

LEVEL I INDOOR GUIDE

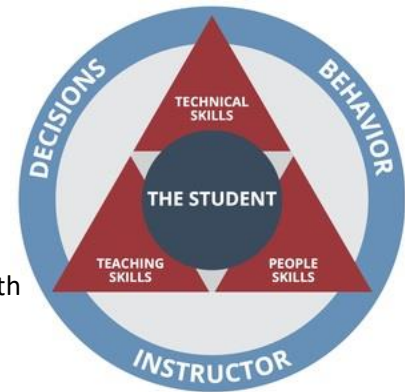
To help guide you in covering the National Standards categories for Teaching and Professional Knowledge for Level I, the following topics can be reviewed during the indoor sessions, group discussions or individual presentations to supplement the written test, on-snow discussions and teaching presentations. Use the Core Concepts Manual, Alpine Technical Manual and the Children’s Instructional Manual as refreshers before presenting the topics and points.

TEACHING MODEL

Student Makeup + Instructor Behavior (Teaching Cycle) = Learning Partnership

STUDENT MAKEUP

- Characteristics and background
- Learning styles and preferences
- Motivations, understandings and desires
- Beliefs, attitudes and values
- Physical conditioning and health



INSTRUCTOR BEHAVIOR (TEACHING CYCLE)

- Introduce lesson and develop trust
- Assess students and their movements
- Determine goals and plan experiences
- Present and share information
- Guide practice
- Check for understanding
- Debrief the learning experience

LEARNING PARTNERSHIP

- Is creative, individualized and student centered
- Is interactive, experiential and FUN
- Contributes to the student’s success
- Produces positive results
- Provides ownership of skills
- Creates lasting memories
- Encourages future learning
- Culminates in guest satisfaction

KEEP IN MIND:

- This is not a linear progression
- Works in a repeating cyclical fashion
- Use the model in overview and in detail teaching
- Instructor’s behavior is a function and response to student behavior

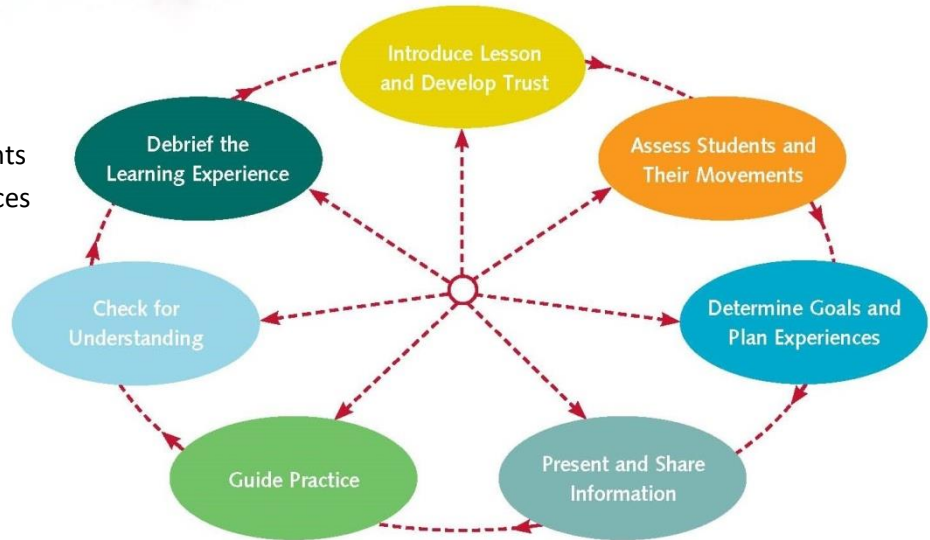
Questions:

- What is the purpose of the Teaching Model?
- What does the student bring to the Learning Partnership? What does the instructor bring?
- What are some of the components of the Student Makeup? How would that affect learning?
- When assessing a student, what are some of the factors you are assessing?



TEACHING CYCLE

- Introduce lesson and develop trust
- Assess students and their movements
- Determine goals and plan experiences
- Present and share information
- Guide practice
- Check for understanding
- Debrief the learning experience



Questions:

- Give examples of how each area helps you as the teacher learn about your students and develops an open, trusting learning environment.

MOVEMENT ANALYSIS

Observe and describe: Identify and describe body movements and the actions of the skis on the snow. Relate to phases of a turn. When and where in the turn in regards to ski performance and body performance.

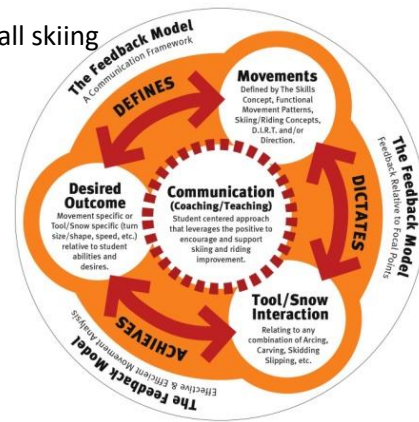
TACTICS: (the what) Strategic choices skiers make towards a goal

MECHANICS: (the why) Essential action of the skis and the basic body movements present in all skiing

TECHNIQUE: (the how) Real performance vs. Ideal performance: cause and effect

DIRT+D

- Duration
- Intensity
- Rate
- Timing
- Direction



SKILLS CONCEPT

- Rotational Control
- Edge Control
- Pressure Control

Balance is both a source and outcome of effective movement.
All of these skills are essential for maintaining balance.

These skills provide a clear framework to analyze the action of the skis on the snow and the skier's movements. The skills are described separately to emphasize a connection between the action of the skis and the corresponding body movements for each skill.

Question:

- What is the purpose of the skills concept?

SKIING FUNDAMENTALS

Listed below are the five Skiing Fundamentals. The Skiing Fundamentals remain consistent through all levels of certification; Beginner Zone through Advanced Zone. These are listed in no order or priority.

Control the relationship of the center of mass (COM) to the base of support to direct pressure along the length of the ski(s).

- **Body movements** – Flex and extend your ankles, knees, hips, and spine to balance over the whole foot as you control pressure on both skis so you can flow with the terrain.

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

- **Body movements** – Direct your balance to the outside ski in a turn.

Control edge angles through a combination of inclination and angulation.

- **Body movements** – Use diagonal (forward and lateral) movements of the feet, legs, hips and upper body to engage and release the edges of the skis. Swing your pole to flow with the skis through turns.

Control the ski's rotation (turning, pivoting, steering) with leg rotation, separate from the upper body.

- **Body movement** – Turn your legs under your body to help you guide the skis through a turn.

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

- **Body movements** – Flex and extend your ankles, knees, hips, and spine to balance over the whole foot as you control pressure on the skis so you can flow with the terrain.

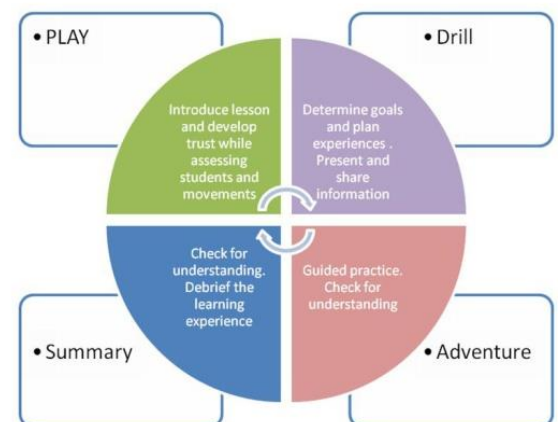
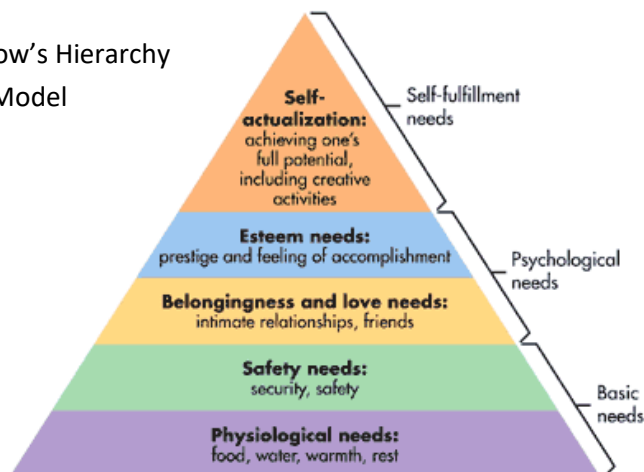
Questions:

- What is the purpose of the skiing fundamentals?
- What are the five skiing fundamentals?

AGE SPECIFIC

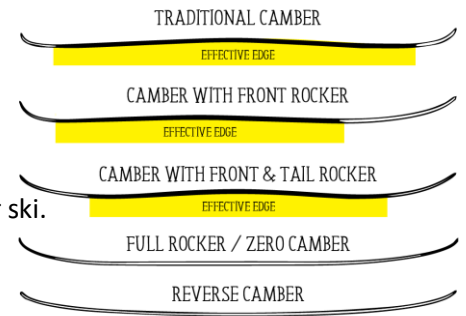
Children have different motor skills than adults. They also need to be taught with different considerations than adults. Additionally, seniors also have different needs when learning. Be knowledgeable of:

- Maslow's Hierarchy
- CAP Model
- PDAS



EQUIPMENT

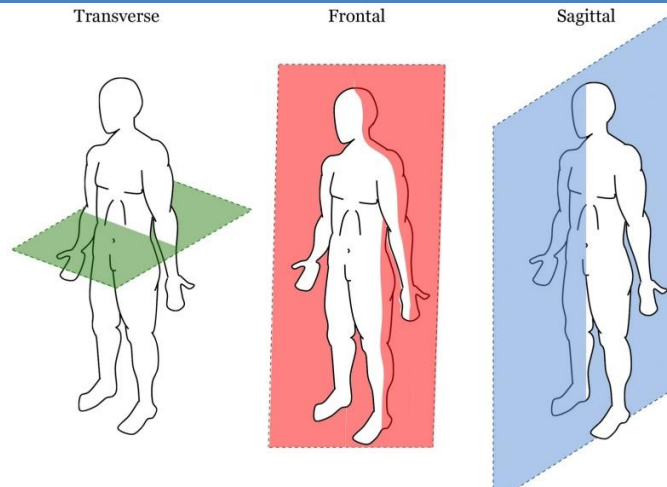
- What is sidecut?
- What is the waist?
- What is camber?
- What is rocker?
- Explain the differences in tip shape for a performance, all mountain and powder ski.
- What are the different ways a ski works? (relate to skills concept)
- What are the components of a ski boot?



BIOMECHANICS

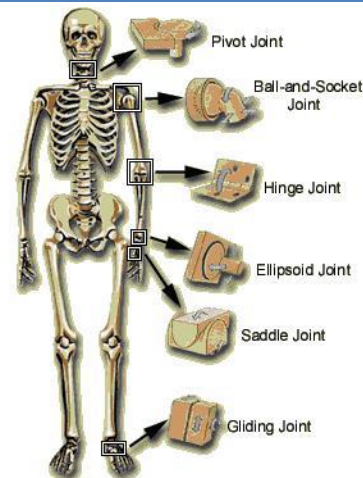
EXPLAIN THE PLANES OF MOTION

- Horizontal/Transverse Plane
- Frontal Plane
- Sagittal Plane



ANATOMY QUESTIONS

- What is a hinge joint and its function?
- What is a ball and socket joint and its function?
- What is a gliding joint and its function?
- Where is a hinge joint?
- Where is a ball and socket joint?
- Where is a gliding joint?
- What is the largest joint of the body?



CLASS ORGANIZATION AND HANDLING

- Line Up
- Semicircular
- Circle around the instructor
- Instructor within the circle
- Huddling up
- Follow me
- Call down
- Free practice
- Micro teaching
- Demonstrations

Questions:

- What are some factors to consider when establishing class handling procedures?
- What are some of the strengths and weaknesses of each procedure?

