

## Level 1 People Skills

<b>Learning Outcome: Communication</b> Engages in meaningful verbal and non-verbal communication with the group as a whole.	<b>Thoughts, Comments and Feedback</b>
What are open and closed questions? How do these aid in gathering information about your students?	
How does body language play a role in non verbal communication?	
List ways you can engage the group to enhance learning. For example, using names and eye contact	
What are some examples of questions you might ask to discover a student understanding (or misunderstanding)? What about motivational needs?	
How can you identify when this Learning Outcome is being met?	
What is the difference between judgemental vs non-judgemental feedback? Can you give examples of each?	
<b>Learning Outcome: Professionalism &amp; Self Management:</b> Instructor maintains a professional environment by demonstrating self-awareness and self-management	<b>Thoughts, Comments and Feedback</b>
List ways that you can show interest and concern for other group members safety	
What are some physiological needs that you need to take care of personally in order to maintain a professional environment ?	
What are ways you can display engagement with the group both verbally and non-verbally?	
How do you leave space for others to engage and contribute to the group environment?	
Identify when you are opening to receiving feedback. Are you able to then take that feedback and make an improvement?	
What is your process for engaging with or responding to feedback you are receiving (in an learning or assessment setting)	
<b>Learning Outcome: Relationship with Others</b> Identifies likely motivations and emotions of individuals and understands group dynamics.	<b>Thoughts, Comments and Feedback</b>
How can you explore group versus individual motivations and emotions?	
How do you make sure each individual is being treated with equal respect?	
How do you facilitate engagement of individuals with the rest of the group?	
What are some situational factors that might impact the motivations and emotions of students? (both positively and negatively)	
How do you know whether uncovered motivations are realistic?	
<b>Notes to Myself</b> What do I need to further develop in my People Skills ?	

## Level 1 Teaching Skills

<b>Learning Outcome: Plan</b> Plan learning outcomes and organize progressive learning experiences relevant to novice students	<b>Thoughts, Comments and Feedback</b>
What are some underlying motivations for beginning students and what are questions could you ask to assess students' motivations?	
How do you assess student understanding? What do you think are common misunderstandings of beginning students?	
Describe an outcome that is realistic for L1- L2 or L3-L4 Students	
How do you plan terrain usage for a timid, an excited, a fatigued or an very athletic student?	
How often do you assess your students body and ski performance?	
<b>Learning Outcome: Implement</b> Facilitate learning experiences that guide students toward agreed upon outcomes and engages them in the process.	<b>Thoughts, Comments and Feedback</b>
Give an example of how you connect a progression of activities to a common beginner outcome	
How do you know if you have provided ample opportunities for your students to explore, play and practice ?	
How do you know if you need to vary the activities, terrain or pacing?	
Describe a task, the fundamental it addresses and how it relates to a desired outcome	
How and when do you deliver feedback? How much is too little and how much is too much?	
What is the difference between physical and emotional risk, and what factors do you consider to manage both?	
<b>Learning Outcome: Reflect-Review</b> Communicate performance change that targets the learning outcome to help students identify a change has been made.	<b>Thoughts, Comments and Feedback</b>
What changes in performance and understanding are necessary to reach the outcomes for a typical L1-2 student? How about a L3-4 student?	
How do you check if your students' understanding is accurate?	
Give an example of how changes in a students' performance and understanding might relate to their motivations	
How do you help your students apply their learning to new or future settings?	
How are other ways you might help your students to reflect upon and find value in what they have learned?	

### Notes to Myself

What do I need to further develop my Teaching Skills?

## Level 1 Technical Skills: Understanding & Movement Analysis

**Learning Outcome: Understanding** Uses current PSIA alpine resources to describe elements of ideal performances, using at least one of the alpine fundamentals.

**Thoughts, Comments and Feedback**

Describe the ideal performance of a Wedge Turn referencing at least one of the alpine fundamentals through all turn phases in the beginner/novice zone

Describe the biomechanics (specific body parts in motion, such as flexing/extending of joints, or turning of one body part relative to another) of one fundamental in a specific skiing task.

Use current PSIA resources (E-Learning Course, PSIA-AASI Membership Guide, Teaching Snowsports Manual, Alpine Technical Manual) to organize teaching to reach a desired outcome. Include learning/teaching models to meet Performance, Understanding and Motivational needs.

**Learning Outcome: Movement Analysis** Articulates an accurate cause-and-effect relationship between body and ski performance within any single skiing fundamental in a specific phase of the turn to offer a relevant prescription for change for skiers in the beginner/novice zone.

**Thoughts, Comments and Feedback**

Observe beginner skiers real-time. Describe the real (current) ski performance and corresponding body performance of one fundamental, one phase at a time. Can you describe each phase of the turn?

Observe a beginning skier in a specific task. Can you speak to how the body performance affects/impacts the ski performance within the same fundamental and same phase of an turn?

Can you describe a more effective/efficient body performance and resulting ski performance within the same fundamental and same phase of a turn?

What are some things you look for to insure the beginners equipment is safe and appropriate for them?

**Notes to Myself.**

What do I further need to develop in my technical understanding?

## Level 1 Technical Skills: Skiing

**Learning Outcome:** Adjusts and adapts the Alpine Skiing Fundamentals to demonstrate specific outcomes in beginner and easier intermediate terrain

Demonstrate versatility by varying turn shape, turn size, and line.	Thoughts, Comments and Feedback
Ski variable terrain and snow conditions on an ungroomed green or easy blue run . Make 5 medium radius turns. Make 5 short radius turns	
Link five medium radius turns to five short radius turn on blue groomed terrain at the same rate of speed	
Perform parallel turns on a green bump run at a slow, consistent rate of speed.	
Integrate two or more of the skiing fundamentals through all turn phases to achieve prescribed ski performance	Thoughts, Comments and Feedback
Ski a wedge turn on a Green run with both skis turning at the same rate and time.	
Explore 3 wedge turns with a wide stance and 3 wedge turns with a narrow stance. How does your stance width affect your edge angle?	
Explore 5 wedge turns at a slow rate then 5 wedge turns at a faster rate. How does your rate of speed affect ski to ski pressure control	
In a medium radius wedge turn if you increase the edge angle will you increase or decrease the steering of the skis to maintain the radius? What if you decrease the edge angle?	
Use individual alpine fundamentals as prescribed	Thoughts, Comments and Feedback
<b>Straight Run in the Fall line on gentle green terrain:</b> In a straight run, how do you know if your CM is over your boots? Have a friend video you and describe what the flexion relationship is between your Ankles, Knees, Hips and Spine.	
<b>Straight Run in the Fall line on gentle green terrain:</b> In a straight run with a gliding wedge, can you hop and land centered without losing your wedge?	

<p><b>Sideslip down the fall line on groomed blue terrain:</b> explore tipping (angulation) different body parts: feet, knees, hips, whole body. Discuss the difference in ski performance and what is more effective.</p>	
<p><b>Sideslip down the fall line on groomed blue terrain:</b> explore moving your body (center of mass) in front and behind and over the center your bindings. Which joints (A,K,H,S) do you need to flex and extend and how much, to direct pressure along the length of the downhill ski?</p>	
<p><b>Sideslip down the fall line on groomed blue terrain:</b> explore rotating your ski tips uphill and downhill</p>	
<p><b>Carved Uphill Arc</b> on groomed green to blue terrain: Ski an uphill arc, starting with flat skis and progressively increasing the edge angle of both skis. Which body parts are you tipping?</p>	
<p><b>Guided Arc on groomed green to blue terrain:</b> Ski an uphill arc with a brushed track. How will you vary the edge angle to the snow relative to a carved uphill arc? In which body parts will you adjust the the amount of tipping? How will you know you are steering the skis with your legs against a stable upper body?</p>	
<p><b>Step Turn into the Fall line on gentle green terrain:</b> With skis off, step to the right or left. Which boot turns first? With skis on, step right and left. Which ski is turning first and why is that important? (did your skis converge or diverge?)</p>	
<p><b>Step Turn into the Fall line on gentle green terrain:</b> With skis off, step to the right or left. How do you move your Center of Mass to balance over one boot in order to lift the other? With skis on, step right and left. Do you move the same as with your skis off?</p>	
<p><b>Outside Ski J-Turn on gentle green terrain :</b> In a traverse, slowly lift and lower the tail of your uphill ski. How do you align your Center of Mass with your downhill ski in order to achieve this task? Repeat this task, closer and closer to the fall line until you are skiing a J turn.</p>	
<p><b>Notes to Myself.</b></p>	
<p>What do I further need to develop in my skiing fundamentals?</p>	