LEVEL 1 ALPINE

CERTIFICATION STUDY GUIDE

Western Region

Dedicated to Teaching Everyone how to Ski and Snowboard

Requirements - Candidates must:

- **FOLLOW ALL COVID PROTOCOL FROM PSIA/AASI –** Please check www.psia-w.org for the most current protocol.
- Be a Registered Member of PSIA-AASI-W.
- Be at least 16 years old.
- Should have training and actual on-hill experience teaching people in the beginner and novice zones.
- Be capable of linking parallel turns on blue intermediate terrain.
- Pass the perquisite e-Learning modules prior to registering for the exam.
- Register for the event 2 weeks before the event.

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PSIA-AASI Western Region
Level I Alpine Certification & Study Guide

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Purpose

The purpose of this document is to outline the Daily Schedule, Learning Outcomes, and Assessment Activities for the Professional Ski Instructors of America and the American Association of Snowboard Instructors (PSIA-AASI) Level 1 Alpine Certification.

Level 1 is the first level of PSIA-AASI certification.

Candidates are evaluated through a series of tasks that showcase their ability to blend Technical, Teaching, and People Skills Fundamentals. Candidates should have experience teaching at the beginner level and show an introductory level of knowledge of instruction concepts. Successful candidates will apply tactics and fundamentals in tasks, interviews, and scenarios to show their experience teaching and demonstrating for students in beginner and easier intermediate terrain. If you have questions, please contact your Resort Trainer or a member of the PSIA-AASI Western Region Education Staff. Collaborating with fellow instructors to study is a great way to digest the wealth of information presented.

Certification Standards and Resources:

Certification Standards

The Certification Standards help you learn how to apply fundamentals of great skiing and effective teaching so you can become a great instructor. They provide the assessment criteria for creating the skiing, teaching, and professional knowledge outcomes necessary for an instructor to successfully complete a certification. The exam Assessment Form is based off these certification standards.

(https://www.thesnowpros.org/download/PSIA_Alpine_Standards0921v4_3.pdf)

For a better understanding of how the standards are used in the certification process please refer to the Supporting Information Section, Introduction to the Standards.

Performance Guide

The newly developed Performance Guide provides the details for how to evaluate a candidate's ability to demonstrate the necessary skills to pass an assessment. These activities relate to the assessment criteria of the national standards. The Performance Guide also provides examples of activities that may or may not be assessed during the exam.

(https://thesnowpros.org/download/Alpine_PG_10_21.pdf).

Assessment Form

The Assessment Form used to assess your performance directly refers to the National Standards and Performance Guide. Competence is determined by how well an instructor accomplishes the Learning Outcomes as described by the Assessment Criteria (ACs). Assessment forms may be updating this season so be sure to click on the link to get the most up to date version.

(https://www.thesnowpros.org/download/PSIA-Certified-Level-I-Alpine-Assessment-Form.pdf)

Fundamentals

The link below contains for the fundamentals for People Skills, Teaching Skills, and discipline specific Technical Skills.

https://www.thesnowpros.org/download/LearningConnection_Fundamentals_2021.pdf

e-Learning Prerequisites

e-Learning Courses are to be taken before registering for the Level 1 Alpine Exam. There is an e-Learning Alpine Level 1 course that is free with your PSIA-AASI membership. An additional e-Learning Course that covers technical understanding and equipment is in the works and may be added this year. Please click on the link to get the most up to date information.

(https://lms.thesnowpros.org/product/alpine-level-i-e-learning-course/)

Recommended Resources

Please refer to the Recommended Certification Resources on "thesnowpros.org" website for a complete list of resources to help you succeed. These publications and documents are meant to be used in harmony with the Certification Standards.

(https://www.thesnowpros.org/education/education-products-downloads/

Children Specialist Standards

Although it is not a requirement for the Level 1 Alpine Certification, the Children's Specialist Standards contain useful information on how to teach children.

https://www.thesnowpros.org/download/PSIA_Childrens_Specialist_Standards_Final.pdf

Level 1 Outcomes and Assessment Activities

The Level 1 Assessment is designed to be interactive and help you, the candidate, leave with a greater understanding of the industry and personal performance. However, during the assessment you will not be taught how to do any of the items on which you are being assessed. Successful candidates arrive to the assessment having practiced and received feedback on skiing, movement analysis, and teaching. If additional training opportunities are needed, please attend a Level 1 Prep Course, or look for other clinics that will provide the training needed to be prepared.

The PSIA-AASI National Standards establish the Learning Outcomes and Assessment Criteria for Level 1 Certification. The Learning Outcomes for each of the sections are listed below along with Assessment Activities. Refer to the Performance Guide for the Indicators of Success related to each Learning Outcome.

Professionalism and Self-Management elements are assessed each day of the Level 1, from the beginning of the day at check-in to the end of the day when results are announced. Follow-up questions and interviews with Examiners, and observed interactions with other candidates, resort employees, and resort guests are all taken into consideration.

<u>Skiing Performance</u>

Learning Outcome

- Skiing Performance: Adjusts and adapts the Alpine Skiing Fundamentals to demonstrate specific outcomes in beginner and intermediate terrain.

Assessment Activities

Candidates are evaluated on skiing/riding ability and their ability to give demos at the beginner level. Candidates' skiing or riding is evaluated through a series of tasks that showcase candidates' ability to blend the fundamentals. Successful candidates will apply tactics and fundamentals in highlighted, blended and applied tasks to show their experience demonstrating for students in beginner and lower intermediate zones. Candidates will display appropriate safety awareness skiing in a group.

Examiners meet the groups on snow and lead Candidates through tasks selected from the Level 1 Task List. (See Task List in Supporting Information). Tasks may be set in all types of beginner and some intermediate terrain and conditions, including groomed terrain, bumps, crud, trees, and powder. Snowboard tasks can include small features in the terrain park. Examiners will provide specific descriptions and demonstrations of tasks. Examiners observe, assess, and provide feedback consistent with the Certification Standards. Variations in movements and mechanics may be requested at the discretion of the examiner.

Movement Analysis & Technical Understanding

Learning Outcomes

- Movement Analysis (MA): Articulates an accurate cause-and-effect relationship between body and ski performance within any single skiing fundamental in a specific phase of the turn to offer a relevant prescription for change for skiers in the beginner/novice zone. ▪
- Technical Understanding: Utilizes current PSIA-AASI alpine resources to describe elements of ideal performances using at least one of the alpine fundamentals

Assessment Activities

Candidates will observe skiers on the hill and present an organized and detailed description of what the skis and body are doing in relationship to the skills concept and fundamentals. If there are not enough guests on the hill to do an MA on, the examiner may elect to mimic a beginner skier or have a candidate demonstrate something they frequently see in beginner skiers.

Everybody will have an opportunity to cover the following criteria:

- Turn type and shape
- Describe ski and body performance in one fundamental through one phase of the turn.
- Link ski and body performance to describe cause-and-effect relationships in one fundamental in one phase of the turn.
- Evaluate described performance and compare it to more ideal performance.
- Prescribe a change in a fundamental
- Observe and describe how equipment choices and issues affect performance and safety in the beginner/novice skier zone.

Technical Understanding can be assessed on chairlift rides, having the candidate assess and reflect on their own skiing, or while asking follow-up questions after the teaching segment.

Teaching Performance

Learning Outcomes

Teaching Skills

- Assess & Plan: Plans learning outcomes and organizes progressive learning experiences relevant to beginner/novice students.
- Implement: Facilitates learning experiences that guide students toward the agreed-upon outcome and engages them in the process.
- Reflect/Review: Communicates performance changes that target the learning outcome to help students identify that a change has been made

People Skills

- Communication: Engages in meaningful verbal and non-verbal communication with the group as a whole.
- Relationships with Others: Identifies likely motivations and emotions of individuals and understands group dynamics.

Assessment Activities

Candidates will be delivering a 20 minute teaching segment taken from the Teaching Matrix (see Supporting Information). The teach scenario will be assigned before it is your turn to teach. You will be given 5 minutes to organize your thoughts. This is meant to mimic a real teaching situation.

- Prior to leading their teaching segment, the instructor will step away from the group, and the Students (candidates) will be given a basic group profile, including lesson level, interests/hobbies, and what they did in their last lesson.
- During their teaching segment, the instructor will:
    - Introduce themselves and build rapport
    - Ask questions to learn the student profile from the group
    - Create a goal statement for the lesson ▪
        - Describe current performance ▪
        - Describe goal performance ▪
        - Describe student's motivations and desired outcomes
    - Involve the group in some kind of warmup or game based on the group's interests/hobbies
    - Match a relevant teaching segment from the beginner level 1-4 progression
    - Teaching candidates are encouraged to ask questions, lead their students through an activity, analyze movement, make observations, and/or ask follow-up questions.
- The examiner will take five minutes to debrief the presentations and ask follow questions.

Level 1 Daily Outline:

Day 1:

Candidates will meet at the designated location at 8:30am. This location will be specified in the confirmation email sent to each candidate. All groups will be meeting outside and in ski gear. Please come to the meeting location ready to ski and with the necessary tools to stay warm and engaged.

9:00 to 10:15

After meeting your examiner all groups will start with a warmup run and then explore the Skills Concept and Fundamentals. Be prepared to know the three skills (Rotation, Edging, and 3 types of Pressure) and explain the action of the skies and the corresponding body movements for each skill. Refer to the Alpine Technical Manual, pp 15-35.

10:30 to 12:00

Movement Analysis. Refer to the Alpine Technical Manual, pp 81-96.

12:30 to 2:15

Skiing assessment

The examiner will select activities that demonstrates a blending of the fundamentals, highlights a fundamental, and demonstrates the skier's versatility. Refer to the performance guide for successful performance contributors of the assessment criteria.

2:30 to 3:00

Tag Team Teaching.

Each group will review an adult and a child progression.

Day 2:

Meet the group, at the designated location and time.

9:00 to 10:00 On snow warm up and follow up on any activities from the previous day.

10:15 to 3:00 (including a 30-minute lunch)

Each candidate will present a 20-minute teach.

At the end of the day the examiner will meet with each candidate and review their performance as it relates to the Certification Standards. The passing of the Level 1 Certification is based on scoring of the assessment criteria that is used to determine the overall assessment of a pass or fail.

Supporting Information

Who We Are and What We Do

Who We Are:

The Western Region of PSIA-AASI is one of eight divisions regions that make up the American Snowsports Education Association (ASEA), the national umbrella organization of PSIA-AASI.

PSIA-AASI was founded in 1961 to develop a standardized system for teaching people and to unify instructors throughout the country. Since then, PSIA-AASI has grown to include 32,000 members nationwide. We are a non-profit corporation with a 501 (c) (6) tax-exempt status. The charitable arm of our organization is PSIA_AASI Western Education Foundation, a 501 (c) (3) non-profit corporation. Our main purpose is to support our members and advance snowsport instruction and education in the disciplines of: Alpine, Nordic Cross Country, Snowboarding, Telemark, Children, and Adaptive.

PSIA-AASI members range from full and part time instructors to "alumni" members, who are retired from teaching. Many of our members come from professional backgrounds such as contractors, small business owners, pilots, doctors, lawyers, and teachers. They all bring a passion for snowsports to share with others.

What We Do:

As an organization, we:

- Promote exceptional standards at all levels and disciplines of snow sport instruction.
- Build leadership in individuals through education, training, and adventure.
- Inspire a lifelong passion for snowsports, adventure, and the mountain experience.
- Connect snowsport instructors of the world together to share, learn and grow.

Education & Certification Opportunities:

We provide training, education, and certification for our members. We offer three levels of certification and specialist programs in freestyle, children, and seniors.

Our educational events range from a variety of clinics on teaching methodology, skiing/riding mechanics, and personal improvement to women specific events, racing, and children's programs.

No matter how skilled you are, you can always improve. Becoming a member allows you endless opportunities to clinic with some of our country's top trainers.

Certification Standards and the Learning Connection Model

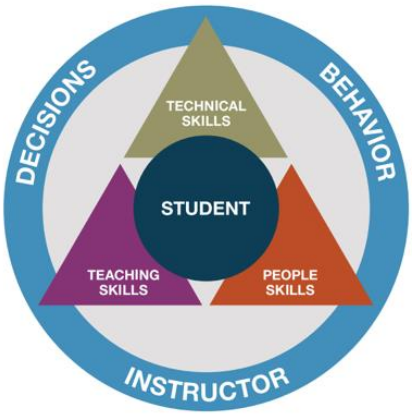
Introduction

The information that is provided to you through "thesnowpros" website is designed to make the certification standards as transparent as possible. The fundamentals for each of the Learning Connection Skills drive the Learning Outcomes. Learning Outcomes are assessed by performing activities. These activities can be evaluated using assessment criteria to determine if the outcome has been achieved. This process is the foundation of our certification process. If you have questions, please reach out to your trainers or members of our Educational Staff to help you.

Please be aware that the PSIA-AASI National Standards changed in September 2021. The information below provides the new information you must know for your exam.

Learning Connection Model

These standards were built on the Learning Connection℠ Model which include People Skills, Teaching Skill, and Technical Skills along with overall Instructor Professionalism and Self -management. See figure below:



People Skills and Teaching Skills are the same for all disciplines. Technical Skills are discipline specific.

The Learning Connection Model was inspired by the need to define what makes a great instructor. It's the instructor's ability to blend people, teaching, and technical skills which allows for a deeper connection between the student and instructor.

Each of the Learning Connection Model's three skills have fundamentals that identify what is necessary to apply the skill. These three skills are assessed at each level of certification. As you move through certification the degree of accuracy of the skills increases as well as the level of skier you are teaching.

Learning Outcome Framework

The fundamentals for each skill are at the core of the Learning outcomes. The Learning Outcome Framework is explained on page 5 of the Certification Standards.

The Certification Standards were based on the Learning Outcome Framework. This framework consists of the Learning Outcomes, Learning Experiences, Assessment Activities, and Assessment Criteria. The Learning Outcome clearly states what the instructor can demonstrate upon successful completion of the certification assessment. Assessment Criteria is used to evaluate that the learning outcome has been achieved. The grading is done using a 6-point scale with "4" being at standard for the learning outcome.

Certification Standards Table

As you read the standards, the learning outcomes are at the top of the table. The column on the left describes the learning outcome framework. The Assessment Criteria at the bottom of the table is the same criteria used in the Assessment Form for your exam.

Performance Guide

Once you become familiar with the Certification Standards, use the Performance Guide to help you understand what a successful performance contributor would look like verse an unsuccessful performance contributor for a particular assessment. Using this guide with the standards will be a powerful tool to help you prepare for your certification goals.

Other Publications

Other PSIA-AASI publications and resources should be used to complement the standards and the PG. Use The Snowsports Teaching Manual to help with understanding of teaching and people skills. The Alpine technical manual will help with technical understanding.

Changes in the Alpine Skiing Performance

Notice in The Alpine Technical Standards under "Ski Performance" that you are not being graded on a specific skiing maneuver. Rather, you will be graded on how well you can demonstrate the fundamentals to achieve an outcome of varying turn shape, turn size, and line to fit the terrain and conditions. You will also be asked to blend fundamentals to achieve a specific outcome, as well as demonstrate a specific fundamental as prescribed.

The examiner will be looking for movement patterns and proficiency in blending the fundamentals needed for the activity. If your rotational skills are underdeveloped, you may demonstrate an inability to vary your turn shape. Your feedback would be to create a rounder turn shape, turn your skis with your legs through all phases of the turn and maintain separation from your upper body.

A Drive for Consistency across Regions

The exam assessment forms for Alpine Skiing are now being used by all PSIA-AASI regions. This is creating a stronger strategic alignment for our organization. There may be a few differences in execution due to varying terrain across our country but an assessment in the West will use the same assessment criteria as an assessment in the East. This is an exciting time to be a part of this national alignment.

Turn Mechanics:

Introduction:

The information provided below on Turn Mechanics are vital to your understanding of Technical Skills. The examiner will be looking for proficiency in your ability to blend skills to demonstrate these activities.

All pages and photo references are from the Alpine Technical Manual 2014 edition**.**

Advanced Applied Fundamentals:

Parallel Turns [Basic Parallel}, Medium Radius

pages 117; photo: 7.22

Terrain: Green groomed or un-groomed and Moderate Blue groomed

Linked, round turns on blue terrain, which use a skill blend that leaves brushed tracks in the snow while the skis remain in a parallel relationship. Speed is controlled through turn shape.

- At the start of a turn, flatten both skis simultaneously, bringing balance over both feet (skis). (The elements of an athletic stance should be visible when the skis are flat on the snow at edge change.)
- Slightly extending the new outside leg helps move the CM to the inside of the new turn throughout the transition.
- Slightly flexing the new inside leg allows the steering action of the inside ski to complement the action of the outside ski.
- Movement of the CM to the inside of the turn through the shaping phase increases edge angles through the fall line.
- The upper body travels down the hill as the skis are turned across the hill, realigning the body over the feet and reducing edge angle.
- Shifting weight from the outside ski in the finish of a turn to more even distribution helps to prepare for the transition to the new outside ski in the upcoming turn.
- Pole swing continues from the finish of the previous turn to promote the flow of movement down the hill. The pole touch signals the timing of the edge change.

Basic Applied Fundamentals:

Linked Wedge Turns:

page 111 & 112; photo: 7.15

Terrain: Green

Linked wedge turns with consistent turn shape, rhythm and flow and wedge size.

- Introduce the steering action (combined turning and tipping) of both skis.
- Focus on transferring weight to the inside edge of the outside ski when starting each turn.
- Increase edge angles after the fall line to assist the skis' turning action.
- As the skis turn further across the hill, flatten them to start the next turn.
- Maintain a narrow wedge and control speed through turn shape.

Wedge Christie [Basic] Turns:

page 114; photo: 7.19

Terrain: Green and Blue

At a slightly faster speed than the wedge turn, it begins with both skis steered into a wedge and is finished in a Christie where the inside ski is matched to the outside ski through rotary and edging movements and speed.

- In a narrow wedge, ski rhythmic wedge turns. Often, spontaneous matching of the skis (that is, the inside ski is steered to parallel to the outside ski) will occur after the fall line.
- Actively steering the "lighter" inside ski to facilitate parallel matching. Steer both skis in the direction of travel.
- Transfer pressure to the outside ski early to create an easier steering of the inside ski and earlier ski matching (nearer the fall line).
- Flatten the skis through the transition between turns to steer into a narrow wedge at turn initiation.
- Increase speed gradually to encourage the skidding action of parallel skis.

Highlighted Fundamentals:

Sideslip:

page 113; photo: 7.17

Terrain: Green and Blue

Side slipping demonstrates edging and pressure-control skills.

- Slip downhill sideways to refine edging and pressure control skills.
- Balance mainly on the downhill ski.
- Maintain a slight upper-to-lower body separation.
- Maintain stance width and the parallel relationship of the skis.
- For this exercise, balance over the center of the ski so the tips or tails do not pull the skis into a turn.
- Increase edge angle to slow speed, decrease edge angle to slip faster.
- Perform in both directions.

Traverse on Downhill Ski:

page 112; photo: 7.16

Terrain: Green or Easy Blue

Maintaining a slight separation between the upper and lower body helps direct balance and pressure to the downhill ski.

- Stand with both skis across the hill while balancing on both uphill edges.
- At a slight downhill angle, travel across the hill in a very shallow traverse.
- Keep more weight on the downhill ski.

Level 1 Task List

All or some of the activities will be used depending on snow and terrain conditions.

Level 2 Assessment Tasks (Tasks used in assessment)

Blended Assessment Activities

- Basic Parallel
- Wedge Christie
- Wedge Turn

Highlighted Assessment Activities

- Sideslip*
- Traverse (one legged)

Training Tasks (task not used in the assessment but helpful for training)

- Freeski
- Ungroomed
- Straight Run
- Garland
- Hockey Stop
- J Turn
- Step Turns
- Uphill arc

Click here to see an explanation of the tasks in terms of ski and body performance.

Teaching Matrix

To use this Matrix, take one topic from each column to create a teaching scenario. Not all topics can be combined in a way that makes sense, but this is a tool designed to make you think and try lots of combinations to expand your teaching. The teaching scenarios assigned for your assessment are all created from this matrix.

All scenarios are developmental

Age Group[1]	Skill Level[2]	Outcome[3]	Skill Focus[4]
5-6 yrs.	Level 1	Side Stepping/Herringbone	Rotary Control
7-12 yrs.	Level 2	Stopping	Edge Control
13 to 70 yrs.	Level 3	Gliding Wedge	Pressure Control
		First Direction Change	
		Wedge Turns	
		Skidding Through Turn Completion	
		Matching Skis	

1. Candidate will be given specific age to teach.
2. Candidate will be given the skill level to teach to.
3. Candidate will be given which outcomes to teach.
4. Candidate will be given the primary skill focus for lesson.

Movement Analysis Criteria

Introduction:

Movement Analysis means understanding how your student skis down a slope and your ability to coach them on how to ski better.

Process:

Candidates must describe three key criteria components during a movement analysis: Observation, Evaluation, and Prescription. There is NO set sequence or order the candidate must follow. Immediately following the movement analysis and/or the lesson plan, candidates will be interviewed about alternative scenarios. Refer to the 5 Fundamentals and/or skills concept as appropriate.

Please refer to The Alpine Technical Manual, pages 81 - 96

Observe- (What): Look at the skier's movements, physical traits, and what the skis are doing in the snow. Describe concrete and objective observations.

Observation Tactics- There is no "right" way. What are you looking at first?

- Big picture, whole body, specific parts, skis, feet – up, head – down?

DESCRIBE: (present in ANY order)

- The skier profile as it relates to their skiing (physical traits that affect ski performance).
- The turn shape (the path/track of the skis, location of skidding/carving and when and where in the phase of the turn).
- Ski performance and related body movements in the phases of the turn.
- The duration, intensity, rate, timing, and direction of movements of the skier.

Evaluate- (Why): describe body movements (cause) and how they impact the skis' performance (effect). Compare your observations to optimal performance and develop a performance goal, which addresses the skier's strengths or weaknesses.

DESCRIBE (present in ANY order)**:**

- Where the movement originates and how that affects the turn (this will determine the movement or action to prioritize for the Prescription).
- The desired changes in body movements and the effect they will have on ski performance.

Prescription- (How): Clearly define and show an understanding of what the student needs to do with their body movements to achieve the stated performance goal. Decide where to start; prioritize what element most needs correction/development.

DESCRIBE / PRIORITIZE (present in ANY order)**:**

- A technical and/or a tactical approach.
- Optimal terrain to use.
- Any Equipment issues/problems.
- Lesson plan consisting of logical and appropriate exercises and/or tasks leading to the stated outcome

The Learning Partnership

Introduction:

The Learning Partnership is the connection you make with your student, fostering a great learning environment and maximizing the ability for your student to learn.

Referenced from the PSIA-AASI Teaching Snowsports Manual, 2018, pp 72-82: The personal characteristics, motivations, knowledge, and experiences that both the teacher and the student bring to the learning environment. For a true partnership to exist, there must be elements of shared responsibility and combined effort toward a common goal; both parties must have something to contribute.

Student Profile

- Backgrounds and Personal Characteristics
- Past Experiences
- Identity, Values, and Beliefs
- Attitudes and Emotional States
- Goals and Motivations
- Physical health and Conditioning
- Learning Styles and preferences
- Expectations and Understanding
- Social Factors

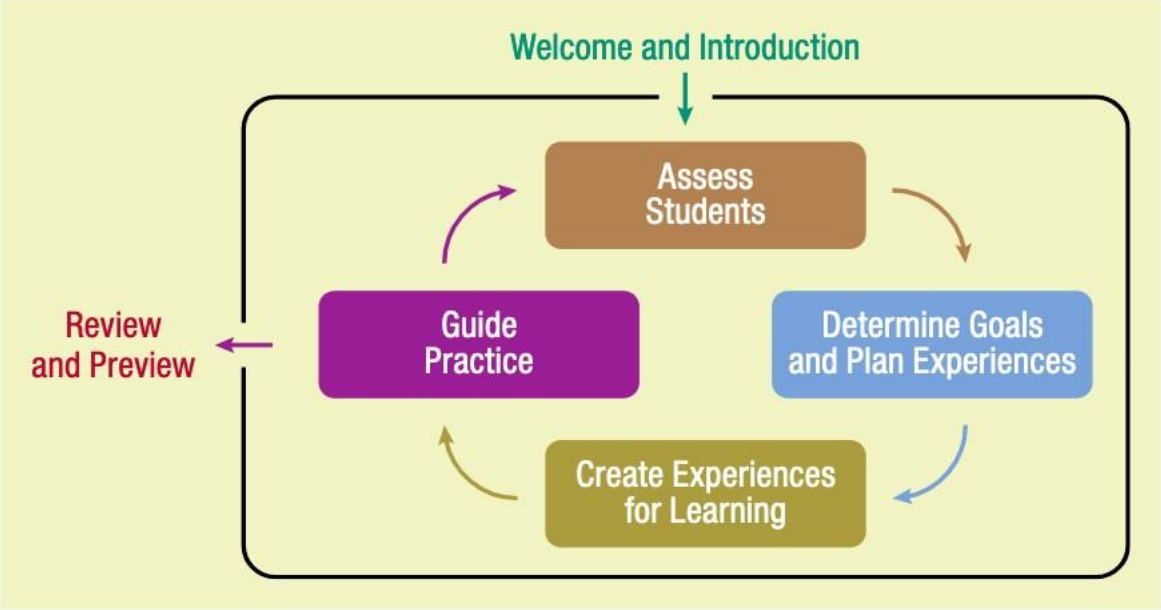
Instructor Profile

- Sport-Specific knowledge and performance
- Teaching Experience and Understanding of Learning Theory
- Resort and Snowsports School Knowledge
- Loading and Unloading lifts
- Preferred Social Style

The Teaching/Learning Cycle

Referenced from the PSIA-AASI Teaching Snowsports Manual, 2018, pp 83-86

The Teaching/Learning Cycle identifies phases in which the instructor and students interact to create learning experiences, describing the essential interactions between instructors and students. It is used for Adult Students. For children, please see the section on PDAS below.



Welcome and Introduction, be professional and proactively engage each guest. Introduce yourself and have students meet each other to help develop trust and rapport. Encourage a fun, open, and supportive learning environment.

Assess students by having them identify past experiences that could impact learning and skill development. Discover your students' learning preferences (addressed in the "How Students Learn" section of this guide) and evaluate physical capacity. Assess each student's physical abilities and technical understanding.

Determine goals and plan experiences by identifying big-picture goals and work together on an initial focus and objectives for the group. Partner with students to plan purposeful experiences and check for understanding of goals.

Create experiences for learning by organizing students and the lesson environment and choose appropriate terrain. Use experiences to target change in performance and engage students in a process of reflection that anchors deeper learning. Introduce new experiences and information based on student readiness. Provide descriptive instruction that's easy to understand. Promote group engagement, interaction, and interaction.

Guide practice by setting practice at levels appropriate to the students' ability, energy, and desires. When you provide feedback during the lesson, you have the opportunity to ensure your student is actually learning and understanding the desired outcomes. Repetition of movements anchors the actual learning and sliding experience

Review and preview by reviewing progress and establish a plan for independent practice. Discuss future learning outcomes and invite students to return.

PDAS, The Teaching Cycle for Children:

Introduction:

Play, Drill, Adventure, Summary (PDAS) is the Teaching/Learning Cycle for children. It incorporates the elements of the Teaching Learning Cycle for adults referenced above, but at a level children will learn better.

Play ---Introduce the lesson as fun and assess abilities in a relaxed, happy environment.

Drill ---Determine goals and objectives that target specific skills. Work with activities that are challenging, fun and success oriented. Present information in short time spans and provide lots of demonstrations. Keep it interactive.

Adventure --- Take what the students have learned and apply it to our wonderful mountain playground. Expand skills in a wide range of experiences during practice time. Transfer learning to new situations and check for understanding.

Summary --- Reinforce their learning with reminders throughout the day. Use easy to remember cue words, refresh memories before going home and take time to talk to your student(s) parent.

The teaching/learning cycle and children's teaching cycle are tools that have been developed by some of our industry leaders to help us better connect with our students. These are ideas that can be and should be adjusted as needed to best meet the needs of your students.

For example, in the Exercises for Students below the O*ne Ski Exercises* it says, "Explore balance – moving and flexing all joints," you need to assess where your students are in their physical development (ankle flex in young kids is not something that most will be able to achieve), and then decide how to introduce it. Most adults may understand, "Equal flex in all joints," but to relate to sensations using a vivid analogy, "Flex your legs like you are getting ready to receive a serve on the tennis court," could resonate more effectively. Young kids might stay more engaged if you say, "Let's play a game and see who can tip-toe super quietly and sneak up on me while I am not looking?"

Don't be afraid to try things in different ways, it will only make you better.

Exam Training Tips:

Skiing

Practice the activities described in the study guide with a study group, trainer, or friend.

- Vary the turns in size and play with what needed to change to make the change. Think about your duration, intensity, rate, timing (DIRT) as you practice.
- Use terrain changes and see if you can maintain the same speed through several turns.
- Are your turns round or are they more J shaped? Are you using your legs to turn the skis? Look at your wedge turns and determine what body part is being used to create the rotation. Is it the shoulders, hips or legs?
- Do you find yourself having trouble maintaining a constant speed through several turns? Where is your pressure on the ski in the shaping and finish phase of the turn? If your weight is moving aft through the turn, it will be more difficult to turn your skis with your legs.

Skills Concepts and Fundamentals

Talk through the skills with a study group of friends and relate body performance and ski performance. Play with different body positions and understand the effect on the ski. Use different turning forces besides the legs and feel the effect on the ski. Try to turn a ski using different edge angles and what happens to the grip of the ski and turn shape.

- Rotation
    - Body: Ability to turn the skis with your legs separate from the upper body
    - Ski: round turns
- Edging
    - Body: Edge skis through inclination and angulation
    - Ski: lowering or increasing the tipping of the ski
- Pressure
    - Fore/aft pressure to direct pressure along the length of the ski
        - Body: Flexing of the ankles, knees, and hips
        - Ski: Ability to direct pressure forward, centered, or aft on the ski
    - Foot to foot pressure and directing pressure to the outside ski
        - Body: Movement of the lower body to the inside of the turn while upper body remains balanced over the outside ski.
        - Ski: Outside ski bends more than the inside ski
    - Managing the magnitude of the ski/snow interaction
        - Body: Ability to flex (relieve pressure) and extend (exert pressure)
        - Ski: Reduce pressure on the ski created by the snow by flexing and create pressure on the ski by extending

Movement Analysis

- Practice observing skiers. Stand on the side of the run and take videos of skiers, and study them at home. What is the skier profile? Are they timid or athletic? What type of turn are they making (wedge, parallel or combination). What is the size of the turn? What is the shape of the turn (S, J, C, etc.).
- Go through each of the skills in the skills concept.
    - Where is the rotation coming from? What's happening with the shoulders, hips, legs and when in the turn?
    - Do the skis have some grip on the snow? When is the edge angle the highest in the turn?
    - Where is the snow spraying from under the ski? Where is the ski being pressured and in what part of the turn?
    - Are the skis pressured equally or is pressure being directed to the outside ski? In what part of the turn?
    - Is the skier static or is there some flow to the turns?
- As you go through these observations work on linking the cause (body movements) and effect (ski performance).
- Describe the real performance you are seeing to what the ideal performance would be.
- Once you arrive at a skill that needs work, describe what you would do to help this skier. If different people see different things, decide what is the most important skill to work on first.
- Movement analysis takes practice. Watch people ski. Watch videos of people skiing. Talk to other instructors about what they see and what they would do.

Teaching

- Look at the acceptance criteria on the assessment form.
- Review the teaching fundamentals.
- Teach as often as you can. Teaching takes practice.
- Review your lessons against the fundamentals. Are you hitting on all cylinders, or can you identify and area you should work on?
- Ask other instructors what they do to help you improve in an area.
- Know your terrain. What terrain works best for different activities?
- Ask someone to watch you teach and see if you are meeting the acceptance criteria.
- Are you integrating people skills into your lessons?
    - Establish trust by asking about them and keep them safe.
    - Are you talking at your students or are you engaged in two-way communication?
    - Know how you react to certain situation and learn how to control your emotions?
        - For example, do you get irritated when someone does something when you just told them not to do it?
            - Know this is something that happens to you. Take a deep breath, try to understand the situation from the student's point of view. Did you give then too much information at once, were there other noise distractions that caused you not to be heard.
    - Know how to recognize and influence behaviors in others.
        - Remember how you felt learning something new.
        - Celebrate the joy when something happened for the first time.

Teaching Exercises

A Simple Plan for Delivering an Effective Lesson

By Mermer Blakeslee

Teaching a lesson

Introduction (Goal Setting)

- Introduce yourself.
- Open a dialogue with your student so that you can create the feeling that learning is easy and fun.
- Ask questions so you can learn about your student and what (s)he wants from you.
- Watch your student so you can discern his/her skill level (and what (s)he needs the most.
- Plan what to do to reach an achievable goal, one that satisfies what your student's wants and what you have to offer.

Body (The Progression)

- Speak concisely in simple language. Ask, "Am I being clear?"
- Show clearly what to do. Make sure your students see you.
- Point out parts of the body they should look at. Ask, "Could you see that?"
- Let the students do it.
- Give necessary logistics (Should they follow you? Should they follow another student? Where should they stop? Etc.)

Give Feedback

- Be specific. Check for reaction. End on a positive note.
- Repeat or progress to the next step based on your student's performance and attitude.

Summary

- Review and reinforce what is gained in the lesson.
- Give practice tips.
- Tell your students what they could learn in a future lesson, and if appropriate, when you're available.

Exercises for Students

Developmental Exercises:

Boot Exercises:

1. Walk around, flex, rock forward/back and side to side.
2. Walk with boots buckled and unbuckled.
3. Hop, jump, step side to side.

One Ski Exercises:

1. Explore balance – moving and flexing all joints
2. Scooter in a square, circle, races.
3. Push and twist ski to a wedge position.

Stationary Exercises:

1. Rock forward and backward and find center.
2. Stand low and flexed and then tall and straight.
3. Bounce/hop up and down.
4. Walk in place lifting skis.
5. Step into a wedge position.

Walking / Stepping / Climbing Exercises:

1. Shuffle forward.
2. Shuffle backward.
3. Step around tips, step around tails.
4. Walking in wedge forward.
5. Step sideways, step sideways uphill & downhill

Sliding Exercises:

1. Push with poles and slide forward on flats
2. Push with poles and slide backward on flats.
3. Slide forward flexing and extending.
4. Slide forward and shift weight from foot to foot.
5. Slide across the hill.

Wedging Exercises:

1. Review wedging in place.
2. Slide and wedge. (gliding wedge)
3. Slide and wedge in different sizes. (wedge change-ups)
4. Slide and wedge small to large.
5. Gliding wedge to full stop.

First Turning Exercises:

1. Wedge and follow slightly curved track.
2. Wedge and turn one foot (like stopping with one foot).
3. Wedge and turn one foot, then the other foot alternately and gradually.
4. Wedge and point (aim) wedge to left and then right (two footed turning).
5. Wedge and flex over outside ski while turning.
6. Wedge and step tiny steps in new direction.
7. Wedge turn to a stop across the hill.

Corrective Exercises:

Losing Balance While Standing:

1. Check equipment.
2. Check terrain, are you on a flat area or slight slope.
3. Explore balance in ski boots, then in one ski, then both skis.

Losing Balance While Walking:

1. Check boots for fit.
2. Check skis for snow build-up or icing.
3. Check terrain for ice or excessive pitch.
4. Practice movements without skis.
5. Practice movements without poles.
6. Hold hands and walk in pairs or as a group.
7. Make smaller steps.

Losing Balance While Sliding:

1. Check terrain for pitch and snow conditions.
2. Check skis for snow or ice on running surface.
3. Check bindings for dragging brakes.
4. Practice movements without poles.
5. Make sure skis are the correct length.
6. Flex all joints equally for good balance.
7. Ski with hands on thighs.
8. Slowly build longer straight gliding.

Difficulty Climbing Up Slope on Skis:

1. Check boots for a snug fit tighten buckles if necessary.
2. Check stance on flat terrain.
3. Practice sidestepping on flat terrain.
4. Roll downhill ankle and knee uphill before stepping.
5. Make sure the skis are pointing across the hill and stay perpendicular to the slope.
6. Take skis off and practice sidestepping in boots.

Difficulty Wedging:
1. Check terrain. Do not go too high up practice slope.
2. Practice wedging in just ski boots.
3. Do flatland wedging drills (see Development Exercises).
4. Check for imbalances in turning both legs.
5. Start in a wedge before sliding.
6. Stand in a wedge and practice making the skis flat before wedging.
7. Step into a wedge.
8. Try to turn both feet and legs equally as they wedge.
9. Wedge gradually, not abruptly.

Difficulty Turning:
1. Check terrain. Move to easier area if necessary.
2. Check wedge size. Smaller wedges turn, bigger wedges drag.
3. Check for "wedge-lock". Are the skis locked on too much of an edge angle.
4. Check that boots are buckled snuggly. 5. Turn gradually in an arc, not in an "L".
6. Keep weight evenly balanced, then lean over downhill ski.
7. Practice tracing half circle in boots to work on leg turning skills.

Difficulty Turning to One Side:
1. Strengthen weak side with fan progression. Wedge turn uphill to a stop from a steeper and steeper wedge traverse.
2. Pedal strongly from one ski to the other as you move from one turn to the next.
3. Practice flexing uphill ski more and staying balanced over downhill ski.

Over Rotating Upper Body While Turning:
1. Boot turns to emphasize leg and foot turning skills.
2. Ski with hands on thighs to focus on turning the legs.
3. Use gentle terrain, put a line in snow with pole, have student aim their wedge from one side of the line to the other just with feet and legs.

Reinforcement Exercises:
Walking / Stepping / Climbing:
1. Take a walking tour of the teaching area.
2. Set an obstacle course to walk or go on 1 ski – scooter style.
3. Have a relay race, pass off a glove or pole.

Sliding:
1. Slide for increasingly longer and longer distances.
2. Have short slide races.
3. Slide over small bumps or mounds of snow.

Wedging:
1. Slide and widen and then narrow the wedge.
2. Slide over changing terrain and change wedge to keep speed consistent.
3. Wedge across the fall line.

Turning:
1. Set a simple course with cones or poles.
2. Draw a line in the snow and have students keep line in between ski tips.
3. Try having student hold hands over skis and turn hands with legs and feet.
4. Try linking more turns and then turning uphill or across the hill to slow down.

Developmental Exercises:

Wedge Turns:

Rotary Movements:
1. Stand in boots on flats and twist legs and feet into wedge position.
2. Practice making wedge turns walking in boots downhill.
3. Make small wedge turns. Aim, "point of arrow" from side to side.

Edge Control Movements:
1. Walk on inside edges of boots without skis on.
2. Wedge traverse across hill, roll ankle and knee of downhill ski into the hill.
3. Gliding wedge to a stop, increase rolling inside edges into the snow.

Pressure Control Movements:
1. Wedge turns starting with equal flex in all joints (relatively tall) and as the turn develops flex the ankle and knee of the outside leg more. Resume taller stance at the beginning of the next turn.
2. Wedge turns using a peddling motion from foot to foot (use in garland across hill).
3. Tap tail of uphill ski through the turn.
4. Take small steps lifting each ski to turn.

Change Summary Log

Refer to this log to follow changes to the Study Guide Document and when a new version has been made effective.

The PSIA-AASI-W Study Guide has been in circulation since 2004. Contributors to this Study Guide in the past have been

- Heidi Ettlinger, El Furtney, Bryan Schilling, Finlay Torrence, and Lynnea Anderson

Version	Change Description	Initiated by	Effective Date
A	Made minor changes to formatting	L. Sheldon	11/12/2020
B	Made the following process changes: • Teaching scenarios given out the day of exam • Added reference material to include new national standards	L Sheldon	11/15/2021
C	Made signification format changes: • Updated the cover page • Moved material that did not pertain to the assessment process or assessment outline to the Supporting Information section • Removed Process and changed to Learning Outcomes and Assessment Activities. Reworded to be more understandable as to what to expect during an assessment. • Added more references to the reference section • Added new documents to the Supporting Information section: o Introduction to the Certification Standards o Training Tips: Skiing, MA, and Teaching o Task List o Summary Change Log	L Sheldon	11/01/2022