# Table of Contents

Welcome/Necessary Information .................................................. 2  
Face Page .................................................................................. 3  
Service concepts ....................................................................... 4  
Communication Ladder, teaching Model .................................... 5  
Learning Styles ......................................................................... 6  
Motor Learning .......................................................................... 7  
Skills Concept and Skill blending by level .................................. 8-11  
Phases of Turns & Movement Assessment Analysis ...................... 12  
Class Handling .......................................................................... 13-14  
Unofficial Guide to Good Sking ..................................................... 15  
ATS Face Page .......................................................................... 16  
ATS Level 1 ............................................................................. 17  
ATS Level 2 ............................................................................. 18  
ATS Level 3 ............................................................................. 19  
ATS Level 4 ............................................................................. 20  
ATS Level 5 ............................................................................. 21  
ATS Level 6 ............................................................................. 22  
ATS Level 7 ............................................................................. 23  
ATS Level 8 ............................................................................. 24  
ATS Level 9 ............................................................................. 25  
Teaching Children/Applying the CAP Model ............................. 26-30  
Appendix/Boot Drills/How to Get Up From a Fall ....................... 31  
Riding the Lift ........................................................................... 32  
Station Teaching ....................................................................... 33  
Responsibility Code ................................................................... 34  
Drills and Games for children .................................................... 35  
Definitions .............................................................................. 36-39  
Wachusett Mountain Skiing Levels and Progression Cards 39-42  
Should I Wear a Helmet? ............................................................. 42  
PK Progression Cards ................................................................. 43-44  
If I Get Hired ............................................................................ 44  
Season Pass ............................................................................. 45
Welcome to the Instructor Training Course
2019-2020 Season

General Information

This manual includes a partial summary of the Professional Ski Instructors of America (American Teaching System). The exercises included are few and intended to help you with the rudimentary stages of teaching, class handling and customer service. The skills, goals, exercises, movement patterns, trail and lift use, addressed in this manual are geared toward most people. When teaching children, seniors, or those with special needs, modifications in lesson plan, class handling, strategies, tactics and expectations, may be necessary, and may require specialized training for optimal results.

Upon successful completion of our Program, and subsequent hiring as a Snow Sports Learning Center Staff member, realize this is the beginning of your journey in the world of snow sports. Your personal and professional development is expanded and enhanced through attending clinics offered by the Wachusett Learning Center, and through PSIA events. With this development, you will enhance not only your skills, but the experience of your guests.

Enjoy the course and Good Luck!

Thom Norton
Senior Vice President
Sales and Sport Services

Necessary Information

- Sign in and out, at the Learning Center in the A-Frame building, whenever you are on the mountain
- Complete an evaluation of your course conductor(s) each day of the Program
- Do not bring your equipment into the buildings
- EVERYONE MUST follow parking attendant’s directions
- We will meet in the Base Lodge each morning of the Program. Dress to be outside and be ready to be on snow at 9:00AM, unless otherwise directed
- You will be given written take home test, to be completed, prior to course completion
- Each candidate is evaluated daily, on potential and attitude, demos, Skiing (to Level 6), teaching, class handling, and simple movement assessment analysis. Final scores will be averaged based on the number of days each individual attended. The greater your time on snow or in indoor sessions, the more information we can impart, which will potentially improve your overall scores.
- The Program is based on the attendance of 4 Modules: Teaching Level 1-4, Teaching Children, Class Handling, and Personal Ski Improvement. Every candidate must attend each Module at least once. If a Module is missed, your final scores will reflect that omission.
- You are entering the Profession of Snow Sport Instructors, dress and act as a Professional.

If you have questions, ask any course conductor, we are here to help you get the most out of the Program. If we are on snow and in full operation during the course, please feel free on your off times, to ask the Learning Center Supervisors, to shadow a real class so that information can be reinforced.

For information and updates on ITC, call 978-464-2300 ext. 3116 after noon on Fridays
Please DO NOT leave messages on this line
Wachusett Mountain Learning Center
I.T.C.
PSIA American Teaching System

Student Centered, outcome based, experiential, guest service driven

Wachusett Mountain Learning Center
Instructor Training Manual (ITC)
Service Concepts

Always strive for excellence in Customer Service, it is essential for the growth and retention in our snow sports industry. Our love for snow sports is reflected in our carriage, presentation, and willingness to help make the most of our customer experiences. Treat your customer, as you would like to be treated. The love for our sports is infectious, pass it on through good customer service. As a snow sport instructor, you spend more time with the customers than any other person on the Mountain. Your presentation, demeanor, appearance, and knowledge, are important to successes of our customers, and their return business AND retention in the Snow Sports Industry.

- Help your students relax, develop trust: get their names and use them! Have fun; those having fun tend to learn faster.
- Go the extra mile. If you see someone who may need help, stop and ask if you can be of assistance, welcome them to Wachusett, help them have a great day!
- Be a good listener. Use the Communication Listening Ladder below, as a guide. Look at the person, pay attention to what they are saying. You are here to help them learn. Ask questions to help clarify the message they may be sending.
- Non-verbal communication can be more important than the spoken word! Actions speak louder than words. Smile, use eye contact, do not interrupt. Be professional in your appearance (adhere to Learning Center Dress Code) Greet your guest in uniform, or appropriate logo wear for the weather.
- Provide closure. A person’s strongest impressions are of the beginning and the end of a lesson. End your lessons with a recap of accomplishments, direct them where they can ski. Give them the highlights of the direction their next lesson will take in the development of skills. With a child’s lesson, provide this information to the parent/guardian, let them know what to do to help anchor and reinforce the skills developed during the lesson. Let them know which trails they can safely use for the level they are at. Encourage them not to use trails above their skills and ability, as that may result ineffective, defensive movements.

You have certain expectations and goals of this course, it is true of each of your students as well. It is crucial to find what your student is looking for, direct and guide them to meet their needs. Make sure they are in the right place, the correct level. Are their expectations realistic? Create a plan to help them reach their goals, our goals for them, is to have a successful and great experience.

Communication Listening LADDER

L- Look at the person   Eye Contact...Smile!
A- Ask questions to help clarify the message, be attentive!
D- Do not interrupt
D- Do not change the subject
E- Express your reaction and responses carefully
R- Responsively listen, verbal and non-verbal reactions and responses

Essential ingredients of a good lesson:

- Safety for your students, build a good rapport, understand who they are, the skills they possess and the goals are looking to achieve that day, OR for the Season
- A student-centered approach. Relate movements used in skiing, to other sports they are involved in, for lateral learning.
- Use tasks or drills that are clear, concise and with a purpose to build and develop skills
- Students having fun
- Feedback- keep it positive (if they are not successful, say, let’s try again, but try it this way)
At the Lesson outset, make sure your guests:

- Are in proper equipment: boots are on the correct feet and buckled, ski size is appropriate, bindings are adjusted correctly by the rental shop.
- Correct length poles (Children do not need poles until level 5/6)
- Clothing is appropriate for the weather. Gloves, hats, goggles, Children are not allowed in a lesson without proper attire, mittens/gloves, hat or helmet minimum! Bicycle or hockey helmets are not designed for snow sports!

Keys to good Customer Service: Remember the acronym C-O-V-E-R-S

- Customers are our prime concern. Be Courteous, Credible and take Control
- Observe. Common sense in class handling and physical appearance
- Virtues- Take pride in your profession. Treat others as you would like to be treated. Be mentally and physically fit.
- Exhibits leadership and sound judgment. Efficiency in work.
- Command Respect through knowledge and carriage. Be Reliable
- Speak well, simply and stay on track

These are attributes of a Professional. Understand the customer, listen, what is their motivation, goals and needs. Propose a plan of action, make sure it is agreed upon and it matches what they are seeking. Provide service and EXCEED EXPECTATIONS.

**Teaching Model**

Teaching any sport requires a combination of explanation, demonstration, practice and feedback, to anchor correct movement into muscle memory. Each lesson consists of three parts:

1. **Introduction**-This sets the tone for the lesson. What are your guest's wants/needs, goals, and expectations. Assess motivation/athleticism /fears. What other sports are they involved in, to assess physical prowess and possible lateral learning experiences. Set goals, develop and present a plan to meet those goals. Rephrase what your guest has stated, so goals and needs are understood and achievable within the time frame you are with them. Adjust your plan as needed to assure correct movements are anchored before moving on.

2. **Body**- The content of the lesson, incorporating Explanation, Demonstration, Practice and Feedback.
   - **Explanation:** Brief, clear, concise description of the movement you want; what sensations they should feel under foot, and at the top of the boot cuff. Keep it simple, use terms your clients will understand, relate movements to other sports they are involved in. An explanation provides understanding for your auditory learner, sensations they should feel, help kinesthetic learners.
   - **Demonstration:** Provide an accurate demonstration, moving toward them, in front of them and away from them so get a precise picture of your stance and desired movements. Repeat demos every 3rd or 4th student, to reinforce the visual image. Exaggerate your movement, so it is visible to the student, they will try to mimic all you do. An accurate demo is worth more than the spoken word, for the visual learners, but typically, your student will perform the task with far less accuracy than you did. Children are visual learners, demonstrate frequently.
   - **Practice:** Allow time for practice, to commit movements into muscle memory. Repeat your demos on different terrain, and snow conditions, allowing for practice. Do NOT let inefficient movements to be reinforced, provide feedback, so Perfect Practice occurs. Terrain choices enhance learning outcomes, use different turn shapes and speed, before moving to steeper terrain. Practice is imperative for the kinesthetic learner.
   - **Feedback:** This anchors correct movements, watch your students during their practice to provide positive, objective and constructive feedback. As a student first tries a movement, providing immediate feedback, sensations they feel, can help anchor correct movements. Feedback reinforces appropriate efficient movements, and can correct inefficient ones. Practice, with feedback develops accurate muscle memory, such that they will begin to get their own intrinsic feedback,(which is important for learning), when you the coach is no longer with them. If the student is not successful at a task or movement, point out what they did correctly, re-demo
emphasizing what may improve chances of success the next time down. If you expect a student to perform a movement, but they are unsuccessful, consider reducing the intensity of the task, or reduce the intensity of the terrain; again, repeat your demos and allow for further practice. Your movement assessment and feedback with repeat practice anchors correct movements and allows you to check for their understanding.

3. **Conclusion** Sum it up! Review their goal, what was achieved, what the next step is in their progression and development. Let them know the terrain they should practice on, what level they are at, what level lesson they should go to on subsequent visits. Give them a Progression Card, a business card, thank them, and invite them back!

![The Teaching Cycle courtesy of ASEA and taken from the Alpine Technical Manual, 2nd Edition](image)

<table>
<thead>
<tr>
<th>Learning Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Hearing</td>
</tr>
<tr>
<td>Seeing</td>
</tr>
<tr>
<td>Seeing and Hearing</td>
</tr>
<tr>
<td>Saying or Writing</td>
</tr>
<tr>
<td>Doing</td>
</tr>
</tbody>
</table>

**LEARNING STYLES**

An important part of understanding teaching concepts, is making sure to address the Learning Styles of each person. It is equally as important to understand your own learning style, as it becomes an integral part of how you present and handle class situations. Although there are many learning styles, the most common fit into the **VAK Model**, Visual, Auditory and Kinesthetic Learning Model.

**Visual** Learners, learn best by **watching!** Accurate demos are imperative, they benefit from following in your tracks, so they can better anchor the movements you are showing. Demonstrate moving toward the class, in front of them and away from them. Repeat your demos every 3rd or 4th participant. Children are visual learners!

**Auditory** Learners are the Listeners, they learn best by hearing a description of what they should do. Be concise, descriptive and brief using terms that they will understand. Relate movements to other sports.

**Kinesthetic** Learners, learn by feeling movements. When demonstrating and explaining, make sure you state what sensations they should feel while performing a task. An example: when gliding down the hill in a wedge, you will feel your weight on the big toe side of each foot, and your shins against the tongue of the boot, in a 10 or 2 o’clock position. Reinforce this explanation by allowing them time to practice. Kinesthetic learners are the “Doers” and “Feelers”. An important point for all is you cannot change a movement pattern unless you can FEEL the difference.

Be aware of what sensations you feel, what sensations you feel when body parts change position. When teaching, address all three types of learners. **Describe** things simply, **demonstrate** accurately and **state the sensations** they may have inside their boots and with body positions. Allow time for **practice**, use movement analysis to provide feedback, so that learning proper technique can occur.
Motor Learning

Although each of us has our own learning style, we have found that in order to learn a new skill, or modify one already have, you must be able to feel and appreciate the differences in sensations. Through your ski teaching career, you will use multiple drills to highlight specific skill development. Tasks and drills you present will be different from person to person, but the motor learning process is always the same. There are three stages to Motor Learning: Cognitive, Associative and Autonomous.

Cognitive: The first stage, also referred to as the verbal-visual phase, is when the student tries to get a mental picture of what the movement is, your accurate demonstrations are important! They ask a lot of questions and explore the new movement by trial and error. First movements are usually inefficient, muscle tension is high and movements may not be fluid. Your feedback (extrinsic) is important during this phase, when you see a correct movement, immediately let the student know, “that was it, What did you feel inside the boot or at the top of the boot cuff? That is the sensation you want whenever you move down the hill!” By providing immediate feedback for correct movements, the student can anchor the sensations of those movements, and be able to repeat them, even when you are no longer with them. They will get their intrinsic feedback through sensations, and movement outcomes. Student practice and experimentation is an important part of this cognitive stage, so they can absorb the information and the sensations of the movements. This translates to, DO NOT RUSH to get up on the lift, for your first timers. Do not go to steep too fast! Work on gentle terrain, change turn shapes and speed before moving to more difficult trails.

Associative Stage: The student now grasps the basic movement pattern, they become more efficient and refined, and less achieved through trial and error. The student has less muscle tension and some of the simpler movement may even become automatic. This stage of learning can be the longest, because although the student knows the movement pattern and what they are supposed to do, that is not enough. They have to be motivated, to continue their practice with a purpose, they need perfect practice. Feedback at this stage, becomes more intrinsic than extrinsic, although it is important to continue to choose appropriate drills that improve movement patterns. A coach needs to observe practice and reinforce positive and efficient movements such that the 3rd stage of motor learning can occur more readily.

The last stage, is The Autonomous Stage: Movements become smoother, more accurate, consistent, and fairly automatic. They no longer think about the movements they need to make, they are integrated and they react quickly. One of the issues with this final stage of learning is that once ‘muscle memory’ has occurred, if it is not the correct memory, it becomes difficult to ‘unlearn’. This again goes back to the importance of feedback for both correct and not so correct movements. You want the student to anchor efficient and correct movements from the outset.

Core Values of Instruction are: SAFETY      FUN      LEARNING
Skills Concept
Fundamental Movements of Skiing

- Control the relationship of the Center of Mass (COM) to the base of support to direct the pressure along the length of the ski. Stance/Balance (B, PM) This is achieved by moving the COM, or pushing and pulling your feet forward or aft. Hand and arm movements aid balance, and complement directional movements.

- Control the pressure from ski to ski and direct the pressure toward the outside ski...pressure managing movements. (PM) Moving from foot to foot to transfer weight. Flexing and extending to manage the pressures generated from the turn or the terrain, diagonal directional movements of the COM in the direction of the up coming turn.

- Control the edge angles through a combination of inclination and angulation>edge control movements. (E) Tipping of the feet and legs to engage and release the edges. A slight movement of the COM, in the direction of the new turn will allow a simultaneous, smooth release and re-engaging of the edges.

- Control the skis rotation (turning, pivoting, steering) with leg rotation, separate from the upper body>rotary control movements. (R) Rotary, turning, steering movements of the skis originate in the legs. The core, upper body, supplies the strength and functional tension to in the inside half of the body to facilitate the steering activity of the legs. The inside half of the body enters the turn before the outside half, and the lower half of the body, turn more than the upper body. Rotary movements allow us to turn and guide the skis through an arc.

- Regulate the magnitude of pressure created through ski/snow contact>pressure managing movements. Flexing and extending, closing and opening of the ankle joint, along with the harmonious flexing of all the joints to remain in a state of dynamic balance.

Through every level of skiing, the fundamental movements, are blended with different emphasis or intensity depending on the skill level of the individual, conditions of the snow and steepness of the terrain. The manner in which the skills are blended will reflect efficiencies or inefficiencies in the skier’s movements.

Regardless of the level, an athletic stance creates a solid foundation upon where we move from. Feet are hip distance apart, weight is felt over entire sole of the foot, but concentrated on the arch-arch heel of the foot, shins remain in contact with boot cuff, hips are aligned over the feet, lower back and shoulders are slightly rounded, nose is over toes. Arms are bent at the elbows, elbows are away from, and ahead of the rib cage, hands are ahead of elbows and slightly narrower than the elbows. This stance, allows us to remain in a state of dynamic balance at every level of skiing.
Balance is stability produced by even distribution of weight; Dynamic Balance is maintaining balance while in motion.

In skiing, a state that allows a skier to have a positive selective effect on any of the skills with either leg, at any time during a turn. Moving our body so it remains over our base of support, our feet. **Being in the state of dynamic balance allows you, to do what you want, when you want and the way you want!** The entire body is involved and participates in balance. Fine adjustments of flexing for balance originate in the ankles. Our goal is balancing in the future, which is achieved through diagonal directional movements as we move down a slope. A change in stance; flexion and extension of joints, increase and decrease in muscle tension, fore and aft movements, movements of head and hands, or of the entire body all can have an effect on our state of dynamic balance. If you are out of balance, you are forced to over utilize the skills of rotary, edging and pressure management in order to affect a change. This is also where **Timing, Intensity and Duration** of our movements come in to play. This 'TID Bit', is *when* to perform the movement, the *intensity* of the movement, and *how long* the movement should be applied.

**Integration of skills through all levels of Skiing**

**Novice Zone skiers:** Stance (green circle) and Balance is the important foundation, rotary is introduced for turning, edging and pressure management movements are minimally utilized. There is a relatively low integration of the skills, speed control comes from friction of skis on the snow and turn shaping. (Levels 1-3)

**Intermediate zone skiers:** Stance and Balance is fundamental, rotary allows for turning and the guiding of the skis through an arc, edging movements are being developed, but come more from the pitch of the hill rather than through tipping of our legs, pressure managing movements develop as speed and pitch increase. There is a partial integration of Skills, speed control comes from friction and turn shaping. (Levels 4-6)

**Advanced zone skiers:** There is a full and complete integration of the skills. Speed control is from turn shape (Levels 7-9)
We are concept specific in forming images of American skiing. Maintaining an athletic stance, allows effective and efficient use of Edging, Rotary and Pressure Managing Movements to remain in a state of dynamic balance. Skiing, a sport of balancing while in motion, we blend rotary movements from our legs, edging movements from the tipping of our legs, and pressure managing movements through the flexing and extending, of our ankles, knees, hips and spine, to remain in a state of dynamic balance.

**What dynamic balance looks like In a Wedge:**

→ Ski tips are close to each other in an equal amount as the tails are apart, pivot point is the middle of the foot. The tips and tails maintain the same relationship throughout the turn, indicating active steering both feet and legs

→ Feet remain under the hips, not far outside the hips. Both shins remain in contact with the boot cuff, the angle of the lower leg and the torso are similar, indicative of being ‘stacked’ over the ski

→ There is a small edge angle in the snow created by the size of the wedge. There is a simultaneous change of the edge angle in the snow at turn initiation due to a diagonal movement of your Center of Mass over the ski in the direction of the upcoming turn. The inside ankle flexes, the leg shortens, the ski flattens so it can be steered and guided through an arc. The outside leg lengthens, opening the ankle joint, there is a smooth weight transfer to the new outside ski as it is steered through an arc.

→ Joints are flexing equally/harmoniously, Shoulders and hands remain parallel to the pitch of the hill and the same distance from the snow surface

---

**In Parallel:**

→ Ski tips and tails stay the same distance apart: indicative of steering both feet and legs equally.

→ Ski tips are close to parallel, excessive lead change will change the ability to control the entire ski

→ Ski edges are at the same angle, showing active movements of inside and outside legs

→ Lower legs are parallel, though you have a long-leg, short-leg orientation

→ Shins maintain cuff contact; the angle of the lower leg and torso are equal: indicating a ‘stacked’ position over the ski. Harmonious flex in the joints fosters a stacked skeletal alignment, to better resist the forces generated in a turn.

→ Femurs (large thigh bone) are parallel and perpendicular to the slope

→ Shoulders and hands maintain a parallel orientation to the pitch of the hill, both hands are the same distance from the snow. (This prevents inclination, banking, tipping, and rotating of the upper body)
The above is a Reflexology chart (left) highlights the importance of being balanced over the foot, our base of support. Note the spine is placed along the arch side of the foot highlighting where we should be standing in our boots to allow for active use of our skis from tip to tail. The heaviest part of the spine, the base in directly on the arch, the spine ends before the heel. This illustration accurately emphasizes that standing on the arch allows for our mass to be balanced over our base of support. The USSA Model of the Pyramid of Effective and Efficient Movements (Right) All movements and skill development start with a balanced and athletic stance.

### Phases of a Turn

**Initiation:** The beginning of the turn, weight is transferred from the old outside ski to the new outside ski through of movement of the COM in the direction of the upcoming turn. The inside leg shortens, the new outside leg lengthens. The skis are actively guided into the Fall Line. (Top of the Turn)

**Shaping:** The control phase of the turn, where the skis are actively guided into, through and just across the Fall line through an arc. This allows speed control through the shaping of the turn.

**Finish:** The last third of the turn, begins after the Fall Line and continues until direction change is complete.

### Movement Assessment Analysis and Feedback

- **Observe:** What is happening? When? How? Where?
- **Describe:** Why is it happening? Cause and Effect
- **Prescribe:** What do you change? How will it improve outcome?
Evaluation of your guests’ stance and movements are based on the Fundamental Movements of Skiing, the skills of Balance, Rotary, Edging and Pressure Managing Movements. Movement assessment is the basis of your feedback. At all levels of skiing, an athletic stance is imperative to appropriately utilize and blend the skills, with our goal of maintaining dynamic balance. At entry level skiing, stance, and balancing while moving, are our major focuses, assessment and correction of movements are kept simple for our guests.

Stance: Are they centered on the ski, joints flexing evenly, lower leg in contact with the front of the boot. Hips over the middle of the foot, spine slightly rounded, hands and arms are forward, elbows flexed and ahead of the rib cage, nose over toes. Body position is relaxed with joints flexing harmoniously. Angle of the lower leg, is the same as the angle of the torso, forming a parallelogram.

Rotary Control Movements: At all levels, we look for efficient rotary movements that originate from the legs and feet. Movements are smooth, slow and progressive, the legs turn more than the upper body.

Edge Control Movements: Are edge angles equal, whether on opposing edges as in a wedge, or corresponding edges, when in parallel? Are the legs and diagonal directional movements creating the edge angle, do both edges release at the same time with a single smooth movement?

Pressure Managing Movements: Are joints equally moving/flexing/extendong, are movements made smoothly? Is there equal weight on both skis? Is directional movement across the ski toward the apex of the next turn?

At any level and in any turn, there is a blending of skills. IF you do not have an athletic stance to remain ‘in balance’, inefficient blending will occur, thereby forcing you to over utilize another skill to affect a change in direction, turn shape, speed control and stopping. The reverse is also true, if you are in a state of dynamic balance, but due to unexpected terrain conditions or changes...or Habit, you may over utilize a skill, it will result in a state of imbalance. The drills/exercises we use are to help build or refine a skill that may be lacking, or help to anchor the sensation of being in an athletic position, where all joints are working harmoniously to allow us to remain in dynamic balance.

The Process of MA

What to look at:
Whole to parts
Top down, bottom up
Skill efficiency= Edging, Rotary, pressure managing movements
Stance, turn entry and turn shape
**Ski Performance/ body Performance
**Relationship to the 5 fundamentals (What rotates, what tips)

### Body Performance or Actions: Turn, Tip and Bend

- Are joints flexing equally?
- Shoulders level or tipped
- Tipping from the legs or the entire body?
- Head moving up and down?
- Does body face outside the arc or inside the arc?
- Is the outside leg flexed or straight?
- Is inside leg flexed more than outside leg?
- Inside foot ahead, behind, or next to outside foot
- Pole swing and touch, part of old turn or new turn
- Where is skier looking

### Ski Performance on Snow Surface: Turn Tip and Bend

- Is the arc of the turn round?
- Is pivot point under the foot, the tip or tails?
- Skis stay same distance apart through turns?
- Skis grip snow or slip snow?
- Skis move simultaneously or sequentially?
- Where is snow coming off the ski? Sideways or downhill?
- Carved or skidded?
- Edge angles similar or different?
Class Handling Module

- Teaching Styles-Command and task
- Class Line up
- VAK Model (Review Page 8)
- Terrain selection
- Responsibility

An important part of your teaching format, is that of class handling. This is inclusive of being aware of your class, the ability of each participant, snow and trail conditions, crowds, cold, your surroundings. Remember the core values of **Safety, Fun and Learning**

- Learn your students names and use it…it is OK to ask them again, if you forget
- Speak loudly enough to be heard over wind and snow guns, repeat and reinforce frequently
- Stay on terrain where your guest is comfortable so learning can occur. Pitch appropriate for their skill level and the task
- Keep explanations simple and brief
- Outlined lift safety, loading and unloading procedures, for the carpet and chair lifts, and where to meet when they get off the lift?
- Stop in a safe place
- Live Responsibility Code and reinforce the content through your actions
- Thank them, ask them back, give them a Progression Card and a business card

**Class Handling:** How you organize your groups throughout the lesson. Use the double or single line set up especially for Levels 1 & 2, depending on terrain availability

- **Line up** (With a larger class on Ollie's, form 2 lines and demo between them)
- **Semi-Circle**
  Each of these have the instructor in full view in front of the class

**Class Handling Keys**

- Be Creative
- Be Observant
- Use Variety
- **Explore** different terrain features, as rolls, dips and bumps
- **Relate** drills and progression to skiing skills

**Teaching Styles**

- **✓ Command**- you are the focus of the group during the presentation. Best method when instructing children and lower levels
- **✓ Task**- Once a concept is presented, you step back and observe. Good for intermediate and above levels, also can be used once your first timers are making linked turns on Monadnock.

Although there are 5 teaching styles, for the Level 1-4 and our ITC, please use only Command and Task for simplicity.

**Terrain selection:** Be Aware of...

- **Changing conditions**, snow guns, ice, bumps, sun, flat light, sunset.
- **Obstacles!!!** Other skiers, riders, rocks, bumps, snow snakes
- **Volume** of skiers and riders, racers, and overall traffic on a trail.
- **Equipment** safety brakes and runaways
- **Risk awareness**, use common sense, follow mountain procedures
- **Safety** through lesson, in choice of slope and task, skills, cold, wind, fatigue!
Terrain selection for Skill Level

Learn to Turn

Level 1: Ollie’s or Easy Ride carpet lift, as numbers and crowds dictate.

Level 2: Begin with a run on Ollie’s, or Easy Rider before proceeding to the Monadnock Express Lift. Evaluate the group’s ability to turn in both directions and to turn to a complete stop. If you are confident that every member of the group will be able to safely ski the trails off the Monadnock lift, you can proceed to this chair.

Level 3: Begin this level on the Monadnock Chair

Level 4: Begin on Monadnock Chair and proceed to the Minuteman Lift and Ralph’s Run if the skill level, athletic level, and emotional level (fear), allows.

Use variety to keep things moving and keep it FUN!

NEVER take your students on terrain above their skill level, this only results in inefficient and ineffective, bracing movements. It also places your guest, yourself and the Mountain at risk, should injury occur. Using the free style thought processes of Look before you leap, think before you act!

Responsibility Code

There are elements of risk with skiing and riding that common sense and personal awareness can help reduce. Below is only a partial list, again use common sense!

- ✋ Ski in Control
- ✋ When Overtaking another skier, you must avoid them
- ✋ When stopping on a trail, do so where you are Visible
- ✋ When Entering a trail, look up hill, yield to others
- ✋ Skiers must have devices on equipment to prevent Runaway skis
- ✋ Observe all posted Signs
- ✋ Prior to riding a lift, you must know how to do so Safely

Live the Code, Do Not Lecture the Code

Bring each of the 7 elements of the Responsibility Code into your lessons. Your customers will better remember each of the elements if your actions reinforce them.

Essentials of Safe Skiing

➢ Stay alert, be aware of those around you, and changing surface conditions
➢ Stay focused, physical and mental tasks deserve your full attention
➢ Scan your surroundings, be aware of corners, blind spots, caution signs
➢ Watch out for others, anticipate what another person might do, be aware of traffic patterns
➢ Leave Space, allow safe following distance of 3-4 seconds so you have time to react should something unexpected occur
➢ Have an escape route, your safest postion is where you can see and be seen
➢ Own the zone, your ability has to match the difficulty of the hill and your speed has to match conditions and traffic
➢ Heads up to change, always look up when changing travel lane, look ahead and behind before changing task, direction or speed
The Unofficial Guide to Good Skiing
Visual Cues to effective and efficient skiing

BALANCING MOVEMENTS: Dynamic balance, when a skier can affect a change using any skill, with either leg, throughout the turn.
- The entire body is involved and participates in balancing
- Flexing originates from the ankles, supported by the knees, hips and spine
- Hips are centered throughout the turn, promoting movements forward through the finish of the turn
- Inside leg shortens, outside leg lengthens, setting up alignment, balance and weight on the outside ski
- The upper body remains more vertical than the lower body through the shaping and finish of the turn, creating angles which align balance over the outside ski
- The inside hand, shoulder and hip lead the turn shaping and finish, resulting in a countered relationship between the upper and lower body.
- Skiers hands are in front of the body, elbows in front of the rib cage, aid in balance

Edging Movements: Allows the skier to direct the skis to control the radius, shape and speed
- Edges are release and re-engaged in a single smooth movement
- Both skis are tipped early in the turn, strongest angles developing in or near the fall line
- Shins are in forward and lateral contact with boot cuff (2 & 10)
- Tension of the inside ski leg, maintains alignment, flexion of the inside ankle directs movement forward and laterally for edge angle adjustments

Diagonal Directional Movements
- Skier extends into the new turn to change edges and moves forward along the skis, through the turn
- Ankles knees, and hips move forward and laterally toward the apex of the new turn
- The hands are forward and the inside hand, shoulder and hip lead through the turn
- Skier vision is forward in the intended direction of travel
- Pole swings smoothly and complements the movement of the body in the direction of travel

Rotary Movements
- Legs turn under a strong stable upper body, to help guide the skis through the turn
- Both skis and legs turn together throughout a parallel turn, with the femurs turning in the hip sockets.
- The skis are tipped and turned an appropriate amount to create a smooth ‘C’ shaped arc
- Rotary steering movements which redirect the skis at turn initiation are matched in timing and intensity by tipping the skis to prepare for increased forces cause by edge engagement; and are progressive, except for athletic moves needed to recover balance

Pressure Managing Movements: Flex and extend the ankles, knees, hips and spine to balance over the ski as you flow with terrain and manage pressure on the skis.
- The outside ski bends from the middle.
- The shins maintain contact with both boot tongues.
- The body flows continuously with the skis, and the skis flow over the terrain.
- All joints work together harmoniously

This information is intended to be an analytical tool and a reference for good skiing in most ski instruction situations. It is not intended to describe every movement or position that high-level skiers pass through in the extreme situations of World Cup racing or mogul skiing. The ‘Unofficial’ Guide to Good Skiing does define the basics of skiing that should be the foundation of movement for all skiers inclusive of recreational skiers, instructors, racers, bumps skiers and extreme free skiers. These mechanical elements do not in themselves make a great Skier. They merely create a foundation for that intangible quality called “touch”, the profound connection of the skier with the skis the snow, momentum and the mountain.
A.T.S. Levels 1-9

Through the ITC, candidates will be tested on teaching Levels 1-4

and Skiing Levels 1-6
  Wedge Turns
  Wedge Christies

Open Parallel skiing, with pole touch, on groomed Blue and Black Terrain

For completeness, this Manual does address all 9 of our PSIA A.T.S. Levels
SKILLS & GOALS

- Boot Drills (See Appendix, page 31), Sensations under foot and at the boot cuff
- Putting on and taking off the skis
- Athletic stance- weight on the arc of the foot, shin to boot cuff contact; walking- COM- Center of Mass, remaining over base of support, climbing, gliding
- Pivoting movements, from the middle of the foot, bullfighter position
- Climbing
  - Herringbone: Tails of the skis are together, tips apart. Knees may tip slightly inward toward the snow to create edge angle enough that a backward slide does not occur. Ski pole baskets are behind the feet, to aid in uphill movement.
  - Side Step: skis are across the hill, and are tipped on corresponding edges, knees tipped slightly into the hill. Step uphill ski with a small step to the little toe side, followed, by a small step of the downhill ski onto the big toe side, note the straight edge marks left in the snow. COM moves up hill to remain over base of support. Ski poles assist in balancing movements.
- Straight run, skis parallel, feet hip distance apart, athletic stance. Natural run off of the terrain
- Gliding wedge. Both legs and feet are mirror images. Feet, hip distance apart with equal pressure on each ski, Center of Mass (COM) is aligned over base of support. Feet are not far outside the silhouette of the body! Feet are pivoted from the middle of the foot to a wedge. Tails are not pushed away from center
- Wedge turn to the right, right ski flattens slightly, through a diagonal directional move of the COM toward the apex of the new turn, the new inside ankle flexes slightly, the leg shortens, the ski flattens and both skis are steered into the turn, the right ski moving first into a right turn. Directional movement cause shortening of the inside leg, the outside ankle opens, extends slightly, lengthening the leg, as the weight is transferred to this new outside ski, both skis are guided through an arc toward the right. Upper body remains heading down the hill, a slight countered relationship develops.
- Wedge turn to the left, left ski flattens slightly, through a diagonal directional move of the COM toward the apex of the new turn, the new inside ankle flexes slightly, the leg shortens, and both skis are steered into the turn, the left ski moving first into a left turn. Directional movement cause shortening of the inside leg, the outside ankle opens, extends slightly, lengthening the leg, as the weight is transferred to this new outside ski. Both skis are guided through an arc toward the left. Upper body remains heading down the hill, a slight countered relationship develops.
- Linked wedge turns, speed control through turn shape
- Stop using a slightly larger wedge or a turn. DO NOT use of teach a braking wedge
- Ride Ollie’s Moving Carpet, or Easy Rider Carpet lift. Instruction on how to get on AND off the lift
- Getting up after a fall (See Appendix, page 32)

Next Level

- Riding the Monadnock Express Chair Lift
- Skiing a variety of turn shapes
- Developing more turn shape for speed control on steeper terrain

Parallel Position

Wedge Position
SKILLS & GOALS

- Review athletic, balanced stance, wedge turns and turning to a controlled stop, takea run on Ollie’s to assess skills; advance to Easy Rider if appropriate, with the goal of riding the Monadnock Chair
- Feet remain hip distance or only slightly wider, pivot occurs under the mid foot
- Make linked turns, moving inside half of the body into the turn first. Right ski flattens slightly, through a diagonal directional move of the COM, toward apex of the new turn, to allow the steering of both skis to the right. Left ski flattens slightly, through a slight diagonal directional move toward the apex of the turn, to allow the steering of both skis to the left.
- The lower body, feet and legs, turn more than the upper body, developing a slight countered relationship
- You use a variety of turn shapes, short, medium and long radius turns, controlling speed through shaping and guiding of the skis across the fall line and slightly back up hill, to come to a complete controlled stop
- You know how to get on, ride AND get off the surface lifts and the Monadnock chair lift. You know where to meet when you get to the top. You are skiing all terrain off these lifts.
- The instructor follows the entire group to the top
- Mileage, mileage, mileage to commit these correct movements into muscle memory
- You understand an observe the Safety Responsibility Code
- Can control speed and stop at any given time, and you are able to maneuver around moving and stationary objects.

Next Level

- Reinforce turning, guiding both skis through the arc of the turn, slowing and stopping through the use of turn shape or by turning both skis across the fall line and back up the hill.
- Link wedge turns varying turn shape as terrain changes. Flow from turn to turn, without a traverse
- Making wedge turns on a diagonal down the hill, will help with ‘steep’ issues
- Skis all green trails at Wachusett
- Explore the skidding of the skis to parallel at turn completion
A.T.S. Level 3
You are moving into the world of the Wedge Christie
Beginner Zone Skier

SKILLS & GOALS

- Review riding of the chair lift, take a warm up run on the carpet to assess skills
- Vary speed through turn shape, develop a rhythm linking turns, no traversing, flow from turn to turn
- Make linked turns, moving inside half into the turn first. Through a diagonal directional move of the COM toward the apex of the new turn, the new inside ankle flexes slightly, the leg shortens, and both skis are steered into the turn. Use of directional movements and the shortening of the inside leg, the outside ankle opens, (extends), lengthening the leg, as the weight is transferred early to this new outside ski. Both skis are guided through an arc. Right will flatten slightly to go right, left to go left, because of directional movements toward the new turn
- Legs turn more than the upper body, COM moves across the skis in the direction of the new turn, Legs tuen under a stable core, creating a slight countered position. Poles aid balance
- Introduce skidding at the end of the turn (early wedge Christie), where the skis will re-align to a parallel position, on or after the fall line. Use of natural terrain features and a slight increase in speed will allow the skis to realign spontaneously
- Flexing the ankle of the new inside leg results in a slight tipping of the foot and ski toward the little toe side, allows you to realign the ski to parallel, as you guide it through an arc.
- Feet remain hip distance apart both in wedge AND parallel positions, skis are pivoted under mid foot
- A small wedge, feet are not outside the body silhouette, allows for easier re-alignment to occur at turn completion
- Perfect practice and Mileage allows you to commit correct movements into muscle memory

Next Level

- Ski trails off the Monadnock Chair with confidence, skidding the skis to parallel at turn completion
- Proper pole use for balance and upper body stabilization
- Use more challenging changes in terrain to aid in the success of the Christie
- Movements are fluid and flow from turn to turn without traversing
- Moving on to the Minuteman Express Lift and Ralph’s Run
- Ski all green trails AND easy blue trails at Wachusett
A.T.S. Level 4

Refining the Wedge Christie, work toward earlier re-aligning of the ski
Intermediate Zone Skier

SKILLS & GOALS

- Reduce the size of the wedge to facilitate re-aligning of the skis
- Use of natural terrain changes can provide success
- Feet remain hip distance apart both in wedge AND parallel orientation, there is active steering of both feet into and through the turn, legs turn more than the upper body, developing a slight countered relationship
- Diagonal Directional movements of the COM toward the apex of the new turn, at turn initiation, allows for edge release, the new inside ski flattens and opens into a slight wedge, so that both skis can be steered into and through the turn
- The new outside ski does not gain elevation as skis are opened to a wedge, it is the movement of the COM over the skis in the direction of travel which allows the new inside ski to flatten, and both skis open to a wedge position
- Active guiding of the skis through the arc of the turn along with proper stance, will allow for spontaneously realigning of the skis to a parallel position on or after the fall line
- Re-alignment of the inside ski occurs earlier in the turn. This is facilitated by continued shortening of the inside leg through flexing, and tipping of the ski to the little toe side of the foot while actively steering it to parallel position, the guiding movements occur under mid foot.
- Edging and steering are smooth movements using the legs, not the upper body and are not forced
- Using diagonal directional movements of the COM in the direction of travel and the opening and closing of the ankle joint, allows for accurate pressure control movements as the speed increases
- Perfect practice, feedback and Mileage will help commit correct movements to muscle memory

Next Level

- Use the Minuteman Express lift, skiing comfortably on Ralph’s Run, Hitchcock, and venturing onto Fran’s Folly, and Piece of Cake >> Skis all green trails AND groomed blue trails
- Introduction of the pole swing and touch to complement the movement of the body in the direction of travel
- Work on matching earlier in the turn, at or above the ‘fall line’, movements flow from turn to turn, no traverses
A.T.S. Level 5
Refining the Wedge Christie, re-aligning of the skis above the ‘fall’ line
Intermediate Zone Skier

SKILLS & GOALS

✔ Continue active steering of both feet into and through the turn, movements are smooth, flow is down the hill
✔ Use terrain to facilitate learning, able to realign the skis earlier in the turn, move to a bit steeper blue terrain, use a variety of terrain and snow conditions and turn shapes
✔ Introduction of the pole swing and touch, complements the movement of the COM toward the new turn, and edge change movements early in the turn
✔ Diagonal directional movements, pole swing and touch, facilitate edge release for active steering of both skis to a slight wedge at turn initiation and re-alignment of the skis, above the fall line.
✔ Feet remain hip distance apart in wedge AND parallel positions, lower body, feet and legs, turn more than the upper body; the upper body and the inside half lead into the turn developing a countered relationship
✔ There is a more apparent long leg, short leg orientation throughout your turns, Which translate into more active movements of the COM in the direction of travel, edge change and PC movements
✔ Perfect Practice, feedback and Mileage commits correct movements to muscle memory

NEXT LEVEL

✔ Skiing on steeper Blues of Hitchcock, Frannie’s Folly, Look Mom and Challenger, controlling speed through turn shape
✔ Continued movement and flow from turn to turn
✔ Proper use of pole swing and touch compliment diagonal directional movements, allows both legs to tip the skis and guide them through a parallel turn
✔ Hockey Stops
SKILLS & GOALS

- Introduction of open stance parallel, both feet doing the same thing at the same time
- Feet are hip distance apart, both feet are tipped at the same time, focus on moving the inside leg first
- The upper body and the inside half lead into the turn, the feet and legs turn more than the upper body, creating a countered relationship
- Upper lower body separation occurs at the hip socket, not the rib cage, waist or hip/buttocks
- Diagonal directional movement of the Center of Mass toward the apex of the new turn, allows for simultaneous edge release and easy steering/guiding of the skis through the turn.
- Smooth directional pole swing and touch, aid in directional movements, allows for simultaneous tipping of both feet (pole movement and touch moves north/south, while skis move east/west). Pole touch occurs at edge change
- The amount of edge angle is created by the pitch of the hill
- Joints are flexing harmoniously, angles are created through proper stance over the base of support, keeping shoulders and arms parallel to the pitch of the hill. Angle of the knees, hips, and shoulders create a parallel relationship
- Perfect Practice, feedback and Mileage will commit correct movements into muscle memory.

Next Level

- Uses proper terrain, not venturing too steep, too fast, which will impact learning
- Continued movement and flow from turn to turn in open parallel stance
- Diagonal directional movements of the body promote early inside leg steering and early simultaneous edge engagement
- Proper pole use facilitates turns and stabilizes upper body
A.T.S. Level 7
Introduction to Carving
Advanced Zone Skier

**SKILL GOALS**

- Review balanced stance, diagonal directional movements, complemented by pole swing and touch
- Feet are hip distance apart, both feet and legs are tipped at the same time, inside half moves into the turn first
- The upper body and the inside half lead into the turn, the feet and legs turn more than the upper body, creating a countered relationship between upper and lower body
- Engaging of the ski tips at the top of the turn, above the fall line, will draw you into the new turn
- Tipping of the new inside foot to the little toe side using a directional movement toward the upcoming turn. Inside leg flexes/shortens, outside leg extends/lengthens, allows for simultaneous edge change.
- Long leg, short leg orientation continues to develop. Lateral movement of the pole swing helps draw you into the turn
- Proper use of the ski design provides for smooth turn entry, carving medium and long radius turns
- Able to ski easy black bumps

**NEXT LEVEL**

- Able to ski trails off the Polar Express Lift and a variety of snow conditions
- Ski a variety of turn shapes, carved long and medium radius, short fall line turns with effective pole usage
- Rail road track turns on the flats
SKILL GOALS

1. Review balanced stance, directional movements, developing of long leg/short leg orientation, pole swing and touch.
2. Distance between the feet and legs change in response to snow conditions and terrain changes (powder, crud, bumps)
3. The upper body and the inside half lead into the turn, the feet and legs turn more than the upper body
4. Pole swing coincides with extension of the legs, edge change and complements directional movement into the new turn
5. Tipping of the new inside foot to the little toe side, flexing and shortening the leg, tipping to the big toe side of the outside ski with extension in the direction of the apex of the new turn, allows for an early edge change
6. Directional movement of the center of Mass allows for simultaneous edge release and engagement
7. Engaging of the ski tips at the top of the turn draws you into the new turn, this is facilitated by active movements of the COM in the direction of travel
8. Both skis are guided throughout the arc of the turn. Active inside leg steering complements steering of the outside leg, Long leg/ short leg orientation is apparent
9. Proper use of the ski design provides for smooth turn entry, carving initiation, control phase and finish
10. Uses variety of turn sizes and shapes, skis bumps, crud and powder
11. Lower leg remains in contact with boot cuff at the 2 and 10 o’clock position

NEXT LEVEL

1. Able to carve medium and long radius turns with minimal skidding. Fall line, short radius turns with effective pole usage. Ability to change the size and shape of the turns as terrain dictates, with greater accuracy
2. Rail road track turns with continued shaping toward short radius carved turns
3. Skis a wide variety of snow conditions
4. Able to modify skill blend with pivoting and skidding for speed control in moguls, Rebound, retraction turns
5. Shows continuous flow and movement from turn to turn
SKILL GOALS

- Improvement of balance, agility and versatility with changing of conditions and terrain
- Maintain dynamic balance through the creating of angles of the ankles, knees, hips and spine
- Distance between the feet and legs change in response to snow and terrain changes (powder, crud, bumps)
- The upper body and the inside half lead into the turn, the feet and legs turn more than the upper body
- Efficient directional movement of the COM allows for simultaneous edge change
- Maintain a strong core and strong inside half, active flexion and extension, simultaneous leg movements, early weight transfer, accurate use of ski design allows tipping to the new set of edges above the fall line
- Active guidance of both inside and outside skis
- Edging movements are more precise, reducing the occurrence of skidding, except when tactically appropriate for speed control
- Rotary movements are accurate and appropriately applied as terrain and conditions dictate.
- Proper use of the ski design provides for smooth turn entry, carving control phase and finish
- Uses variety of turn sizes and shapes, skis bumps, crud and powder
- Pressure control movements through active flexion and extension, are accurately applied for smooth turn to turn seamless transitions and controlled arc.
- Momentum is carried from turn to turn
- Dynamic short radius turns
- Good speed control in the bumps

Black Diamond Expert

- Able to ski most terrain, in most conditions at any time
- The mountain master
Children
Our Future...Our Success

Children are people too, but they are not just small adults. They present us with variables which force us to modify our teaching tactics and expectations for success. Our goals with children are no different from adults; Safety, Fun and Learning.

To determine a child’s ability and potential at different ages, we use information from our CAP Model. ‘C’, cognitive, how children think and process information. ‘A’, Affective, how children feel about themselves and how they interact with others. ‘P’, physical, how children move. As with anything that is learned, the ages stated are just guides, each child will pass through the stages of development, some faster than others depending upon their activities, socialization and environment.

When teaching children first think of your INTRO
I-Introduce yourself to the child and children to each other in the group. Get down to their level, eye to eye.
N-Notice clothing, is it temperature and weather appropriate (hats, mitts, goggles, neck warmer, boots)
T-Tell the children the plan for the day. Ski, break with teddy grahams and hot cocoa, ski, have fun, make new friends etc
R-Go over the safety Rules, Stay in class, assign buddies, and keep an eye on them, Listen to your instructor. For the older children, respect space and others.
O- Open the class with a group activity so everyone gets to know everyone else. Hi, my name is Ken, I like cats

Using this simple process, you start to build trust, a very important factor in the learning partnership.

Teaching Model as it Applies to Children

PDAS : P-Play, D-Drill, A- Adventure and S- Summary

The modification of the adult model, allows us to assess the child’s abilities and movement patterns through Play. We present Drills in the form of games. Children are very visual, they learn by watching, mimicking and doing. We provide time for practice through Adventure...mileage, exploring a variety of turn shapes and terrain features that will help develop dynamic balance and develop proper muscle memory. Complete the cycle with a Summary of where we started, what was accomplished, and how the parent/guardian can reinforce the accomplishments of the child safely.
2 – 3 year olds (Pre-School, pre-kindergarten)

<table>
<thead>
<tr>
<th>Physical development</th>
<th>Affective development</th>
<th>Cognitive development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Move bodies as a unit</td>
<td>Want to have fun</td>
<td>Poor understanding of spatial concepts</td>
</tr>
<tr>
<td>Heads are large and heavy, center of mass is higher, have short legs, long torso</td>
<td>Know good from bad</td>
<td>Difficulty handling multiple instructions,</td>
</tr>
<tr>
<td>Use large muscles before smaller ones (thighs before ankles)</td>
<td>Interact and learn through play, they want to MOVE</td>
<td>Boy and girl strength is equal</td>
</tr>
<tr>
<td>Fine motor skills difficult</td>
<td>Focus on imagination, fantasy, surprise and humor, ‘silly’ humor, slapstick</td>
<td>Keep explanations simple, ‘follow me’</td>
</tr>
<tr>
<td>Develop from the head down and from the trunk out</td>
<td>➤ Singular play still exists</td>
<td>They learn through interaction with the environment by copying what they see,</td>
</tr>
<tr>
<td>Arm &amp; hand movements are critical for balance</td>
<td>➤ Learn by seeing, feeling and doing, they are ‘copy cats’</td>
<td>SHOW them what you want them to do</td>
</tr>
<tr>
<td>Movements are clumsy because of lack of control over separate body parts</td>
<td>➤ Do not understand right and left, and cannot reverse images</td>
<td>Incapable of ‘mirror imaging’, you may have to stand beside them, facing in the same</td>
</tr>
<tr>
<td>Edging is achieved by tipping of the entire body, Pressure control movements are</td>
<td>➤ Parental separation may have an impact</td>
<td>direction to have success. Unable to reverse directions</td>
</tr>
<tr>
<td>uncoordinated</td>
<td></td>
<td>Use games with no rules, imagination and pretend.</td>
</tr>
<tr>
<td>You may have to move their legs where you want them to be to make a wedge</td>
<td></td>
<td>Do not understand cause and effect</td>
</tr>
<tr>
<td>Attention span is very short, they tire easily</td>
<td></td>
<td>Egocentric, the world revolves around me</td>
</tr>
</tbody>
</table>

Application and Understanding of the CAP Model in this age group: Keep activities skill specific. Use the Carpet lifts whenever possible in the terrain garden to avoid the expending of energy in climbing. Use short and frequent activity periods, perhaps 10 minutes, then rest. Since their COM is slightly higher frequent falling results. Try to make the child understand that falling is a natural part of learning and is ‘OK’. Recognize the physical limitations of this age, allow them to work with a wider stance. Use activities to develop balance. As muscles develop and become stronger, stance will improve. At this age, the easiest skill to develop is edging because it is easier to move side to side, than fore/aft. You must demonstrate, and help move the body parts into the position you want them to be in. At this age Kids cannot mirror, stand beside them to demonstrate. Give simple, single directions and Correct Demonstrations.

Emphasize to the parents that at this age, the successes are in making new friends, enjoying the snow, surviving without the parents in sight and without a nap! Each child will react differently depending on their socialization, do they separate well from the parents, are they in pre-school, how do they react to unfamiliar environments? Each of these variables will impact what is accomplished in the course of the lesson. IF you inform the parents at the outset of the lesson, what the expectations are for this age group, disappointment is minimal!

Regardless of the child’s age, we want proper and correct movement patterns, so that when they reach the physical ability to achieve these movements, the correct information has already been presented. Provide accurate demonstrations for children to follow and copy. The attention span of children is just about their age in minutes. If you can engage a child in a fun activity, like skiing, you may be able to expnd the attention time to 2-5 times their age. The important word in this statement is FUN, keep kids moving, reinforce efficient movements, use activities which will build and anchor accurate movements. Children learn by watching and doing. Develop dynamic balance, pressure managing movements, edging movements and rotary skills by doing something as simple as taking a couple of steps up hill at turn transition, take a couple of steps down hill, hop, skip and find jumps. This is all part of Play and Adventure for skill development. You cannot lecture children but you can expose them to activities that will develop skills.

4-7 year old: Pre-Operational (age span is 2-7 for this Pre-operational grouping) Kindergarten, 1st and 2nd grades

➤ Egocentric-the world is created for me!
➤ Can focus on a single object or event at a time
➤ Does not understand cause and effect
➤ Doesn’t understand rules or competition
Physical development | Affective development | Cognitive development
---|---|---
- Move bodies as a unit  
- Heads are large and heavy when compared to the remainder of the body, COM is higher. Develop continues from the head down and trunk out  
- Use large muscles of the torso and thighs, fine motor skills using the hands, feet & ankles are difficult. Lower leg rotary movements must be learned. Lateral movements are easier than fore/aft movements.  
- Arm movements are critical for balance  
- Movements remain more clumsy than controlled due to the inability to control separate body parts  
- Edging is achieved by tipping of the entire body, or through pushing of the ski away from the body. Reflects the inability to control the knee and ankle.  
- Pressure control movements are uncoordinated. Reaction to pressure changes are reflected in moving the body into a position of strength, bracing against the outside leg, use of strong muscle groups. Flexion and extension occur at the waist  
- Have low stamina and tire easily, but recover more quickly than younger children. Difficulty climbing due to heavy equipment, need frequent breaks  
- Need more time to develop skills needed for skiing  
- Boy and girl strength is equal | - I need to know that I am safe, need love, like 'hugs'?  
- Want to have fun more than compete, choose games or tasks that do not have a winner or loser, encourage cooperative play  
- Know good from bad, need structure and boundaries, and guidance  
- Like silly humor, slapstick  
- Shift from singular to group play  
- Learn and interact through play activities and games  
- Have an active imagination  
- May not understand why skis get crossed and do not why they are unable to move in that position  
- They have issues with spatial awareness, thus may stand on your skis, not understanding why they cannot move | - Poor understanding of spatial concepts  
- Difficulty handling multiple instructions, short attention span, I can understand only one or two things at a time  
- Keep explanations simple  
- Learn by being copy cats  
- Use games with no rules, imagination is the best  
- They do not understand cause and effect  
- Incapable of ‘mirror imaging’, and cannot reverse directions  
- May still have some difficulty with right and left  
- Want to have fun, rather than compete, do not use games that have winners or losers  
- Behaviors are a direct result of past experiences  
- Need help remembering things, remind me what the lesson content was  
- Learn by seeing, feeling and doing

**APPLYING THE TEACHING MODEL TO THE CAP MODEL**

<table>
<thead>
<tr>
<th><strong>Children 3-7</strong></th>
<th><strong>Instructor Behavior</strong></th>
</tr>
</thead>
</table>
| **I want to have a good time**  
I need structure  
I have a short attention span  
I don’t process too much info | **PLAY**  
Introducing learning  
**Let them feel fun immediately**  
**Set ground rules**  
**Keep the group moving**  
**Repeat simple directions** |
| **I want to be successful**  
I like to do and see  
I copy and mimic well  
I want constant movement  
I have an active imagination | **DRILL**  
Determine goals  
Presenting information  
**Smallest accomplishments are HUGE**  
**Minimal talking is best**  
**Use demonstrations frequently**  
**Use interactive activities**  
**Be creative with fantasy** |
| **I do not need to be perfect**  
I need to change tasks often  
I need to feel safe  
I show you that I understand  
I need lots of guidance  
I tire easily | **ADVENTURE**  
Practicing  
Check for understanding  
**Encourage variety**  
**Use many activities for one skill**  
**Set guidelines and boundaries**  
**Watch how they perform**  
**Give individual attention**  
**Take frequent breaks** |
| **I like personal attention**  
I need help remembering  
I only remember 1 or 2 things | **SUMMARY**  
Summarize the lesson  
**Point out my best moves**  
**Tell me what I did during the day**  
**Speak with my parents** |
4-7 year olds, Level 1 -3

<table>
<thead>
<tr>
<th>What to Expect</th>
<th>What to do</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Movements are clumsy, lack control over separate body parts</td>
<td>▪ Boot drills: keep boots flat on snow, pivot toes in (not push heels out), tip boots edge to flat to edge, flex at ankles</td>
</tr>
<tr>
<td>▪ Turning is with the whole body, lower leg rotary movements must be learned</td>
<td>▪ One ski drills-scooter, tag, races</td>
</tr>
<tr>
<td>▪ Flexion/extension occurs at the waist</td>
<td>▪ Make a wedge with skis-on the flats (make the shape of an 'A')</td>
</tr>
<tr>
<td>▪ May not understand that skis are crossed nor why they are unable to move in that position</td>
<td>▪ Walk up hill without skis, or you pull them up, use the moving carpet on Ollie's</td>
</tr>
<tr>
<td>▪ Have difficulty climbing due to heavy equipment</td>
<td>▪ Hands on thighs not knees to stabilize upper body and arms, and reduce drifting aft</td>
</tr>
<tr>
<td>▪ Edge angles are gained through pushing the ski away from the body, or tipping the entire body. This is due to an inability to control the knee and the ankle</td>
<td>▪ Use props to encourage turning, follow me, child's skis are the space ship, yours the docking station, puzzle pieces. Tips to trees, encourage rounded turns for speed control</td>
</tr>
<tr>
<td>▪ Reaction to pressure changes are reflected in moving the body to a position of strength, bracing against the outside leg, large strong muscle groups at this age.</td>
<td>▪ Mileage, games will keep things moving, safe, and fun</td>
</tr>
</tbody>
</table>

8-12 year old: Concrete Operations
- Plays cooperatively, understand rules, but likes ‘internal’ competition (Do better next run down)
- Differentiates reality from fantasy
- Acts first, deals with consequences later, and are able to imagine

<table>
<thead>
<tr>
<th>Physical development</th>
<th>Affective development</th>
<th>Cognitive development</th>
</tr>
</thead>
<tbody>
<tr>
<td>‣ Can move body parts independently</td>
<td>▪ Want to please at younger ages and as they get older they become overly sensitive, fragile self esteem. Need reinforcement!</td>
<td>▪ Understand distance/spatial relationships</td>
</tr>
<tr>
<td>‣ Learn new movements through repetition and feedback</td>
<td>▪ Competition is tied to self worth, feeling of success is motivating</td>
<td>▪ Begin to process multiple instructions</td>
</tr>
<tr>
<td>‣ Can practice independently</td>
<td>▪ Like to be challenged, need to know when they are doing well. Like working in teams</td>
<td>▪ Can visualize and imagine</td>
</tr>
<tr>
<td>‣ Learn better using a variety of activities</td>
<td>▪ Try to negotiate “rules”</td>
<td>▪ Very active and daring, but do not understand the dangers of performances</td>
</tr>
<tr>
<td>‣ Female growth spurt begins age 8 - 11, peaks around 12.5. Males starts later and last longer than females</td>
<td>▪ ‘OK’ for me, NOT ‘OK’ for others</td>
<td>▪ Start to develop cause and effect understanding</td>
</tr>
<tr>
<td>‣ Coordination &amp; muscular development have developed sufficiently for refinement of motor skills to take place. Able to use ski poles</td>
<td>▪ They can tell you what they learned, where they skiride, but there is a gap between their assessment &amp; actual ability</td>
<td>▪ Will understand analogies you make from other sports they may be involved in.</td>
</tr>
<tr>
<td>‣ Age of 8 or 9, children have the strength and coordination to balance in the center of the ski and make movements from there</td>
<td>▪ Becoming self motivated and can be responsible for their actions</td>
<td>▪ Want a coach, not a teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ I will repeat tasks and can work independently</td>
</tr>
</tbody>
</table>

**APPLYING THE TEACHING MODEL TO THE CAP MODEL**

**Children 8-12**
- I want a coach, not a teacher
- I want ownership of my day
- I want to be part of the group
- I like the process better than goals
- I do not want not be the worst one
- I like to be responsible for learning
- I need to know WHY
- I want to be challenged and successful

**Instructor Behavior**
- Create a sense of team
- Let the group make decisions
- Be inclusive
- Emphasize activities
- Focus on group success
- Keep all involved in the lesson
- Provide rationale
- Highlight positive changes
I will repeat tasks
I like to work independently
I will ask questions
I like to know when I do well

ADVENTURE
Practicing
Check for understanding

Provide lots of practice time
Vary teaching styles
Encourage questions
Give positive feedback

I will remember highlights of the day
I compare myself to my peers
I need to be reminded of what I learned

SUMMARY
Summarize the lesson

Remind the group of lesson
Help me fit in
Relate skills to the experience

13-18 Year old: Formal Operations (Teen-Adult)
- Can hypothesize and consider what might be rather than only what is experienced. Think in abstractions and concepts vs concrete even

<table>
<thead>
<tr>
<th>Physical development</th>
<th>Affective development</th>
<th>Cognitive development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls growth spurt occurs at age 8-12.5, they stop growing significantly between 15 &amp; 18</td>
<td>Very self conscious, easily embarrassed</td>
<td>Thought processes mirror that of an adult</td>
</tr>
<tr>
<td>Boys start growth spurt at 11-14, peak at age 15, slow by age 19, and stop at age 21. Growth spurts may lead to awkwardness and clumsiness</td>
<td>Very sensitive, worry about what others think of them, need to emphasize strengths</td>
<td>Will challenge authority, and test my limits</td>
</tr>
<tr>
<td>Capable of refined motor skills, use of my ankles and hands and arms</td>
<td>Appreciate treatment as an adult</td>
<td>Start building their own identification</td>
</tr>
<tr>
<td>More adult movement patterns</td>
<td>Build greater identification with others in the same age group-encourage team work</td>
<td>Benefit from visualization</td>
</tr>
<tr>
<td></td>
<td>Concerned about appearance</td>
<td>Understand cause and effect</td>
</tr>
<tr>
<td></td>
<td>Use moral reasoning</td>
<td>Confidence may be building</td>
</tr>
</tbody>
</table>

Teens
I want to have fun with my friends
I feel self-conscious
I like being treated as an adult

PLAY
Introducing learning
Assess the student

Instructor Behavior
Create a team atmosphere
Do not dwell on abilities
Involve me in decisions

I understand abstract things
I like problem solving
I am sensitive and emotional

DRILL
Determine goals
Presenting information

Use explanations and details
Give specific reasons
Be tactful and cautious

I am becoming more confident
I like to test my limits
My body keeps changing

ADVENTURE
Practicing
Check for understanding
Be patient

Allow for exploration
Avoid unsafe situations

I am easily embarrassed
I like feedback
I am mature

SUMMARY
Summarize the lesson

Speak candidly
Encourage, be positive

Remember when teaching children, they have been in school all week long, do not make your lesson another ‘classroom’! Keep things moving, teach, through your demonstrations and mileage. Use terrain to create the experience for learning to take place, do not lecture.
Appendix

Preparation of your Class for Level 1
Boot Drills

An important part of skill development for skiing is the introduction of movements that you will need when you do put your skis on to ski, these are Boot drills. These take only a few minutes, but they are an important part of skill development and may also show you the potential difficulties in movements that occur, once the student is on skis.

Purpose is to isolate, teach and reinforce movements needed when skis are on!!!

- Stand with feet hip distance apart, start walking ahead in a straight line. Do not walk heel to toe, but make sure your entire boot print is flat in the snow. This means you must move your jacket zipper (your COM) with your feet! STOMP
- Stand flat again, then pivot your foot, using a rotary movement out of the hip socket. Pivot point in under the middle of the foot, making bow tie marks or hourglass marks, in the snow! Comment that when the tips of the skis are pivoted toward each other, and the tails further apart, this is the Wedge position they will use skiing, as well as the bullfighter position they will need when on the hill. When the tails are pivoted close together and the tips further apart, this is the 'herringbone position they will need for climbing! Use a pole grip pivot, or toe piece pivot demo to reinforce rotary movements are from the middle of the foot and from the leg moving in the hip socket, not the arms, shoulders or hips.
- Set up 4 ski poles in the snow, have everyone walk around them. Focus is making a sharp turn for a direction change at each pole. Understand that to turn, the leg is rotated in the hip socket. The jacket zipper is still moving with the feet.
- Stand with feet hip distance apart, make a couple of steps to the left and right, moving each foot only 6-8 inches with each step. Keep feet parallel and make a flat total boot print in the snow. COM moves over the feet.
- Stand with both feet flat, tip your feet, side to side. The leg is rotated in the hip socket, the body does not lean to create the edge in the snow, the COM moves slightly to remain over the feet.
- On a slight incline take a small step up hill, first step to a flat boot, make note of mark in the snow, as your COM moves with the stepped foot, note the other boot has now moved to the big toe side and has created an ‘edge’ mark in the snow. Now repeat, but step onto the little toe side of the foot. COM has to move a more to remain over the foot. Note you now have created 2 edge marks in the snow, not flat boot marks.
- To create an even greater edge angle in the snow, tip the feet and knees uphill. Step up and down the hill, repeat in both directions. Marks in the snow should be more of a line of the big toe and little toe sides of the boot.
- As you side step up the hill, the downhill leg gets longer, opening the joints, the uphill leg becomes shorter through flexing the joints.
- You extend off the outside/downhill leg, and move to the inside/uphill leg. You move from long leg to short leg!

Getting up from a Fall:

Inform your groups of at least 2 ways to get up from fall. If no one in the group has fallen during the class, before you dismiss them from the lesson, explain to them and show them how to get up. You can do this with or without removing a ski.

Examples:
- Belly Roll Method-great for youngsters!
- Place skis across the fall line with tips in the same direction, move your butt so that you are sitting above your skis. Now walk your hands toward your ski tips at the same time as you push your butt toward the sky…very lady like!
- Another sitting method: Place skis using one hand just above the baskets pole tips into the snow for support, lean up with your hand that is close to the the grip to give you additional lift and across the fall line, hold your poles and the other on the grips. Dig the slightly forward and push yourself baskets, use the hand at the top of support.
- Remove a single ski
- Remove both ski
Riding the Lift

When guests are able to turn right, left, control speed through turn shape and come to a controlled stop, they are ready to ride the surface lifts of Ollie’s or Easy Rider. This is where you reinforce the skills just learned on a flatter terrain.

Provide a detailed explanation of getting on and off the lift and where to meet at the top. Choose a stable feature that will not be moved for grooming. Our carpet lifts are similar to the people movers at an airport, or a conveyor belt at the grocery store.

- Shuffle up to the carpet, lining the tips of skis/board with the center of the moving belt
- Move slightly forward so that the belt engages the tips and you move uphill I keep shins in contact with the boot cuff
- If you are carrying poles, keep them off the carpet so they do not trigger the safety stop at the top
- At the top of the lift, there will be a sign ‘Unload Here’. With your poles still off the carpet, shuffle forward onto the snow
- Prior to the lift ride designate a place for the group to meet after unloading
- Wait until the person in front of you reaches the orange cone or sign before you move onto the carpet
- If the lift should stop, remain standing in place, do not walk up the carpet, or move from the belt unless instructed to do so, the carpet will restart

Riding your first Chair Lift, the Monadnock Express

Give a detailed explanation of getting on and off the lift and where to meet at the top before continuing down the hill in a group. Remember that ‘stable feature’!

- Remove pole straps from your wrists and hold poles in one hand, preferably your inside hand. (Outside hand is free to reach for the armrest of the lift)
- Shuffle through the coral area to the loading gate where you will line up in fours
- It may be helpful to tell the children the chair number they will be sitting in.
- When a chair passes in front of you, shuffle forward to the ‘Load Here’ sign or red tile
- Keep your poles in your inside hand
- Glance over your shoulder, watch the approaching chair. As the chair advances and touches the back of your legs, sit.
- Now looking up the hill, wait until your skis/board clear the snow, reach behind you and pull the safety bar forward.
- If there is a footrest, you can rest your skis/board on the ride to the top
- At the top, you will see the lift hut. Just prior, there is a sign stating ‘Prepare to Unload, Raise the Safety Bar’
- Remove your feet from the rest and raise the bar.
- Allow the ground to come up under your feet before you stand from the chair and glide down the incline to meet at the designated spot
- If the chair lift should stop while you are riding it, sit quietly, do not swing or rock the chair, do not attempt to get off the lift! Enjoy the view! The chair will restart shortly.

**FOR YOUNG CHILDREN:** Have the smallest/youngest child load the lift closest to the attendant, so they can assist if need be. Have the child place hands on knees, so they are bent forward and do not push back and off the seat. Have them grab the arm rest to aid in pushing self back against the back of the chair. Another safety for small children is to have the safety bar rest on the seat between the child’s legs, so there is no way the child can wiggle off the chair.
Station Teaching

Purpose: Station teaching is a way to handle large numbers of students, using a small number of instructors. It is based on the premise that our customers come to the Learn to Ski Program with the goal, of learning to ski. They all possess a certain set of skills which they have developed through other sports. The customer will move through the Program at their own pace. Those who possess stronger physical skills will move more quickly than those who do not.

Station One: Walking/climbing/ gliding/stance/balance
Station Two: Straight run/gliding wedge
Station Three: Wedge turn to the right/ wedge turn to the left
Station Four: Linking wedge turns and riding the lift

The Process of Station Teaching:

Supervisor:
❖ Assembles the masses and ultimately shuttles small groups of students to Station 1
❖ While waiting for customers to enter the Stations, address the basics of the ski, how to get in and out of them
❖ Explain how the Station Program works highlighting that it is a way that they can progress as quickly as their skills allow, and thereby could be skiing sooner than if in a traditional group lesson

Station 1: Walking, climbing, gliding. Demo, positive feedback, introductions
❖ Boot Drills, walking on skis, stance required, shuffle feet, where to hold poles. Remember, they just walked with skis to your station, so they may already have the feel, work with what they own!
❖ Climbing; herringbone or side step. Use edges for success, tipping of the feet and skis. Shin tongue contact
❖ Send them to Station 2 as they accomplish the skills presented in this station

Station 2: Straight run, gliding wedge * demo, positive feedback, introductions
❖ Bull fighter stance. Palms on top of poles, lock elbows, use poles as your breaks, small steps to get yourself heading down hill
❖ Athletic stance, balanced over middle of foot, joints flexing, hands ahead, eyes focus at a point down the hill
❖ Safety-glance up hill, all clear, lift your poles and glide
❖ Straight run, natural run out or stepping away from the pull of gravity to stop
❖ Bow ties using mid foot as pivot point, create a wedge
❖ Gliding wedge, repeat the same steps as above for the straight run
❖ Send them individually to Station 3

Station 3: Wedge turn to the right and left. * demo, positive feedback, introductions
❖ Reinforce athletic stance, and safety before entering the trail
❖ Steering, guiding, directing your feet and skis right, AND left
❖ Stopping-turn to a complete, controlled stop
❖ Send them to Station 4

Station 4: Link turns to the right and left. * demo, positive feedback, introductions
❖ Link wedge turns through the Frisbee/cone highway
❖ Have customers go through a few times before heading to the lift
❖ Stopping…turn to a controlled stop

Graduation!!! When they have successfully completed the four stations, send them to the carpet lift. The perso at the base explains riding the lift and how to get off. The person at the top reinforces safety of skiing the trail, how to slow down and to stop as they make controlled wedge turns down the trail. Repeat a few times. Give them a Progression/business card, thank them and welcome them back for a second session at Level 2. Direct them to our green terrain off Easy Rider carpets and Monadnock lifts.

Helpful hints: If your guest has not been successful in getting to ski and ride the lift in 90 minutes, suggest they take a break, get something to drink/eat and sit for a rest, come back to the same station they ended at. It is not unusual for some guest to take another lesson before they can ride the surface lift safely. If stations have broken down when they return, get them into a regular learn to ski lesson.
Your Responsibility Code
There are elements of risk with skiing and riding that common sense and personal awareness can help reduce. Below is only a partial list, again use common sense!

- Ski in Control
- When Overtaking another skier, you must avoid them
- When stopping on a trail, do so where you are Visible
- When Entering a trail, look up hill, yield to others
- Skiers must have devices on equipment to prevent Runaway skis
- Observe all posted Signs
- Prior to riding a lift, you must know how to do so Safely

FREESTYLE TERRAIN SYMBOL (Orange Oval)
Just like we do with the Green, Blue, and Black trail symbols to signify the degree of difficulty of the terrain, the orange oval (jelly bean) symbol represents “Freestyle Terrain” and will collectively refer to half pipes, terrain parks and terrain features. Prior to using any feature, it is your RESPONSIBILITY to familiarize yourself with all instructions and warnings. At Wachusett Mountain you must view the safety video and have a park pass to enter the park. Ski classes are not routinely allowed in the park on Hitchcock.

LOOK BEFORE YOU LEAP: Scope around the jumps first, not over them. Know your landings are clear and clear yourself out of the landing area. It is best to have a spotter to make sure the landing remains clear when you are ready to jump. INSPECT! All terrain changes daily due to weather, grooming and use. The spine you hit two days ago may be totally different today. Do yourself a favor - inspect it before you go big.

EASY STYLE IT: Start small and work your way up (Inverted aerials not recommended).

RESPECT GETS RESPECT: From the lift line through the park, respect everyone and they'll respect you. It's not about what you ride or ski, where you ride or how good you are. It's about having fun, doing your own thing, and keeping it safe for everyone. PAY ATTENTION: Keep an eye out for signs.

SKI & RIDE AT YOUR ABILITY LEVEL

Know the Code
It is your Responsibility
Drills and Games for Children

**Boot Drills:** Walk/run through an obstacle course, play Duck, duck, Goose. This gets them used to the heavy feeling of the boots on the feet. Walk like a pigeon (toes pointing in), walk like a duck (toes pointing out). Walk, shuffle, hop, walk like a crab, sideways. Walk around different color balls or cones, turn right around red cone turn left around yellow cone. Use colored duct tape on boots that correspond with the colors of the cones (Gumball Game). Helping to develop rotary and movements needed on skis.

**Candy Cane Turns:** Make ‘J’ turns with varying ‘hooks’

**Animal Hunt:** Hold child using a bamboo or hula hoop for guidance as ski down a slope. Go on an animal hunt, ski from tree edge to tree edge looking for creatures (Mileage)

**Songs:** Use actions like ‘head shoulders knees and toes, knees and toes’. This may help to get the child to stand independently and erect without your support, learn opening and closing of the ankle joint. (Blance & Stance)

**Peanut butter and jelly turns:** One ski is peanut butter, one is jelly, you smear one onto bread, then you smear the other. These children do not understand left and right, peanut butter and jelly may work better.

**Bert and Ernie:** These guys live on the boot cuff, hug them by keeping your lower legs against the cuff. (Stance)

**Green light/Yellow light:** Using the wedge of varying sizes, give the command to GO green light and yellow means you travel very slow, slowing down by shaping turns. *Use your RED stop light, only after finishing a turn, across the hill.*

**Space Ship Docking Station:** Most kids understand puzzle pieces. Use your skis, in a wedge, either forward or backward, your skis are the docking station, theirs has to maintain a wedge, to put their space ship into the docking station, like a puzzle piece.

**Giraffes and Gorillas:** While making turns, your start tall a giraffe and at turn completion, you ski small like a gorilla. This encourages appropriate body position through turns. (Pressure managing)

**Dolphin Turns:** Dolphins come in and out of the water as they swim. At turn initiation the dolphin will come out of the water, at turn completion the dolphin goes back into the water. This movement develops the opening and closing of the joints, allows the skis to release edges so they can be guided through the arc of a turn. (9 Pressure Managing)

**Follow the Leader:** Do what I do, where I do it. Follow in the same track ski over bumps and jumps, use the terrain to help develop balance and skills.

**Shadows:** Have each child ski on the outside of the ski track you created in the snow, this allows for more turn shape and ultimate speed control.

**Take a step:** At turn transition, take a couple of steps up the hill, take a couple of steps down the hill. This builds balance, they have to be centered to be able to lift the skis and step them off the ground. Add a little challenge by hopping, Kangaroo hops or Trampoline jumps this will achieve the same thing (Balance, PM)

**Ski like an animal:** Have each child choose an animal and one by one, try to ski like them. Ski talk like a giraffe, ski small like a mouse, ski fast like a deer, ski slow like a turtle. Each child picks an animal, you create the game and the learning adventure.

**Ski different shapes of fruit:** Ski round like an apple, ski back up hill like a banana, ski short radius like a bunch of grapes, ski long radius like a watermelon.

**Magic Marker turns:** Picture using the flat side of the magic marker to make a thick heavy line on paper, explain that the ski on the outside of the turn will make a heavy line, the ski on the inside of the turn makes a light finer line in the snow. Change it up by using colors, purple/lavender, red/pink etc. (PM)

**Tick Tock Grandfather Clock:** Skis parallel have the kids tip their knees and skis from one side to the other like the pendulum of a grandfather clock. Have the kids place hands on knees while doing this. Now go to a shallow slope and tip legs side to side to create small turns. (E)

**Slippers and Skate Turns:** Make turns down the hill with a very low edge angle, allowing the skis to slip, now repeat using higher edge angles so the skis carve through the turns (E)
Definitions

Angulation: Laterally tipping and flexing parts of the body more than others to form angles between body segments and ski/snow interface

Apex of a turn: the portion of the turn occurring in the fall line or during the shaping phase of a turn.

ATS: Acronym for the American Teaching System which are the models, methods and philosophy of teaching skiing as collected, developed and disseminated by PSIA, the Professional Ski Instructors of America

Athletic Stance: Position where your joints are harmoniously flexing and supple, shins are in contact with front of the boot, your hips are centered over the middle of your feet, lower back and shoulders are slightly rounded, nose over toes. Elbows flexed, hands forward and in your peripheral vision.

Balance: State of equilibrium. Dynamic balance is equilibrium in motion. When referring to skiing, it is the ability to affect a change using any skill, with either leg, at any time during a turn.

BERP: Acronym used in skiing for the 4 basic skills, Balance, Rotary, Edging and Pressure Managing Movements

Boot Drills (Foot Drills): Movement on snow in boots, to introduce and reinforce movements that will be used with skis on.

Braking Wedge: A safety stop which is rarely used. It is a very large wedge that may help slow a skier, but is rarely used except when entering a lift coral maze, or when skiing in extremely steep narrow terrain where turning is a virtual impossibility.

Bullfighter position: A method of holding one’s position on a pitch from moving forward, your legs are in a wedge position and your hands are on top of you poles with elbows locked to prevent a forward motion until you are ready to descend the hill. One pole is planted below the tip of your ski, the other below the tail of the ski.

"C" Turn: This is a complete turn starting from initiation, through the shaping or control phase through to the finish of a turn.

Camber: The arch formed when you lay a ski/snowboard on a flat surface, the middle of the ski/snowboard is higher than where the tip and the tail contact the flat surface

Center of Mass (COM): This is the area of the body around the waist and hip area, important in moving directionally through the turn, so that we remain balanced fore/aft and laterally over our moving skis.

Christie: A forward and lateral skidding of the skis. Skis skid on corresponding edges

Corresponding edges: This refers to using the inner edge of one ski and the outer edge of the other ski. Most often seen in parallel position.

Countered position: A position in skiing where one body part is facing the opposite way of another. We typically refer to this relationship in which the lower body turns against or in opposition to the upper body. Upper lower body separation occurs at the hip socket. A countered stance is where the inside half of the body leads the outside half through a turn, a natural stance when traversing a slope. A countered position develops naturally through the course of a turn, where the lower body turns more than the upper body.
"COVERS": Acronym used to help us remember the responsibility code.
- Ski in Control
- When Overtaking another skier, you must avoid them
- When stopping on a trail, do so where you are Visible
- When Entering a trail, look up hill, yield to others
- Skiers must have devices on equipment to prevent Runaway skis
- Observe all posted Signs
- Prior to riding a lift, you must know how to do so Safely

COM: Center of Mass. This is the area of the body around the waist and hip area, important in moving directionally through the turn, so that we remain balanced fore/aft and laterally over our moving skis.

De-camber: Camber is the natural arch that is designed into a ski. To de-camber a ski means to bend the ski enough that the camber momentarily disappears, such as results from flexing the ski through the arc of a turn.

Diagonal Directional Movements: Active movements involving each part of our body such that we keep up with the speed of our skis. Tipping of the feet, lower legs, and thighs, movement of the center of mass, entire inside half of the body toward the apex of the new turn.

Drill: Task or exercise that highlights a particular movement, or a focus to help build a particular skill.

Edging movement: Tipping movements of lower legs that increase and decrease the angle of the skis against the snow surface.

Exercises: Situations and tasks to break down and isolate certain movements or skills, for reinforcement and development. Exercises are often combined in a progression starting with the simplest step and building to a complete task. (Example: Using a fan progression and ‘J’ turns to refine turning in a single direction from the fall line)

Extension: Any movement that increases (opens) the angle at a joint. At times throughout a turn (initiation of a turn) a skier will open the outside ankle, knee and hip joints simultaneously, extension of the outside allows the inside leg to flex, to flatten and lighten the ski, so that a direction change may be accomplished.

Fall Line: The path which a ball would take if you let it roll down a slope, the path of least resistance, the ‘gravity line’.

Fan Progression: A teaching technique where your drills are started outside or off of the fall line and with each step, you move the same drill into and through the fall line. If you look at the tracks in the snow, they form a fan type pattern. This allows for skill development in the most tentative of skiers to learn movements, not heading directly down the hill. (Example: Working on turn development in a wedge. Start off the fall line with a ‘lazy ‘J’, there is no direction change. With each repetitive step, you move until you start in the fall line, with a ‘J’ turn, and ultimately end in a full ‘C’ turn.)

Flatening of a ski: This is a movement referred to when turning or tipping the ski during turn initiation. When in a wedge, you are on your big toe side of your foot, you flatten the ski against the snow by tipping toward the little toe side of the foot slightly. This movement reduces the edge angle of the ski in the snow and allows you now to steer the ski in the direction you want to go. In parallel, the tipping of both skis allows for a transitional flattening and tipping to the new set of edges.
**Flexion**: Any movement that decrease, or closes a joint. This involves, ankles, knees, and hips. Inside ankle closes, as the COM moves over the ski in the direction of the upcoming turn.

**Gliding**: A forward sliding of the skis either directly down the hill or through a turn.

**Herringbone**: A stance where the tails of your skis are angled close together and the tips are wider apart. You are on the big toe edge of your foot. This position is used for walking up hill.

**Inside Half**: This is referencing the half of the body that will enter into a turn first, in order to remain in a balanced, stacked position over the skis. The right half of the body enters into a right turn first. The left half of the body enters into a turn left first.

**“J” turn**: A drill to develop the skill of turning, and refining the finish of the turn. This is not a complete turn because there is really no direction change.

**Long Leg**: There is always and lengthening and a shortening of the legs through every turn. As you move your COM in the direction of the upcoming turn, your new outside leg lengthens, and weight is transferred to the new outside ski. In a wedge turn, this allows you to guide the ski through the arc, in a parallel turn, the ski is tipped to the new edge allowing you to arc through the turn.

**Opposing Edges**: Term used when you are on opposite edges, that is both inner, or big toe side edges, or both outer edges, or little toe side edges. Opposing edges best explains the wedge position.

**Phases of a Turn**: Initiation, the beginning, edge change and weight transfer occur. Shaping, the speed control phase, the guiding of the skis through an arc. Finish, the completion of the turn, skis are across the fall line, preparation for the next turn begins.

**Pressure Managing Movements**: Movements that may affect the pressure on the skis, it is one of the 4 basic skills of skiing. Pressure is managed through flexion and extension movements of the legs, or movements from foot to foot. These movements allow us to control the pressures exerted on the skis through the course of a turn, allows us to be better able to control the direction of the skis’ movements. **PRESSURE IS NOT APPLIED** to the ski, it is managed through these flexing and extending movements.

**PDAS**: Acronym developed to remember the steps in the Children’s Teaching Model. **Play** is used to determine the abilities of the children so you can see skills and movements the children ‘own’. **Drill** is for the games and exercises we use to develop effective movement patterns. **Adventure** is the guided practice, checking for understanding, and providing feedback. **Summary**...says it all, review with the child what they did, what they accomplished, get the parent involved so they can continue to reinforce proper movement patterns.

**Rocker**: Reverse camber, or the camber is turned upside down. All skis and snowboards when tipped on edge, and stood against, reverse camber. With the ‘reverse camber’/rocker technology, the tip and tail will tend to float over the snow, making turn initiation easier.

**Rotary**: One of the 4 basic skills in skiing. It is the steering, guiding, twisting, and/or turning of the legs, feet and skis, so we can change direction. Rotary movements start at the feet, but occur because our hip is a ball and socket joint! We rotate our legs in the hip socket.

**“S” Turns**: A complete turn to the right and the left.
Short Leg: There is always and lengthening and a shortening of the legs through every turn. The new inside leg joints flex, allowing the leg to shorten; allow the ski to flatten so it can be steered in a wedge turn, or tipped to the new edge in a parallel turn. The shortening occurs as the COM moves in the direction of the apex of the new turn.

Sidecut: Refers to the hour glass shape of a ski. The ski is usually wider at the tip and tail, and narrower at the waist. This shape allows the ski to turn more easily when placed on it’s edge. The sidecut also determines the radius that the ski is designed to make.

Sidestep: A method of moving up the hill. While skis are across the hill, a skier steps sideways up the hill, one ski at a time. To avoid sliding back down the hill, it is important to tip your feet and legs into the hill, creating an edge angle in the snow, which reduces the chance of slipping down the hill.

Skidding: A combination of sliding and slipping as the skis move forward in a turn. A ‘Christie”, a forward and lateral movement of the skis.

Sliding: Forward movement of the skis.

Slipping: Movement of the skis sideways.

TID bit: Acronym for Timing, Intensity and Duration which refer to the blending of the skills.

VAK: Acronym used for the basic 3 learning styles, Visual, Auditory and Kinesthetic learners. Visual must see a demo, auditory must hear an explanation, and Kinesthetic must be involved physically.

“Z” Turns: The shape of a turn seen when there is an exaggeration of pressure applied to the skis abruptly in an attempt to turn the skis. It causes an aggressive and abrupt sideways movement of the skis forming a ‘ Z” type track in the snow.

WACHUSETT MOUNTAIN SKIING LEVELS

LEVEL 1: First time, you have never skied before
   🗳️ You will explore balance in your ski boots, work on movements needed for skiing
   🗳️ You will be able to get your skis on and off
   🗳️ You are taught how to turn left and right, and come to a complete stop through turning
   🗳️ You are taught speed control through the use of turn shape

LEVEL 2: You are able to link turns to the right and left and come to a complete, controlled stop. You are able to avoid other skiers and stationary objects. You are riding a surface lift.
   🗳️ You will continue to develop better control of speed, through shaping of your turns, your legs turn more than your upper body, developing counter
   🗳️ You may advance to the Easy Rider Carpet Lift, then to the Monadnock Chair lift

LEVEL 3: You are able to turn and come to a controlled stop in both directions; able to make long and medium radius turns on Green terrain, serviced by a chair lift. You are able to slow your descent, or speed it up as terrain and traffic dictate, and stop whenever deemed necessary. Your turns are initiated through leg movements, not upper body rotation
   🗳️ You will continue to develop a variety of turn shapes, and use simple terrain features as rolls or banks.
   🗳️ You will begin to skid and realign your skis to corresponding edges, ie, Parallel, at turn completion.
LEVEL 4: You begin your turns using a slight wedge, are able to guide and skid your skis to parallel at turn completion. Your skis are opened to a slight wedge through the use of directional movements down the hill. You are able to control speed through turn shape and stop on command, as traffic dictates.

- You will continue to work on realigning your skis from opposing edges to corresponding edges on, or after the gravity, “fall” line
- You will continue to develop skill through changing of speed and terrain variation
- You may venture to Ralph’s Run, our Green Blue transition trail

LEVEL 5: You initiate your turns using a very slight wedge, above the gravity, “fall” line, and realign the skis above the “fall” line. You are skiing easy groomed blue terrain. Your legs initiate the turns, and turn more than the upper body. You have flow from turn to turn, without a traverse, turn shape dictates speed.

- You will continue to explore steeper terrain, groomed blues
- Directional movements are complemented by the pole swing and touch
- You will explore a variety of turn shapes, on steeper terrain for speed control
- You will develop a parallel turn entry and completion through directional movements, both legs doing the same thing at the same time

LEVEL 6: You are a parallel skier your skis remain parallel at turn initiation, through the control phase, through to completion. Your pole swing and touch aid in your downhill movements. Your legs turn more than the upper body. You comfortable skiing on most groomed blue trails.

- You will continue to develop skills moving to easy black terrain
- Upper lower body separation will continue to develop through accurate steering of the legs, more than the upper body

LEVEL 7: Skis remain parallel at all times. Can ski easy Black terrain comfortably. Accurate balance and stance allow for the creation of more dynamic edge angles

- Exploring the dynamics of ski design through carving and Rail Road Track Turns on Blue runs
- Explore skill development on variable terrain, as moguls

LEVEL 8: Can make accurate carved parallel turns on Blue trails. Able to ski groomed Blacks, with accurate pole usage and edging. Uses a variety of turn shapes for speed control. Able to ski more difficult black terrain moguls. Accurate upper lower body separation allows for more dynamic short radius turns. Uses the design of the ski for more dynamic turns.

- Develop accuracy of movement in long, medium and short radius turns
- Begins to use of the ski, to develop more dynamic turns and rebound from turn to turn through the bending of the ski
- Accurate pressure managing skills to allow for clean edge engagement and release through higher speed turns

LEVEL 9: Can ski most all Black terrain except the gnarliest. Able to ski all conditions, all terrain, any time. You are able to ski all bumps, even Tenth Mountain! You are the all mountain skier!

Progression Cards
This discussion may seem redundant and even perhaps a waste of time, but there have been many issues over the past seasons that resulted in customers being placed in groups well above their true skiing levels, which leads to less than ideal conditions for class handling, and experiences for our guests.

Remember that each customer is different, and when you change the conditions, the volume of skiers/riders on the hill, or the pitch of the hill, a once successful skier at a specific level, may show you a significantly different picture. With that said, please be considerate, thoughtful, and honest when filling out Progression Cards.
Discussions

Level 1: See above description

If a customer is NOT turning in both directions, is NOT able to control speed through turn shape, or come to a complete controlled stop while turning, they will remain a Level 1. This also means that the customer is still not using (or should not be using) Ollie’s Carpet Lift.

If the customer has attained all at Level 1, you may take them up the Carpet Lift on Ollie’s, where you will continue to reinforce turning using your legs, more than the upper body, use a variety of turn shapes for speed control and avoidance of stationary and moving obstacles. If all is achieved, they can advance to Level 2, for the next lesson.

Level 2: See above description

Am I a Level 2? Are you able to turn right and left, control your speed and come to a complete controlled stop? Are you riding the Carpet Lift? If “Yes”, they may join the Level 2 group, if “No” have them return to Level 1.

Start everyone with a I run on Ollie’s, if they can turn in both directions and come to a complete controlled stop, you can proceed to Easy Rider, if they are unable to do so, you can deliver them back to the Level 1 lesson on Ollie’s area.

Reassess your group on the longer run off Easy Rider and if you are confident, your group can proceed to the Monadnock Chair. During Level 2, make a variety of turn shapes, long medium, and short turns. Ski on the diagonal, ski faster, ski slower through the use of turn shaping. Assess individual ability to maneuver around stationary and moving objects. Discuss the Responsibility Code, Live the Code.

If they have achieved all of the above, they can advance to Level 3. If you are not confident that they can safely turn down anything longer than the Easy Rider slope, they will remain at Level 2.

Level 3: See above description

Am I a level 3? Are you able to turn right and left, control your speed and come to a complete controlled stop? Are you riding a surface lift? Are you riding a chair lift? If the answers are yes, then they can probably join the Level 3.

If there is hesitation with regard to ability to turn and come to a complete stop, they are Level 2.

Start everyone on Ollie’s or Easy Rider to assess skills, and move from there. At Level 3, you will be using a variety of turn shapes, you will explore variations in speed and terrain, and begin to realign your skis at turn completion. You initiate your turns in a Wedge, on opposing edges, but begin to finish your turns on corresponding edges, in a parallel configuration.

You will learn how to get on and off, the Monadnock Chair, you will be taught how to ride the chair safely. The Responsibility Code will be reinforced through class activities and actions.

LEVEL 4: See above description

Am I a Level 4? Are you able to start your turns in a Wedge, but end in Parallel? Are you riding the Monadnock Chair Lift? Can you control your speed through shaping of your turns? If there is hesitation, go to Level 3, if “Yes” to these questions, go to Level 4.

Take a warm up run on Monadnock chair to assess skills. If they are able to control their speed through turn shape, initiate turns with a Wedge, but end in Parallel, are comfortable with higher speeds, are able to maneuver to avoid stationary and moving objects, AND, If you are confident they will be able to handle the pitch at the bottom of Ralph Run, proceed to the Minuteman Express Lift. Your will continue to explore variations in terrain, utilizing rolls or mounds of snow to help realign your skis on or after the Fall line. Your legs turn more than your upper body and the legs initiate your turning. Speed is controlled through continued shaping of your turns, and the skidding of the skis in parallel configuration at turn completion, especially as the terrain pitch increases.

LEVEL 5: See above description

Am I a Level 5? Do you start your turns using a slight Wedge and finish in Parallel? Have you been riding the Minuteman Lift and skiing down Ralph’s Run? If “No”, go to Level 4, if “Yes”, they may join Level 5. If someone has never been off the Monadnock area, they should not be placed in any Level higher than Level 4!

You initiate your turns using a very slight wedge, above the gravity, “fall” line, and realign the skis above the...
“fall” line. You are skiing easy groomed blue terrain. Your legs initiate the turns, and turn more than the upper body. You have flow from turn to turn, without a traverse, turn shape dictates speed. You will learn pole usage for timing and complementing the directional movements of your Center of Mass, toward the new turn. If you are comfortable skiing on Ralph’s Run, and movements are not defensive as you ski the last pitch on Raph’s, you may move to ski on Hitchcock, Frannie’s Folly and a Piece of Cake. Continued development of realigning the skis earlier into the turn and work toward a complete parallel turn entry.

If skiers no longer start their turns on opposing edges, but on corresponding edges, they are Level 6 skiers! If they still are opening their skis to a Wwedge to begin their turns, especially as the pitch gets steeper, they should remain at Level 5 until skill and or confidence builds, through mileage!

**LEVEL 6: See above description**

Am I a Level 6? Do you ski using a Wedge at all? Do you begin and end your turns with your skis parallel? Are you comfortable skiing, Ralph’s Run, Hitchcock, Frannie’s Folly and Piece of Cake? If, they are using the Wedge **at all**, to start their turns, they are **NOT** Level 6. Are you able to realign your skis to parallel at any time in your turns? Further investigate the terrain they have been using, perhaps they are Level 4 or 5. Remember many of our guests think that if they have skied 5 times, they are now Level 6! By asking these questions you are better able to assess the appropriate level they should be in to further their successes.

Remember, be considerate, thoughtful, and honest when filling out Progression Cards, that is what creates successes!

**Should I wear a helmet?**

As an instructor, you may be asked by your customers, is wearing a helmet necessary. There is not a policy at Wachusett that mandates wearing a helmet unless you are in the terrain park. What is your response to your guest? It is a personal decision, but you may also respond by asking do you wear a bike helmet, or playing hockey, or skateboardin?:

Whatever response you decide to choose, it is important that you impress upon the individual that they should **choose a helmet designed for snow sports**. Helmets manufactured for this purpose should be properly fit, it is not effective to have a helmet that a child ‘will grow into’. Helmets are not designed to wear ski hats under them, this impacts the fit & effectiveness. **NEVER wear a bicycle, hockey, or skateboard helmet for skiing or riding**, they are not designed to take the impact that a ski or riding fall will cause.

The risk of being injured while skiing or snowboarding is 1 in 500, the risk of sustaining a head injury in that fall is 1 in 5000. 9-19% of all ski/snowboard injuries are head injuries. Helmets have been shown to reduce head injury from a fall by 20-50%, Helmets are designed to protect you in speeds less than 15 mph! Not designed to protect you from a high speed impact into an immovable or stationary object. The bottom line is to ski/ride in control.

It is important that when you are purchasing a helmet that it meets one of the 3 following helmet standards.

**CEN 1077** –Common European Norm, issued in 1996, the least demanding in impact management requirements.

**ASTM**- American Society of Testing and Materials is a non-profit organization that provides a global forum for the development and publication of voluntary consensus standards for materials, products, systems and services. This group adopted a US recreational snow sports helmet **F2040 standard** in 2000, which has become the standard to which helmets should be manufactured in the US.

**Snell RS-98**- Snell Memorial Foundation is a non-profit organization dedicated to research, education, testing and development of helmet safety standards. Snell standard is the most stringent ski helmet standard in the world.

The most important things to remember when involved in snow sports

1) Prevent falls in the first place, take a lesson!
2) Reduce head injury by wearing a properly fitted helmet and one that is designed for snow sports
3) Recognize the symptoms of a head injury if a fall should occur
4) Know the Code!

No one globally mandates, helmets for the slopes. Vail Resorts requires that all staff wear helmets, Italy and Austria mandate children wear helmets.

Be informed so that you can intelligently answer questions you may be asked

A great reference article is from the US Consumer Product Safety Counsel, titled “Which Helmet for Which Activity”
PK Progression Cards

Student

Got it? The Basics: Introduction To Skiing

Students new to skiing work on the following:

- Mobility and movement in boots
- Safety and personal space
- Listening to and following directions
- Getting up after a fall, putting on & taking off skis, carrying skis
- Good balance and stance while sliding on snow
- Mobility and movement on skis on flat terrain
- Straight run on an incline
- Small gliding wedge on an incline
- Turn to the left and right

Instructor __________________ Date __________

Got it? Beginner (Level 1)

Students at this stage of progression work on the following:

- Getting up after a fall, putting on & taking off skis, carrying skis
- Moving independently on skis - side step, banana bone
- Turning left to stop
- Turning right to stop
- Linking turns on a slight incline

Student must be able to consistently turn in both directions and come to a controlled stop to advance to Level 2

Instructor __________________ Date __________

Got it? Wedge Turner (Level 2)

Students at this stage of progression work on the following:

- Riding the surface lift - Oilies
- Linking wedge turns to the left and right
- Linking wedge turns with ability to stop in either direction
- Controlling speed by linking wedge turns
- Getting up unassisted from a fall
- Putting on & taking off skis, carrying skis - independently
- Awareness of traffic and avoiding objects on the hill
- Following the ladder's tracks
- Learning the Responsibility Code

Students must be able to get up from a full and control speed by linking wedge turns to advance to Level 3!

Instructor __________________ Date __________

Got it? Novice (Level 3)

Students at this stage of progression work on the following:

- Riding the surface lift - Easy Rider
- Developing rhythm while linking turns
- Controlling speed through turn shape and sizes
- Matching skis parallel and skidding to finish turns
- Skiing in an athletic stance
- Consistently getting up from a fall
- Consistently putting on, taking off, and carrying own skis
- Understanding the Responsibility Code
- Riding the chairlift with adults and children — Monadnock

Students must be able to match skis parallel and skid (Christy) to finish turns and ski in a balanced, forward stance to advance to Level 4!

Instructor __________________ Date __________
If You Get Hired

Thank you for your participation in our Instructor Training Course. This course is for you to learn how to become a ski or snowboard instructor using the National P.S.I.A. and A.A.S.I. techniques and how they are used here at Wachusett Mountain. Participation in our course does not imply that you will be hired. Your employment depends upon your EVALUATION SCORE and your AVAILABILITY to meet our scheduling needs.

Your I.T.C. scores will be available to you within 24 hrs. of your evaluation. Please call 978-464-2300 ext. 3300 for your score.

If you get hired:

If your score meets our requirements you will receive a call from us. At that time we will set an appointment for you to meet your supervisor and go over your schedule. After you are called there is some paper work that must be completed to finalize your hiring once your schedule has been agreed upon.

PLEASE BRING:

- Two forms of I.D. which can be: Passport, Drivers License or permit, Birth Certificate or School I.D.
- Work Permit if you are under 18 years old
- Credit Card for your jacket and pants deposit

YOU WILL NEED TO FILL OUT THE FOLLOWING WHEN YOU GET HERE:

- Wachusett Mountain Employment Information Sheet
- Ski School Information Sheet
- Ski School Schedule Sheet
- W-4 for tax deductions
- I-9 for proof of citizenship
- Wachusett Garment Agreement
We only contact those who we are going to offer a position. It may take up to 2 weeks. All participants will receive a copy of their evaluation card.

If you do not hear from us immediately after the evaluation that does not mean that you will not be hired. After the first group is hired we start another round of hiring until we have filled our staffing needs. If you do not get hired this season please don't be discouraged. Some of our best instructors went through our course more than once and have gone on to PSIA/AASI certification.

**SEASON PASSES**

If you have already purchased a season pass you must turn it in at the Ski School within seven days of being hired to get a full refund.

If you are not hired and would like to purchase a season pass you may do so at the Customer Service Desk at the pre-season rate.

As a member of our ski and snowboard school, you receive a season’s pass. In return we ask that you attend a minimum of 4 in season clinics. Our Instructor training course has merely opened the door of snow sports for you, it is important that you maintain, and continue your personal and professional growth through the attendance at clinics.

Thank you for attending our Instructor Training course.

All the clinicians and I truly hope you enjoy the experience.

Best of luck,

Thom Norton

Learning Center Staff