

# TRAINERS HANDBOOK

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# Introduction

This trainers handbook is intended to be a supplementary resource to a schools ongoing training efforts. It can be used in many different ways but isn't designed to be a fully finished plug and play training program, a ski school progression, or a ski school handbook/manual. There are some pieces that can be pulled out and used as stand alone items, but it's recommended that you preview and personalize them for best success.

There are three main sections:

- The Calendar is provided to help visualize and organize the season as a whole. Dividing it into three phases to recognize that training needs vary as the season progresses. Clinic Categories/Broad Training Areas are listed next to the Calendar to insure that training is covering the spectrum of needs, rather than being a reaction to requests or what's popular and easy. Sample clinic topics are also listed, which can be posted next to the day/date on the calendar. These are simply suggestions and can be modified to best meet your needs. Divisional Events have been entered into the calendar based on the 2015-16 season.
- Sample Clinic Outlines that can be used or adapted for on snow or indoor use.
- A Resource Listing of places to find more material.

## **Dividing the Season into Training Phases**

The Calendar is dividing into three phases to indicate the need for different emphasis through the year. The Pre-season is everything before the Christmas holidays, or, for concession schools, anytime before the first session. The primary focus will be new hire/rookie training, and refresher training for returning staff. The Main season starts after the holiday, or once the concession program begins, until early March/when concession programs end. Training in this period can be readily implemented by line staff for immediate success with their students. The Post/certification season starts in early March when business is diminishing and programs are over. This is a time for honing and polishing for exams because the benefits of ongoing training are reduced since the season is nearing completion.

## **Dividing Your Clinics into Training Categories**

The categories are labeled as "Broad Training Areas" next to the calendar. They're fairly self explanatory and are color coded to give an easy visual reference to show if your clinic schedule is balanced or more heavily weighted in one area. The emphasis on different Categories changes based on the phase of the season. Divisional events are a category on their own regardless of topic. They are very valuable because they're all day (or multi day) events and are led by highly credentialed clinic leaders.

## **Resident and Concession Schools**

Resident schools and concession schools will need to adapt this material to their particular situations and needs. Generally speaking, resident schools will more clinics over a wider variety of topics because their staff is available for more days during the season. Concession schools may be able to offer longer clinics on days before/after their teaching schedule, but will choose to focus on more core subjects that are immediately applicable to their programs.

## **Using Divisional Events**

In addition to regular in-house school training program, PSIA-NW offers Divisional clinics that are very valuable for staff development. Check the current Season Guide for a list of single-day clinics and topics. There are also multi-day events with specific focuses, these include:

Children's Specialist 1&2, Senior Specialist 1&2, Freestyle Specialist 1, 2&3, Immersion, Winter Blast, Divisional Academy, Symposium, and GS Race Camp.

# Training Calendar Example

Pre-Season	
Friday, November 13, 2015	TD/Trainer Event
Saturday, November 14, 2015	
Sunday, November 15, 2015	
Monday, November 16, 2015	
Tuesday, November 17, 2015	
Wednesday, November 18, 2015	
Thursday, November 19, 2015	
Friday, November 20, 2015	
Saturday, November 21, 2015	
Sunday, November 22, 2015	
Monday, November 23, 2015	
Tuesday, November 24, 2015	
Wednesday, November 25, 2015	
Thursday, November 26, 2015	
Friday, November 27, 2015	
Saturday, November 28, 2015	
Sunday, November 29, 2015	
Monday, November 30, 2015	
Tuesday, December 01, 2015	
Wednesday, December 02, 2015	
Thursday, December 03, 2015	
Friday, December 04, 2015	
Saturday, December 05, 2015	
Sunday, December 06, 2015	
Monday, December 07, 2015	
Tuesday, December 08, 2015	
Wednesday, December 09, 2015	
Thursday, December 10, 2015	
Friday, December 11, 2015	
Saturday, December 12, 2015	Specialist Event
Sunday, December 13, 2015	Specialist Event
Monday, December 14, 2015	
Tuesday, December 15, 2015	
Wednesday, December 16, 2015	
Thursday, December 17, 2015	
Friday, December 18, 2015	
Saturday, December 19, 2015	Specialist Event
Sunday, December 20, 2015	Specialist Event
Monday, December 21, 2015	
Tuesday, December 22, 2015	

KEY FOR COLOR CODING	
<u>Broad Training Areas</u>	
Teaching	
Skiing/Tech	
Kids	
PSIA/AASI Divisional Events	

## Lesson Shadows\*

<u>Pre-Season and/or New Hire Clinic Topics</u>	
1	Meeting needs and teaching/learning styles
2	Teaching styles/learning styles/CAP
3	Skills Concept,
4	Common Movements
5	Kids Development
6	Skill development/movement patterns
7	Levels and Beginning Progressions, Beginning Progressions/Lesson Planning
8	Demos, skiing for teaching
9	Movement Analysis
10	Giving Feedback Creating Change
11	Manually Assist/Group Management
12	Coaching for kids, skill dev., creativity, progressions
13	Ski Improvement
14	Lesson Observation with supervision
15	Terrain Choices/Tour
16	Adv. Progressions/Tech clinic

## Staff Profiles

- Rookies
- Aiming for Level 2
- Aiming for Level 3
- Low Experience, not aiming for certification
- Medium Experience, not aiming for certification
- High Experience, not aiming for certification

Wednesday, December 23, 2015

Thursday, December 24, 2015

Friday, December 25, 2015

Christmas Craziiness

**Teaching Season**

Saturday, January 02, 2016 **Divisional Event**

Sunday, January 03, 2016 **Divisional Event**

Monday, January 04, 2016 **Divisional Event**

Tuesday, January 05, 2016

Wednesday, January 06, 2016

Thursday, January 07, 2016

Friday, January 08, 2016

Saturday, January 09, 2016

Sunday, January 10, 2016

Monday, January 11, 2016

Tuesday, January 12, 2016

Wednesday, January 13, 2016

Thursday, January 14, 2016

Friday, January 15, 2016

Saturday, January 16, 2016

Sunday, January 17, 2016

Monday, January 18, 2016

Tuesday, January 19, 2016

Wednesday, January 20, 2016 **Divisional Event**

Thursday, January 21, 2016 **Divisional Event**

Friday, January 22, 2016 **Divisional Event**

Saturday, January 23, 2016

Sunday, January 24, 2016

Monday, January 25, 2016 **Specialist Event**

Tuesday, January 26, 2016 **Specialist Event**

Wednesday, January 27, 2016

Thursday, January 28, 2016 **Exam**

Friday, January 29, 2016 **Exam**

Saturday, January 30, 2016

Sunday, January 31, 2016

Monday, February 01, 2016

Tuesday, February 02, 2016

**KEY FOR COLOR CODING**

**Broad Training Areas**

Teaching

Skiing/Tech

Kids

Certification Specific

PSIA/AASI Divisional Events

**Lesson Shadows\***

**Main Season and/or Ongoing Development Clinic Topics**

**Teaching**

Teaching for Different Learning Styles, Non-Verbal Doers

Teaching for Different Learning Styles, Non-Verbal Watchers

Teaching for Different Learning Styles, Feelers

Gradual Release of Responsibility Teaching

How to Build Positive (Open) Learning Environments

Dealing with Fear in Students

Managing Class Splits

Phases of Lesson

**Cross Discipline Teaching**

**Skiing/Tech**

Ski Improvement, Balance/Alignment

Ski Improvement, Pressure Skills

Ski Improvement, Rotary Skills

Ski Improvement, Edging Skills

Ski Improvement, Powder/Off Groomed

Ski Improvement, Carving/Hard Snow

Movement Analysis, Accurate Observation

Movement Analysis, Cause/Effect

Movement Analysis, Feedback Model

Tech Talk, Cause/Effect

Tech Talk, Equipment

Wednesday, February 03, 2016	<b>Divisional Event</b>
Thursday, February 04, 2016	<b>Divisional Event</b>
Friday, February 05, 2016	<b>Divisional Event</b>
Saturday, February 06, 2016	
Sunday, February 07, 2016	
Monday, February 08, 2016	
Tuesday, February 09, 2016	
Wednesday, February 10, 2016	
Thursday, February 11, 2016	
Friday, February 12, 2016	
Saturday, February 13, 2016	
Sunday, February 14, 2016	
Monday, February 15, 2016	
Tuesday, February 16, 2016	
Wednesday, February 17, 2016	
Thursday, February 18, 2016	
Friday, February 19, 2016	
Saturday, February 20, 2016	
Sunday, February 21, 2016	
Monday, February 22, 2016	<b>Divisional Event</b>
Tuesday, February 23, 2016	<b>Divisional Event</b>
Wednesday, February 24, 2016	
Thursday, February 25, 2016	
Friday, February 26, 2016	
Saturday, February 27, 2016	
Sunday, February 28, 2016	
Monday, February 29, 2016	
Tuesday, March 01, 2016	
Wednesday, March 02, 2016	
Thursday, March 03, 2016	
Friday, March 04, 2016	
Saturday, March 05, 2016	
Sunday, March 06, 2016	

Tech Talk, Skill Blending
Tech Talk, With Video Analysis
Tech Talk, Cause/Effect
Tech Talk, Cause/Effect
Tech Talk, Cause/Effect
<b>Kids</b>
Creative Group Management (Trickery and Deceit in Teaching/Learning)
Adventure Trails for Learning
Using Props Effectively
CAP Model, Physical
CAP Model, Affective
CAP Model, Cognitive
<b>Certification Specific</b>
Ski Improvement, Slow Speed Demos
Ski Improvement, Higher Speed/Upper Level Demos
Tech Talk, Cause/Effect
Tech Talk, Skill Blending
Exam Teaching Practice
Exam Progression Building (Problem Solving)

<b><u>Post and/or Exam Season</u></b>
Monday, March 07, 2016
Tuesday, March 08, 2016
Wednesday, March 09, 2016
Thursday, March 10, 2016

<b>KEY FOR COLOR CODING</b>
<b>Broad Training Areas</b>
<b>Teaching</b>
<b>Skiing/Tech</b>
<b>Kids</b>

Friday, March 11, 2016	<b>Divisional Event</b>
Saturday, March 12, 2016	<b>Divisional Event</b>
Sunday, March 13, 2016	<b>Divisional Event</b>
Monday, March 14, 2016	
Tuesday, March 15, 2016	
Wednesday, March 16, 2016	
Thursday, March 17, 2016	
Friday, March 18, 2016	
Saturday, March 19, 2016	<b>Specialist Event</b>
Sunday, March 20, 2016	<b>Specialist Event</b>
Monday, March 21, 2016	
Tuesday, March 22, 2016	
Wednesday, March 23, 2016	
Thursday, March 24, 2016	
Friday, March 25, 2016	
Saturday, March 26, 2016	<b>Exam</b>
Sunday, March 27, 2016	<b>Exam</b>
Monday, March 28, 2016	
Tuesday, March 29, 2016	
Wednesday, March 30, 2016	
Thursday, March 31, 2016	
Friday, April 01, 2016	
Saturday, April 02, 2016	<b>Exam</b>
Sunday, April 03, 2016	<b>Exam</b>
Monday, April 04, 2016	
Tuesday, April 05, 2016	
Wednesday, April 06, 2016	
Thursday, April 07, 2016	
Friday, April 08, 2016	<b>Divisional Event</b>
Saturday, April 09, 2016	<b>Divisional Event</b>
Sunday, April 10, 2016	<b>Divisional Event</b>
Monday, April 11, 2016	
Tuesday, April 12, 2016	
Wednesday, April 13, 2016	
Thursday, April 14, 2016	
Friday, April 15, 2016	
Saturday, April 16, 2016	<b>Exam</b>
Sunday, April 17, 2016	<b>Exam</b>

<b>Certification Specific</b>
<b>PSIA/AASI Divisional Events</b>

**Lesson Shadows\***

**Post Season and/or Exam Clinic Topics**

<b>Teaching</b> Advanced Teaching
<b>Skiing/Tech</b> Ski Improvement, Situational Skiing Ski Improvement, Poles Use Ski Improvement, Running Gates Ski Improvement, Moguls
<b>Kids</b> How to Build Your Own Games for Learning Teaching Without Teaching
<b>Certification Specific</b> Ski Improvement, Make Demos into Real Skiing Ski Improvement, Versatility and Variety in Exam Demos Tech Talk, Cause/Effect Tech Talk, Exam Format Issues Exam Teaching Practice Exam Progression Building (Problem Solving)

# Sample Clinic Outlines

On the following pages are clinic outlines on a wide variety of topics, including New Hire and Returning Staff Pre-season clinics. Many of them use wording that is specific to the resort that they were first written for, so please plan ahead and adapt them appropriately for your area.

## **Instructor Development Series, Beginner Innovations**

Clinic is designed to address things that are less common, not the everyday normal beginner routine.

Rental skis and boots to experience what students are working with.

Run from the top; ski at your level and see what the potential of the gear is.

### Skills, movements and priorities

- Balance - basic stance, flexed throughout
- Pressure – fairly equal foot to foot or slightly to outside as turning
- Rotary – able to turn feet/legs
- Edging – able to walk with edges or step to edges for mobility, passive edging with wedge

Do many of the activities backwards to relate to students awkwardness

### Boot ideas in dish

- Unbuckle top cuff
- Walking isn't just walking; it's building proper balancing movements

### Poles use versus no poles

- How much do they cheat with them?

### One ski ideas in dish

- Sidehill
- Patterns, figure 8, obstacle courses

### One ski on carpet run

#### Props

Brushes in dish

Candy canes in dish

Blocks

Arches

Cones on run

Bamboo to assist

### Happy Trails

Walking in traverses, walking a lot, Overnighter Trail (backwards)

- Solid lateral balance when walking
- Walking isn't just walking; it's building proper balancing movements

Flatter spots for turning

Road across to lower Enchanted Forest

Importance of vision, look where you want to go

Side hills for turning, slowing, reducing wedge

### Manual assist – Ron Young poles,

- body blocker wedge,

- side by side horizontal poles
- using my skis to turn/move their skis

### QUIZ

1. Prioritize the 4 skills for beginners and briefly list the movements you're looking for in each.
2. Describe the concept of using on-snow props for beginners and how/why they can be more beneficial than not using them.
3. What are 2-3 things that were new to you that you would like to try? How will you incorporate them in the future? (Type of lesson, logistics, timeframes, etc.)



## Cause and Effect Clinic

### GOALS:

- Train the eye (can you see that)
- Build confidence in observations
- Improve understanding of what we're seeing

Use the Feedback Model to assist

Answer what, WHY, how

### Start with positive observations

- About anything
- About each skill specifically

### Work through some specific maneuvers

- Hockey stop
- RR turns
- Short swings
- The mambo
- Skiing switch

### Watch the public

- Make short, specific comments
- Test them, perhaps by mimicking

### Two teams; present a solution for a common error

- Reference the c/e and how the solution changes the c/e

### Personal skiing analysis

- Participants give each other feedback on skiing
  - Use the feedback model to assist by outlining a "Desired Outcome"
  - Set up different ways to keep the group moving while giving feedback
    - Lead / Follow
    - Line Rotation
    - Working in partners
  - Share and discuss feedback and relevance with whole group

## Drills for Skills, Intermediate

### 1. Stance/Balance

- ⊙ Standing/static, push/pull on tips  
Awareness of ankle tension and core muscle requirements.
- ⊙ Double poling races  
Maintain shin contact at all phases of a strong double pole movement.
- ⊙ Shuffling  
Shuffle through all phases of turns.
- ▣ Bouncy turns  
Bounce in boots through all phases of turns.
- ◆ Straight run hop ski to ski  
On flat terrain lift one ski level, hold 2-3 seconds, then hop to the other ski.  
Maintain proper stance/balance at all times.
- ◆◆ Falling Leaf  
Side slip while alternately dropping tips, then tails downhill.
- ◆◆ Surface 180's and surface 360's  
Keep skis parallel and on the snow, spin 180 or 360 by using balancing movements, not twisty/rotaty movements.

### 2. Pressure/lateral balance/foot to foot movements

- ⊙ Skating on flats.
- ⊙ Figure 8 skating on flats  
Skate in a figure 8 so that each leg/ski is the inside leg/ski at some point.
- ▣ Thumper turns  
Lift and thump the inside ski while turning. Begin in traverse and gradually move the thump to earlier phases of the turns.
- ◆ Straight run hop ski to ski in a traverse.  
See above. Maintain reasonable edge engagement.
- ◆ 1000 Steps  
Continually walk/step through all phases of the turn.

### 3. Edging control movements

- ⊙ Side step  
First uphill, clean edges; then downhill, clean edges with no slipping.
- ⊙ Traverse  
Parallel ski traverses at a variety of angles. First do a straight traverse with narrow track. Then do a carved/arced traverse which turns based on ski sidecut.
- ▣ Side slip with edgesets  
Skis parallel, smooth slipping, make clean edgesets to a complete stop.  
Simultaneous release to start next slip.
- ◆ Crab walk  
Straight wedge on gentle terrain, alternately "lock" one ski on edge which will direct the skier across the hill. No turning (other than sidecut). Ski tips basically stay pointing downhill.

#### 4. Poles use/Directional Movements/Flow

##### ⊙ Straight run, flex/extend

First plant on the flexion,

Then plant/touch on the extension,

Next, do from a traverse and use the pole touch to time the start of the turn.

##### ▣ Side slip with edgesets and pole plants

First plant on the edgeset,

Then plant/touch on the release

Next touch on the release and begin a turn.

##### ◆ Synchronize ski

Make basic, predictable turns at mellow speed and have students watch/match the pole timing while making the same turns.

#### 5. Rotary Control Movements

##### ⊙ Outside pole drag

Drag the outside basket, keeping it no further forward than the feet to prevent over rotation of upper body.

##### ▣ Hand on outside knee

Put one or both hands on the outside knee.

##### ◆ Paddle Turn

On gentle to flat terrain make a short straight run, then make diverging steps until stopped. Turning should start with the feet/legs and feet/legs should turn slightly more than the upper body.

##### ◆◆ Hockey Stops

Use powerful rotary movements of the feet/legs to quickly turn the skis under the upper body and make an edgeset, preferably with a pole plant.

## Go with the Flow, Not Stop and Go

### "Offensive" skiing

- Moving forward and into
- Not braking defensive
- Fundamental to great upper level skiing

### Keys

- Basic stance
- Keep stance perpendicular to surface
- Round turn shape, is a result/indicator but also key tactical concept
- Releasing moves, must start early in the turn

### Drills

- Side-slips, falling leaf, 180's, 360's
- Stepping traverse, 1 ski traverse, traverse to little tow edge roll
- Forward side-slips
- 1 ski on carpet run, tight progression line
- Boots unbuckled on mellow terrain
- Comma turns/increasing radius

### Bad examples

- Braking short turns
- Parking arced turns
- Up/away basic parallel turns

## **Advanced Teaching (outdoor)**

Designed for experienced instructors who want to add more focus to their teaching. This session will improve your skills for teaching scenarios such as higher level students, shorter lesson timeframes, exams or tryouts, students with specific goals in mind, and leading instructor clinics. To get the most from this clinic you should already have a working knowledge of the Skills Concept and the Visual Cues to Efficient Skiing, and The Feedback Model.

- 1. Intro/overview**
  - a. Know your outcome, make sure you get there
- 2. Know your outcome**
  - a. Vision of good skiing, be able to describe it (not just, “know it when I see it”).
- 3. Prioritize skills**
  - a. Give examples, different levels
  - b. Give examples, different tasks/learning situations
- 4. Prioritize movements**
  - a. More specific than skills (conceptual), Visual Cues sheet
  - b. Work examples of different levels
  - c. Work examples of different tasks/learning situations
  - d. Observe skiers and describe movements
- 5. Set expectations**
  - a. Related to student goals
  - b. Specific
  - c. Feedback model
    - i. Review examples of the model
  - d. Practice saying/setting expectations
- 6. Make sure you get there**
  - a. Have a plan/exercise line
  - b. Be ready to modify
  - c. Practice saying the first steps of progression
- 7. Summary**
  - a. Know your outcome, make sure you get there
  - b. Main bullet points of outline

### **Advanced Teaching Quiz**

1. There were 4 specific steps/pieces to the “advanced teaching process. Please write them in your words.
2. Of these 4 steps/pieces, which is the most challenging for you to do/remember? What will you do to improve your abilities in that area?
3. Describe the difference between “teaching advanced skiers” and “advanced teaching”.

## Ski Improvement and the Feedback Model

Play both sides, partly teaching, partly explaining how we teach/think.

Balance the expectation of how much content to cover versus keep moving and apply.

-more of a broad/shallow overview rather than in depth and thoroughly developed.

Use some of the Level 1 tasks and common teaching activities to:

- a- Improve our skiing
- b- Learn about and apply the Feedback Model

Introduce the 4 bubbles of the Feedback Model

Paddle Turn, flats, Musical Chairs, Midway

- Obvious DO, obvious SS, obvious and subtle mvmts
- Controlling Pressure by stepping, directed to outside
- Controlling Edging for clean tracks, combo of angle/inclination
- Controlling Rotary with inside ski turning more and first

Hockey Stop, L1 task, linked together, short swings

- Obvious DO, obvious SS, obvious and subtle mvmts
- Controlling Rotary so that U/L body turns separately
- Controlling Edging for easy pivot and definite edge set, mainly angulation
- Controlling Pressure by quick flex, fairly equal weight, using edge to create pressure

If time...

Rhythm Changes

- More subtle DO, SS, and mvmts
- Controlling Pressure by directed to outside
- Controlling Edging for clean tracks, combo of angle/inclination
- Controlling Rotary with both skis turning consistently through the turn

For any section, if needed use a “sub-task” to develop better movement and SS.

Use pairs to evaluate specific point of DO, SS, and/or movements

## Transition Progressions

### Intermediate/Advanced

- 360's for basic balance, and subtle edge
  - Slow, no pole use, no twisting
- Dramatic falling leaf for balance and intro to "shaping"
  - Fairly slow, maybe no pole use
- Basic turn with overturn/leaf at end
  - Fairly slow, legs turn more than body
  - Add pole touch at flat, highlight the location of flat
- Basic turns, pole touch at flat
- Add more shaping, dynamics, etc.

### Intermediate/Advanced

- Have everyone show turn finish
- Thesis: the finish is at flat, not edged/countered
- Slow pivot slips with pole touch at flat
- Add shape, but emphasizing where flat is and the pole touch
  - Highlight steering through the whole shape to manage speed
- Basic turns, pole touch at flat
- Add more shaping, dynamics, etc.

### Advanced, can work off-groomed

- Big garland/outriggers, almost to stop, may have to hop at end to not fall over
  - Focus on skis turning "up"/under the body (topple)
  - Notice the pole touch at very end, when flat
- Shorten the garland to almost normal size
  - Focus on topple and late pole touch
- Same thing, notice pole touch on light/easy side
- Same thing, steeper traverse line so it's closer to the fall line
- Normal line down the hill

### Advanced, groomed/hard snow

- Tuck turns, awareness on moving through flat and foot to foot "extension"
- High tuck, awareness of body "releasing" while skis are still turning
- Outside pole drag, feet carve "under" body
  - Pole is "in place" at flat
- Shift weight to inside ski during completion (reverse WP turn)

## **NEW HIRE TRYOUT AGENDA: Children's Training 2014**

### **Key Points to cover:**

- Trainers model teaching a great lesson
- Talk about the importance of Certification and the PSIA/AASI Concepts we use
- Great instructors are: Team Players, Punctual, Passionate, Prepared and Exude a positive attitude
- Candidates will be evaluated on their participation, willingness to learn, absorb information and re-convey this information back to your clinic leader and peers – these are INTERACTIVE SESSIONS
- This is a “tryout” which we are selecting those whom we believe will make the best instructors based on their performance during these training sessions
- This is also a “training session” - we are training you to be successful as a teacher and skier/rider

### **Children's Tryout Agenda: Day One**

8:30am Trainer's meeting in the Lounge

9:00am Meet in Sno-Blaster Room – General group assembly

9:01am Agenda for the day and General Group Presentation

#### **9:02 to 9:40am**

Terrain based Teaching

Children's Stages of Development, CAP Model, Real vs Ideal Movements

#### **10:00am on-snow session**

- Intro to Children's Teaching Cycle and Children's Beginner Progression
- Play and Adventure connected to the Beginner Progression
- CAP Model in action – focus on age specific content
- Real vs. Ideal in action

#### **11:30am-12:15pm Lunch Break – 45 minutes**

#### **12:16pm on-snow session**

- Candidates teach Children's Beginner Progression
- Moving the group - strategies to prevent lost children
- Lost Child Procedure

**4:00pm Arrive in the base area, head inside – this gives people 15 minute for a restroom break before the wrap up with Jeremy**

**4:15pm ALL GROUPS MEET BACK IN SNO-BLASTER ROOM FOR DAILY WRAP UP**

**4:30pm** Clinicians meet in lounge to fill out evaluations and make hiring decisions

### **Homework**

Candidates should prepare to present a fun activity or game as it relates to a skill or step of the children's beginner



progression. They can “Google it” - tons of games out there.

## **Children’s Tryout Agenda: Day Two**

**8:30am** Meet In Sno-Blaster Room in your groups

### **8:45 – 10:30pm On-Snow Sessions**

- Children’s Specific Mountain Tour - FUN, BRC, BC, ER - safe stopping areas
- Candidates teach fun activity or game related to the Children’s Beginner Progression

**10:30am ALL GROUPS MEET IN CLC FOR PRESENTATION BY JOSEY**

**11:30am-12:15pm** Lunch Break – 45 minutes

### **12:17pm on-snow session**

- Summarize the Children’s Materials and compare to Adults Training - what is similar, what is different?
- Candidates should teach a portion of the Children’s beginner progression again
- Cover Level 1 tasks sheet - these are skills they should have
- Cover on-going training program - Shadows, 4pm Clinics, etc.
- Cover PSIA/AASI Level I Exam (if time allows)

### **2:30pm - Candidates Dismissed until 4pm**

- Dismiss your group until 4pm
- Clinicians meet in the Lounge to review hiring decisions

### **4:00pm**

- Candidates meet in the Sno-Blaster Room to received feedback
- Those offered a position will go to another area (TBA) to discuss next steps
- Those not hired or will be in cadet program are given details in SnoBlaster room

### **4:20pm – 5pm**

- Those who are offered an instructor position learn about the next steps with Sue
- Paperwork Clinic, Shadows and Reverse Shadows, etc.

## ADULT NEW HIRE TRYOUT AGENDA

### Key Points to cover:

- Trainers model teaching a great lesson
- Share the importance of Certification and the PSIA/AASI Concepts we use
- Great instructors are: Team Players, Punctual, Passionate, Prepared and Exude a positive attitude
- You will be evaluated on your participation, willingness to learn, absorb information and re-convey this information back to your clinic leader and peers – these are INTERACTIVE SESSIONS
- This is a “tryout & training” where we are selecting those whom we believe will make the best instructors based on their performance during these training sessions
- This is also a “training session” - we are training you to be successful as a teacher and skier/rider

### Adult Tryout Agenda: Day One

7:27am Trainer’s meeting in the Lounge

8:15am Meet in Sno-Blaster Room – General group assembly

8:30am Agenda for the day, break into Teams of 2 clinic leaders, then divide participants into smaller groups of ideally no more than 7 per group

### 9am to 4pm on-snow sessions (45-60 minute lunch break)

- Get to know each other - possible icebreaker: have each person teach something non-ski or snowboard related to the group
- Discuss Stance & Balance - elements of good stance and why
- Discuss Turn Shape - Keeping the skis/board traveling forward by rounding turns for speed control vs quick pivoting movements
- Movement & Performance Concepts (Snowboarders) / Skills Concept (Skiers)
- Class Handling (Call down, move “en masse”, etc)
- Teaching Styles (Command, Task, etc)
  - Discuss Teaching Cycle & Learning Styles
- Safety & Safe Stopping Areas - where and why?
  - Instill the importance of knowing where they are on the hill
- Introduce Beginner Progression
  - Explain what a progression is – logical steps where the next activity builds on the previous activity
  - Narrate what you are doing i.e. “Notice how I am demonstrating a (insert task) from above the group to below the group so my students can see what I am doing.”
  - Have them participate as if they are "real" students
- Model using the Teaching Cycle
- Check for understanding by using Gradual Release of Responsibility - How do you know they know what you just shared with them?
- Tour Beginner Terrain – Ballroom Carpet, Buttercup, Easy Rider
- Tour Lesson Meeting Times and Areas (Groups, Privates / Lesson Times / etc)

4:00pm **Arrive in the base area, head inside – this gives them 13 minute to change clothes, restroom break before the written exam**

**4:15PM - MEET BACK IN SNO-BLASTER ROOM FOR WRITTEN EXAM AND WRAP UP**

**NEW HIRE WRITTEN EXAM (COMPLETE BOTH SIDES)**

Candidate Name: \_\_\_\_\_ Date: \_\_\_\_\_

Clinician Name: \_\_\_\_\_

**What is the Skills Concept (Skiing)? What are the movement and Performance Concepts (Snowboarding)? Answer either the skiing or snowboarding question (not both):**

**List three class handling techniques to move your class down the hill and in what teaching situation you might use each of them:**

**What are the three primary sensory preferences? Briefly describe how a student with each of the different sensory preferences learns best:**

**List the 7 points of the Your Responsibility Code:**

**List the points of Smart Style / Park Smart:**

**List and describe the 7 elements of the Teaching Cycle - recall this is a framework for organizing the steps of a lesson.**

**List and describe the Beginner Progression - recall a progression is a logical step-by-step process of presenting information that builds on previous steps.**

## REHIRE TRAINING AGENDA

These training sessions require that you stay on groomed runs only. There are no line-cutting privileges for these clinics – no exceptions. This is a paid clinic and participants should conduct themselves as if on-duty teaching a lesson. Participants may wear their uniform for this paid training. **Participants:** Instructors attending these clinics should complete a payroll recap for 4 hours with payroll code “MTA”. **Clinic Leaders:** Please write down the names (First and Last) of all people in attendance on a Training Log. Pro Tip - bring the training log sheet with you so they can add their name to the list and sign it! Training topics covered can be “per Rehire Agenda.”

**Morning Session (2 hours):** General Topics from 9:30am -11:30am.

**Lunch Break:** from 11:31am – 12:29pm

**Afternoon Session (2 hours):** Discipline Specific Topics from 12:30pm – 2:30pm.

### GENERAL TOPICS – ALL DISCIPLINES

Here is your General Topics checklist:

- Safety concerns, Safe Stopping Zones & Moving Groups on the hill
- Southside Pass - Beginner packages & Guests with SS Pass
- Near Miss Reporting - when & how?
- Your Responsibility Code - how do we teach this?
- Preventing Lost Children and Lost child procedure review - learn one new technique
- Park Policy & Smart Style Review - Respect gets respect, etc.
- Practice Chair (LIFT STARS) & Triple Load Procedure for Kids lessons ages 6 & under
- Teaching Cycle & Checking for Understanding - How do you know they know?

### Safety, Safe Stopping Zones & Moving Groups

Specifically have the group share various ways we can reduce the chances of collisions for ourselves, and our students. How can I modify my behavior to reduce near misses? Collisions with others and objects are the number one cause of injuries.

### South Side Pass (SSP)

One-day and Three-Day beginner packages will have South Side Only tickets. This means that they will not be able to load Stadium or Mt Hood Express (or any other lifts). The South Side Pass is valid on the following lifts: Ballroom Carpet, Buttercup, Easy Rider, Daisy and Vista. This is both a great value for our beginner guests and also a great option for parents of children who do not need to access the terrain via the excluded lifts.

### Near Miss Reporting - Zero OTJ injuries last season!

How and when do I report a near miss? As Corinna says, “If you felt unsafe or witnessed something unsafe or it made you pucker.” Remember this is related to Ski & Snowboard School Near Misses not near misses between general public. If you experience a “Ski School Near Miss” simply meet with your supervisor that same day and they will take your verbal statement. Please take note of where you were, time of day, conditions, etc. The near miss report takes between 5 and 10 minutes. It is VERY IMPORTANT to report ALL NEAR MISSES because the more that are reported, the more likely resources can be allocated and corrective measures taken.

## **Your Responsibility Code**

How do you “teach” The Responsibility Code without lecturing? Share various ways to “teach the rules” with your students. For example, play “I Spy”: If you see someone on the hill has stopped in a place that is NOT safe then say “I spy someone being not safe!” Then have the other kids in the class try to “spy” who it is and why.

## **Preventing Lost Children & Lost Child Procedure Review**

Group to share their strategies for preventing lost children - turn and talk. Share out with the group. Goal is to learn one new technique for preventing lost children. What is the Lost Child Policy? Please go over this with the group - see page 25 of the MHM Ski & Snowboard School Manual. IMPORTANT NUMBERS: Children’s Ski School Desk ext. 1419, Snowblasters Room ext. 1329. Director of Snow Sports ext.1418, Ski School Sales Desk ext. 1222, Children’s Learning Center (CLC) Supervisor ext. 1359, CLC “back phone” ext. 1375.

## **Park Policy & Smart Style Review**

Any instructor planning to take their class into the park needs to clear it with their supervisor first. If your class is ready for the park, the zoo is the primary park that should be used. Students need to be clearing transitions if they are in the park. Very, very few classes are ready for medium and large parks and we expect to only see classes in parks if they have prior supervisor approval. We plan to have a small area for teaching how to use park features – TBA.

## **The Practice Chair & The Triple Load Option & Procedure**

SEE TRIPLE LOAD PROCEDURE (below) and in the INSTRUCTOR MANUAL. Key points:

- Only for Children’s Lessons ages 6 & under
- Only to be conducted with kids in “CLC Vests”
- Must stop at Practice Chair to confirm you all fit
- Alert Lift Ops of triple load and hand signals: double thumbs down for “super slow” lift speed

The goal of the Children’s Triple Load is to ensure that our youngest lesson lift riders are safe. At Buttercup most “capable adults” are beginners too and may or may not be the best candidate to keep kids safe on the lift. This option also increases our uphill capacity for lessons, which means more sliding time for them.

Last season was for first season where the Practice Chair was in place for the entire operating season (we did have it in the Spring of 2012). It is a VERY USEFUL tool for teaching all ages and should be used for all Beginner Lessons - you may observe others using it as a way of teaching too - not everyone in adult lessons MUST try it, but kids lessons should and ALL Triple Loads must use the practice chair first.

## **The Teaching Cycle & Checking for Understanding**

Model using the Teaching Cycle during your clinic. Be transparent about your use of the Teaching Cycle and point out what section of the cycle you are in at a given moment (when appropriate). In particular try using elements of effective “checking for understanding” and model this – recall The Gradual Release of Responsibility Training from last season, where participants collaborate and interact with each other. Use question starters like, “How would you ...” “Can you share another example of ...?” “if I were a (child/adult) how might I ...?”. Modeling your use of the Teaching Cycle and GRR when reviewing Stance, Beginner Progression and Drills (see below).

***Remember that it doesn’t matter what you taught but what your students actually learned.***

# **CHILDREN'S BUTTERCUP & EASY RIDER TRIPLE LOADING PROCEDURE**

Properly trained instructors may ride with two children in one chair at Buttercup or Easy Rider. You must go through the proper training, be approved by your supervisor and aware of entire process before using this procedure. This option is only available to classes with children ages 6 and under.

- ❖ ***In all instances your class shall stop at the practice loading chair***
- ❖ Students should be given LIFT STARS primer
- ❖ Confirm that you and your two students fit into the double chair with instructor in the middle position
- ❖ Take students through the loading, riding and unloading process prior to going to the lift
- ❖ Once at the lift pick up a short bamboo pole for loading and inform the loading and/or other operator(s) that you will be loading three in a chair and will require a "super slow" – double thumbs down.
- ❖ If more than two students are in your class, the other students should be loaded with a capable adult; student in left position next to the operator.
- ❖ The lift operator will slow the chair to super slow. You should remind them you need super slow with double thumbs down hand signal.
- ❖ You should attempt to assist both students into the chair using the bamboo pole as a comfort bar.
- ❖ Position the most skilled student on your left. Your emphasis should be on the outside student on your right as the lift operator can assist with the student on your left.
- ❖ The lift operator will communicate triple load to top and inform them that they may also need a slow to unload.
- ❖ Lift operator at the top should also be prepared to look for hand signals from you if you need the lift slowed down for unload
- ❖ You can then deposit bamboo at the top station.

**Required Dept. Training Clinic**  
**Identifying What's Good Skiing/Riding**

There are three pre-season training events this year primarily aimed at improving the tech and teaching aspects of the staff. They can choose either Identifying What's Good Skiing/Riding, Movement Analysis and Feedback, or Problem Solving in Kids Lessons.

Similar to previous years, I would like us as clinicians to first communicate everything in the context of teaching kids; secondarily, add comments about how you might do things with adults. After the on-snow portion we will again have an indoor session of a quiz to fill out, which can be a group/open source project. The point of the quiz is for everyone to cover the material regardless of how/where they get the info from. This will take at least 30 minutes and they get paid for three hours (from 1:00-4:00) so plan accordingly.

**Identifying What's Good Skiing/Riding**

1. Involve skiing and snowboarding in the process. Even if there are no boarders in the group, some staff will be multi-discipline and/or can use the info regarding boarding. Obviously the more boarders in the group the more we should reference that discipline.
2. What are common features, regardless of ability level, of good skiing?
3. What are common features, regardless of ability level, of good snowboarding?
4. What features overlap between disciplines.
5. What does good skiing/riding look like on the Carpet and Musical Chairs.
  - a. 4-6 years old, 7-12 years old, 13+ years old
  - b. Compare/Contrast within the group
6. What does good skiing/riding look like on Blue terrain; Midway, PrimeTime, Loophole, Zip Down.
  - a. 4-6 years old, 7-12 years old, 13+ years old
  - b. Compare/Contrast within the group
7. What does good skiing/riding look like on Black terrain; Jacks Dream, Pend Oreille, G3.
  - a. 4-6 years old, 7-12 years old, 13+ years old
  - b. Compare/Contrast within the group
8. What does good skiing/riding look like off piste; powder, chopped crud, mushy snow, bumps.
  - a. 4-6 years old, 7-12 years old, 13+ years old
  - b. Compare/Contrast within the group

**Required Dept. Training Clinic**  
***Movement Analysis and Feedback***

There are three pre-season training events this year primarily aimed at improving the tech and teaching aspects of the staff. They can choose either Identifying What's Good Skiing/Riding, Movement Analysis and Feedback, or Problem Solving in Kids Lessons.

Similar to previous years, I would like us as clinicians to first communicate everything in the context of teaching kids; secondarily, add comments about how you might do things with adults. After the on-snow portion we will again have an indoor session of a quiz to fill out, which can be a group/open source project. The point of the quiz is for everyone to cover the material regardless of how/where they get the info from. This will take at least 30 minutes and they get paid for three hours (from 1:00-4:00) so plan accordingly.

***Movement Analysis and Feedback***

1. Involve skiing and snowboarding in the process. Even if there are no boarders in the group, some staff will be multi-discipline and/or can use the info regarding boarding. Obviously the more boarders in the group the more we should reference that discipline.
2. Overview, Desired Outcome, board/snow interaction, body movements, prescription
  - a. State the DO then do it, do something then how would you state it as the DO
  - b. Ski a variety of turns and describe the board/snow interaction
3. Movements – short swings, hockey stops, garlands, crab walks, RR track turns
  - a. Describe what movements are happening to meet the DO and B/S interaction
4. Prescription – can be visual and/or tactical, but we need to practice specific verbal directions
  - a. How do you want their body to move?
  - b. What task/drill/exercise/game will help to create that movement?
5. Practice putting it all together, small groups
  - a. State DO and B/SI
  - b. Demo
  - c. Comment on current movements they're using, suggest how to adjust movements
  - d. Prescribe homework
6. If there's time... Review common C/E relationships, movement to B/SI
  - a. Up & away/parallel, upper rot/stance, open ankles/wt. back, upper rot/skid



## Required Dept. Training Clinic

### *Skills at the Ski Level, Planes of Motion, Cause/Effect Between the Two, all while referencing the SS Progression*

There are four outdoor pre-season training events this year primarily aimed at creating some familiarity with the material/language/concepts of the new manuals while also introducing the Snowsports School Alpine Progression.

Similar to previous years, I would like us as clinicians to first communicate everything in the context of teaching kids; secondarily, add comments about how you might do things with adults. After the on-snow portion we will again have an indoor session with a supervisor to cover a few policy type of things. (The quiz this year is online and can be filled out separate from the clinic.) This will take at least 30 minutes and they get paid for three hours (from 1:00-4:00) so plan accordingly.

Review the SS Progression ahead of time so you can introduce it and reference it. We won't take time to cover it in depth, but we want to focus on the importance of knowing your **Outcome**, knowing what to place more **Emphasis** on, and looking for specific things to be happening **Before You Go On**.

Explain the change in verbiage/focus of the Skills Concept away from movements and towards what's happening with the ski/board. Direct peoples observations to how the body moves in the three planes of motion. Then make connections between the skis and body to come up with cause/effect conclusions.

### **Sample Outline**

1. Set a task and have people observe skis/boards and make observations specific to them.
  - a. Repeat several times so that observations and statements get "better".
  - b. Reference the SS Progression and what you would expect/want to see at a certain level.
2. Set a task and have people observe body movements and make observations specific that specifically reference the planes of motion, without any qualifiers (good, better, best).
  - a. Repeat several times so that observations and statements get "better".
  - b. Reference the SS Progression and what you would expect/want to see at a certain level.
    - i. What would be their primary **Emphasis** for this person?
3. Set a task and have people observe cause/effect observations between body movements and ski/board performance.
  - a. Repeat several times so that observations and statements get "better".
  - b. Reference the SS Progression and what you would expect/want to see at a certain level.
    - i. What kind of movements and results will they want to see **Before They Go On** with this person?
4. If possible, involve skiing and snowboarding in the process. Even if there are no boarders in the group, some staff will be multi-discipline and/or can use the info regarding boarding. Obviously the more boarders in the group the more we should reference that discipline.

## SNOWBOARD SPECIFIC REHIRE FOCUS

*Cover all topics in the general rehire overview, which are discipline independent.*

Here is your Snowboard Specific checklist:

- Basic Functional Stance - Why? Benefits? Get buy in
- Round Turn Shape Discussion - Why? Benefits? Get buy in
- Beginner Progression Review
- Beginner Zone Drills
  - Garlands - why?
  - Side Slipping - why?
  - Participant suggested drills - remember this is collaborative
- Intermediate Zone Drills
  - Bounces
  - Shimmies
  - Participant suggested drills - remember this is collaborative
- Summarize what you covered

### **Stance/Balance & Turn Shape Review**

What do we want to model in our riding for our students? Make sure you continue to emphasize modeling stance/balance and turn shape during the beginner progression, Beginner & Intermediate zone drills. Students should be snowboarding in a balanced stance, using their legs/board to create turning movements (not their upper body) while using turn shape for speed control. Turn shape for speed control is apparent even in garlands. These elements should be present before moving on to first turns.

What does it look like? Ankles and knees are slightly flexed to allow for maximum range of motion. CM is evenly supported by both feet and centered between the bindings. Torso, head and hands are quiet and work in unison and do NOT move excessively fore/aft or side to side.

### **Beginner Progression Review**

Go through the beginner progression. Allow group to share what they like to do. Continue to guide the discussion and make sure you clear up any misunderstandings that people might have.

### **Drills for Skills**

Present the drills outlined and why they are great for teaching to these levels. Allow participants to share their own drills they have had success using. Make sure participant drills have a skill focus. And insure everyone is on the same page regarding the priority of skills we are trying to develop in beginner and intermediate zone students. When participants share their drills encourage them to experiment with using GRR when presenting, have a skill focus and use (elements of) the Teaching Cycle.

### **Beginner Zone Drills**

**Purpose:** Develop fundamental skills of effective stance, steering movements, tilting/edge control movements and speed control via turn shape / traverse.

### **Garlands**

Use this drill to build confidence by allowing students to gradually steer their snowboard further and further down the fall line before returning to the perpendicular traverse. Focus on twisting to initiate and letting the board run to the fall line.

### **Side Slipping**

The side slip is an excellent way to build a strong foundation of edge control and edge awareness in your students. Break the monotony by including an activity or special task for them to try as they slip. Examples might include “red light/green light” game (age specific) or twisting the board to change direction.

### **Intermediate Zone Drills**

**Purpose:** Develop fundamental pressure distribution movements (flex/extension of all joints), combine development of these movements with steering and twisting movements in turns.

### **Bounces**

While traversing have your students flex/extend ankles, knees, and hips to “bounce” as they traverse. Use this drill to increase range of motion on the board. Use this expanded range of motion to work with students to move from being fully extended at edge change to being most flexed at edge change or retracted at edge change and progressing towards more dynamic movements on the snowboard.

### **Shimmies**

While traversing have your students wiggle their snowboards fore/aft underneath them. Gradually move this movement into the turns focusing on getting the correct timing for the fore/aft movement.

# Additional Resources

## Websites, forums, etc.

epicski.com

Elite skiing, Facebook

Oregon MA group

## Manuals, books

### Alpine

Alpine Technical Manual-\*New!

PSIA Adult Alpine Teaching Handbook - 2011

PSIA Alpine Technical Manual - 2002 (Reduced Price)

PSIA Alpine Technical Manual 2nd Edition - 2007

PSIA Core Concepts For Snowsports Instructors - 2001

PSIA Core Concepts Manual

PSIA Cues to Effective and Ineffective Skiing

PSIA Cues to Effective and Ineffective Teaching

### Children's

PSIA Children's Instruction Manual - 2008 2nd Edition

PSIA Children's Alpine Teaching Handbook (NEW!)

PSIA - AASI Children's Instruction Handbook - 2000

Ultimate Skiing, Ron LeMaster - 2010

PSIA Tactics For All Mountain Skiing - 2006

Removing the Roadblocks to Efficient and Effective Skiing - 2013 (\*\*available for free download)

Ski Instructors Guide to Physics & Biomechanics of Skiing, Vagners - 1995 (\*\*available for free download)

Teaching People Skiing & Boarding, John Mohan – 2000

### Snowboard

AASI Focus on Riding DVD- 2005

AASI Snowboard Guide / Focus on Riding DVD (discounted combo price)

AASI Snowboard Movement Analysis Handbook - 2003

Park and Pipe Instructors Guide (Alpine & Snowboard) - 2005

Snowboard Teaching Handbook (children & adult combo)

Snowboard Technical Manual-\*New!

The Vail & Beaver Creek Snowboard Handbook – 2003

### Nordic and Adaptive

Telemark Technical Manual-\*New!

PSIA Nordic Technical Manual- 2005

Cross-Country Skiing: Building Skills for Fun and Fitness, Steve Hindman 2005

PSIA Adaptive Snowsports Instruction Manual - 2003 (available for free download) \*\*New manual will be released Fall 2015