet and skis.
- b. is too far back on his feet and skis.
- c. is well centered on his feet and skis.

2. Describe two teaching cues (see question 4) that you could use to help the skier in the picture ski more easily.

1. _____

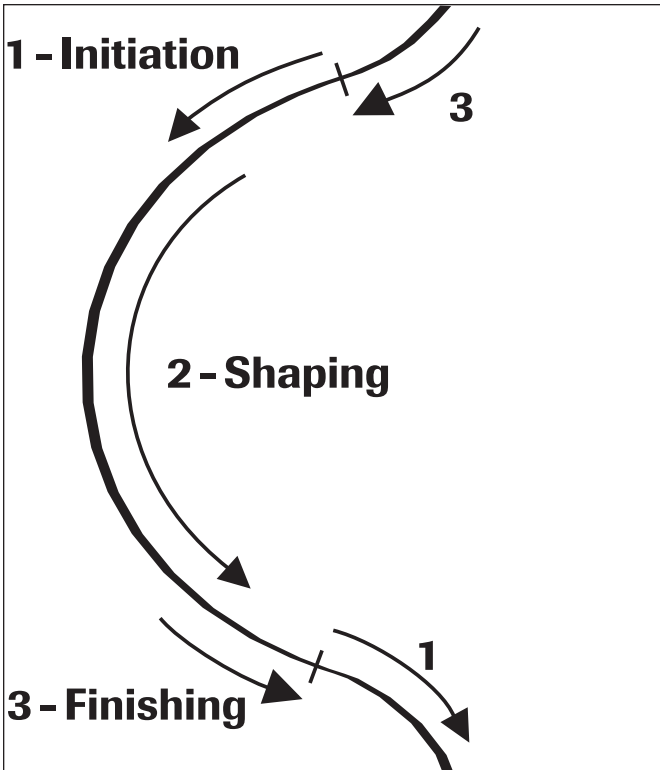
2. _____



3. Describe what you see in the above skier:

4. What would you choose to do next with this skier to help her progress:

5. Describe what should generally be happening during each phase for a beginning skier performing basic wedge turns. You should include the desired movements and ski performance outcomes - ie what should the ski be doing on the snow.

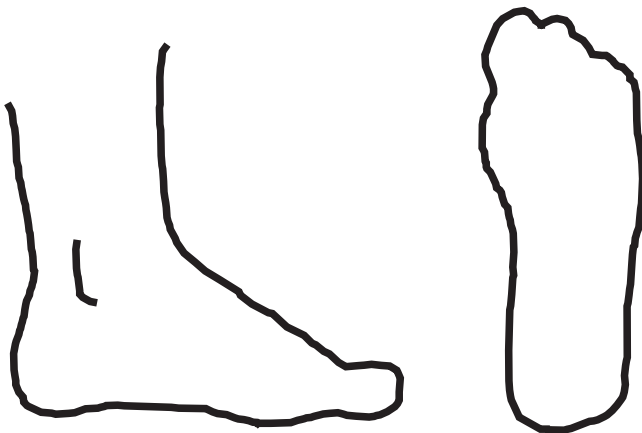


1. Initiation

2. Shaping

3. Finishing

6. Shade the portion of the foot where skiers should feel pressure (outside ski foot) during the shaping phase of a turn.



7. Identify the parts of the body used to assist in edging the skis.



1. _____
2. _____
3. _____
4. _____
5. _____

Movement Analysis Matrix - Extended Study Activity

8. Complete the grid to the right. In the "What You See" column to the right you have six common issues that are seen in beginning students. Your task is to fill in why this is happening (including the skill blend if possible) and how you MIGHT fix it in the next two columns. The how to fix it part can be a description of your idea and/or exercises you'd use. This is not meant to be an all inclusive list. As your experience grows so will your mental list of how you interpret the Why and how you might change it.

After finishing the provided scenarios, you should continue to build this matrix with your trainer. As you teach and encounter new challenges, list them on the left and fill in the why's and how's. One row is completed as an example.

WHAT YOU SEE	WHY IS THIS HAPPENING?	HOW MIGHT YOU CHANGE IT?
Braking straight Wedge with knees inward, can't glide very far, can't turn.	Pushes skis outward rather than guiding them, poor leg alignment leads to ineffective balance and poor control of edge angle.	Correct balance to get hips more centered over feet and legs aligned to reduce edge angles. Small hops or steps while gliding. Feel the shins touch the boots.
The student is trying to turn but the <i>outside</i> ski is flat, the inside ski is railed on edge and they just go straight.		
The <i>inside</i> ski is flat, the outside ski is railed on edge and they just go straight (and sometimes fall).		
Skis slip sideways when trying to sidestep uphill.		
No speed control in a wedge when moving to steeper terrain . Big turns and goes faster and faster. Seemed ok on beginner hill.		
Upper body twists at start of turns, one ski turns before other, catches inside edge of inside ski, loses control. Gets worse as pitch increases.		

Movement Analysis - Personal Skiing Assessment Exercise

- 9. Describe what you are working on in your own skiing. You should do this in “skill based” language, similar to the MA Activity on the previous page. Include the activities and drills/exercises you are using to improve.**

(An example might be: I’m trying to reduce the twisting of the skis at the top of the turn. My turn entry is too rotary dominant, hence I don’t get the ski engaged until later in the turn. This causes me to gain speed and I “hit” the edges hard at the end of the turn to slow down, causing balance problems, especially on anything other than groomed slopes. I’m using big-toe-little-toe, patience turns, and rail road track turns to help me gain a feel for rolling instead of twisting)

Application of Skiing Skills

All skiing should show the following basics:

- *Directional movements, vision, and pole action lead toward the intended direction of travel.*
- *Fore-aft balance is managed over the whole foot with pressure distributed appropriately along the length of the ski.*
- *Lateral balance and pressure is managed appropriately from outside ski to outside ski through turns (the outside ski bends more than the inside ski).*
- *Rotational (guiding) movements of both skis originate in the lower body and utilize ski design appropriate to the task.*
- *Progressive increase and decrease of edge angle occurs with both skis as needed.*
- *Flexion and extension movements are effectively used to manage balance, pressure, and edge release and engagement.*

You are the ultimate judge of your capability to perform the following tasks. Only perform these tasks if you believe you can do so safely and in control.

Task-Related Skiing Preparation

Your application of the basic skiing characteristics listed above will be evaluated during your skiing assessment through the following skiing tasks. It is important to understand that these tasks are only vehicles through which the examiners can assess your basic skiing skills.

Straight Run *(Green Terrain)*

- Discuss the importance of a Straight Run for skiers in the Beginner/Novice Zone
- Discuss the skill blend needed to perform a Straight Run
- Demonstrate a Straight Run with appropriate fore/aft and lateral balance

Vertical Sideslip *(Green to Groomed Blue Terrain)*

- Discuss the importance of a Vertical Sideslip for skiers in the Beginner/Novice Zone
- Discuss the skill blend needed to perform a vertical sideslip (i.e., fore/aft balance, flatter ski, release movements)
- Demonstrate a vertical sideslip with control of speed and direction of slipping

Wedge Turns *(Green Terrain)*

- Describe Wedge turns and discuss their importance in the Beginner/Novice Zone
- Discuss the skill blend needed to perform Wedge turns
- Demonstrate Wedge turns with control of speed and turn shape

Wedge Christie Turns (*Green to Groomed Blue Terrain*)

- Describe Wedge Christie turns and discuss their importance in the Beginner/Novice Zone
- Discuss the skill blend needed to perform Wedge Christie turns
- Demonstrate Wedge Christie Turns with appropriate speed, turn shape, timing, and method of matching (steering to match not “pulling” the skis together)

Basic Parallel Turns (*Blue Terrain*)

- Describe Basic Parallel turns
- Discuss the skill blend needed to perform Basic Parallel turns
- Demonstrate Basic Parallel turns with appropriate speed control and turn shape

Free Skiing (*Blue Terrain*)

- Discuss variations in the skill blends needed to adapt Free Skiing to terrain and snow conditions
- Demonstrate free skiing as it relates to terrain and conditions, maintaining control of speed and turn shape related to tactics

Teaching Log

Log entries allow you to track your teaching and provide a tool for you to practice and discuss your lessons with trainers. PSIA-I recommends a minimum of 25 hours of teaching at the Beginner/Novice Zone before attending your Level I Assessment. Make additional copies of the Log Sheet as needed.

Look at the sample log below. Be brief but thorough in your lesson review. Your log should:

- Be descriptive enough to be understandable by your trainer.
- Be reviewed in a timely fashion to make your discussion with your trainer more valuable.

Focus on the teaching basics presented in this section as you give your lesson. Have fun, but also make sure you do the following:

- Discover your student’s expectations and what they want from the lesson.
- Assess your students’ basic movements/skills (see page 4).
- Identify your students’ important strength(s) to better understand their skiing.
- Develop a clear and relevant lesson goal for the student(s).
- Identify a specific technical focus that would help the student(s) attain goals.

Sample Teaching Log

Date	Number of Guests	Age Group	Experience Zone	Hours
1/9/09	7	7-9	Novice	5
Describe your student’s expectations: <i>They mostly just wanted to have fun and weren’t sure what to expect.</i>				
Describe your students’ basic movements/skills: <i>Most of them hung on the backs of their boots and just pushed the backs of their skis around in a wedge to turn.</i>				
Describe your students’ important strength(s): <i>They were up for anything that was fun.</i>				
Describe the lesson goal for the student(s): <i>Get them to guide rather than push turns and narrow the wedge.</i>				
Describe the specific technical focus you chose to help the student(s) attain that goal: <i>Improve stance and balance so they can start to aim their ski tips instead of depending on bracing against their tails.</i>				
Describe your lesson: <i>This was the first day of a new class so we played a game of tag on skis in the beginner area to learn names and I got a chance to look at how they moved on skis. We then took a couple of runs just trying to hop off the ground to see if I could get them to get off the backs of their boots, bending their ankles, and standing up. We talked about where to land on our feet and where our hands should be. Everyone got a turn being the “head hopper” and could yell out when to “hop.” Then I showed them round turns vs. pushy turns and we practiced making our turns as round as possible with a little follow the leader so I could teach them what a round path was. Then we combined the two and tried to follow as round a path as possible and be ready to hop at any time. We spent most of the rest of the time practicing.</i>				
				Trainer:

Date	Number of Guests	Age Group	Experience Zone	Hours
				3
Describe your student's expectations:				
Describe your students' basic movements/skills:				
Describe your students' important strength(s):				
Describe the lesson goal for the student(s):				
Describe the specific technical focus you chose to help the student(s) attain that goal:				
Describe your lesson:				
				Trainer:

Date	Number of Guests	Age Group	Experience Zone	Hours
				3
Describe your student's expectations:				
Describe your students' basic movements/skills:				
Describe your students' important strength(s):				
Describe the lesson goal for the student(s):				
Describe the specific technical focus you chose to help the student(s) attain that goal:				
Describe your lesson:				
				Trainer:

PSIA Intermountain Division

