



HOW TO TEACH SKIING - CANADIAN SKI INSTRUCTOR ALLIANCE (CSIA) METHODOLOGY

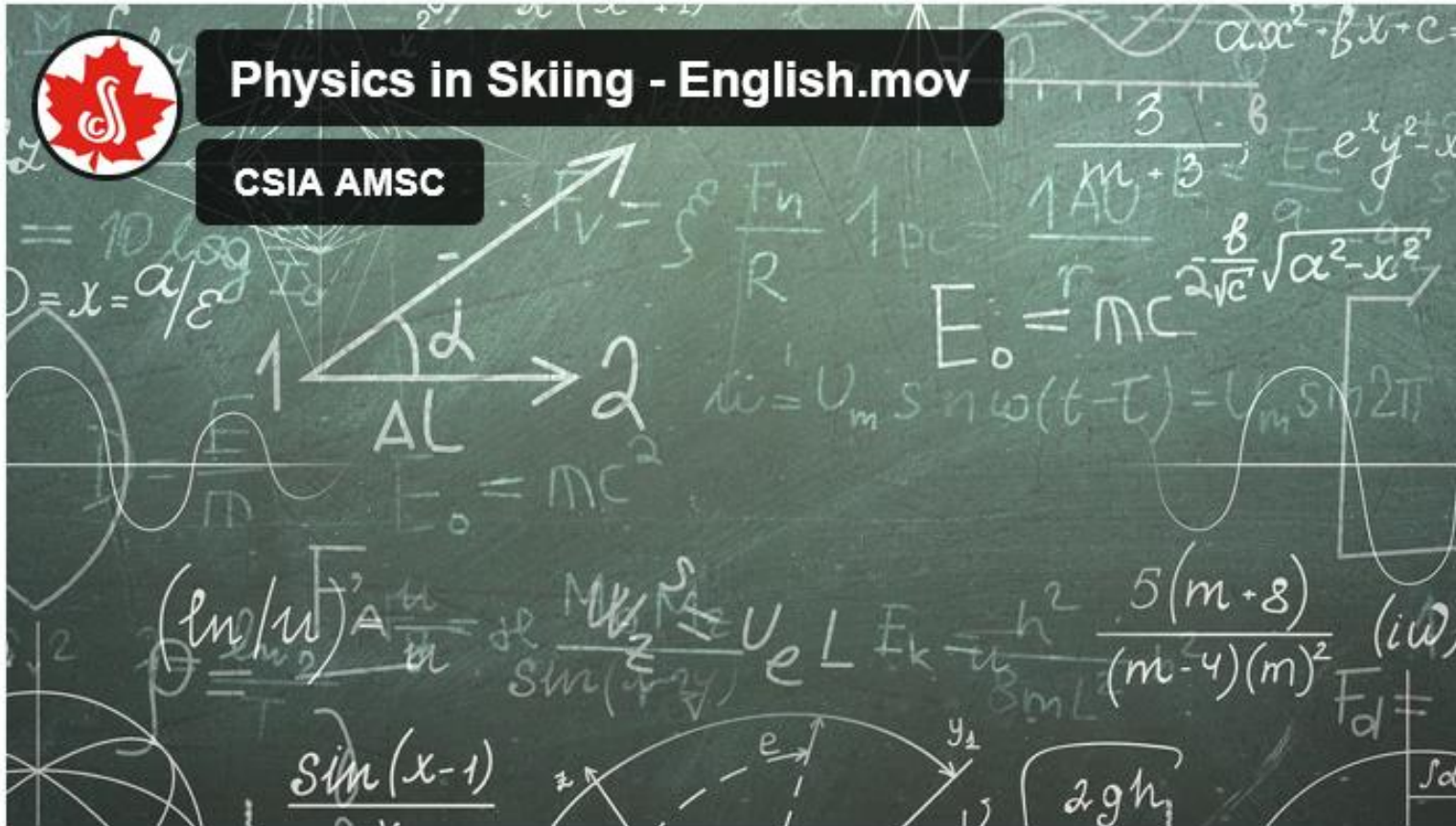
Carolyn Mitrow and Colin Moden

AGENDA

- Fundamentals of skiing (Physics)
- The Collaborative Approach (Background)
- Ski Objectives
- Skills Framework
- Skills
- Priming and Reflection
- Anger Management
- On snow agenda
- Expectations at end of snow session
- Resources
- Questions?



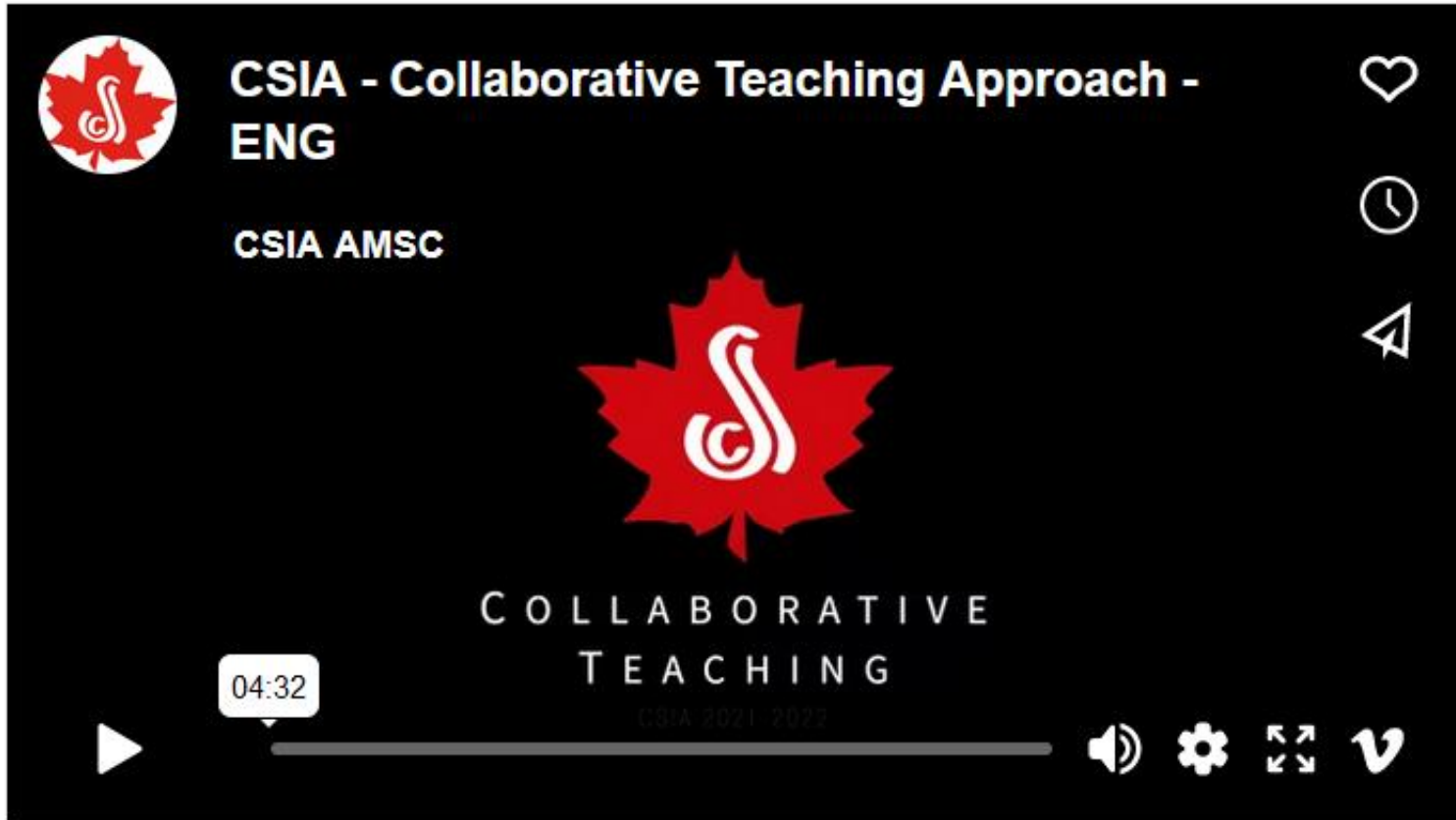
FUNDAMENTALS OF SKIING (PHYSICS)



- Why we change direction
- How we change direction
- Base of support (BOS)
- Center of Mass (COM)
- Stance and Balance

Click on Video to Play

THE COLLABORATIVE APPROACH



Know your Learner: AOT

- Psychological
- Physical
- Goals
- Abilities/Skill Level

Click on Video to Play

CREATE AN EXPERIENCE

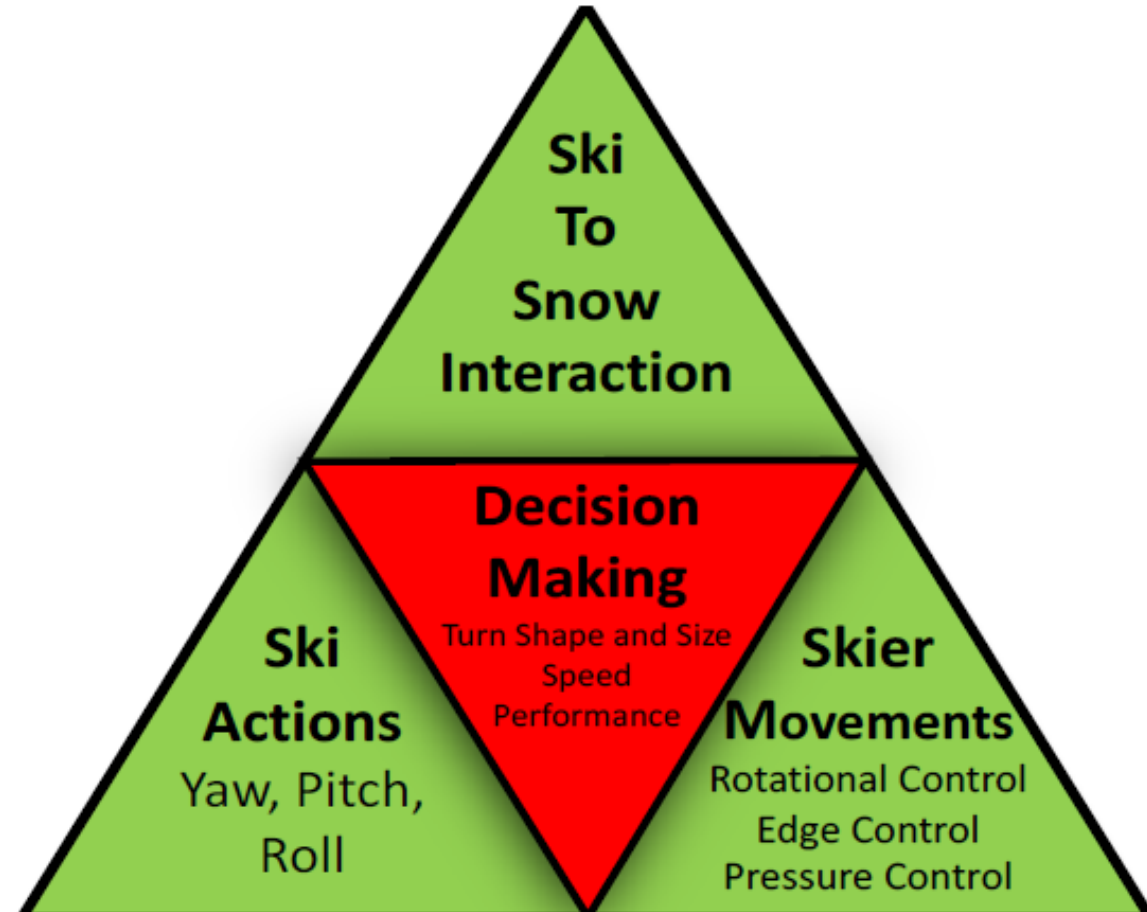
Design a task based on:

- your learner
- the environment
- think about turn shape, speed and terrain
- the objective of your lesson
 - (mobility, gliding, direction change, speed management)
- the skills needed
 - (rotational control, edging control, pressure control)



SKILLS FRAMEWORK

- A guide for assessing and developing skiers and designing lesson plans.
 - Decision Making Process
 - Ski to Snow Interaction
 - Skier Movements (Rotational, Edge and Pressure Control)
 - Ski Actions (Yaw, Pitch, Roll) These skills are comprised of the 3 essential building blocks of skiing; rotational, edge and pressure control.



SKILLS - HOW WE CHANGE DIRECTION



- Pressure Control
 - The use of all joints helps maintain a centered stance and provides the ability to manage forces acting on the ski and skier.
 - Formerly: Stance and Balance
- Rotational Control
 - Turning is led by the lower body and the ski design
 - Formerly: Pivoting
- Edging Control
 - Upper and lower body separation allows for angulation to provide grip.
 - Formerly: Edging

ASSESS THE EXPERIENCE



Assess or Debrief:

- Objective vs Outcome
- Reflection of the task by client
 - vs your observation
- Cause and Effect
 - why did your task work or not work?

Development Scale:

- Initiation
- Acquisition
- Consolidation

PRIMING AND REFLECTION

Priming:

- helps guide the learner
- lets them know what will happen
- enhances their expectations
- quickens the learning process

Reflection:

- the better you prime someone, they will be more able to reflect on their actions
- as an instructor you need to reflect while the action is happening and after to assist the learner with their thoughts



EXPLORE THE POSSIBILITIES

Repeat or vary the task based on:

- your learner
- the environment
- the objective
- the skills



SKI OBJECTIVES (FORMERLY “FAST TRACK TO PARALLEL”)



Mobility



Gliding



Speed Control



Direction Change

ANGER MANAGEMENT

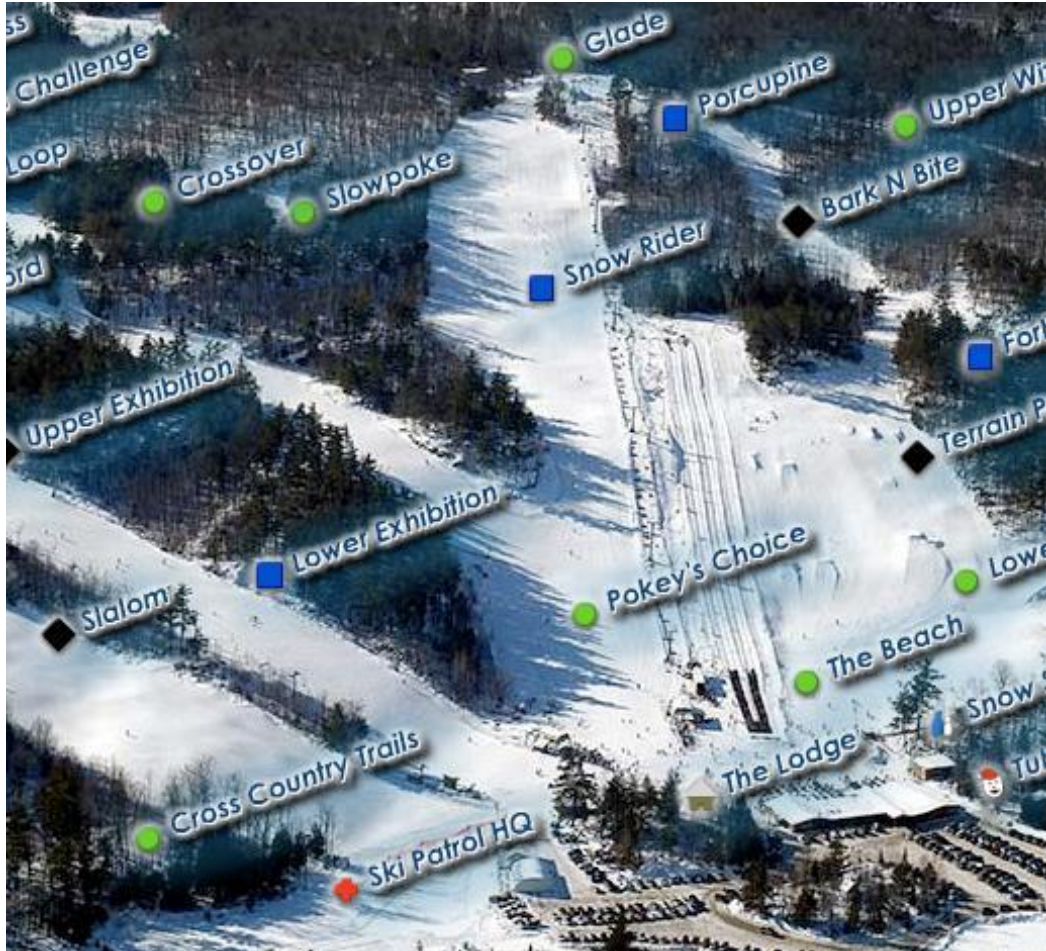
Anger is a physiological response that is triggered by fear, frustration, humiliation etc.

The anger cycle includes

1. The trigger
2. Escalation
3. Crisis
4. Retriggering
5. Recovery

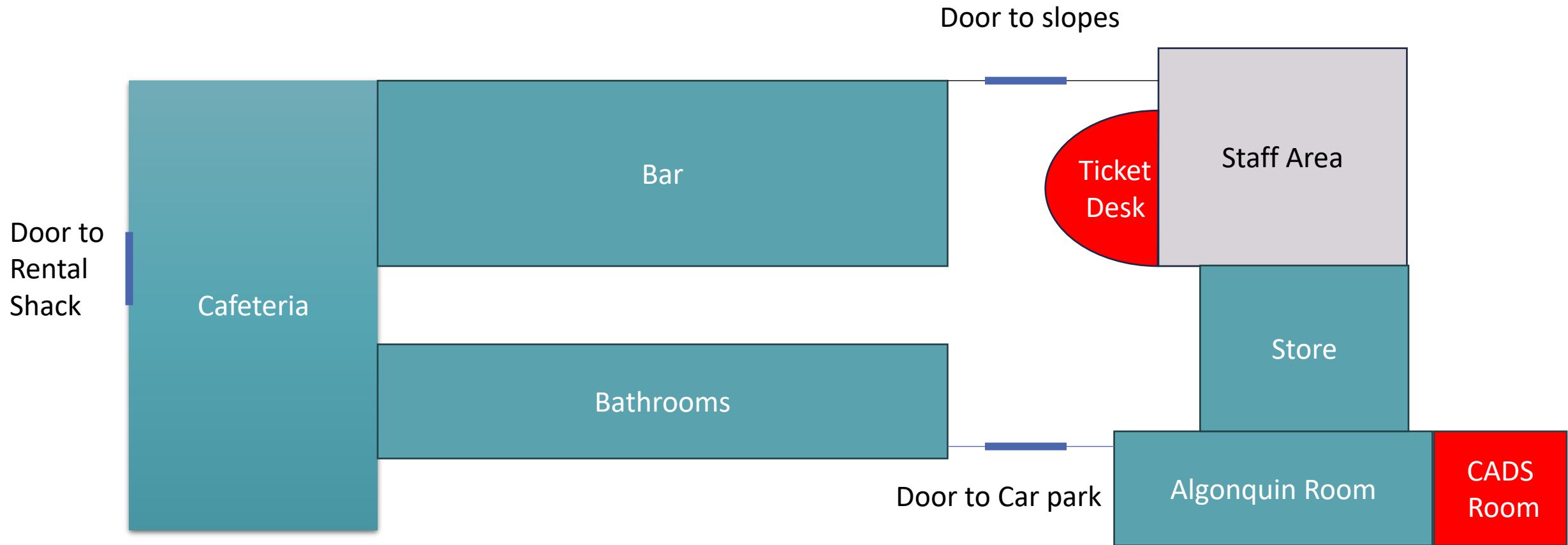


OUR DAY ON SNOW



- We will review the zoom session points as we ski
- We will build our tool boxes!
- Session will be a collaborative approach with sharing of experiences by all
- Everyone will have an opportunity to teach and get feedback
- It's a really busy day, so take notes when you can and review the CADS-NCD site teaching tools before coming

ROUGH FLOOR PLAN OF MOUNT PAKENHAM LODGE



EXPECTATIONS AT END OF ON SNOW SESSION

Uses CSIA terminology and methodology throughout the lesson, as appropriate and demonstrates the appropriate skiing level for CADS Level 1.

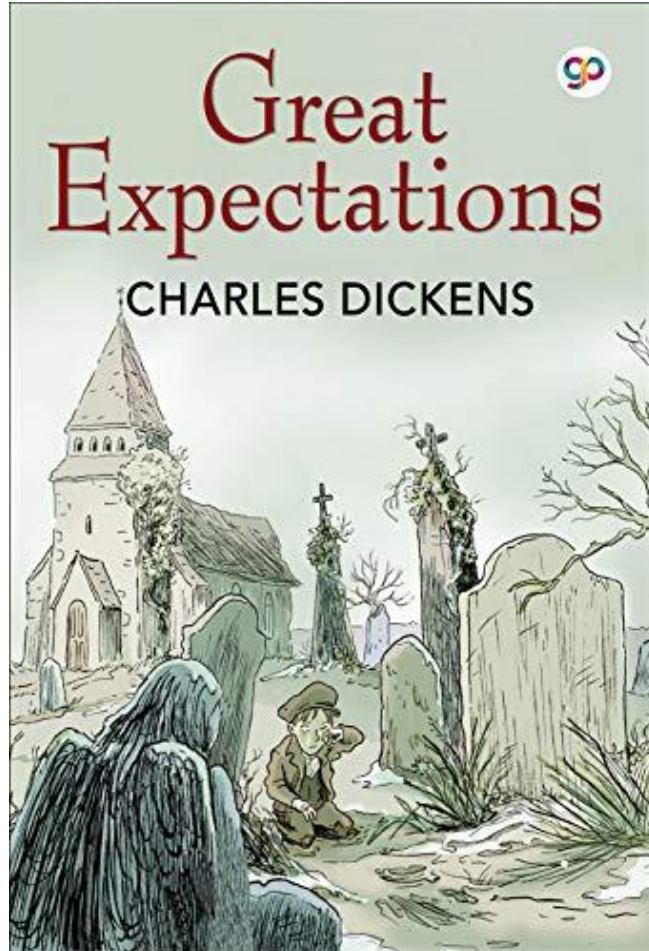
Demonstrates the ability to teach utilizing knowledge and techniques as outlined in the CADS Instructor Manual.

Selects achievable goals and tactics for skill development

Demonstrates the ability to ski backward with linked turns on a green, groomed run, do hockey stops, wedge turns and be able to introduce parallel skiing.



MORE EXPECTATIONS



- Articulates clear, concise directions when approaching a lift line as well as when entering and within the maze.
- Refers regularly and as appropriate to safety and the Alpine Responsibility Code such as positioning on run, safe places to stop, etc.
- Is able to explain the meaning and implications of Duty of Care for the student as well as for Instructor.
- Efficiently and clearly directs the lift attendant for loading/unloading the student.
- Includes critical points from the AOT that may affect the safety of the student, instructor and the public.
- Presentation - The candidate is friendly and confident. S/he uses appropriate language, makes eye contact, and demonstrates appropriate body language, is clear and concise in explanations

RESOURCES

The screenshot shows the CADS NCD website with a navigation bar at the top containing links for CADS - NCD, CALABOGIE, MONT CASCADES, EDELWEISS, PAKENHAM, SKI HAWKS, RACE, TRAINING (highlighted with a red box), WINTER SPORTS CLINIC, and DONATE. Below the navigation bar is the header "CANADIAN ADAPTIVE SNOWSPORTS - NATIONAL CAPITAL DIVISION". On the left sidebar, there is a menu with "Instructor Training Resources" (highlighted with a red box) and "This Year's Courses". The main content area features a red-bordered box titled "Instructor Training Resources" with social media icons and a sub-section "Self Study Resources". Under "General", there are links for "CADS Level 1 Student Resources" and "Course event feedback survey". Under "Ski Teaching", there are links for "CSIA Video on Physics of Skiing", "CSIA Video on Collaborative Teaching", "CSIA Level 1 Videos on Youtube", "Primer on BOS and COM", "Ski Coach list of drills", and "Ski Teaching Tips 2021". A search bar and a "LANGUAGES" dropdown menu are also visible.

CADS NCD Website

The screenshot shows the YouTube channel page for CSIA AMSC. The search bar at the top contains the text "canadian ski instructors alliance channel". The channel banner features a skier in a black jacket. The channel name "CSIA AMSC" is highlighted with a red box, along with the handle "@CSIAAMSC" and "10K subscribers". The navigation tabs include HOME, VIDEOS, PLAYLISTS, COMMUNITY, CHANNELS, and ABOUT. The "Subscriptions" list on the left includes J.J. McCullough, Mark Rober, JameL_AKA_Jam..., Zone Petanque, Pierre Goulet, Choir! Choir! Cho..., and SnoYak. The main content area displays two video thumbnails: "ARCHIVE 2016: Level 1 and 2 Teaching Criteria" (31K views, 6 years ago) and "ARCHIVE 2015: Terrain Assisted Development" (2.9K views, 7 years ago).

Youtube CSIA Channel



QUESTIONS



THANK YOU

WWW.CADS-NCD.CA

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