LEVEL I
CERTIFICATION & STUDY GUIDE

Professional Ski Instructors of America
Western Division

DEFINING QUALITY SKI INSTRUCTION
&
INSPIRING A LIFE LONG PASSION FOR SKIING

Requirements:
- Participants must be a Registered Member of PSIA/AASI-W
- Participants must be at least 16 years old.
- Participants must be capable of linking parallel turns on blue intermediate terrain.
- Participant must pass the online Level 1 test within one week of the validation or module (the test will be e-mailed to the participant the day of the module or validation).
- Participants must sign up for the event 2 weeks before the event.

PSIA WESTERN DIVISION
LEVEL I ALPINE CERTIFICATION & STUDY GUIDE

TABLE OF CONTENTS

This study guide is required to be supplemented with the following PSIA education materials:

- PSIA Alpine Technical Manual 2014
- PSIA Core Concepts for Snowsports instructors
- PSIA Children's Instructional Manual
- National Standards, updated June 2014

Strongly Recommended Materials:

- PSIA Adult Alpine Teaching Handbook
- PSIA Children's Instruction Handbook
- PSIA Internet Learning Center
- PSIA Visual Cues to Ideal vs. Real Children's Skiing

WHO WE ARE:

The Western Division of Professional Ski Instructors of America (PSIA-W) is one of nine divisions that make up the American Snowsports Education Association (ASEA, the national umbrella organizations of PSIA and AASI –the American Association of Snowboard Instructors).

PSIA was founded in 1961 to develop a standardized system for teaching people and to unify instructors throughout the country. Since then the ASEA has grown to include 29,000 members nationwide. We are a non-profit corporation with a 501 (c) (6) tax exempt status. The charitable arm of our organization is Professional Ski Instructors 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, Snowboarding, Children, and Adaptive.

PSIA-W/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:

- 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 in order to share, learn and grow.

Education & Certification Opportunities:

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

Our educational events range from a variety of clinics on teaching methodology, skiing/riding mechanics, 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 countries top trainers.

Level 1 Certification Options:

LEVEL 1 (3-DAY MODULE): For instructors actively instructing at a resort and have at least 20 hours of teaching experience. This 3-day event consists of an evaluation and feedback to meet the Certified Level I National Standards.

LEVEL 1 (6-DAY MODULE): For members not currently working at a snowsport school or who are employed by a school but do not have 20 hours of teaching experience.
This intensive 6-day program prepares candidates for becoming professional ski instructors. The 6-day event consists of an evaluation and coaching to meet the Certified Level I National Standards.

LEVEL 1 IN- HOUSE: For instructors who are actively instructing at a resort. This program allows them to be trained by a resort trainer and attend on-hill and in-door study sessions. Once these have been completed, a member of the PSIA-W Ed Staff will validate them, in a one-day exam, to assure they meet the National Level I Certification Standards. The In-House Portfolio, available on the western website @ www.psia-w.org under Alpine Education Materials, is required for this program.

National Standards:

Please refer to: http://psia-w.org/wp-content/uploads/2014/08/PSIA_Alpine_Certification_National_Standards_6_1_2014_FINAL.pdf for complete standards.

The 2014 Alpine Standards provide the assessment criteria for creating the skiing, teaching and professional knowledge outcomes necessary for an instructor to successfully complete a certification.

The Standards document complements and is meant to be utilized in harmony with the following publications/documents.

· The 2014 Alpine Technical Manual - Content evaluated in skiing and technical situations.
· The Core Concepts Manual - Content evaluated in teaching situations.
· Skier Level Descriptions - Specific performance characteristics that create context for the skiing and learning outcomes in each skier zone.
· Divisional Exam Guidelines

Skiing Standards: See the National Standards, updated 2014
The skiing is divided into 3 components:

- Mountain Skiing
- Demonstration Skiing
- Fundamental Versatility

Teaching Standards: See the National Standards, updated June 2014
The teaching is divided into 3 components:

- Teaching
- Movement Analysis
- Professional Knowledge

Level 1 Daily Outline:

Day 1: Meet at the designated meeting location (will be in the confirmation e-mail) at 8:30 am, booted up and ready to go. After meeting your examiner you will spend the day focusing on the following:

Mountain Skiing:
Basic Parallel Turns, Medium and Short

Demonstration Skiing:
Gliding to Breaking Wedge
Wedge Turns
Wedge Christie Turns

Fundamental Versatility:
Side Slipping
Traverse on Downhill Ski

Throughout the day you will receive feedback on your ski and body performance as it relates to the National Standards for Level 1 Certification. At the end of the day you will meet in-doors and cover any additional questions and preview the next day.

Day 2: Meet the group, at the designated location, at 8:30. Day 2 will be focused on the Teaching Standard for Level 1.

Teaching:
Each candidate will teach one of the prepared teaching presentations on page 8 of this guide. Candidates should prepare a teaching scenario for each of the scenarios listed.

Movement Analysis:
Each candidate will also observe and describe the skiing fundamentals (identified in the skiing national standards) as performed by a skier in beginner zone. The examiner will identify the skier for the candidate to observe.

Professional Knowledge:
Follow up questions after the teaching presentation and Movement Analysis that can review turn mechanics, biomechanics, physics, class handling, safety, customer service, professional knowledge, how the lesson plan might have been customized for a different student, and best practices for return and retention of students.

Candidates will participate as students for the teaching presentations, and are expected to perform the tasks to the best of their ability and stay engaged through all the teaching presentations.

Day 3: All of the skiing (mountain, demos, fundamental versatility) will be reviewed, as will an assigned teaching scenario and movement analysis.

After the examiner assigns the teaching scenario the candidate will have a few minutes to organize their thoughts, ask questions and prepare. The candidate may request the examiner to demonstrate the skier described in their teaching scenario.

The candidate will verbally present a movement analysis of a skier and then give a verbal description of a sample lesson plan for that student.

At the end of the day the examiner will meet with each candidate and review their performance as it relates to the National Standards. Successfully completing the Level 1 Certification Module is determined by a pass or fail criteria.

Turn Mechanics: All pages and photo references are from the Alpine Technical Manual 2014 edition

Mountain Skiing:

Basic Parallel Turns, Medium and Short Radius: pages 117 and 118 photo: 7.22

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

Linked, round turns on blue terrain, which uses 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.
- Shorter turns utilize movements that are directed more down the hill, more intense, at a faster rate, and with quicker timing.
- Shorter turns require more leg turning and rely more on the lower legs to control edge angles.
- For short turns, pole swing occurs more quickly and is directed more down the fall line than longer turns.

Demonstration Skiing:

Gliding to Braking Wedge: page 109 & 110 photo: 7.12 and 7.13

Terrain: Suitable for beginners

The skier gradually increases the size of the wedge to come to a complete stop.

- In a straight run gently brush skis into a small wedge.
- Continue to maintain a small wedge and increase the braking action by increasing the size of wedge and degree of edge angle.
- Continue the braking action until the skis stop.

Wedge Turns: page 111 photo: 7.14

Terrain: Green

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

- From a narrow wedge, changes in direction are made by turning feet and legs while maintaining a quiet upper body
- Both skis are steered with a combination of turning and tipping.
- Weight is transferred to inside edge of outside the ski when starting each turn.
- Edge angles are increased 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 Turns: page 114 photo: 7.19
Terrain: Green and Blue
A slightly faster turn than the wedge turn, it begins with both skis steered into a wedge and is finished in a christie. The inside ski is matched through speed, rotary, and edging movements.

- From a narrow wedge 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.
- Increased speed will encourage the skidding action of parallel skis.

Fundamental Versatility:

Sideslip: page 113 photo: 7.17
Terrain: Green and Blue
Sideslipping demonstrates 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.
- Maintain balance over the center of the ski so that the tips or tails do not pull the skis into a turn.
- Increase edge angle to slow speed, decrease edge angle to slip faster.

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.
- Lift the uphill ski during the traverse.

Prepared Teaching Assignments: **All teaching assignments are developmental.**

1. Teach a 7-year-old boy how to stop. He spent the morning skiing with his dad and is skiing straight from the top of the carpet, using the run out at the bottom to stop. He can walk around in the flats and does not have poles. He is a soccer player and his favorite position is goalie.

2. Teach a group of friends who are all in their 20's and 30's. They are on the 3rd day of their first ever ski vacation. Yesterday you had them on green and easy blue runs making wedge turns that are consistently round and they really want to take the next step.

3. You have a group of 8-10 year-old kids who are ready to learn how to turn. They are all athletic skiers who can stop or go slow on command. They would really like to ski with their parents on the chair at the end of the day.

4. Teach a lady who last skied about 20 years ago. She remembers how to make a wedge turn and is comfortable on all the green runs. Her kids are on the blue runs and she would like to make a couple runs with them at the end of the day.

5. Teach a school group of kids who have never skied before. They showed up for the lesson already knowing how to put their skis on and take them off. You have them for a 1-hour lesson.

6. Teach a group lesson of adults who showed up at the level 2 sign. They are all stopping easily in the beginner area, and know how to walk.

7. You have a 1-hour private lesson with a 4-year-old girl. She has never skied before. She is very talkative and has been telling you all about her favorite movie, "Frozen".

8. Teach a group of adults who are here on a business retreat, how to turn. They all spent the morning skiing with a buddy who taught them how to stop, and push themselves around on the flats. They are a little tentative about steeper terrain and getting out of control.

9. The high school ice hockey team from Florida is here on a school trip. None of them have ever seen snow before. They just walked up, carrying their skis, and are ready for their first lesson.

Teaching Presentation Outline:

- You will be assigned one of the 9 teaching scenarios, you may look at your notes, have a moment to yourself or ask the examiner questions.
- **Use the Teaching Cycle** and follow the 7 components as if you had your students in a real lesson.
- During practice time of the lesson you can shorten the distances travelled to move through the content a little quicker.
- The examiner will tell you when you have approximately 5 minutes left to finish and start your summary. You will have approximately 10-15 minutes total for your teaching presentation.
- After you finish your teaching you will be asked follow up questions on your professional knowledge which may include but is not limited to: turn mechanics, biomechanics, physics, class handling, safety, customer service, professional knowledge, how the lesson plan might have been customized for a different student, and best practices for return and retention of students.

THE MOVEMENT ANALYSIS SYSTEM:

Ski instructors use the movement analysis system to:

- Evaluate and prioritize a student's skiing ability and goals.
- To better understand ski performance and turn mechanics.
- To develop progressions that are logical and based on a solid understanding of turn mechanics and biomechanics.

The following movement analysis sheet is one example of how to learn more about your students.

Skier:
Skier Profile: What are the psychological & physical factors that may affect the lesson?
Gender
Approximate age
Comfort level on terrain
Athletic/Non-Athletic

Turn Type:
Turn Type: None, Wedge, Wedge Christie.
Turns Size: short, medium, long
Turn Shape: Z, S, skidded, incomplete, symmetrical, asymmetrical

Skills Assessment: What body part(s) are being moved and how does it affect the skis?
Describe Balance/Stance: Is the skier balanced throughout the turn?
Body Parts: Flex in ankle, knee, & hip joints
Stance: Wide, narrow, fore/aft, centered, lateral

Describe Rotary Movements: What body movements or combination of movements does the skier use to turn the skis?
Body Parts: Legs (legs & feet), upper body rotation (hips & shoulders), whole body rotation, counter rotation

Describe Edging Movements: How is the skier creating ski/snow angles?
Body Parts: Ankle, knee, hip, whole body

Describe Pressure Control Movements: How is pressure being managed throughout the turn?
Body Movement: Flexion/extension, foot to foot, static, stepping, stemming

Equipment Factors: Describe equipment factors that may influence the skills assessment.

Determine Goals for Lesson:

- Identify Lesson Goals**:**
- Skill Focus: Explain how this relates to achieving lesson goals
- Progression: 3-5 steps Skill / Drill / Hill
- Alternative tasks, drills, exercises. Adapt for children vs. adults
- How Could you Adapt your Lesson Plan to different learning styles

THE TEACHING MODEL

Referenced from the PSIA Alpine Technical Manual, 2007

Snowsport instructors use a teaching model to help them learn about their students, design a teaching plan, and create a fun and memorable experiences for the guest.

Student Makeup + Instructor Behavior = The Learning Partnership

Student Make-up

Discover your student's:

- Characteristics & Background
- Learning Styles
- Motivation & Desires
- Emotional States
- Beliefs, attitudes, and values
- Physical Conditioning & health

Instructor Behavior

The Teaching Cycle/Outline of Plan to teach your students:

- Introduce & develop trust
- Assess students and their movements
- Help determine goals & plan experiences
- Present & share information
- Guide practice
- Check for understanding
- Debrief the learning segment

Learning Partnership

Create a lesson that:

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

The Teaching Cycle - Adults

Referenced from the PSIA Alpine Technical Manual, 2007

Introduce and develop trust

Begin the class by introducing yourself, establishing rapport and trust with the group. Create an environment that is fun, welcoming, and supportive.

Assess students and their movement

Watch and assess your students to help understand their ability level, goals, fears, and determine how they learn may learn best from your instruction.

Help determine goals and plan

Select appropriate goals, plan logical progressions of short meaningful information, choose appropriate terrain, link your teaching with your students goals.

Present and share information

Identify your students learning styles and use appropriate teaching styles. Create a clear demonstration of the movements you want them to learn, describe the movements verbally, get your students to feel the movements you describe. Demonstrate movements to your students from many different angles.

Guided Practice

Set practice at levels appropriate to the ability level, energy, and desires of your students. Provide feedback that is specific, timely, and relevant to what they are doing. Let students experiment, play, and problem solve.

Check For Understanding

Visually watch students to see if they understand what you are teaching them. Ask them questions to help clarify concepts or movements. Be willing to re-assess your student's needs by presenting new information or re-packaging what you've already shown/told them to make it easier to understand.

Debrief the Learning Experience

Summarize the lesson, experiences, successes, and give students a forecast for where they can go next (that day to practice) and what they will learn in their next lesson.

THE TEACHING CYCLE FOR CHILDREN:

PDAS

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 WITH PARENT

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 create the feeling that learning is easy and fun.
- Ask questions so you 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 wants and what you can offer.

Body (The Progression)

- Speak concisely in simple language. Ask, "Am I being clear?"
- Show clearly what to do. Make sure your student can see you.
- Point out parts of the body they should look at. Ask, "Could you see that?"
- Let the student do it.
- Give necessary logistics (follow you? follow another student? where to 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 from the lesson.
- Give practice tips.
- Tell your students what they could learn in a future lesson and if appropriate, when you are available.

Sample Exercises For a Level 1 Lesson:

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 – trying to keep and equal flex in 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.

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 TURNING EXERCISES:

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) then flex more.
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.

CORRECTIVE EXERCISES:

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 turn 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.

LEVEL 1 Final Evaluation Form

CANDIDATE: _____ **EXAMINER:** _____

LOCATION: _____ **DATE:** _____

NI- Needs Improvement MS- Meets Standards ES – Exceeds Standards

Skiing:	NI	MS	ES	FEEDBACK / COMMENTS
1. Gliding Wedge to Wedge Stop				
• Athletic stance, similar flex at ankle/knee/hip				
• Balanced over base of support				
• Legs twist at same rate/time				
2. Wedge Turn				
• Turn legs under stable upper body and pelvis				
• Consistent wedge size				
• Flexion/extension movements are present and observable throughout the entire turn radius				
• Skis tip/turn at constant rate/time				
• Speed control is managed through rounded turn shape				
3. Wedge Christie				
• Flexion/extension movements are present and observable throughout the entire turn radius				
• Both skis are steered into a wedge				
• Turn legs under stable upper body and pelvis				
• Align center of mass to outside ski and manage pressure foot to foot				
• Inside ski is steered to parallel				
• Speed control is managed through rounded turn shape				
4. Medium Radius Turns				
• Center of mass moves to direction of travel				
• Legs turn at same rate/time				
• Tails follow tips				
• Flexion/extension movements are present and observable throughout the entire turn radius				
• Align center of mass to outside ski and manage pressure foot to foot				
• Turn legs under stable upper body and pelvis				
• Pole use enhances turn				
• Speed control is managed through rounded turn shape				
5. Short Radius Turns				
• Center of mass moves to direction of travel				
• Legs turn at same rate/time				
• Tails follow tips				
• Flexion/extension movements are present and observable throughout the entire turn radius				
• Align center of mass to outside ski and manage pressure foot to foot				
• Turn legs under stable upper body and pelvis				
• Pole use enhances turn				
• Speed control is managed through rounded turn shape				
6. Side Slip				
• Align center of mass to outside ski and manage pressure foot to foot				
• Legs remain under stable upper body and pelvis				
• Angulation manages edge angle				
• Skis tip at same time/rate				
7. Traverse on Downhill Ski				
• Athletic stance, similar flex at ankle/knee/hip.				
• Balance over outside ski, allowing inside tail to be picked up (tip may remain on snow)				
• Legs are under stable upper body and pelvis				
• Angulation manages edge angle				
• Tails follow tips				
Teaching:				
1. Lesson Content				
• Use of Teaching Cycle/PDAS				
• Appropriate				
• Effective				
• Alternatives				
• Class Handling				
2. Understanding of Turn Mechanics				
• Children vs. Adult Movements				
• What body parts should be moving to facilitate the turn				
• How should the skis be interacting with the snow				
• What is the desired outcome				
3. Movement Analysis				
• **Skier Profile (age, gender, athleticism, confidence)**				
• **Turn Type (S, Z, symmetrical, asymmetrical)**				
• **Balance (Fore/aft, centered)**				
• **Rotary (leg, hips, shoulders)**				
• **Edge (tipping, angulation)**				
• **Pressure (foot to foot, up/down)**				
• **Equipment (poles, boots, skis)**				
4. Understanding of Skills Concept				
• **Balance**				
• **Rotary**				
• **Edging**				
• **Pressure**				

[ ] Passed Level 1 [ ] Did Not Pass Level 1