

Teaching Concepts

(PK)

Level I

Identify components of different models

- Teaching Model
 - Teaching Cycle
 - Maslow's Hierarchy of needs

(INDOOR)

1. explore & define what characterizes a "student" human might bring to the experience
2. explore & define what ~~teacher's~~ behaviors & instruction are responsible for
3. Build community & relationships to model learning partnership

IDEAS:

- personality profiles
- learning assessment
- teaching scenarios practice
Use "misbehavior" examples
- live-demo: command book, guided disc... etc.
call down pairing... etc.

Level II

Differentiate how student make-up can influence the application of different phases of the teaching cycle

(ON-SNOW)

1. "remember" the description of the Teaching Cycle from indoors
2. ~~What is the purpose of this?~~
Work on using pre-assigned components of model and assign task, do a "progressive" dinner style ~~lesson~~ lesson where 1 person does ~~task~~, next person does drill, then activities then summary.....

Turn Mechanics

PK

Level I

Identify the different phases of the turn - and how the skills are applied in each phase of the turn in beg. zone applications

Level II

What the body does at each phase of the turn can

<u>I</u>	<u>O</u>	<u>I</u>	<u>O</u>
What are the phases of the turn.	Observing the phases of the turn		
What skills are applied at which phases of the turn.	Do the top of turn. " " bottom of turn. Focus on skill at each phase. i.e. steering wedge vs. crab (ski on edge)		
			- Pick good terrain - Comfortably maintain speed to perform task

Industry Knowledge

PK

Level 1

What are guest needs
Specific characteristics of
home resort

Level II

Current industry events
How PSIA cert can have a
positive impact

Training Directives

Indoor

Retail
Clothing + equipment
Resort facilities
- Restroom - Food service
- Rental shop
- Ticket window
- Patrol facilities
- Lost - Found
- Ski check
Area map / Lift + run names
Local area knowledge
How to choose proper equipment
Clothing for conditions
Resort activities
KNOW the code
Hours of operation
Ticket options/prices

Outdoor

Tour area -
Appropriate runs
off limit areas
Loading/Unloading different
types of lifts
Park features + park entry
requirements
Extreme weather + dealing
with it
Events + competitions at the area
KNOW + incorporate the code
or injured
Lost student process/policy
Other snowsports in the area
Compare equipment w/ others

Environmental issues

Equipment

PK

Level I

Categorize basic options & Function

Fit - How/why

IN - Rental Shop

- Show/Handle equipment
- Evaluations of equipment
- Tuning - why and how effects ski performance
- Comp/Cont ski design
 - Side cut
 - Camber/Rocker
 - Core
 - Boot - stiff/soft
 - Boot Fit
 - Ski Fit
- Poles - Fit
Types
Function

Level II

Equipment Needs

Equip benefits based on desired outcome

OUT

Drills - Side cut → edging on flat
- Ride

Boot Function/Performance.

Drill - with boots tight

With boots loose

Clothing/Boot Relationship

Binding Function - Review DIN

- Snow cleaning for Students

- Student DIN

Pole Fnx - Snow Basket
Height
Swing
Timing
Strap/Grip

COMMUNICATION

(T)

LEVEL I

- SIMPLE LANGUAGE
- MAJOR MUSCLE MOTOR MOTIONS (ZOOMED OUT LANGUAGE)

LEVEL II

- MORE TAILORED LANGUAGE
- MINOR MUSCLE + MOTOR MOTIONS (ZOOMED IN LANGUAGE)

TRAINING DIRECTIVE INNOVATION

- PB + 5 PRACTICE EXERCISES (OR FAVORITE VIDEO GAME) USING SIMPLE LANGUAGE
 - STEP 2: PICK SKI TASK SUCH AS "PUT ON BOOTS"
- (GOOD ICE BREAKER)

ON SNOW

- NEW HIRES GO THROUGH RENTAL SHOP + RENT SNOWBOARDS + TAKE BEGINNER LESSON FROM SNOWBOARD CANDIDATES
- THEN AFTERNOON SWITCH

- ASKING OPEN QUESTION (NON THREATENING)
- HIGHLY EXPERIENTIAL = HIGHLY ENGAGED
- HIGHLY COLLABORATIVE = ↑ TEAM DYNAMIC
- CONSIDER ENVIRONMENT OF WHERE YOU COMMUNICATE TO INCREASE RELEVANCE + RETENTION
 - EX: "DON'T STOP UNDER A RIDGE" ~~WAS~~ BETTER COMMUNICATED ON SNOW IN A PHYSICAL EXAMPLE

Movement Analysis

(T)

Level 1

Observe/Describe
Beginner Zone Fundamentals

Level 2

→ Same but intermediate zone
Plus → Evaluate
ski performance / skill
in turn shape & ^{at a time}
body movements
→ cause and effect

Training Directives:

Indoor:

Video MA

- focus on observing
1 thing from each candidate
- Body parts
- Ski/Snow interaction
- Candidates talk more than coach

Physical Static exercises

Demonstrate/Act out
Movements

Outdoor:

→ Video candidates
use indoors

→ Candidate describe
other skiers ~~from~~
on chair

→ Analyse/Coach each
others demos/Tasks

→ Line rotation → Trainer
works 1 on 1 with candidates

Candidates work in pairs

Analyse non-skiing movements

TEACHING STYLES

(T)

Level I

command & task
only

Level II

blend command
& task & reciprocal
based on student
profile, type of skill
or task focus

Indoor

- teach a non-skiing skill
(skipping, bowling, throwing/
catching)
- give teaching style, or let choose
and have group guess choice

On-snow

- choose from
list of topics/skills,
choose style
- choose same
skill for 2 groups,
one w/ each style.
compare styles.



TEACHING APPLICATION (T)

LEVEL 1		LEVEL 2
Plan to accomplish student goals in Beg. Zone	GOALS	
Presents Beginner Progression based on skiing fundamentals	CONTENT	
Content appropriate to class	ADAPTATION	
Practice + Feedback (appropriate, related to focus)	PRACTICE + FEEDBACK	

INDOOR

• Group Discussion/
Brainstorm

- Mock teaching
- Every day task (ie. tie shoes)
- Watch video (teach + skiing identify skill)
- CAP / PIAGET / AGE
- MA

ON-SNOW

- Mock teach
- MA - observation
- Partner Teach
- Practice School's beg. progression on peers
- They get feedback

Biomechanics

PK

Level 1

What/Why of Biomechanics

- Efficient/Effective movements

Body Parts (Muscles, joints, skeleton, etc.)

"Awesome Stance"

Movements required in skills
(Rotation, flexion, extension)

Center of Mass

Level 2

- Equal flexing of joints

- How to use CoM to manipulate pressure on the ski (foot 2 foot + fore aft)

- Upper/lower body separation (asymmetry)

Directives (Level 1)

Indoor

- Photos (Grey's Anatomy)
- Movement to feel sensations
- "Awesome Stance"
- Boot drills + skills Discussion

Outdoor

- Debrief/Scaffold indoor
- Ski w/ Efficient/Inefficient Technique
- Traverses w/ Flx + Ext in balance

Skills Concepts

PK

Level 1

Identify skills concept
how each affects action
of ski on snow.



Level 2

Explain skill blend
relationship to
balance. Relate
Body movement to ski

Indoor

- Static ~~movements~~ movements.
- Have groups take each fundamental and provide static movements modeling each.
- Use a ski(s) to show how each fundamental skill affect ski(s)

On Snow

(same but not static)

eg. drill that focus on that skill

Physics of Skiing

(PK)

Level 1

basics:

- center of mass
- gravity
- base of support
- rotation torque
- pressure

training directives

INDOOR

> lean against the wall (base of support ^{cm is outside} ~~must~~ (would fall over))

> balance board

> foot on a piece of paper, then rotate leg

> ~~hop~~ hop over a line (fore/aft) and lateral

> for pressure, hop foot to foot, alternately flex, knee-ankle

> flex only knee, only ankle, both

Level 2

- gravity, friction
- centripetal force, ski/snow force
- how each affects turning and ski/snow performance

OUTDOOR

> pressure: pushing on a flat ski vs edged ski (hop ski to flat ski vs push off an edged ski)

> cm: push/pull ski tips

> cm: explore, cm forward, aft, uphill, downhill, affect turn

> torque: pivot slip, flat ski wedge turn

> pressure: one ski or lift inside ski

> cm: hop from tip/center/tail

>

Terminology

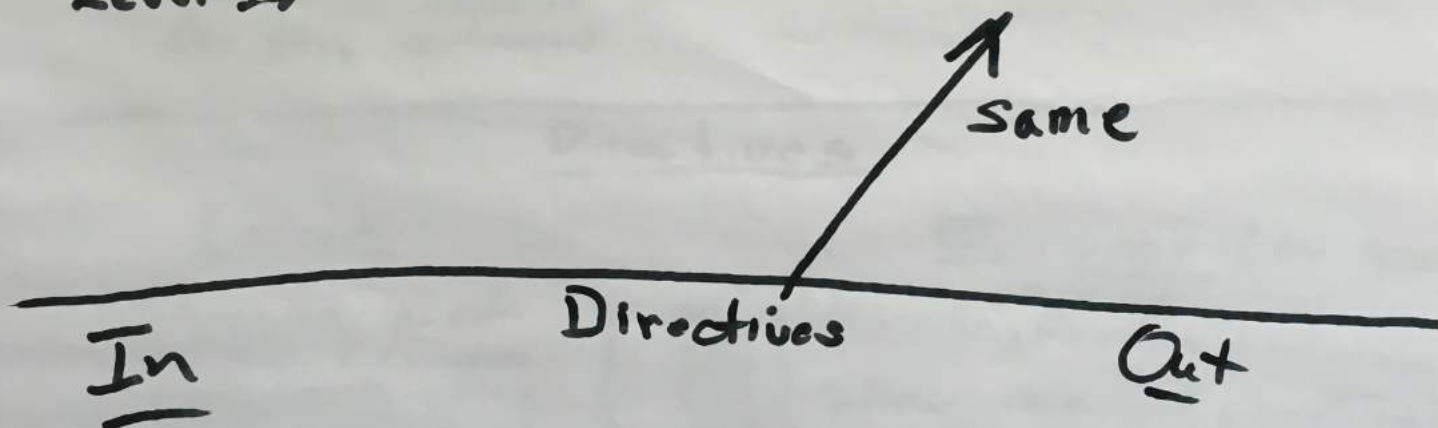
PK

Level 1

Define skiing terms
from Alpine Tech. Manual
(criteria: prioritize for
Level 1)

Level 2

1. Restate in own terms
2. Apply to a lesson
(progression)



- 1) List a + term (assign def to each pair)
- 2) ask definition ⇒ dialogue
- 3) demo
- 4) compare demo to def.
- 5) group discussion
- 6) revisit def. if necessary

- 1) review def's
- 2) pick exam that best exemplifies a def.
- 3) apply to Free skiing ~~task~~

Demonstration

(T)

LEVEL I

Demo skiing funda-
mentals & common
movement common
for Beginner Zone

LEVEL II

For intermediate
zone

Demo common move-
ments to create desired
ski perf outcomes

to adjust for blend

Directives

Indoor

- Describe funda-
mentals & common
movements specific
to Beginner Zone
tasks

- Describe body move-
ment & resulting
outcomes

All
with
feed-
back
& goal

Participation
(Individual,
pairs &
group)

OUTDOOR (ON SNOW)

- Describe ^{important} Fundamental movements
- Show important fundamental
movement
- Show in skiing task

Safety

(T)

LEVEL I

- BEGGINER ZONE SRCODE
- MOUNTAIN POLICIES
- EQUIPMENT
- BEGINNER ZONE ENVIRONMENT
- LIFT SPEKKS
- MTN SERVICES
-

LEVEL II

-
- INTERMEDIATE SRC
 - TERRAIN ADDITIONS (STEEPER)
 - OTHER SKIERS

TRAINING DIRECTIVES

INDOOR

- GROUPS OF 2 WORK ON WAYS TO PRESENT/CONVEY SRCODE
 - EXPERIMENT W DIFF DONT
- BEGINNER ZONE MOUNTAIN SPECIFIC REQUIREMENT (POLICIES)
 - HIN TO REMEMBER
- ARE A SUPPORT SERVICES PATROL GUEST SERV. SS. RENTAL
 - IMITATIONS
- WEATHER & CONDITIONS →
- ARE SPECIFIC CONSIDERATIONS
- IF "SH" HAPPENS - ACC PRIC

OUTSIDE

- APPLY INDOOR CONCEPT OUTSIDE
- OUTSIDE FAMILIARIZATION
 - GRW SKIT
- WAYS TO TRANSFER APPROPRIATE
- OBSERVE (PATROL RENTAL)
- EXPLORE & STRATEGIES
- PATROL DEMO