



# **PSIA-Rocky Mountain-AASI Training Movement Analysis**



**Discipline:** Alpine

**Time:** 2.5 hour sessions offered 4 times over 2 days

**Setting:** MSM / RMT / Resort Trainer Training – On-snow

## **Session Description:**

Designed for RM MSM / RMT / Resort Trainers, this session offers an introduction to more in depth technical skills. Analyze peer level skiing and explore ideas for training entry-level instructors to organize and present technical concepts to guests. Practice movement analysis requirements for each of the 3 levels of certification and see how they are constructed to build technical skill. Discover other RM offerings that build a deeper technical understanding.

## **Course Objectives:**

- By the end of the session participants will:
- Ski a minimum of 5 runs. (Affective)
- Differentiate the MA skill sets required at each level of certification by practicing those requirements. (Cognitive) Emphasize tracking F/A or S/S on basic level with Edging or Rotary.
- Participants will prioritize a primary and secondary skill pool to analyze in peer level skiing that is technically significant. (Cognitive)
- Compare / Differentiate skis & body performances for primary skill through all turn phases using D.I.R.T. (Cognitive)
- Describe Cause / Effect Relationship of secondary skill to primary skill, 1 phase to another. (Cognitive)
- Compare current to more ideal Skis & Body Performances for the chosen skills. (Cognitive)
- Demonstrate Level 2 MA format for same skier using edging or rotary. **Track on a basic level F/A or S/S Pressure Control. New** (1 Skill, Skis & Body Performance Relationship, using D.I.R.T., 1 phase to another) (Cognitive)
- Demonstrate Level 1 MA format for same skier using primary skill. (1 Skill, Skis & Body Performance Relationship, highlighted) (Cognitive)

## **Sample Activities:**

**9:00 – 11:30 or 1:00 – 3:30**

Run L3 MA. Then build skills from L1 to L3

L3 – levels 8-9

- Pair up participants and have them observe each other skiing a similar application. (e.g. short turns)
- Ride the chair lift with another pair and describe to them the 2 skills that you would focus on with your partner. Describe the location in the turn where the skills interact most significantly.
- Describe the skis / body performance relationship for the primary skill from 1 phase to another.
- Describe how the secondary skill enhances or diminishes the primary skill in the same 2 phases.
- Describe a more ideal or alternative skill-to-skill relationship for the same 2 phases.

L1 – levels 1-4

- Choose a skill to observe.
- Pick a task that is commonly used in a level 1 lesson that would help highlight the chosen skill for observation.
- Ski through the task in groups and describe the observed skis / body performance relationship. What does this description sound like with our experience? w/ little experience?
- Ski through the most common observations of students at this level given this skill and task? How do they compare to a more ideal application of the chosen skill?
- Make observations on linked wedge turns. (across hill, down hill)

L2 – level 5-7

- Choose a skill to observe.
- Ski in groups through some version of a blended parallel turn that could be emulated by a level 5-7 skier. Observe each other.
- Compare the ski performance in the chosen skill from 1 phase to another. (D.I.R. or T.)

**Be sure to share with participants, that the 401 TF and MA clinic is structured with a day of foundational science followed by indoor MA application and may be helpful to attend. Auditing MA 201 / 301 clinics may be helpful.**

## **Materials:**

MA IDP, Skiing IDP