



Professional Ski Instructors of America

ROCKY MOUNTAIN

American Association of Snowboard Instructors

Cross Country Level 1 Certification Workbook 2018



Name:

E-Mail address

Cell phone (optional):

Ski School /Club:

Welcome to the wonderful world of Cross Country ski instruction! This Certification workbook is designed to help you develop technical knowledge, teaching performance, and skiing ability on your path to become a Level 1 Certified Cross-Country Instructor. This workbook is divided into two parts:

(1) **Part 1 - Candidate Section:** This section is designed to help you to develop your understanding and demonstrate your skiing, technical, and teaching knowledge. Please answer these questions as best you can **before** the Level 1 prep clinic (before the Level 1 Certification Event). During the prep clinic we will be going over any questions you may have as well as reviewing the answers to the workbook.

(2) **Part 2 - Checklists:** In this section, you will write developmental suggestions for each item on the three checklists based on verbal comments from the Cross-Country Education Staff Members during the prep clinic and/or during the Certification Event. Cross Country Education Staff Members working your event will write and initial the Level you have attained in each item. These checklists are copies of the exam scorecards used by the Examiners at the certification.

(At the pre-clinic or exam you will be given a user-friendly on hill version of this checklist called a booklet.)

You should be able to perform *the basics* of each of the skiing maneuvers listed in the Skiing Checklist before coming to the Level 1 Prep clinic or certification. The Level 1 Prep clinic is designed to help you refine the skills and maneuvers you already possess in order to meet the Level 1 Cross Country Ski Instructor standard. (*You need to be an intermediate classic and skate skier, as this certification is not for beginner level skiers.*)

Note: Please remember the Learner's Responsibility Code; *I am responsible for my own learning!* That means that you are expected to take responsibility for your own learning. Make sure you learn what you need to learn, ask the questions to get the answers you need, and use this Workbook to track your learning and what you need to work on.

Useful references include: the *PSIA Cross Country Technical Manual*, *PSIA-RM Cross Country Handbook*, *PSIA Core Concepts Manual*, *Alpine Technical Manual*, PSIA-RM web pages: (www.psia-rm.org) and your fellow instructors. Be an active learner!

Only Cross-Country Education Staff Members working your event may initial a pass in your workbook unless otherwise noted.

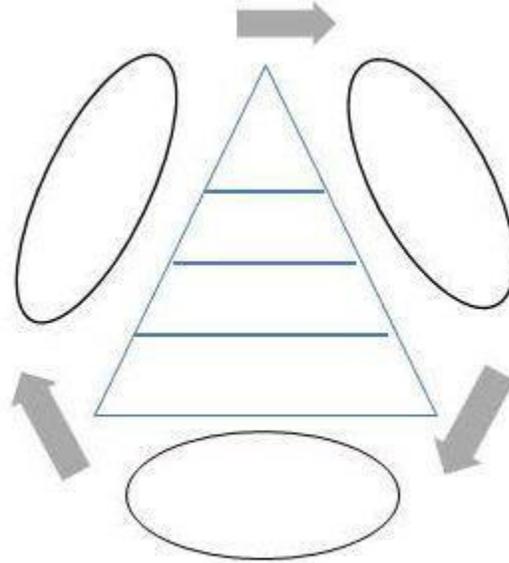
Candidate Section

Technical Knowledge:

Part 1 The Cross Country Technical Model

1. Label the Parts in the diagram.

- a. What is the triangle called?
- b. The outer 3 circles represent
 - i. skills
 - ii. phases
 - iii. cross country skiing cycle
 - iv. all of the above
- c. What do the arrows represent?



2. Describe each of the 3 phases/skills.

3. What are the four layers of the Pyramid?

4. Describe Continuous Forward Motion.

5. What are the key elements of the Fundamental Body Position for cross country skiing?

6. What is the difference between the “real” and “ideal” description of a skier?

7. Why is balancing on one foot so important in cross country skiing?

8. Identify equipment needs for skiers at the beginner level.

9. Explain how waxless skis work.

10. Explain the basics of waxing classic skis.

11. Explain the characteristics of skating skis.

Teaching

1. What is the Snowsport's Safety code? (See PSIA-RM Cross Country Handbook or any mountain resort lift ticket).

2. Why do we use the Teaching/Learning Cycle, and what are the parts?

3. Name and explain the 5 different Teaching Styles.

4. List 3 drills you can use to teach your students to balance on one foot at a time.

Teaching/Learning Cycle Application: Write a lesson plan for a 2 hour beginner XC lesson with Brett. The steps of the Teaching/learning Cycle are listed below. Please develop your lesson through these steps based on your knowledge of Brett and how he skis.

Your student, Brett is 26 years old, average fitness, and he wants to be able to ski as efficiently as possible. Brett has classic skied 5 times, and this is his first lesson on classic gear. Later this winter he is planning a hut trip. Brett owns and knows how to put on his equipment.

You can watch a video of Brett skiing at: psia-rm.org> Education> Cross country> Cross Country Movement Analysis Videos

1. **Welcome and Introduce the lesson.**

A. How do you welcome a student?

B. How do you develop trust?

C. List what questions will you ask your students to get more information.

D. List the important background information that you learned, and what goals Brett has for taking this lesson.

2. **Assess student and their movements.** Use the Movement Analysis grid below to assess Brett’s “real” skiing ability. After reviewing Brett’s video, describe what you see Brett’s skis doing, as well his fundamental body position during all the phases (push-off, weight transfer and glide). Fill in appropriate boxes below.

Video 1: Movement Analysis Grid-Brett

			
Brett's Skis-classic 			
Fundamental Body position Classic 			

The above Movement Analysis Grid is a tool to help the instructor to determine cause and effect relationships that they see in their students skiing. Level 1 Movement Analysis considers the

*relationship of body position and ski performance. During each of the three phases, body position causes the skis to perform in certain ways (the effect). In Movement Analysis, this is known as a **cause and effect relationship**. Understanding the cause - effect relationships that you see in your student's skiing will lead you to determining goals and planning the lesson experience.*

3. Determine goals and plan experiences.

A. Determine goals: You have identified Brett's "real" body position in all 3 phases in the grid above; now state below Brett's real body position for only one skill/ phase (push-off, weight transfer, or glide).

B. Next, describe the "ideal" body position that you would like to see in Brett's skiing in that same skill/phase.

C. How will changing Brett's body position cause the skis to move differently/more efficiently (the effect)?

D. Explain how your above cause and effect relationship will help Brett reach his goals.

E. Plan the lesson content by filling in the box below. Under Focus, choose your lesson objective i.e. Body Position, Movement, and phase/ skill.

Focus	Drill / Explanation / Maneuver	Terrain Description	Time (i.e. 12 min)

4. Create experiences for learning .

How will you present and share information in a way that addresses Brett’s visual, auditory and kinesthetic needs?

5. Guide practice

A. What factors will determine where and how you practice?

B. Check for understanding How will you know that **Brett** understands? What questions might you ask?

6. Debrief the learning Experience. How will you review the lesson, as well as get Brett back to ski with you again?

For additional movement analysis practice, view another video of a skate skier named Chuck, found by going to: psia-rm.org> Education > Cross Country > Cross Country Movement Analysis Videos and view the video: Level 1 skate skiing student-Chuck.

Then please fill out each box in the Grid below.

Video 2: Movement Analysis Grid-Chuck

	Push off	Weight Transfer	Glide
Chuck's Skis Skate 			
Fundamental Body position skate			

Skiing

1. Analyze the strengths and weaknesses of your own cross-country skiing in terms of your Fundamental Athletic Body Position.

2. What will you practice to improve your Fundamental Athletic Body Position in all three XC Skiing Phases?

3. How do you choose whether to use double pole or diagonal stride?

Part 2: Checklists: When you attend the Level 1 Pre-exam clinic and exam, a user friendly on the hill version of these checklists called a booklet will be given to you. Evaluators will be giving you feedback, so please bring a writing device with you so you can record your personal feedback.

Candidates Name

Date

Nordic Education Staff

A. Skiing Checklist

**Nordic Ed Staff
Level Initial**

***critical maneuvers must pass**

*Diagonal Stride		
Uphill Diagonal Stride.		
*Herringbone		
*Double Pole		
*Step Turn on flats		
Marathon Skate		
Diagonal V Skate		
*V 1 Skate		
* Wedge		
Educators Choice		

General Skiing Development Suggestions:

Candidates Name

Date

B. Teaching Knowledge Checklist

Candidate's understanding of Nordic Ed Staff feedback	Nordic Ed Staff	
	Level	Initial
Beginner Lesson Topic Is:		
Understands Teaching/ Learning Cycle and Lesson is logical		
Beginner lesson is technically accurate / provides appropriate feedback		
Develops rapport / engages group / appropriate pacing		
Moves group in a safe manner		

C. Technical Knowledge Checklist

Candidate's understanding of Nordic Ed Staff feedback	Nordic Ed Staff	
	Level	Initial
Understands basics of waxing skating & classic skis		
Knows and understands the XC Technical Model		
Can perform movement analysis on beginning XC skiers		
Recognizes: Kick-Double Pole, and Skating turn		
Recognizes: V2 and V2 Alternate		

Thank you for participating in the PSIA Level 1 Cross Country certification program. It is our hope that this process has stimulated your thinking and your desire to be the best instructor you can be. In a like manner, we are constantly striving to improve our educational programs and materials. Please feel free to contact the email addresses below with your feedback and suggestions.

- For comments or questions regarding PSIA RM cross country education program contact: Patti Banks, Cross Country Chairperson; patebanks@yahoo.com
- For specific comments or questions regarding this workbook contact Cross Country Education Staff: Dale Drennan; d2skier@sbcglobal.net