

Throughout this outline, there are **electronic links to additional information**. Many of these documents are also posted to Outdoors for All's website: Get Involved → Training → Winter [Training Materials](#).

Clinic Schedule: AM, 9-11:30am // Lunch, 11:30am-12:30pm // PM, 12:30-3pm

On-Mt Clinic #1 – Ski Fundamentals

Instructors will learn the basic skills of skiing (Skills Concept), along with drills that highlight these skills. Instructors will also learn about Movement Analysis, then then will practice with peers.

- A. Warm-up run to gauge skiing ability/knowledge of the group. Discuss clinic safety and expectations.
- B. Introduce the five Skiing Fundamentals (from Professional Ski Instructors of America):
 - Control the relationship of the Center of Mass over the base of support to direct pressure along the length of the skis.
 - Control pressure from ski to ski and direct pressure towards the outside ski.
 - Control edge angles through a combination of inclination (lateral movement towards the inside of a turn) and angulation (laterally tipping the body to create angles between various body parts).
 - Control the skis rotations (turning/pivoting/steering) with leg rotation, separate from the upper body.
 - Regulate the magnitude of pressure created through ski/snow interaction.
 - **PLEASE NOTE** that the “Skiing Fundamentals” have replaced “BERP” (Balance/Edging/Rotary/Pressure). Although similar in application, please help educate our instructors, and keep current with PSIA’s national trends!
- C. Introduce the three phases of a turn:
 - Initiation
 - Shaping
 - Transition or Finish
- D. Discuss different words/vocabulary to describe skiing and the ski/snow interaction:
 - Sliding – Movement of skis across the snow in the direction of the “long axis” of the skis
 - Slipping – Movement of skis across the snow in a direction perpendicular to the “long axis” of the skis
 - Skidding – Movement of the skis in a curved path, characterized by simultaneous sliding (forward) and slipping (sideways) movement of the skis
 - Carving – “Edged” turn with minimal slipping or skidding
- E. Practice drills and tasks, and start to discuss which of the skiing skills that each task highlights. Give feedback, relating to the above skills and terminology, to help skiers improve their skills.
 - Hopscotch in Boots
 - “Scooter Turn” in Figure 8
 - Gliding wedge turn
 - Side Slip to Hockey Stop
 - Falling Leaf
 - Traverse – Diagonal Side Slip - Traverse
 - Shuffle Turns

- Stem/Step Turn, Wedge Christies
- Garlands
- Flatspin 360
- Freeskiing in variable conditions, or on easy bumps

F. Introduction to [Movement Analysis \(see pages 14-15\)](#)

- Three components of MA:
 - Observation
 - Ski Performance
 - Describe the path/track of the skis
 - When and where does snow spray from the skis?
 - Describe the balance of skills present? Is there one that's dominant?
 - Describe the edge release and engagement.
 - Describe if, when and where the skis bend.
 - Body Movements – Related to Ski Fundamentals
 - Evaluation – Connect “Ski Performance” with “Body Movements” (Cause & Effect)
 - Prescription – Create a simple prescription for change that includes:
 - The observed ski performance
 - Desired ski performance
 - Desired body movements
- Choose a task that highlights each of the three skills, appropriate to the terrain and the level of your group. For example, you might choose a gliding wedge.
 - Have the group experiment with making the task more or less ‘efficient’.
 - **Observation:** What do efficient and inefficient movements look like?
 - **Evaluation:** If your group is comfortable with observation, start to evaluate movements.
 - **Prescription:** If your group is ready for it, ask them to choose one movement that will have the greatest impact, then create a prescription for change.
- Keep it simple, and focus on one task/movement at a time.
- Start on the snow, then work your way up the person’s body:
 - What are the skis doing?
 - What parts of the body are causing the skis to do that?
- Focus on [“Efficient/Inefficient”](#) instead of “Good/Bad”.
 - Aim to use the body part closest to the snow. That will vary student to student, depending on their ability and adaptations.
- **For more in-depth information on Movement Analysis, please review the new PSIA Alpine Technical Manual.**

G. Possible “Chairlift Discussions”:

- Review your [Responsibility Code](#).

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On-Mt Clinic #2 – Ski Fundamentals

Instructors will learn the beginner progression (Levels 1-3) and demonstrate a basic understanding of the beginner progression by teaching the group.

- A. Warm-up run to gauge skiing ability/knowledge of the group. Discuss clinic safety and expectations.

- B. Teaching Basics
 - “SMART” goal setting (**S**pecific, **M**easurable, **A**ttainable, **R**ealistic, **T**ime-Bound) with your group, or for an imaginary student. This should be review from Dryland and Online Training.
 - Learning Styles ([see pages 9-10](#)):
 - Visual Learners – Learn best by watching and imitating the task.
 - Auditory/Cognitive Learners – These people need to verbalize and understand the task.
 - Kinesthetic/Proprioceptive Learners – These learners need to feel the task.
 - Teaching Styles ([see pages 10-11](#)):
 - Command
 - Task
 - Reciprocal
 - Guided Discovery
 - Problem Solving
 - Teaching Model ([see pages 11-12](#)):
 - Introduce the Learning Segments
 - Assess the Student
 - Determine Goals and Plan Objectives
 - Present and Share Information
 - Guide Practice
 - Check for Understanding
 - Summarize the Learning Segment

- C. Skiing Progression
 - Show and describe the progression, from “never ever” through open parallel. If possible, teach both a wedge progression and [direct-to-parallel progression](#).
 - Level 1 = Student has never skied before or needs to reinforce some fundamental elements
 - Level 2 = Student can walk, climb, turn and stop
 - Level 3 = Student can control speed and direction on gentle beginner terrain with gliding wedge or open parallel
 - Level 4 = Student can control speed through skidding and completing turns on a variety of green terrain
 - Level 5 = Student can vary turn shape to control speed using a narrow gliding wedge or open parallel position on all green or easy blue terrain

- Review the Skiing Fundamentals – what skills are being used, and when? What is the skill blend at each level?
- Discuss, describe and demonstrate possible exercises that you might use when teaching a certain portion of the progression.
- Discuss and explore appropriate terrain to be used along a progression.

D. Practice Teaching Progressions

- Break instructors into small groups to practice teaching different portions of the skiing progression. What skills are you teaching? Which exercises are you using? Why?
- Possible ‘scenarios’:
 - Your student arrives for her first day of lessons, and she is brand new to skiing. >> Encourage Instructors to take the lesson slowly! Think about fatigue, and set realistic goals. You’re lucky that you get to set the foundation, so set a great one!
 - Your student desperately wants to ride the chairlift, but this is his first lesson. He thinks the magic carpet is for babies. >> Riding the chairlift is a motivator. By progressing to the chairlift before your student has the necessary skills, you’ve lost that motivator. Don’t rush to introduce equipment (such as tethers) just to progress through terrain. Progressing to the chairlift too quickly can also be a safety concern.
 - Your student can turn left and come to a complete stop, but he/she struggles to turn right. >> One option might be to find terrain that will help ‘force’ your student to turn right, such as a slope with a double fall line to the right.
 - Your student throws a fit every time you try to help him into his ski boots. He doesn’t want to leave the office. >> What is your student’s goals? Can you make a compromise? For example, ski one run, then make a snowman.
 - In your student’s first lesson, she learned how to put on her skis, walk on the flats, climb uphill, do a straight run, and turn to a stop in both directions. She says she is ready to tackle the BLUE runs today. >> Safety comes first. What skills does she need to master before tackling blue terrain?
- Make sure your Instructors understand that a participant cannot go on the lift until he/she can turn to a stop in both directions (Level 2-3).
- Emphasize the importance of flatland drills for beginners.

E. Possible “Chairlift Discussions”:

- Start to build your bag of tricks – brainstorm games and drills.
- Ideally, how should you respond to specific incidents on/off the slope? What follow-up is necessary?
 - A runaway student who can’t stop and panics.
 - A student who refuses to put on his skis.
 - You’re skiing 1:1 with your student, who falls and injures her wrist. She doesn’t want to finish the run.