



Professional Ski Instructors of America

**ROCKY MOUNTAIN**

American Association of Snowboard Instructors

# Cross Country Trainer's

## Certification Workbook 2018

Name:

E-Mail address:

Cell phone (optional):

Ski School /Club:



**W**elcome to the wonderful world of Cross Country ski instruction! The category of “Trainer” was created to get more high-end coaching and instruction to instructors at the local level. Our goal at XC Trainers selection is to verify that your skiing, teaching, and technical knowledge are at a level above that of Level 3 so that you can help instructors at all levels improve their skills. This Workbook has some ideas and questions to stimulate your thinking and maybe inspire some experimentation. The Trainer Workbook is also designed to help you monitor the development of your skiing ability, technical knowledge, and teaching performance on your path to become a Rocky Mountain Trainer.

This workbook is divided into two parts: **Candidate Section** and **Maneuvers and Tasks Section**. Part 1: The Candidate Section is to be completed by *you* to help develop your understanding and demonstrate your skiing, technical, and teaching knowledge. Please answer these questions before and during the course of the XC Trainer’s Workshop. Hopefully by now you have already downloaded the XC Trainer Packet file from the PSIA-RM web site (<http://www.psia-rm.org>). If you haven’t, you should do it soon. It outlines in a general way the requirements and expectations necessary to receive a Trainer certificate. Use Part 2: the Maneuvers and Tasks section (which will be given to you in booklet form at the event) to record the feedback and coaching that you have received. Ed Staff Members will check your booklet. This booklet is a copy of the scorecard used by examiners at the trainer’s verification event.

You will probably also find it helpful to download the Cross-country Level 1 and Level 2-3 Workbooks. Since one of the possible outcomes of obtaining a Trainer’s certificate is to help prepare ski instructors at your local ski area for certification, you should be able to answer all the questions in the workbooks that they will be using. Going through those workbooks may also stimulate your thinking on skiing, movement analysis and teaching, leading to creative breakthroughs you can share with all of us at the Trainers Workshop.

Other useful references for inspiration and ideas include; the *PSIA Cross country Technical Manual: Skiing and Teaching Skills*, *PSIA-RM XC Handbook*, *PSIA American Teaching System: Nordic Skiing\*\**, *PSIA Core Concepts Manual*, *Alpine Technical Manual*, *The Complete Encyclopedia of Skiing* (Bob Barnes), the PSIA-RM and PSIA web sites ([www.psia-rm.org](http://www.psia-rm.org) and

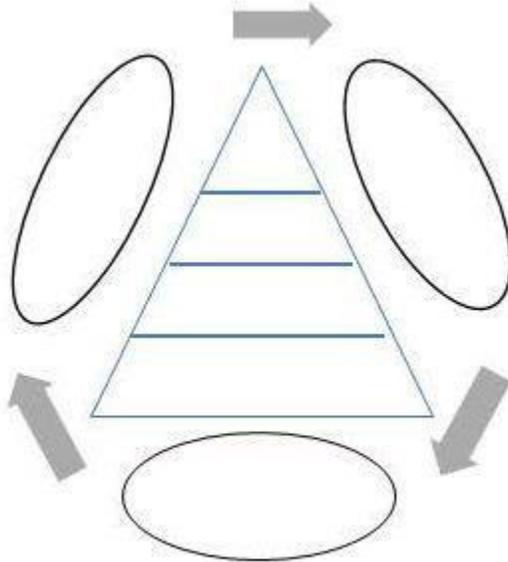
[www.psia.org](http://www.psia.org)) and your fellow instructors. *The Master Skier* magazine, and the web-sites: [www.fasterskier.com](http://www.fasterskier.com) , [www.du.edu/skiteam](http://www.du.edu/skiteam), and [www.usa.org](http://www.usa.org) provide articles and discussions on the latest racing techniques and are of special interest to advanced skiers

Please keep in mind the Learner's Responsibility Code; *I am responsible for my own learning!*  
Be an active learner!

\*\* Though old, this manual still has valuable and accurate information (excluding the section on Basic Diagonal).

**Part 1: Candidate Section** Please use and refer to the Technical Model in your answers to the questions below.

**Technical Knowledge**



1. Please label The XC Technical Model above.

2. What does “late kick” mean to you? Explain how you would recognize it in a skier, and how you would help someone correct it.

3. A skier comments to you that her back hurts while skating .What do you think the likely cause is, and how would you help her correct it?

4.What do you find to be the most common cause of skaters losing power when using the V1 up hills? Describe suggestions or drills you would give skaters to help them maintain power up the hill.

5. You see a skater lifting a foot unnecessarily high during weight transfer. What do you think is the likely cause, and how would you help him correct it?

6. An instructor you know to be a fast classic racer and an accomplished waxer tells you she tends to slip a lot when diagonal striding up hills. What are possible causes, and how would you help her to change?

7. When fellow instructors ask you for help to improve their skiing, how do you proceed?

8. What is the advantage of using leg steering in wedge turns instead of just pressuring the outside ski?

## Skiing

9. What do you think the advantages are of completely flexing the ankle, knee, and hip joints before the weight shift?

10. When double poling what is the "cause" of the heels coming off the ski? When could this be advantageous? When could it not?

11. A. What key feelings, thoughts or mental images most help you with your diagonal stride?

11. B. What key mental images, feelings or thoughts most help you with your skating?

## Teaching Part 1:

Write a plan for a 2 hour classic clinic for your co worker, a XC instructor named Bianca. The steps of the Teaching/Learning Cycle are listed below. Please develop your clinic through these 7 steps based on your knowledge of Bianca and how she skis.

Bianca is a 30 year old woman instructor going for her level 3 certification. Bianca is taking this clinic to help herself understand what she needs to improve in her classic skiing to pass level 3.

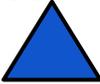
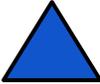
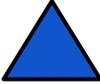
*You can watch a video of Bianca skiing at: [psia-rm.org](http://psia-rm.org)> Education> Cross country> Cross Country Movement Analysis Videos > Trainer Level classic student -Bianca*

**1. Welcome and Introduce the clinic.** How do you develop Bianca's trust? What questions will you ask her to get more information? List the important background information that you learned, as well what are her goals in taking this clinic with you.

**2. Assess the student and her movements.**

After watching Bianca's video, describe Bianca's "real" skiing by completing all of the boxes in the Movement Analysis grid below.

## Movement Analysis Grid-Bianca

<b>Bianca</b>			
<b>Skis</b> 			
<b>Fundamental Body position</b> 			
<b>Fundamental Movements</b> 			
<b>Timing</b> 			
<b>Power</b> 			

*The above Movement Analysis grid is a tool to help the instructor /trainer to determine cause and effect relationships that they see in a student's skiing. Trainer Level Movement Analysis consists of: The trainer should be able to consider the relationship of all elements to all 3 phases.*

*During each of the three phases, the 4 elements of the Sports Performance Pyramid cause the skis to perform in certain ways ( the effect).*

**3. Determine goals and plan experiences:**

A. Determine goals: State below in a cause and effect relationship the 2-3 most important elements you would like to change in Bianca's skiing in all 3 phases.

B. How will the above changes cause the skis to move differently/more efficiently?

c. Explain how your cause and effect relationship from above will help Bianca reach her goal.

D. Plan experiences: Plan the clinic content by filling in the box below. Under Focus, choose your lesson objective i.e. Body Position, Movement, Timing and Power and Phase/ Skill.

Focus	Drill / Explanation / Maneuver	Terrain description	Time (i.e. 10 min.)


4. **Create experience for learning.** How will you present information for Bianca's optimum learning?

5. **Guide practice.**

- What will determine your choice of terrain, practice intensity, and practice time?

- Check for understanding. How will you know that Bianca understands? What questions will you ask?

6. Debrief the Learning Experience. How will you review with Bianca, as well as get Bianca back to ski with you again?

*For additional MA practice, review and analyze a video of Fred skate skiing at: [psia-rm.org](http://psia-rm.org)> Education> Cross country> Cross Country Movement Analysis Videos > Trainer Level skate student -Fred*

Then fill out each box for Fred in the Movement Analysis grid below..

### Movement Analysis Grid-Fred

<b>Fred</b>	<b>Push off</b>	<b>Weight Transfer</b>	<b>Glide</b>
<b>Skis</b> 			

<b>Fundamental Body position</b> 			
<b>Fundamental Movements</b> 			
<b>Timing</b> 			
<b>Power</b> 			

**Teaching Part 2:** On a separate sheet of paper, write up a general training plan for your ski area staff of Cross Country Instructors. The plan should be designed to last for 12 weeks, with one 2 hour training session per week. The general training plan should include: personal skill improvement, teaching improvement, technical understanding as well as certification preparation, and motivational maintenance. Please include: instructor profiles, certification levels and instructor goals

**Part 2: Maneuvers and Tasks Section:** This section is a complete list of maneuvers and tasks that you may be asked to perform. You will receive a smaller version of this list in booklet form when you attend the 401 Workshop and Trainer Verification. Fill in the comments that you receive from XC Education Staff during each event. Please bring a writing device.

A. Skiing Checklist	COMMENTS	Initial	Date
*Diagonal stride			
*Uphill diagonal stride.			
Herringbone			

*Double pole		
*Kick-double pole		
*Step turn		
*Transitions (terrain and maneuvers)		
Skating turn		
Skating without poles		
Diagonal V skate		
Marathon skate		
*V 1 skate		
*V 2 skate		
*V 2 alternate skate		
Gliding/braking Wedge		
Half wedge		
*Wedge turn		
*Basic parallel		
Basic Telemark		
Drills		
Diagonal stride without poles		

Uphill diagonal without poles		
Gliding on one ski in the tracks on a slight downhill		

\*Critical Maneuvers: Must attain minimum score of 5 for each critical maneuver to pass RMT

**Note:** A candidate should be able to ski all these maneuvers accurately at a variety of speeds, from dead slow demos, to race pace (at least for a short time), and to transition through terrain dictated technique changes smoothly.

**General Skiing Development Suggestions:**

**B. Technical Knowledge Checklist**  
Date

**COMMENTS**

**Initial**

Can effectively describe skier movements for all levels of skier		
Can determine cause and effect relationships in the above skiers		
Can make MA prescription for change and practice of above skiers		
Teaching knowledge is accurate		
Knows, understands and applies the XC technical model:		
Sports performance pyramid		
Skills and phases		
Continuous forward motion		

**Technical Knowledge Development Suggestions:**



C. Teaching Knowledge Checklist Date	COMMENTS	Initial
Clinic Assignment Is:		
Lesson provides safe environment		
Uses teaching/learning cycle/lesson makes sense/paces well		
Develops rapport/engages students/attends to individual needs		
Knows different learning/teaching styles, presents in multiple ways		
Facilitates clinic at peer level with emphasis on instructor development		
Delivered technically accurate lesson with feedback		
Professionalism		

**Teaching Development Suggestions:**

**Thank you** for participating in the PSIA Rocky Mountain Trainer Selection. It is our hope that this process has stimulated your thinking and your desire to be the best instructor you can be. Similarly, we are constantly striving to improve our educational programs and materials. Please feel free to contact the email address below with your feedback and suggestions.

For comments or questions regarding PSIA RM cross country education program or this document contact: Patti Banks, XC Chairperson; [patebanks@yahoo.com](mailto:patebanks@yahoo.com)