

8-WEEK ALPINE LEVEL 1 IN-HOUSE PROGRAM RECOMMENDED SYLLABUS

The Level 1 In-House Training Guidelines are based on 8 weeks of on-snow and indoor training. The content and objectives follow the Level 1 National Standards. Please use this table as a guide for your training sessions. Weather and snow conditions as well as instructor experience will effect how you tailor the program.

The following education materials should be used to supplement In-House training (please encourage participants to use these resources). The items listed below are available at psia-w.org under the alpine education materials page.

- PSIA Western Certification and Study Guide
- PSIA National Study Guide
- Biomechanics and Physics Materials

The manuals listed below can be purchased online at www.thesnowpros.com in the Accessories catalog.

- PSIA Alpine Technical Manual
- PSIA Core Concepts Manual

The Goal is to develop instructors who are having FUN learning as well as teaching.
If the candidates are not having fun, they aren't learning.

SOME TIPS

- Throughout all the training activities, include the candidates in feedback to each other as well as self-analysis.
- By getting the candidates to be involved in discussions, their ability to speak in front of a group is improved.
- Always include free skiing in each clinic - ones that have no focus except to have FUN.
- Give feedback on everyone's skiing as often as possible - both improvement tips and recognized improvement.
- Give the candidates direction of what materials they can read before clinic so they can focus their off-hill training/reading.
- Use Indoor Sessions to go over materials, workbooks and study guides.
- Use the WORKBOOK as a teaching tool in the In-House Program.
- Emphasize the SKILLS CONCEPT and TURN MECHANICS as the basis for everything we do.

WEEKLY TOPIC & GOALS	ON SNOW ACTIVITIES	INDOOR ACTIVITIES
<p>WEEL 1 SKILLS CONCEPT</p> <p>BUILDING BLOCKS or INGREDIENTS of SKIING.</p> <p>Identify skills and develop understanding of skills as the building blocks of all that will</p>	<p>Relate skills to candidate's own skiing. Isolate skills in their skiing so they can understand what each skill involves. Use static and skiing exercises to demonstrate how the body moves, how it effects the skis and what results in their skiing.</p> <p>Finish off with a blending of the skills</p>	<p>Basic Biomechanics</p> <p>Review: Major joints & what they do</p> <p>The joints we use for all and each of the four skills</p> <p>Ideal v. Realistic</p>

WEEKLY TOPIC & GOALS	ON SNOW ACTIVITIES	INDOOR ACTIVITIES
<p>follow</p> <p>This is a great opportunity to assess the candidate's skiing and equipment (especially boot fit)</p>	<p>and understanding that the skills do blend in order to ski</p> <p>During this clinic, introduce the concept of the Teaching Cycle - and point out the aspects as you run the clinic. Do this throughout all clinics.</p>	<p>Movements in children</p> <p>*See biomechanics handout on alpine education materials page of website under general education resources</p>
<p>WEEK 2 TURN MECHANICS</p> <p>FOUNDATION or IDEAL RECIPE FOR TURNS</p> <p>Identify the skills and how they are blended in order to make a turn. Learn the critical components necessary to make the respective turn.</p>	<p>Introduce DEMOS.</p> <p>Going back to the Skills Concept, experience and discuss how the skills relate to the turn mechanics. Before demonstrating or doing the demos, have candidates go over the turn mechanics. Get in the habit of talking in terms of the skills in instructor-to-instructor discussions. Discuss ways to talk about these very same ideas without using technical words to make it simple for students</p>	<p>Review Turn Mechanics in Level 1 Study Guide</p> <p>Discuss: Carving v. Skidding Importance of good leg turning Mechanics of demos Review: Forces in Skiing: ski-snow interaction, gravity, friction, centripetal force, centrifugal force</p> <p>See online Alpine Education Materials General Resources section for physics handouts.</p>
<p>WEEK 3 MOVEMENT ANALYSIS</p> <p>COMPARISON or JUDGING HOW THE RECIPE TURNED OUT.</p> <p>Learn that movement analysis is comparing a student's movements to the ideal turn mechanics.</p>	<p>Learn a systematic approach to verbalizing movement analysis.</p> <p>Ski like the students and feel what's going on. What went wrong? How should it feel? What needs to be done to make it feel better/correct? Discuss how what you are seeing differs from the ideal turn mechanic for the turn/task</p>	<p>Use video of skiers to allow students more practice in conducting movement analysis and expressing themselves.</p>
<p>WEEK 4 TEACHING MODEL/CYCLE</p> <p>HOW WE TEACH</p> <p>Putting together what was covered in Weeks 1-3 in a format to instruct the general public in Level 1 scenarios</p>	<p>Discuss the Teaching Model and Teach Cycle. Trainer should have been demonstrating the Teaching Cycle during previous weeks. Use Teaching Cycle to let candidates experiment with various ways to express themselves and relay information on what/why/where/when and how of whatever they want to teach.</p> <p>What, where, when, why and HOW!</p>	<p>Guest Service Model: Professionalism, Safety – Responsibility Code</p> <p>Class Handling</p> <p>Review teaching Student make up + instructor behavior = learning partnership</p> <p>Explain learning styles: VAK;</p>

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<p>WEEK 5 TEACHING KIDS</p> <p>HOW WE TEACH</p> <p>How we teach kids: CAP & PDAS</p>	<p>Now we begin to apply everything that's been covered to children. Introduce CAP and PDAS. Give an example of PDAS. Have candidates take on hypotheticals individually or in groups and experiment with CAP & PDAS</p>	<p>Watcher, Doer, Listener</p> <p>Team Building and Problem Solving</p> <p>Behavior Management & Class Handling</p> <p>Introduce Piaget's Cognitive Development of Children</p> <p>Spiderwebbing</p>
<p>WEEK 6 CAUSE & EFFECT</p> <p>WHAT WE TEACH</p> <p>Honing MA to identify what needs to be taught and why</p>	<p>A culmination of everything covered to date, the candidate is now asked to hone in on what is being taught and figuring out why one is better than the other. Get to the root of the problem. This goes back to having to look at the SKILLS CONCEPT and TURN MECHANICS</p>	<p>Review and explain:</p> <p>Basic skiing and teaching terminology in the Alpine Technical Manual and Core Concepts Manual</p>
<p>WEEK 7 EXERCISES/PROGRESSION/ STEPPING STONES</p> <p>WHAT WE TEACH</p> <p>Experiment and Share exercises, progressions and cover the difference between teaching blindly and using the stepping stones concept.</p>	<p>The culmination of six weeks of training is to have the candidate now fill their bag of tricks, share with each other, and take on teaching scenarios using new and different exercises.</p> <p>Go back to the skills - what skill does the exercise emphasize and why. How does it relate to a turn mechanic? Why and when would you use the exercise?</p>	<p>Teaching Special Populations: Seniors Children Women Teens</p> <p>Review: progressions, pacing, equipment needs</p>
<p>WEEK 8 REVIEW</p> <p>PUT IT ALL TOGETHER</p> <p>The opportunity to now use everything the candidate has learned and be able to teach off movement analysis as well as from a hypothetical</p>	<p>Go over exercises again. Let candidates teach off hypotheticals as well as off movement analysis.</p> <p>Practice DEMOS.</p> <p>Answer QUESTIONS.</p> <p>Leave them all with a strong sense of accomplishment and confidence going into the validation</p>	<p>Review Technical Knowledge</p> <p>Review National Certification Standards</p> <p>CELEBRATE!</p>
<p>VALIDATION</p>	<p>Its THEIR SHOW</p>	<p>Be there for them to give them support. Show up with a big smile and encouragement. No matter how well they are prepared, and no matter</p>

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		how many times you tell them it=s a validation, the candidates will still feel like it=s an exam and be nervous. Do what you need to give them confidence going out the door.