A decorative border surrounds the text, featuring white snowflake patterns of various sizes and intricate swirl designs on a light gray background. The border has a scalloped, cloud-like edge.

Chapter 4

Teaching

Skiing

Teaching Skiing

Outdoor for All uses the American Teaching System (ATS) as the foundation for our approach to teaching people how to ski. ATS is a system based on years of experience and research by numerous skiing professionals and incorporates contemporary skiing techniques and mechanics, as well as teaching and learning theory. The system is intended to provide guidelines and models to help ski instructors evaluate a student's skiing and guide them to improvement.

ATS represents both the art and science of ski teaching. This system consists of three components: the Teaching Model (teaching and learning theories), Skiing Model (technical skiing mechanics), and Service Model (customer relations). The purpose of ATS is to provide flexible guidelines for you to use to become a more successful instructor.

Exceptional teaching is a blend of science and artistry. The science is the “*what*” of a lesson: the technical content. The art is the “*how*” of the lesson: your ability to present the lesson material in an interesting way. Good instructors combine both the art and the science to teach sound fundamentals in a fun, enjoyable way. It is through ATS that you can find the tools and models needed to be a good instructor and find that blend of art and science.

For more detailed information about ATS, consult the *PSIA Alpine Manual*.

The Philosophies and Principles of ATS

- ◆ **Student-centered teaching** — The student is the focal point of the lesson.
- ◆ **Outcome-based education** — Establish achievable goals and teach based on them.
- ◆ **Experiential learning** — People learn by doing.
- ◆ **Learning partnership-based** — Both student and instructor have an active role in a successful lesson plan. Involves listening, feedback, and checking for understanding.
- ◆ **Guest service-driven** — Our students are guests. Treat them as if you want them to come back.
- ◆ **Teach from the heart** — Can't fake this one! They won't care how much you know until they know how much you care.

The goal of every lesson: “Safety in a Fun Learning Environment”

- ◆ **Safety** — Use common sense and be aware of your surroundings.
- ◆ **Fun** — Comes from loving what you do and sharing it with others.
- ◆ **Learning environment** — Keep your plan simple and while teaching, be prepared to learn from your students, your peers, and your mistakes.

The Service Model

The basic principle behind the service model is to treat the skiing public like guests that you want to come back. Remember that our students are our guests and should be treated accordingly.

Our students are paying for their lessons, and they deserve the best.

Make the effort to try to understand your customer and to provide exceptional customer service. Why is he or she taking a lesson? How can you plan to meet the customer's expectations? What can you do to make sure the customer is satisfied?

Components of the Service Model

- Assess the customer's needs and motivations.
- Propose a plan for meeting those needs.
- Provide the service.
- Close the transaction by summarizing what was learned.
- Follow up with the customer.

4.1

Five Secrets to Success

- See yourself from the customer's perspective.
- Be an active listener.
- Positively exceed expectations.
- Recover from service inconsistencies.
- Have fun doing what you are doing.

One key to exceptional service is understanding your customers. As adaptive instructors, we need to address more than just the student's disability and ability levels. We must take the time to communicate with our students and to form an appropriate lesson plan. Consistent two-way communication is the best way to reach and maintain a good understanding of your students.

- To ensure that you'll be understood, use simple, clear wording rather than technical terms or jargon when talking with your students. Speaking simply also lessens the chance that participants might be intimidated by what may come across to them as arrogance or an uncaring effort to be impressive.
- Form open questions that start with words like how, why, which, or tell me, so that people aren't limited to one-word responses. When your students reply, practice active listening by nodding, smiling, and using other positive body language. Make sure you don't interrupt or finish their sentences.
- Focus on your students' words and messages and then ask questions or repeat important points so you clearly understand what they're saying. Remember when you're talking and listening that 80 percent of communication occurs through tone of voice and nonverbal cues. If you stay focused while listening, you will pick up these cues, and you also will be more aware of the messages you are sending.

By creating an ongoing exchange of thoughts and feelings during the lesson, you will be certain to accurately assess and understand what your students expect from you, and then you'll be better able to exceed their expectations.

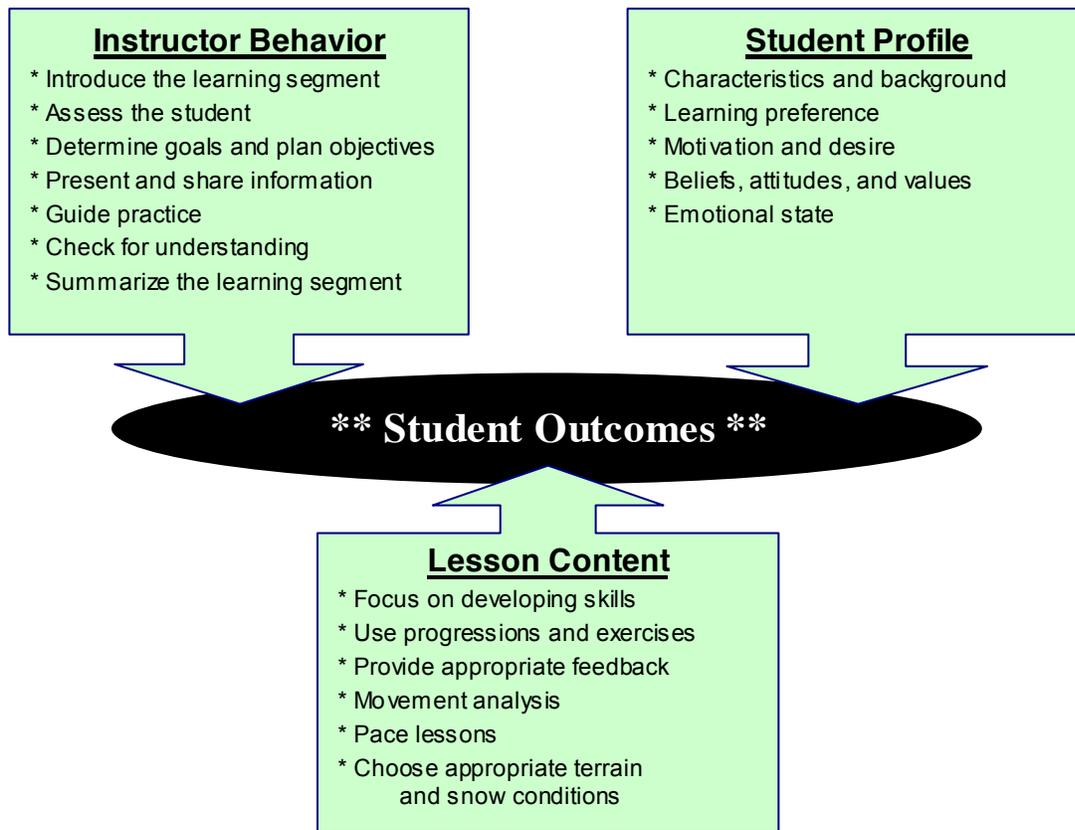
For the full text and more information about the service model, see the *PSIA Alpine Manual*.

The Teaching Model

The ATS teaching model provides a framework for planning ski lessons and making professional decisions about how and what to teach so your student can meet his or her goals. The model is based on learning and teaching theories and provides guidelines to help you organize your class and present material most effectively.

The teaching model addresses the people involved in a lesson, including your behavior as an instructor and how you deal with the student's behavior. The teaching model helps you identify and meet the needs of your student. There are three areas that impact student outcomes: Instructor behavior, Student profile, and Lesson content.

The ATS teaching model can be used in sequence or as needed. For the new instructor, sticking to the model in sequence allows you to become familiar with the parts and their relative importance. As you become more comfortable with the teaching model, you may find that you can be a little more flexible with the order. No matter how you use the teaching model, be sure to use all the parts.



The purpose of the teaching model is to help you create a learning partnership with your student. This partnership is based on the student's behavior, your behavior, and your ability to tailor the lesson to meet the student's needs.

Each lesson should be focused on the individual and geared toward allowing that student to reach his or her full potential. Creating the learning partnership is the corner stone of teaching skiing. The components of the teaching model help you provide a quality lesson.

Components of the Teaching Model

- **Introduce the learning segment** — Clearly outline the agenda and establish lines of communication. Build rapport with the student and create a fun, supportive learning environment.
- **Assess the student** — Evaluate the student to determine how to structure individualized, effective lessons. Identify what the student brings to the lesson, including physical, cognitive, and social skills. What other sports or activities can you draw on to help communicate your lesson? Determine the student's expectations, goals, motivations, concerns, limitations. In adaptive skiing, conduct a thorough evaluation of the student's disability and how the equipment or lesson should be adapted to meet the student's needs.
- **Determine goals and plan objectives** — Based on your assessment, work with the student to set goals for the next learning segment. Create a logical lesson plan to achieve goals and share it with the student. When appropriate, use a warm up run to determine where to jump into the progression. Always review an old skill on an old hill before introducing new materials.
- **Present and share information** — Keep it simple and to the point. Choose appropriate terrain. Perform clear and consistent demonstrations. Pace information, practice, and feedback to keep the lesson fun and students

motivated. Many new instructors with beginner students use command or task style teaching to help keep the lesson on track and avoid distractions. Teach safety and courtesy in every lesson.

- **Guided practice** — Provide quality mileage. Provide positive, specific feedback as you communicate the important aspects of the learning segment. Allow the student time to own the skill. Guide practice using appropriate guiding, hands-on assistance, and tethering. Types of feedback: Positive feedback (“Do this”), Descriptive feedback (“You did this and it resulted in this”), Prescriptive feedback (“Next time, do this by trying to do this”).
- **Check for understanding** — Determine the student’s level of understanding by observing their performance or having them tell you what they understand. Ask directed, open-ended questions and review material throughout the lesson.
- **Summarize the learning segment** — Review the lesson goals and the level of accomplishment. Finish on a positive note, preview the next lesson and encourage further development.

Learning Styles

People have different ways of absorbing and processing information. As ski instructors, we need to be aware of the different styles of learning. It is our responsibility to create a learning partnership with each student. Being able to identify the student’s learning style helps us create a lesson that will be more effective.

We use four classifications of learning styles:

- **Doer** — Doers tend to be practical and want to experience a new task more than hear about it. Doers learn best by experiencing the task themselves through trial and error. They don't want to stand around listening to lectures; they want a concrete experience.
- **Watcher** — Watchers are visual learners who want to see good demos, ski accurately and at task level. Watchers learn by seeing others do it before trying to imitate it. They want to hang back and watch and think about the task before trying it. Use verbal images when explaining. Direct the watcher to what they should look at and allow the opportunity for reflective observation.
- **Thinker** — Thinkers are often auditory learners who want clear, concise descriptions. They want to understand “why” they are performing a task; they need the abstract concepts to understand most effectively. Be precise and to the point. Use metaphors and words that paint a picture. Thinkers need to analyze the situation before trying it. Consider giving thinkers additional technical information on the ski lift. Ask questions to allow the thinker to verbalize and understand the lesson.
- **Feeler** — Feelers are kinesthetic learners who can tell the difference in how different tasks feel. They learn best by actively experiencing sensations. Hands on positioning (with permission) can be very effective because feelers need sensory feedback. Show and describe what they should “feel.” Feelers want to break things down and feel the pieces. Let feelers try to describe what they feel when they perform a task.

Although we all have a dominant learning style, we learn best from a variety of learning experiences. Create well-rounded lessons for your students by taking advantage of the different learning and teaching styles. For best results, use a combination of visual, auditory, and kinesthetic approaches. If a student is struggling to learn something, try presenting the material in a way that appeals to different learning styles.

Be aware of your learning style and make sure you don't over use it. Concentrate on incorporating your student's learning styles in the lesson.

Tip for New Instructors — It is possible you won't be able to identify your student's prominent learning style. If you give clear consistent demonstrations and keep your lesson plan simple, you will be successful in most cases.

Teaching Styles

Students have learning styles. Instructors have a collection of teaching styles available for presenting information. Many instructors use a combination of styles. At Outdoors for All, many instructors find that the Command style is most effective. Choose an appropriate combination of the following teaching styles based on the lesson content, the student’s abilities, and your comfort level.

- **Command** — Instructor controls all aspects of the lesson, telling the student what to do and giving feedback. This style can help the instructor stay on task. This does not mean you should be rude, it only means that you control the flow of the lesson. You present material and tasks and the student responds. Command style consists of demonstrations, explanations, execution, and evaluation.
- **Task** — Instructor establishes the parameters of a task, explains and demonstrates the task and safety issues, sets the boundaries, and then lets the student experiment with the task. Students are free to practice within the boundaries. This allows the instructor to move around and observe from different vantage points. 4.4
- **Reciprocal** — Students work with each other as partners performing and observing tasks established by the instructor. The students give each other feedback, encouraging interaction. Wrap up this segment with relevant conclusions. Be sure the students are providing appropriate feedback and practicing skills correctly.
- **Guided discovery** — Use a series of questions or experiences to guide the students to the desired results. Instructor leads the group but lets them make the discovery. To avoid ambiguity there should be only one correct answer.
- **Problem solving** — Instructor poses a problem for students to solve and then designates a time limit and work area. Students work independently or in a group. A problem may have more than one solution. This teaching style develops the ability to find alternatives, explore them and select the appropriate ones. Do a wrap up to the session to provide insights and alternatives to the students.

Tip to New Instructors — Stick to command and task until you have a thorough understanding of learning styles and lesson content. KEEP IT SIMPLE!!!

The Skiing Model

The skiing model provides guidelines for presenting the technical and mechanical aspects of skiing in an organized and effective way. With this model, you have a reference for identifying and describing the technical and mechanical aspects of the student's performance.

At the core of the skiing model are the Skills Concept and the Center Line maneuvers. Together, these provide a baseline that can be used to teach all skiers, from beginning to advanced. The Skills Concept defines the movements essential to skiing while the Center Line maneuvers provide targeted zones or turn types that skier's achieve as they improve.

The Center Line is designed as a guide, as a reference for movement analysis. While the Center Line maneuvers and the Skills Concept provides the basis for what you will teach, it is your bag of tricks that will provide the exercises you need to isolate and develop skills.

Remember our students come to us to learn to ski, not to learn skills or maneuvers.

Keep the focus on the student's goal and use exercises to develop the skills needed to achieve the goal. Explain the relationship between skills, exercises and goals as necessary.

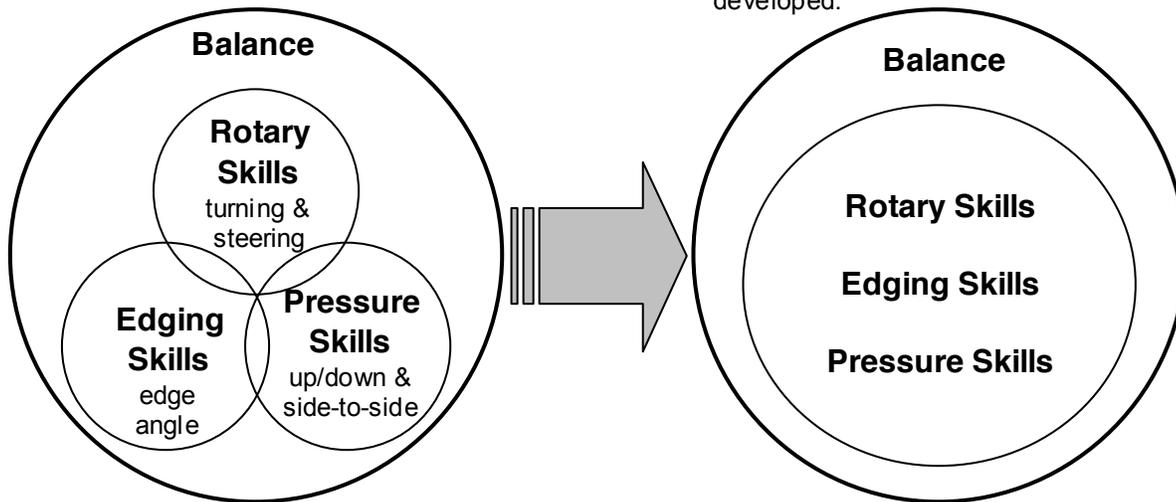
Skills Concept

The Skills Concept consists of the four fundamental, interrelated skiing skills: balancing movements, rotary movements, edge-control movements, and pressure-control movements. All skiers, from beginner to advanced, use a combination of these four skills. The more advanced the skier is, the more the four skills are integrated.

Common skills feature: The application of each skill is present in all skiing movements from beginning to advanced levels of performance. For beginners, the skills are more isolated. As skiers become more advanced, the skills are more integrated. As instructor, it is your responsibility to help your students develop these skills and to teach them to integrate them as needed. By using the skills concept, you can introduce beginning skiers to the same skills that will be with them when they become advanced skiers.

Beginners use all skills, but the skills are isolated and not finely developed.

Advanced skiers' skills are smoothly integrated and finely developed.



The Four Fundamental Skills of Skiing

- **Balancing movements** — Movements (muscular actions) required to keep the body in desired alignment and equilibrium when it is acted upon by external forces. These external forces may be caused by the skier, or may be the result of the environment. Each new turn is a new adventure, and a constant adjustment of balance is required. Balancing movements are the most fundamental of the skills and consist of fore/aft balance and side-to-side balance.
- **Rotary movements** — Movements that increase, limit, or decrease the rotation of the skis. All skiers use some kind of movement to change direction. These movements increase, limit, or decrease the rotational forces of the skis. We promote turning/steering with the part of the body closest to the snow that can generate turning forces. Rotary movements consist of rotation and counter-rotation.
- **Pressure-control movements** — Movements that create, maintain, reduce, or redirect the pressure of the skis on the snow. The force of a skier's weight while standing on the skis is distributed over the bottom of the skis as pressure. If a moving ski is on edge, applying pressure to it causes it to bend into an arc, thus causing it to turn. Therefore, the amount of pressure on the ski affects the amount to which the ski contributes to the turn. The primary pressure-control movements are achieved through leverage, flexion, extension, and transfer of weight from one ski to the other.
- **Edge-control movements** — Movements that increase or decrease edge angles, accomplished by tilting the ski from one edge to another. Edge angle is determined by the skier's stance and the steepness of the slope. Pressure-control movements may affect the amount of pressure (and force) at the ski-snow interface, but the edge angle determines the direction in which the force of the ski acts. We promote edge angle through angulation, rather than banking.

Center Line Milestones

The Center Line zones are based on a combination of the fundamental skiing skills and the development of ski turns. There are four basic zones: wedge, wedge-christie, parallel, and dynamic parallel. Each zone builds on skills and movement patterns acquired in the previous zone.

Part of your assessment of the student includes determining which Center Line milestones to start with and prioritizing which skills to focus on. With beginning students, always start with flatland drills. Flatland drills are essential to developing the fundamental skills. If your student has skied before, you need to identify where in the skiing model the student fits and create a lesson that will help the student continue to make progress.

Regardless of the student's disability or the skiing discipline (two-track, three- or four-track, mono-ski, bi-ski), all students work through the Center Line milestones. In some cases, adaptive equivalents exist. See the Lesson Plans section for details.

Flatlands

4.6

Learn to walk, stop, climb, straight run, stop and turn. Learn all of the basic movements statically. Allow the student to focus on balance and getting used to the new environment in a safe location. Develop excitement for a new sport or an old one. Introduce the concept of the wedge. There are two kinds of wedge: gliding wedge (skis in wedge with little edge allows skis to continue moving) and braking wedge (size of wedge and edge angle stops the skier).

Flatland exercises provide the foundation for all other skills and movements. Do not rush the student through the flatlands or you will jeopardize all future progress.

- ◆ *Primary skills focus* = balancing movements!!!

Wedge turns

A wedge provides a more stable platform. For students using only one ski or who cannot create a wedge, outriggers are used to provide the additional stability. The body stays basically centered over the skis. A slight extension toward the new turn facilitates turn initiation as ski(s) are steered into the fall line.

Build confidence, work on control with linked round wedge turns, and maintain slow and consistent speed. Guide ski(s) actively, staying in a wedge throughout the turn. Maintain a flat ski. Add gradual direction changes until skier can turn to stop.

The student is ready to move to the chairlift only after the student can successfully turn and stop on command.

- ◆ *Primary skills focus* = rotary movements

Wedge-christie turns

Use wedge to initiate the turn, completing the turn with skis more parallel. As the skier progresses, the wedge becomes smaller and the matching of skis happens earlier in the turn. The turn is still initiated with slight extension, combined with more active steering of the ski(s). Mileage is very important during this phase. Increase speed and link turns rhythmically.

Beginning wedge-christie turns: Reduce size of wedge and control speed by varying turn shape. Match occurs at the completion of the turn.

- ◆ *Primary skills focus* = rotary movements of inside ski, hill increases edge angle

Intermediate wedge-christie turns: Earlier matching of skis, increased speed, improved balance, varying terrain and snow. Increased focus on the rotary movements of the inside ski. Skidded turns.

- ◆ *Primary skills focus* = balancing movements (over smaller base), rotary movements (guiding inside ski)

Advanced wedge-christie turns: Match skis before the fall-line. Discover new runs and terrain. More mileage. Begin more dynamic pole usage.

- ◆ *Primary skills focus* = rotary movements (active steering), more dynamic balancing movements, more dynamic pressure-control movements

Parallel turns

The turn is made on corresponding edges and skis match throughout the turn. Begin open stance parallel with pole plant. Vary turn shape and speed control. Perform early weight transfer with dominant outside ski. Actively guide ski(s) throughout the turn. Begin to anticipate next turn, more dynamic pole use, progressive steering.

- ◆ *Primary skills focus* = begin blending all skills more dynamically and efficiently

Dynamic parallel turns

More carving than skidding of skis. Dynamic refinement of movement patterns. All movements contribute toward carrying the energy from one turn to the next. Short-radius parallel turns in the fall line. Medium- and long-radius carved parallel turns across the fall line. Use an integrated, efficient combination of skills.

- ◆ *Primary skills focus* = balancing movements (lateral), rotary movements (accomplished through steering not pivoting), edge-control movements (the smaller the turn radius the higher the edge angle), pressure-control movements (pressure on “new” turning ski before turn initiation).

How Does a Ski Turn?

4-7

There are two types of turns: skidded and carved. The difference lies in the primary skill used to create each turn type.

- **Skidded turns** — The ski is turned primarily by *rotary* forces generated by the skier and transferred to the ski by the boot/binding system. This turn is controlled by the part of the body generating the turning forces, such as the shoulders, hips, knees feet or whole body. A skidded turn is the result of the skis moving forward and sideways simultaneously.
- **Carved turns** — The ski is turned by function of ski design when placed on *edge* and *pressure* is applied. This turn is controlled through constant regulation of pressure and fine motor movements adjusting the center of mass relative to the center of the turn. In a carved turn, the skis travel on edge with a minimum of lateral slipping or skidding. Pure carved turns display clean, long arcs in the snow.

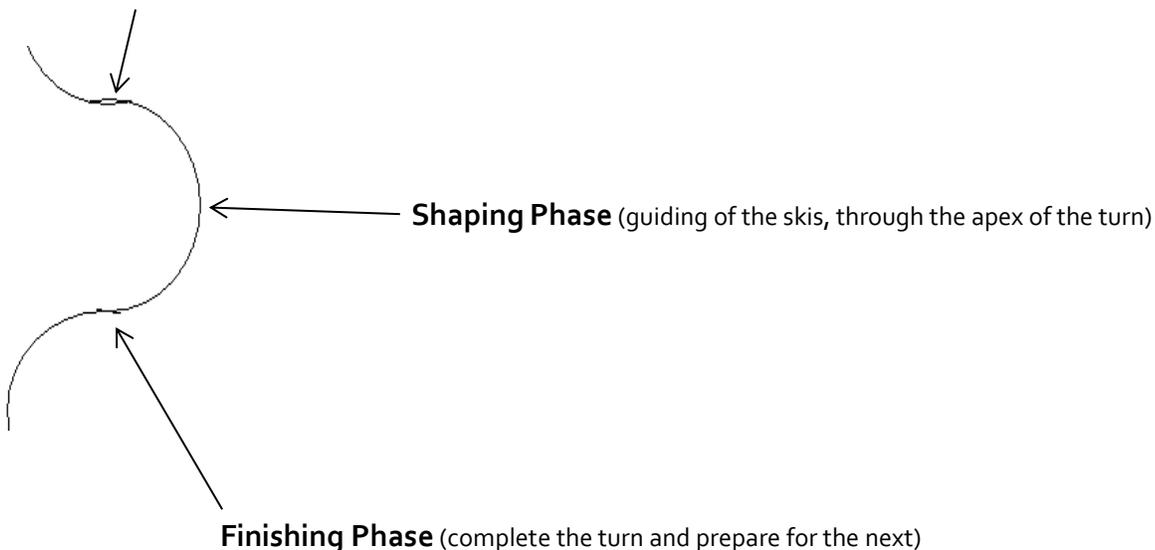
For the beginning skier, we teach a skidded turn where the focus is primarily rotary skills. Therefore design a lesson plan that develops rotary skills to enhance a smooth round skidded turn. As the skier becomes more proficient in blending the skills, edging and pressure movements are combined with rotary. As a result, less skidding occurs and the skier begins carving turns.

Anatomy of a Turn

Turn shape is the form of the turn arc (the path that the skis travel through the turn). A ski is turned through a combination of balancing, rotary, pressure control, and edging movements. The four phases of the turn and turn shape:

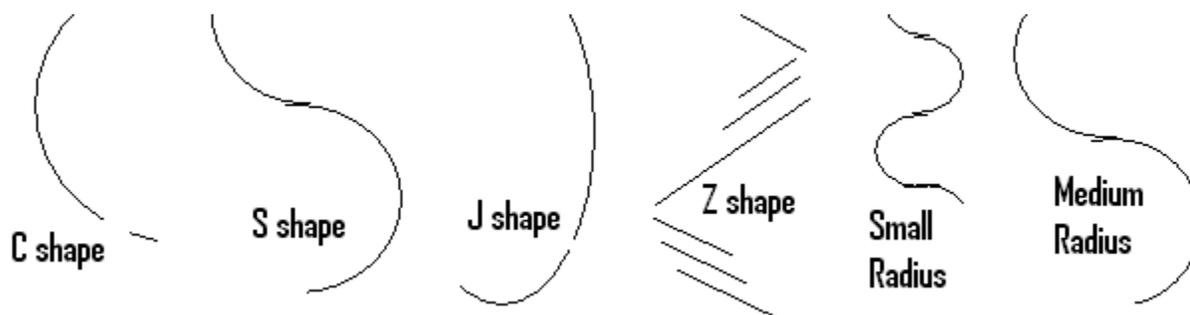
Parts of a Turn

Initiation Phase (turn begins, the body moves over the skis, edge change and weight shift)



Turn Shape

All turns have shape. It can be round like a C smooth like an S, asymmetrical like a J or angular like a Z. Turns also have size (radius), from short and quick to long, using more of the slope.



Movement Analysis

Movement analysis is the process of assessing a student's skiing ability in terms of the movement patterns and skills concepts and then identifying cause-and-effect relationships. As the instructor, you compare your student's performance to the Center Line reference maneuvers. Movement analysis is used to provide feedback to the skier and to help determine the lesson plan.

As you watch your student skiing, observe how the student achieves rotary, edging, and pressure control movements. Is there a skill that is dominant? Is there a skill that is lacking? Determine how the skier initiates a turn. Is it the most efficient way to initiate a turn? Does it interfere with later phases of the turn? How does the skier finish the turn? Can the skier control speed through turn shape?

After observing what is happening in the skier's performance, determine the cause-and-effect relationship between what you see and what the skier's body is doing while skiing. Identify what the problem is. For example, the skier might not be finishing the turn. Next, look at why the problem occurs. Look for the root cause. Is it because the skier is using upper body rotary skills to initiate the turn so the body is out of position to efficiently complete a turn? Is it a lack of active steering during the turn?

Observe the skier's performance in a variety of terrain and conditions. Look for patterns. Provide feedback to the student, including good feedback. Always point out what the student is doing correctly.

There will be times when the cause of a problem is a combination of issues. In this case, focus on the primary skill first and provide exercises that will develop that skill. For beginning skiers, it is important to keep things simple. Only work on one skill at a time and allow enough time for that skill to develop fully.

In many of our students, the number one issue is balance. This is why the flatland exercises are so important to the student's ultimate success. In some cases, you may need to return to some simple balance drills to develop better balance.

Movement analysis should be performed throughout the lesson. Continually assess the student's performance and modify the lesson plan as needed. Prioritize the skills the student needs to work on. Make sure you communicate with the student about the changes in lesson plans or goals.

To appropriately analyze your student's skiing, you need a sound understanding of the mechanics of skiing. Analyze the different phases of the turn and identify how the skills are used during those phases.

PSIA has developed a set of visual cues that describe both efficient and inefficient skiing. These cues address the skills that are present in all levels of skiing. As a skier becomes more advanced, the skills are applied more dynamically and consistently.

The visual cues presented here were developed by PSIA to help with movement analysis. Although originally intended for standard alpine programs, you'll see that skiing is skiing. As you work with students who have a disability, you will discover that the same basic principles apply. The primary difference for adaptive skiing is where the forces come from. For example, a mono-skier uses outriggers and the upper body where a two-track skier would use ankles, knees, and hips.

The goal for adaptive skiing is to help the skier to ski as independently and efficiently as possible.

For the full text of the visual cues to efficient and inefficient skiing, see the PSIA magazine, *The Professional Skier*, Fall 1999.

Visual Cues to Efficient Body Movements in Skiing

This information is intended to be an analytical tool and a reference for good skiing in most ski instruction situations. This guide defines the basics of skiing that should be the foundation of movement for all skiers.

Adaptive skiers use the same general movement patterns when skiing, except some skiers use different parts of the body to accomplish the same result. In general, substitute the available body part that is closest to the snow.

Flex and extend all available joints to balance over the whole foot as you control pressure on the skis so you can flow with the terrain.

The outside ski bends from the middle.

The shins maintain contact with both boot tongues.

The body flows continuously with the skis.

The skis flow over the terrain.

The skier exhibits fluid motion as a result of continuous and coordinated movement at joints.

Use diagonal (forward and lateral) movements of the feet, legs, and hips to engage and release the edges of the skis.

The skis tip on edge early in a turn.

The shins contact both boot shafts forward and laterally.

The edges are released and engaged with one smooth movement.

Ski lead change occurs before you enter the fall line.

Direct your balance to the outside ski in a turn.

The outside ski bends more than the inside ski in a turn.

The shoulders stay level to the horizon or they level out through the turn.

The inside half of the body leads the outside half through the turn.

The inside leg is flexed more than the outside leg in a turn.

Turn your legs under your body to help you guide the skis through a turn.

The legs turn more than the upper body.

Turning movements originate in the feet and legs.

The upper body is stable and quiet.

Direct your upper body and swing your pole to flow with the skis through turns.

The hands are forward.

The inside hand, shoulder, and hip lead through a turn.

The shoulders are forward of the hips.

The pole swings smoothly in the intended direction of travel.

Vision is forward and the eyes look to the intended direction of travel.

Pole touch/plant complement the desired turning outcome.

Visual Cues to Inefficient Body Movements

All skiers may at times experience these inefficient body movements, but consistent use of the inefficient body movements in a student should be addressed.

Balance is not maintained over the whole foot and flow over terrain is lacking.

4.10

The knees and hips flex without ankle flex. The hips are continuously behind the feet.

The ankles are over-flexed with the mass continuously in front of the feet.

The legs are continuously flexed with no lengthening of the legs during turns.

Extension is primarily vertical, leading the late edge engagement.

The skis' edges are not engaged and released efficiently.

The upper body tips to engage the edges.

Edging is primarily from the knee without involving the whole leg.

Edges are released with a vertical movement instead of a lateral movement.

The edge is released with a continuous lifting of the downhill ski.

The hips are too far inside a turn too soon, causing a lack of progressive edging movements because the skier is over-committed early in a turn.

The edge set interrupts the gliding and guiding of the skis.

Balance is not directed over the outside ski.

The inside ski bends as much or more than the outside ski in a turn.

The inside hand is continuously lower than the outside hand in a turn.

The inside hand is back.

The outside ski runs straighter than inside ski, the outside ski does not "come around."

The shoulders are always tipped in and never level out relative to the horizon.

The legs are not moving under the body to guide the skis through a turn.

The shoulders and torso initiate turning of the skis.

The hips initiate turning of the skis.

The outside hand crosses the body.

Pivoting of the skis is uncontrolled.

Balance is not being directed throughout the turn.

The pole swing is late, non-existent, or erratic.

The body does not flow down the hill but continuously hangs back or clings to the hill and the previous turn.

The hands are low or behind the shoulders.

The line of vision is downward and/or not in the desired direction of travel.

The pole touch/plant interferes with the desired turning actions.

Teaching Skiing Check for Understanding

1. What does ATS stand for and what is it?

2. Explain the following principles in relation to teaching skiing:
 - a. Student-centered teaching
 - b. Outcome-based education
 - c. Experiential learning
 - d. Learning partnership-based
 - e. Guest service-driven
 - f. Teach from the heart

3. The teaching model is: (pick one or more)
 - g. Designed to be used in sequence by the beginning instructor.
 - h. Designed to be flexible for the advanced instructor.
 - i. Best if all the components are used.

4. Place the following elements of a lesson in order with a brief description of each.
Provide guided practice, Present and share information, Introduce the learning segment, Summarize, Check for understanding, Determine goals and plan objectives, Asses the student
 - a.
 - b.
 - c.
 - d.
 - e.
 - f.
 - g.

5. Name the four learning styles and provide a brief description of each.
 - a.
 - b.
 - c.

- d.
6. Which of the following is most important to a successful lesson?
 - j. Your level of technical knowledge.
 - k. Your ability to convey a clear, correct, consistent message.
7. ATS consists of three models. What are those models?
 - a.
 - b.
 - c.
8. List the three areas that affect student outcomes.
 - a.
 - b.
 - c.
9. What is the Center Line?
10. Identify the primary skill associated with each of the following Center Line maneuvers.
 - l. Wedge turns:
 - m. Wedge-christie turns:
 - n. Parallel turns:
11. What do the letters BERP stand for and what is their significance in skiing?
12. Describe the common skills feature concept.
13. What are the two types of ski turns? What are the primary skills (BERP) used in those turns?
 - a.
 - b.
14. Of the two types of turns, which type is suited for beginners? Why?
15. Sketch and label the phases of a turn:

Notes