

Level 2 People Skills	
Learning Outcome: Communication Engages in and adapts verbal and non-verbal, two-way communication with individuals and subsets of the group.	Thoughts, Comments and Feedback
How will you vary the types of questions and/or additional strategies to learn more about your students?	
How can you work with individuals and subsets within the group while still maintaining connection with the entire group?	
Sometimes communication does not need to come only from the group leader. How can you encourage communication between members of the group as well?	
When facilitating the discussions within the group, how do you stay engaged?	
What is a good balance of reinforcing/positive feedback and corrective feedback?	
How do you deliver feedback that your students can act upon?	
Learning Outcome: Professionalism & Self Management A level 2 instructor contributes to a professional environment by managing their behaviors and emotions in response to others	Thoughts, Comments and Feedback
What are some ways you can make sure you have a positive connection with everyone in the group?	
What are some cues that indicate you might not be leaving enough space for others to speak or interact?	
List ways that you can identify if the physiological and safety needs of the group are being met.	
Troubleshoot how you would handle different reactions from your group. Whether they agree, disagree or are unable to understand your communication style.	
How do you maintain your focus (and patience) in moments of confusion or frustration ?	
Learning Outcome: Relationship with Others Adapts to the motivations and emotions of individuals – and the interpersonal dynamics within the group – to promote trust	Thoughts, Comments and Feedback
How can you incorporate motivations of individuals/subsets into the group experiences ?	
How do you ensure that all group members are a part of the decision making process?	
How can you facilitate engagement of individuals with the rest of the group?	
Describe ways you modify experiences relative to changing desires in the group.	
How do you mitigate the impact of distracting individuals or environmental factors upon the group?	
How do you guide someone who is unsure of their motivations or their goals?	
What are some actions you can take to encourage positive group dynamics?	
How would you re engage people who have become disengaged with the group without causing attention?	
Notes to Myself What do I need to further develop in my People Skills ?	

Level 2 Teaching Skills	
Learning Outcome: Plan Plan learning outcomes and progressive learning experiences, and adapt to the changing needs of intermediate students	Thoughts, Comments and Feedback
What are some questions you might ask to assess students' underlying motivations?	
As students progress, how do you know if they understand the changes they are displaying?	
How do you plan terrain usage for different student needs (timid, excited, fatigue, bored)?	
How do you adapt your plan to changing student performances, understanding or motivations?	
What are some ways that you can make your lesson plan more playful, exploratory and/or productive?	
Learning Outcome: Implement Facilitate learning experiences and adapt them as necessary to guide students toward agreed upon outcomes and engage them in the process.	Thoughts, Comments and Feedback
How do you know if you are pacing movement and information appropriately for your students?	
How do you know if you have provided ample opportunities for your students to play with and explore a focus?	
How do you know if you need to increase or decrease the challenge of the task or the terrain?	
Relate a task to a specific fundamental and how would that fundamental would help an intermediate student reach a common outcome?	
What are some key elements for effective demonstrations?	
What makes feedback effective?	
How do you instill confidence in your students, especially in a situation where they may perceive risk (emotional risk)?	
Learning Outcome: Reflect-Review Help students recognize, reflect upon, and assess experiences to apply understanding and performance change to desired outcomes Describe several ways of how you help your students recognize the progress they have made.	Thoughts, Comments and Feedback
How do you check if your students' understanding is accurate?	
How can you help your students apply their learning to new, different or challenging settings?	
What are other ways you might help your students to reflect upon next steps in their continued learning?	
Notes to Myself	
What do I need to further develop in my Teaching Fundamentals ?	

Level 2 Technical Skills: Understanding & Movement Analysis	
Learning Outcome: Understanding Uses current PSIA alpine resources to describe ideal performances, using two or more alpine fundamentals and considering tactics and equipment choices	Thoughts, Comments and Feedback
Describe the ideal performances of a Wedge Turn, Wedge Christie and Parallel turn, referencing at least one of the alpine fundamentals through all turn phases	
Describe the body-part specific movements (biomechanics) of a fundamental within a task. Connect the movements to the ski performance and the included physics principles .	
Describe your skiing performance in a specified task. Use video and present to a peer, or a trainer. What body and ski performance changes would move your skiing closer to ideal? What task could you use ?	
Explain how you use current PSIA resources (Teaching Snowsports Manual, Alpine Technical Manual) or organize a lesson to reach a desired outcome. Start referencing historical sources to better understand the development of current skiing	
Learning Outcome: Movement Analysis Articulates accurate cause-and-effect relationships of at least two skiing fundamentals through all phases of the turn, resulting in an effective prescription for change for skiers through the intermediate zone	Thoughts, Comments and Feedback
Observe an intermediate skier and choose one fundamental. Describe the skis and body performance through all phases, and from turn to turn.	
In above observation, explain how and why the body performance relates to the skis performance, through all phases and from turn to turn.	
In above observation, what would be a more effective body and skis performance of the chosen fundamental? Can you demonstrate a more effective use of this fundamental?	
skier? Are there any adjustments to the fundamental focus needed for the equipment?	
Notes to Myself. What do I further need to develop in my technical understanding?	

L2 Technical Skills: Skiing Learning Outcome:

Adjusts and adapts the Alpine Skiing Fundamentals to demonstrate specific outcomes in beginner, intermediate, and some advanced terrain

Manage turn shape, turn size, and line as needed in beginner through easiest advanced zones.	Thoughts, Comments and Feedback
Ski variable terrain and snow conditions on an ungroomed blue or easy black run	
Ski an Hourglass starting with medium radius turns and making each turn progressively smaller into short radius then reversing back into medium radius. Keep a consistent rate of speed	
Ski rounded turns in gentle bumps on blue or black terrain. What adaptations in skill blend will you need to make to maintain a line while decreasing speed? What tactical considerations aid in releasing and engaging edges simultaneously	
Integrate three or more fundamentals through all turn phases to achieve prescribed ski performance	Thoughts, Comments and Feedback
Ski Wedge turns on groomed green terrain with slightly brushed tracks. Ski another series with an edge-lock shaping through finish. How does this change affect each of the pressure control fundamentals through each of the phases?	
Ski a series of Wedge Christies on groomed green terrain, through a variety of pitches while maintaining a consistent rate of speed. Does the timing of matching the skis stay the same or change and why?	
Ski short radius parallel turns , changing lanes every 5th turn, making this lane change with a medium radius arc . What needs to change in the DIRT of each of the fundamentals to accomplish this task?	
Ski a series of medium radius parallel turns on blue terrain. Ski one set with a low edge angles , how will you adjust the intensity of steering? Ski another set with higher edge angles (near carving). Again, how will you adjust the intensity of steering?	
Manage each of the fundamentals as prescribed	Thoughts, Comments and Feedback
Linked sideslip down the fall line on groomed blue terrain: explore pivoting your skis rapidly each direction and slowly each direction using leg rotation under a stable upper body. Discuss the difference in ski performance and body performance with the different rates.	
Linked sideslips down the fall line on groomed blue terrain: explore moving your body over the uphill ski when pivoting your skis then over your downhill leg. 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?	
Railroad tracks on groomed green terrain: Ski a railroad track at the slowest rate of speed possible. Which body parts (hips, knees, feet/ankles/lower leg) allows you to tip the skis without displacing your center of mass?	
Railroad tracks on groomed green terrain: Ski railroad tracks with pressure relatively equal on both skis. Experiment with pressure distribution between the skis. What pressure differential still allows for two distinct carved tracks?	
1000 Step Turns on gentle green terrain: Step through 2 medium radius turns in each direction. Step through 2 short radius turns in each direction. What do have to change in the body performance, ski performance, rate and/or intensity of rotational control?	
1000 Step Turns on gentle green terrain: slowly step through medium radius turns with each turn increase your cadence of stepping. How does rate of stepping affect your ski and body performance?	
Outside Ski Turn on gentle green terrain : In the shaping phase, lift the tail of your inside ski. With each turn lift the tail earlier in the turn until the ski tail is lifted in initiation. How do you align your Center of Mass with your outside ski in order to achieve this task? Repeat this task, picking up the entire ski. Did you move differently and if so, how?	
Skating on beginner terrain or cat track: Extend and move forward from one ski to another. What joints are you extending and flexing to move from ski to ski? Can you count to 3 balanced over the new ski before you move forward to the next ski? nt to 3? How long can you stay balanced over each ski ?	
Skating on beginner terrain or cat track: Examine your skating tracks. Are they equal on both sides? Are the lines clean?	
Notes to Myself :	What do I
further need to develop in my skiing fundamentals?	