



SKILLS WORKSHOP TRAINING MANUAL

2021-22 WINTER SEASON

**Steve Howie
Snowsports School Director**

Revised November 2021

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Skills Workshop

On Snow sessions

December 3rd, 4th, 11th & 12th, 2021

8:30am - 4pm

Special Note: If we are not open on December 3rd, and 4th, we will be indoors to start the Skills Workshop Seminar.

After course completion, if you are applying for a position on the Bristol Mountain Snowsports School you will need to bring the following documents with you on December 12th, 2021:

If you have an unexpired U. S. Passport, this is the only identification you need to bring. If not, you must bring one document listed in paragraph A and one document listed in paragraph B:

- A. Driver's license, school identification card, voter's registration card, or photo identification issued by either the federal, state, or local government. The document must have your name and address printed on it.
- B. Social security card or birth certificate.

Note: All employees under the age 18 must also provide working papers

A change in schedule may occur due to weather. Check the Bristol Mountain Facebook Page for Updates.

Please come prepared! Bring your snowsports equipment and proper clothing for the weather.



November, 2021

Dear Instructor Candidates,

Contemporary skiers/riders are diverse in their desired outcomes. The direction that an experienced instructor would take with their students depends on each student's needs, wants, goals, abilities, equipment, terrain availability and length of lesson. Today's instructors must understand contemporary skiing movements, the skiing fundamentals/skills concept, biomechanics, the laws of physics, ski/board design, learning styles and teaching styles. Equipped with this knowledge and the ability to analyze movements, an instructor should be able to create a stepping stone lesson plan customized to each student. Although much of the knowledge can be gained from manuals and clinics, what it takes to make it all come together is experience. Experience is gained when we see the results of our work. Without experience the end results are an unknown.

Given the fact that a new instructor has no snowsports teaching experience, how do we prepare them to teach? The following outline has basic information and a linear progression or script to use as a starting reference point. As you gain experience from teaching and coaching feedback, you will start to move away from the linear progression and start to use an individualize stepping stone lesson plan. The more you teach the more you start to recognize, if I take this path this is what will happen.

The important thing to remember is, it takes time and commitment to become an experienced instructor. It is my hope that we can provide you with the knowledge and guidance needed to gain that experience.

Sincerely,

Steve Howie
Snowsports School Director

BECAUSE the CUSTOMER

Because the customer
has a *need*,
we have a job to do.

* * * * *

Because the customer
has a choice,
we must be the *better choice*.

* * * * *

Because the customer
has sensibilities,
we must be *considerate*.

* * * * *

Because the customer
has an urgency.
we must be *quick*.

* * * * *

Because the customer
is unique,
we must be *flexible*.

* * * * *

Because the customer
has high expectations,
we must *excel*.

* * * * *

Because the customer
has *influence*,
we have the hope of
more customers

* * * * *

Because of the customer,
we exist!

10 KEYS TO OUTSTANDING CUSTOMER SERVICE AT BRISTOL MT.

AN ASSEMBLAGE OF ADVICE BORROWED AND ADAPTED FROM ORGANIZATIONS KNOWN FOR THEIR GREAT CUSTOMER SERVICE:

1. **Treat others as you would want to be treated. And treat their children as you would want your children to be treated!**
2. **Be Your Customer**
Live the life of your customer and experience what they do! Stand in line for the ticket window or the skier services desk, call 374-6000 to ask a question, go through the rental process, and soak up feedback wherever you go. Be Curious.
Overhear, be nosy, ask questions and feed back insights from your customers. We as instructors are the eyes and ears of the Mountain.
3. **Take personal responsibility for your customers.** It is everyone's (yes, everyone's!) mission to be customer focused -- even those seemingly out of the direct line of fire. And as instructors, we're never out of the direct line of fire.
4. **Every so often, make an outrageous, extravagant effort to serve a customer.**
Walking in from the parking lot empty-handed while a customer struggles with their equipment? Lend a hand! Skiing by a customer who's just had a "yard sale" fall? Stop for just a minute to help them pick up the pieces. Try just one of these random acts of kindness each time you're at Bristol -- they really add up, and can significantly help a mountain's reputation for extraordinary service.
5. **Listen Hard to Complaints**
Complaints are a wonderful gift - they are feedback of the highest order. Enjoy them and learn fast. Provide an immediate and generous customer response. React quickly -- every problem is an opportunity to cement your relationship with your customer.
6. **Provide a Quality Experience Every Time You Teach.** Make sure that every lesson not only begins well, but even more importantly, ends well.
7. **Don't ever break your promises.**
If you can't keep a promise, then don't make it. If you do make a promise, then make every possible effort to keep it. Period.
8. **Don't make things overly complicated for your customer.**
Don't frustrate your customers! Make the information that your customers want readily available to them. Whatever they want and need from you, try and make it painfully easy and obvious for them to get it.
9. **Don't forget to say "thank you."**
Make it a point to say "thank you" at every opportunity. Your customers will feel like you really appreciate and value them.
10. **Have Fun**
Have fun with your customers. It builds relationships. Relationships are business!

GENERAL SAFETY PRACTICES

Some general safety practices that every instructor should follow are:

1. Conduct class in "safe" areas of trails and mountain (out of traffic, not under lifts, not at trail intersections, away from snow guns, etc.)
2. Teach safety procedures as prescribed by snowsports school and area policies.
3. Explain the safety rules for skiers (Refer to the Skiers Responsibility Code, listed below).
4. Stress safety appropriate to each specific activity. Point out possible dangers unique to that activity.
5. Reinforce safety awareness throughout the lesson.
6. Move the class safely and with specific directions (include how, when, and where to move and stop).
7. Inform students about their equipment in terms of its safety features (e.g., bindings, brakes, need for maintenance and yearly binding release check).

YOUR RESPONSIBILITY CODE

- ❖ Always stay in control, and be able to stop or avoid other people or objects.
- ❖ People ahead of you have the right of way. It is your responsibility to avoid them.
- ❖ You must not stop where you obstruct a trail, or are not visible from above.
- ❖ Whenever starting downhill or merging into a trail, look uphill and yield to others.
- ❖ Always use devices to help prevent runaway equipment.
- ❖ Observe all posted signs and warnings. Keep off closed trails and out of closed areas.
- ❖ Prior to using any lift, you must have the knowledge and ability to load, ride, and unload safely.

**KNOW THE CODE
IT'S YOUR RESPONSIBILITY**

ADULT CLASS OUTLINE

It is essential to understand the importance of the ski instructor as it relates to the experience of the first-time guest. Of all the lessons we teach, the level 1 lesson is the most important as it will have the greatest impact on our guest's intro to skiing and their decision to return. Please keep in mind that this outline is only a starting reference point for teaching entry-level skiers. As you gain knowledge from continued clinics and studying educational materials, you will start to understand the depth of knowledge needed to teach a quality lesson. As you gain experience, you will be able to assess the students' needs and modify the lesson content to the group, and the individuals in it. But even with knowledge and experience, it is your personality, professionalism, and passion for the sport that will make it a truly great lesson.

Level I

I. INTRODUCTION

- A. Self to class - *Make them feel comfortable, Smile and use eye contact.*
- B. Class to instructor/each other - *Learn and use students name, Shake hands if appropriate.*
- C. Ask questions and allow the class to ask questions. *Examples: Why did you decide to take up skiing? What do you expect to be able to do by the end of this lesson? Listen and watch for important clues (are they excited or apprehensive).*
- D. State goals
 - 1. Balance: *standing and in motion*
 - 2. Gliding: *straight run*
 - 3. Speed Control: *wedge - controlling wedge - braking wedge*
 - 4. Turning: *wedge turns*
 - 5. Use of lifts: *surface - chair*
 - 6. Most of all to ski safely and have fun

II. PROGRESSION

- A. Introduction to equipment -
 - 1. Check boots - snug? Right feet? Pants outside? Wrinkled socks?
 - 2. Skis too long? Too short?
 - 3. Snow cleaned off boots? Bindings? Skis?
 - 4. Equipment compatible?
 - 5. Poles - use of straps - Correct size?
 - 6. Explain how bindings and ski brakes work - *With one ski off, show them, how to take the ski off and put it back on (make sure the ski is across the fall-line).*

- B. Warm-up exercises - *Skis may vary in length and side-cut, the skills will remain the same although students' effort and sensations will vary.*

With skis off

1. Walk the class through a series of S-turns
2. Sidestep up the hill a short distance and back down
3. Make a wedge and then a reverse wedge -*turn your legs in and turn them out.*
4. Balance on one leg, then other -*Introduce flexion and extension to aid balance.*

With skis on

5. Natural athletic stance - *Note ability to flex all joints. Does the ski boot restrict ankle flex?*
6. Rocking-fore/aft to find the center of the foot - *Focus on feeling pressure along the whole foot as opposed to the heels or the ball of the foot.*
7. Move weight from ski to ski - *Develop long leg short leg flexion and extension to move from ski to ski, finish with weight even on both skis.*
8. Step side to side
9. Step tips apart - Step tails apart - both directions
10. Bullfighter's Turn - *While supporting upper body on poles, take small wedge steps (tails apart and together). Turn the skis 90 degrees.*
11. Hop to wedge - hop back to straight run position while maintaining stance width (keep feet apart, not too close),
12. Steer to wedge without skis coming off ground
13. Make bowties in the snow - *Make a trench in the snow with your boot, put your foot in the trench and repeat the above exercise. As you try to turn your foot, feel the muscle tension in your leg.*
14. Ski on, Step on pole grip, rotate ski

- C. Walking - Follow the leader

1. Walk with one ski on - *based on the need of the group*
2. Walk with two skis on - change direction - repeat - *keep pole baskets behind heels to help push forward*
3. On flats, push with poles to glide
4. Side step on flat - *Emphasize leg movements to tip skis on edge*
5. Herring bone on flat - *Note pressure on inside of arch*
6. Fall down - get up - normal/one ski off (as needed)

- D. Climbing

1. Side stepping - *Reemphasize leg movements to tip skis on edge - emphasize skis being perpendicular (across) the fall line.*
2. Side step down, Side step up and forward
3. Herring bone

Proceed to appropriate available terrain for straight run

REST

- E. Straight Run and Balance - *Pick terrain with natural run out, or traverse across. Remind students to look up-hill before taking off. Stop at the bottom of the group and move to the side. Use the bullfighter's turn to move into the fall line.*
1. Straight run to natural runout - *Focus on natural athletic stance*
 2. Rock fore/aft while gliding - *reduce rocking to find the center of the foot.*
 3. Step side to side while gliding - *Small step, keep straight line.*
 4. Bounce while gliding (extend/flex) - *Look for flex in all joints.*
 5. Straight run - step out at end to a stop - *Small steps (tips apart without widening the stance).*
- F. Gliding Wedge - *Review warm-up exercises 3,5,6, and 7 emphasize rotary movements needed for task. Remember wedge size and appearance will vary base on the ski's side-cut and length.*
1. Straight run to gliding wedge - *Focus on twisting legs inward.*
 2. Vary wedge size (1-3-5)
 3. Wedge change-ups
 4. Wedge to stop
 5. Rock fore/aft while gliding
 6. Move weight from ski to ski while gliding, finish with weight even on both skis - *long leg, short leg flexion and extension*
 7. Gliding Wedge with a step out to a stop
- G. Ride Lunar Launch surface lift
1. Check for loose clothing, long hair
 2. Tell them regroup - *assign a group leader*
 3. Demo load, keep students 6 feet apart.
 4. Remind them to clear unloading area quickly
 5. Help each student load the lift
- H. Wedge Turns
1. Lift foot off snow and rotate - *Focus on the femur rotating in the hip socket (Muscular tension will be passive).*
 2. Make a trench in the snow with your boot, put your foot in the trench and try to rotate the foot. *As you try to turn your foot, the muscular tension in your leg will be active allowing the student to sense where the rotary is coming from.*
 3. Make bowties in snow - *Moving weight to the toe or heel will change the shape of the bowtie (or the point we are turning the ski around).*
 4. With skis on, Step on pole grip, rotate ski - *The pivot point is under the foot*
Side step up the hill
 5. Make slight direction changes from a straight wedge (more flex with inside ankle/leg to flatten inside ski and move C of M inside the turn)
 6. Increase direction change - link wedge turns (continue to develop a long leg/short leg, LL/SL, relationship required to move the C of M laterally and to

- release the edge of the ski at the start of the new turn)
- 7. Skis off - walk straight line and feel pressure on bottom of foot - walk in circle (fast) and feel pressure on inside of feet (in relationship to turn)
- 8. Repeat with skis on - straight run - Straight run to a turn right and left (where is the pressure on the foot) Link wedge turns - vary speed and radius set up slalom course to adjust turn radius or make a line in snow for students to follow

Special Note

Point out that turning to a stop is the most effective way to stop. (Use turn shape and terrain, not braking wedge)

- 9. Stagger course to promote turning to a stop
- 10. From a wedge traverse, round to a stop
- 11. Quick turns to a stop

I. Proceed to chairlift - Instructor rides last in case students have problems loading

- 1. Double check for loose clothing
- 2. Explain corral system
- 3. Explain terrain to be encountered
- 4. Move near enough to lift for visual contact, watch others load
- 5. Explain how to load and unload - poles in your inside hand - look over outside shoulder - close safety bar - raise safety bar at sign, with ski tips up, let skis come to ramp then stand up, ski away.
- 6. Explain where to regroup at top - use trail sign away from unloading area
- 7. Check for confidence - fear
- 8. Pair off group, designate leaders - ride up last
- 9. Ask lift attendant to slow lift as necessary

J. Regroup at top of Infinity

- 1. Defensive skiing safety rules - stop at side, stay away from areas under lifts, obey right of way, look uphill, stop at the bottom of the group
- 2. Practice linked wedge turns
- 3. Practice turns to a stop
- 4. Play follow the leader and float among students - set meeting places
- 5. Vary speed and radius of turns
- 6. Use garlands - turn entry but without crossing the fall line (traffic on the trail may limit the use of garland, be aware of oncoming traffic)
- 7. Shorten radius as pitch increases
- 8. Use lower Infinity to increase speed

III. SUMMARIZATION OF LESSON 1 - ALWAYS FINISH AT BASE OF MOUNTAIN

A. Review lesson objectives

- 1. Balance
- 2. Walk
- 3. Glide
- 4. Stop

5. Speed control
6. Turns
7. Lift riding

B. Guidelines for free skiing

1. Explain Your Responsibility Code - where it is displayed - encourage reading after class
2. Which lifts to use
3. Which slopes - green circles
4. Explain trail marking system
5. Mountain hazards
6. Weather hazards - frostbite, hypothermia

C. Offer information on base area

1. Food, Office, Child Care, Ski Shop, Ski Patrol
2. Upcoming events
3. Ask for questions

D. Next lesson

1. Improving the Wedge turn
2. Introduction to Christie turns

Special Note: Gliding Wedge, Wedge Turns - Many of the students that will be taking this lesson are those with difficulties in Level I. For this reason, many of the exercises in this lesson will be corrective exercises (exercises that correct skills that are missing or learned improperly).

I. INTRODUCTION

A. Self to class

B. Class to instructor/each other - ask relevant questions

C. State goals

1. Review Gliding Wedge
2. Review and improve linked Wedge Turns
3. Speed control and stopping by varying speed, pitch, and radius in Wedge Turns
4. Review or introduce Lift Riding

II. PROGRESSION

A. Warm-up exercises to introduce or review movements to be used in Level 2

Note: Many of the difficulty's students have starts with stance; take the time to help them develop a centered stance.

1. Natural athletic stance-note ability to flex all joints
2. Rocking-fore/aft - find center of foot

3. Move weight from ski to ski - *weight even on both skis*
4. Step side to side
5. Step tips apart - both directions
6. Step tails apart - both directions
7. Slide tails apart

B. Review gliding controlling - braking wedge

1. Straight run to gliding wedge
2. Wedge change-ups
3. Wedge to stop
4. Rock fore/aft while gliding
5. Move weight from ski to ski while gliding

C. Wedge Turns

1. Remove ski, pivot boot in snow
2. Make a trench in the snow with your boot, put your foot in the trench and repeat the above exercise. As you try to turn your foot, feel the muscle tension in your leg.
3. Ski on, Step on pole grip, rotate ski
4. Make slight direction changes from a straight wedge
5. Increase direction change - link wedge turns
6. Skis off - walk straight line and feel pressure on bottom of foot - walk in circle (fast) and feel pressure on inside of feet (in relationship to turn)
7. Repeat with skis on - straight run - Straight run to a turn right and left (were is the pressure on the foot?) Link wedge turns - vary speed and radius
8. Set up slalom course to adjust turn radius or make a line in snow for students to follow
9. Stagger course to promote turning to a stop
10. Wedge traverse around to a stop
11. Quick turns to a stop

D. Proceed to chairlift - Instructor rides last in case students have problems loading

1. Double check for loose clothing
2. Explain corral system
3. Explain terrain to be encountered
4. Move near enough to lift for visual contact, watch others load
5. Explain how to load and unload - poles in your inside hand - look over outside shoulder - close safety bar - raise safety bar at sign near top - with ski tips up, let skis come to ramp then stand up - ski away.
6. Explain where to regroup at top - use trail sign away from unloading area
7. Check for confidence - fear
8. Pair off group - ride up last.
9. Ask lift attendant to slow lift as necessary

E. Regroup at top of Infinity

1. Defensive skiing safety rules - stop at side, stay away from lifts, right of way, look uphill, remind students how to "bail out" sit down
 2. Practice linked wedge turns
 3. Practice turns to a stop
 4. Play follow the leader and float among students - set meeting places
 5. Vary speed and radius of turns
 6. Use garlands through curve
 7. Shorten radius as pitch increases
 8. Use lower Infinity to increase speed
- Keep linking turns - focus on long leg - short leg. - build rhythm and flow

IV. **SUMMARIZATION OF LESSON - ALWAYS FINISH AT BASE OF MOUNTAIN**

A. Review lesson objectives

1. Balance
2. Walk
3. Glide
4. Stop
5. Speed control
6. Turns
7. Lift riding

B. Guidelines for free skiing

1. Explain skier responsibility code - where it is displayed - encourage reading after class
2. Which lifts to use
3. Which slopes - green circles
4. Explain trail marking system
5. Mountain hazards
6. Weather hazards - frostbite, hypothermia

C. Offer information on base area

1. Food, Office, Child Care, Ski Shop, Ski Patrol
2. Upcoming events
3. Ask for questions

D. Next lesson

1. Improving the Wedge turn
2. Introduction to Wedge Christie turns

Continuing Lessons Outline Level III

I. INTRODUCTION

- A. Self to class
- B. Class to instructor/each other - ask relevant questions
- C. State goals
 - 1. Review and improve linked wedge turns to develop rhythm and flow
 - 2. Review and improve speed control and stopping by varying speed, pitch, and radius in wedge turns
 - 3. Introduce Wedge Christie turns (matching after the fall-line)
- D. Review use of lifts
- E. Check to make sure everyone has skied on Infinity (or same level at another area)
If not, check skiing ability on Launching Pad. If so, proceed to Sunset Lift.

II. PROGRESSION

Special Note: Quality mileage is a major factor in developing these turns

- A. Linked wedge turns - If work is needed, refer to wedge turn progression in level II progression
- B. Wedge turns for speed control and stopping
 - 1. Vary speed
 - 2. Vary pitch
 - 3. Vary radius
 - 4. Vary tempo
 - 5. Turn to a stop
 - 6. Shallow wedge turns on gentle terrain to develop quickness and better control
 - 7. Increase speed of shallow wedge turns - skis should naturally start to match at end of turn (changing dynamics)

What Just Happened? *Your first parallel turn completion!*

- C. Introduction to Wedge Christie turns on flat terrain
 - 1. Without skis - pivot outside turning foot in snow
 - 2. Without skis - pivot inside foot in snow
 - 3. Pick inside foot up about 2-3 inches off the snow, hold student's boot and have them turn their foot to the inside (create resistance)
 - 4. With skis on - pick up inside ski and pivot
 - 5. Put pole in snow and press the outside tip of inside ski against pole - feel muscle in leg. (Hold tip of ski for student having difficulty)
 - 6. Practice Wedge Christie - Have students focus on steering the inside ski

Special Note: Inside ski needs to be flat on the snow in order to steer into alignment - increase speed or move group to short, steeper pitch - focus on active steering of the inside ski - skidding should occur. The student should be flexing the inside leg more than the outside leg, LL/SL.

7. Side slip – extend the uphill leg to release the edges and then flex the same leg to reengage the edge. Using this form of edge release reinforces the LL/SL movement pattern
8. Side slip and edge to stop - Repeat! Repeat! repeat!
9. Side slip with gradual edging but no stopping
10. Side slip while traversing forward
11. Wedge traverse to Christie up-hill to a stop (uphill Christie) –the focus is on stronger steering and flexing of the inside leg.
12. Wedge Christie garlands - Entry - Steering into the fall-line - Focus on flattening the new inside ski edge and steering both skis into the new turn and the steer the skis back across the hill before you reach the fall-line. How much wedge you see will depend on how quickly the student releases the edge towards the new turn.
13. Linked wedge Christie - change speed pitch and radius - as speed increases matching should start to occur earlier in the turn

Special Note: Maintaining an open stance is critical at this level. How much wedge a student uses and how much opening and closing of the wedge there is will vary based on the student's equipment and athletic ability. Do not focus on the wedge; focus on the skills needed to complete the turn

III. **SUMMARIZATION**

A. Review lesson objectives

1. Linked wedge turns with rhythm and flow
2. Skiing with more control on different pitches and varying speed
3. Wedge Christie - starting to see less wedge and more parallel relationship between the skis.

B. Guidelines for skiing

1. Review skier responsibility code
2. Which lifts (Sunset and Comet Express)
3. Which slopes (Infinity, Sunbelt, Eclipse Southern Cross)
4. Review trail marking system
5. Review Mountain hazards
6. Weather hazards - frostbite, hypothermia, sunburn, as applicable to weather of the day

C. Offer area information

1. Base facilities
2. Upcoming events
3. Ask for questions

D. Next lesson forecast

1. Develop Wedge Christie - learn to match skis earlier in the turn

The Skill Concept 101
Skiing Fundamentals Highlights
Defining the Movements

Balancing Movements - Dynamic Balance

A balanced state that allows the skier to have a positive, selective effect on any of the skills.

- Varying the width of your stance. *To develop a stable platform. May vary in width, as the skier becomes more balanced in motion.*
- Flex or extend your ankles, knees, hips and spine. *To develop a natural athletic stance in which to react from.*
- Centering movements - Adjustments *needed to maintain balance.*
 - Fore and aft movements
 - Lateral movements
 - Arms and Head movements

Centering movements will vary based on the forces acting on the skier.

- Increase or decrease in muscular tension. *Too relaxed and the skier can be move out of balance too easily. Too much tension can restrict movement and flow.*

Like the foundation of a building, appropriate balancing movements provide a base upon which to build proficient skiing.

Rotary Movements

The muscular effort used to redirect the ski. The turning of body parts around the vertical axis.

- **Leg Rotation** is the most efficient way to turn the ski under normal circumstances.
 - Rotate both legs in the same direction. *In leg rotation the skier needs two points of contact with the snow to redirect the skis. In this case both skis have contact with the snow and are weighted. This allows the skier to rotate one leg against the other while maintaining a quiet upper body.*
 - When the leg rotates the femur turns within the hip socket instead of the entire hip coming around.
 - The upper body remains quiet and stable.

Skiing Fundamentals - Rotation

- Control the skis rotation (turning, pivoting, steering) with leg rotation, separate from the upper body.

- **Upper Body Rotation**

- Upper Body Rotation starts by rotating the upper body and continues the rotation until the muscular tension in the body is greater than the resistance the ski has on the snow. At that point the ski starts to redirect. *You will frequently see over-rotation with beginner skiers that rely on upper body rotation to turn the ski. Note: Because of the larger muscle group, it is easier for skiers to develop upper body rotation, but when over exaggerated, it often leaves the skier and their skills out of balance.*

- **Counter Rotation**

- Newton's Third Law of Motion explains that for every action, there is an opposite and equal reaction.
- While skiing, counter rotation works when the skier twists the upper body in one direction and the lower body in the opposite direction at the same time. This results in the skis changing direction. *Note: Counter rotation works best when the ski is unweighted, or the force being created is greater than the resistance the ski has on the snow (the skier could be on a flat or lightly edged ski). An example of how this works is, when a skier gets air or becomes unweighted, the only way to change the direction of the ski is to counter rotate so when the skier re-weights, the ski is moving in a new direction. The drawback is, the twisting force is usually quick. Once the twisting stops you need to realign the body to be able to use another rotary skill.*

- **Anticipation** - A mental or physical preparation for an upcoming event.

- The act of preparing for the next turn and the start or entry of that turn. *Anticipation has two parts, a wind-up and release.*
- **Part One** - As the skier finishes a turn by turning or lower body below a quiet or anchored upper body, muscular tension is created in the mid-section of the body. *The wind-up.*
- **Part Two** - **As** the skier releases the edged skis in the old turn, tension in the muscles begins to relax. A realignment of the lower body with the upper body begins, creating the turn initiation of the new turn. *The Release.*
- As the radius of the turn shortens the upper body is often anchored with an aggressive pole plant. *This is known as blocking. Blocking is also accomplished internally with muscular tension.*

- **Rotary Push-off**

- The use of muscular force to project or push off one or both feet to create rotary movement. *Beginners that over edge often create rotary push-off. The muscular effort used is less than the resistance the edged inside ski has on the snow. As the skier starts to steer both legs, the over edge inside ski and leg becomes the anchored vertical axis. The result is a stem turn with the skier's center of mass moving away from the anchored ski instead of in the direction of the new turn.*

- Rotary Push-off is generally associated with stem turns, step turns and sequential leg rotation.

Edging Movements

Edging movements affect the skier's ability to change direction, control speed, change the shape and size of turns and whether the skier slips, skids, or carves. The two types of edging movements are Inclination and Angulation

- **Inclination**

- The tipping of the body to put the ski on edge.
- To move the center of mass inside the radius of the turn. *While skiing, the skier inclines to balance against the external forces being created by speed pitch and radius. The edged ski becomes the stable platform that allows us to tip.*
- Banking - To incline without angulating.

- **Angulation**

- The flexing and extending on a diagonal or lateral plan.
- The skier uses diagonal and lateral movements of the feet, legs, and hips to engage and release the edge of the skis. It is a continuous motion throughout the turn.
- Angulation is the fine-tuning of edging movements. *We incline to put the ski on edge but use angulation to make the adjustments.*
- Angulating different body parts throughout the turn allows the skier to change the edge angle without changing inclination. *As snow surfaces change, the skier must change the edge angle of the ski to maintain the stable platform in which we are tipping. Example: If a skier is skiing on a soft packed powder surface and then skis into an area that is iced over, they would have to increase the edge angle (by angulating) to maintain a stable platform, and to remain in balance against the external forces.*

Skiing Fundamentals - Edging

- Control edge angles through a combination of inclination and angulation.

Examples of blending Inclination and Angulation - To over edge a ski (by angulating) and not making the adjustments in inclination would cause the ski to chatter. The reason is that although the skier increased the edge angle, their center of mass is not in position to maintain the pressure on the ski needed to keep it on the snow. If the skier reduced the edge angle in the same situation the ski would start to skid.

Pressure Control Movements

Pressure control movements are used to moderate forces from foot to foot, along the length of the skis, and between the skis and the snow.

- The amount of pressure applied to the skis can be controlled by:
 - Repositioning the center of mass / Weight Distribution. *Rocking fore and aft or tipping side to side to adjust to a task or to maintain a skills blend. Flexing into the front of the boot to increase the pressure and bend in the tip of the ski. Create a long leg - short leg flexion and extension to transfer weight to the outside ski or from ski to ski as you move your center of mass from turn to turn.*
 - Changing the turn radius, speed, or edge angle. *A change in dynamics will change the amount of pressure being applied to the ski.*
 - The amount of flex in the joints. *The speed in which you flex or extend or how quickly you stop that movement will change pressure on the ski.*

Skiing Fundamentals - Pressure

- Control the relationship of the Center of Mass to the base of support to direct pressure along the length of the skis.
- Control pressure from ski to ski and direct pressure toward the outside ski.
- Regulate the magnitude of pressure created through ski/snow interaction.

Note: Edge and Pressure are closely entwined as are all the skills, but with today's shaped skis, it is easy to make turns by putting the ski on edge and by being in the right position to balance your edge and pressure movements. The result will be railroad track S-turns in the snow. Add rotary movements and you have the ability to change the radius to any shape you chose. Start to change the blend of skills and you can carve on ice, pivot in the bumps, bank, or skidded some turns for fun.

PSIA ATS TEACHING MODEL

1. Introducing the Learning Segment

- Establish rapport between self and students, and between students and students.
- Create an open, friendly, and supportive lesson environment.
- Describe what the student can expect during the lesson and as a final result
- Describe basic terminology that may be used during lesson.

2. Assessing The Student

- Assess each student's level of skiing ability.
- Assess each student's age, sex, athletic ability, physical abilities/disabilities and body type.
- Assess source and level of student motivation.

3. Determining The Goals And Objectives

- Ascertain and guide the student's expectations for the lesson.
- Set appropriate goals based upon the student's ability and expectations.
- Plan an appropriate lesson based upon content, practice time, and conditions.
- State goals to the group and to the individuals.
- Select appropriate terrain and snow conditions.
- Utilize the concept of lateral learning to determine objectives and activities.

4. Presenting The Lesson

- Present information in a clear and concise manner.
- Recognize student learning styles and utilize the appropriate teaching styles.
- Break lesson content into short, meaningful chunks that can be easily mastered.
- Generate a stepping stone progression relevant to the group and individual goals.
- Use appropriate pacing of information flow, practicing, and skiing.

5. Demonstration and Practicing

- Demonstrate the "Centerline/Stepping Stone Model
- Demonstrate from a variety of viewer perspectives (front, back, side) that give the student a clear, meaningful picture.
- Demonstrate the appropriate mix of skills (balancing movements, rotary movements, edging movements, pressure control movements) for the selected task.
- Demonstrate technical and tactical movements appropriate for the snow conditions and skill level of the student. .
- Focus the students' attention on the appropriate portion of the demonstration.
- Set a practice task at an appropriate level of difficulty.
- Use a variety of types of practice.
- Provide specific and immediate feedback to students.
- Design short practice periods so that students can focus with intent to learn.
- Understand and apply principles of reinforcement.
- Guide initial practice and set students up for proper independent practice.

6. CHECKING FOR UNDERSTANDING

- Verify student understanding based on physical behavior consistent with lesson objectives.
- Verify student understanding based on verbal responses consistent with lesson objectives.
- Utilize a variety of question/asking techniques.

7. SUMMARIZING THE LESSON

- Review the lesson objectives and communicate the degree of accomplishment to group and individuals.
- Preview the next learning steps and encourage further development.
- Establish independent practice guidelines for each student. *What trails/terrain can they ski. What lifts can they ride.*

In addition to steps 1-7, the Teaching Model utilizes the following educational concepts to enhance learning:

TEACHING FOR TRANSFER

- Understand the concept of transfer in learning.
- Draw on the student's previous learning to facilitate present learning (positive transfer).
- Recognize when previous learning hinders present learning (negative transfer).
- Teach in the present to optimize positive transfer for future learning.

Twenty Things You Need To Know About Teaching Kids.....Women and Seniors

*Tips for New Instructors
by Steve Howie*

The following tips are a few highlights, or condensed versions of information that can all be found in the reference materials listed in the back. "Four Points for Teaching Women" was provided by Mermer Blakeslee and "20 Things You Should Know About Teaching Children and Youth - A Quick Reference" as provided by Jake Jacobsen.

Question.....Does your decision matter? During the average class lesson, two to three hours in length, with 4-6 kids, you will make more than 50 independent decisions.

Answer.....Yes! So, make them the right ones.

Developing a can-do relationship with your students

What can they already do? Have them share with you and the group what they already know how to do. If this is their first-time skiing/boarding, everyone can do something. Walking, skating, jumping.....once you start the "I cans", it's hard to stop. If they have skied before you will start to hear things like; turning, stopping, and going fast, (but that's a subject for a little later). By taking the time before you even start, a child feels less vulnerable to being labeled a failure by those that don't know them. Being reminded of all the things they can do makes it easier to pick themselves up and brush themselves off when they fall and try it again.

Nick Names can be fun.....

.....As long as it is not **Name Calling**. Just a couple of quick hints:

- Never use a nick name without a child's permission.
- When an unwanted nick name is used, it becomes name calling and harmful.

Nick names can help to build a rapport with your student. Choose them wisely and make them fun.

New or challenging task on gentle terrain

Kids need to experience a wide variety of movements that emphasize good balance and smooth movements. Providing them with challenging tasks on gentle terrain will help to develop an offensive vs. defensive stance in their skiing/riding. It is important to remember that when you introduce a challenging task and challenging terrain at the same time, the most likely outcome will be a defensive stance, or worse yet, failure.

Keeping their attention

Even the best instructors will have a difficult time keeping everyone's attention all of the time. When working with younger children it helps to have an attention grabber. Make it a game, when I raise my hand, so does everyone else and we all stop. Or when I yell freeze, snowball, or any other word they

may relate to, we all stop and point to the instructor. Knowing all the kids by their name is crucial to being able to get their attention. If you care enough to remember their name, then they will care enough to listen.

My space is your space

Younger kids 3-6 lack familiarity with personal space or general “outer” space. They tend to clamber on top of one another no matter what they are doing. Have your group stand in place and reach all around, stretch their arms as far as possible. The size of the area that each child can reach is his or her personal space. Once they start to move, they have entered “outer” space. Once understood, this concept comes in handy when establishing space between skiers/boarders on the hill or in the lift line or introducing how to use ski poles.

Do I really need to know all this cap?

The CAP Model.....Cognitive, Affective and Physical Model.....

.....is a way we use to help organize information about what children need in order to learn. Keeping it simple, you should understand what these terms refer to.

- Cognitive refers to how a child thinks - develops learning preferences
- Affective refers to how they interact - their motivation, desire and emotional state
- Physical refers to how they move - their physical traits as they relate to skiing/riding

The areas of development, the traits and needs common to all ages, and how to meet these needs can be organized into the CAP categories. These traits and needs are influenced by the individual's stage of development.

- **Cognitive Development** - Understanding how children develop can help determine how to teach them.
 - Jean Piaget, a child psychologist from Switzerland, theorized four stages of development.
 - Sensorimotor Stage (ages 0-2) - When children begin to learn and operate in the world through sensory stimuli. “Ooooh! Snow is cold” or “I’m Hungry”
 - Pre-operations Stage (ages 3-7) - When children begin to verbally, mentally, and physically interact with the world around them. Understanding based on prior experience or sensory input. Think in terms of “what is”. “That turn was louder than the last kind we tried”
 - Concrete operations Stage (ages 7-11) – Thinking mostly based on concrete objects, but beginning to visualize and manipulate objects in space mentally. Can imagine “what if”. “If I don’t turn as much, won’t I go to fast and fall down?”
 - Formal Operations Stage (ages 12 and older) - Marks the beginning of adult thinking. Abstract thinking is beginning to develop. Concepts of ideas such as “fairness and responsibility” now have meaning. “Those guys shouldn’t go under the rope. The trail is closed”
 - Very young children have a limited view of the world. They think of themselves as the center of the universe. As children progress from about 2 or 3 years of age to about 7, they begin to separate self from others. Part of development is a shift from the idea of self as the center of the universe to self as part of the universe.
 - Cognitive growth also includes gaining an understanding of space. (see my space is your space)

- Children gradually shift from being limited by “what is” to contemplating “what if”. As children move into the concrete operations stage (ages 7 to 11), they shift from understanding only what they see to what they can’t see. At this age hypothetical situations can be effective teaching tools.
- Shifting from Imagination to Visualization. Younger children rely on prior experiences instead of abstract ideas. During the pre-operations stage, use of images gets better results than technical analysis. An example would be, picture a rabbit jumping up and down doing the bunny hop. Now imagine you’re the bunny and let’s hop your skis off the ground. Older children may not be interested in imagining themselves being transferred into something else, they are able to picture themselves skiing/riding. This use of mental imagery, called visualization, can be a powerful way to reinforce a child’s performance.
- Giving and following directions – Children learn to shift from being able to follow one instruction at a time to comprehend sequences of three or more instructions. A group of 3 to 7-year-olds may have difficulty focusing on more than one aspect of a situation at a time, even though they understand each separate aspect. Children entering the concrete operations stage (beginning about 7) gain the ability to sequence three or more instructions given at once. That said, keeping it simple and focusing on one thing at a time will get better results.
- The best time to provide information is before or after the student attempts a movement, not while they are doing it.
- The development of two mental processes known as reversibility and directionality can affect a child’s ability to follow instructions.
 - Reversibility is the process of turning directions or thought process backwards. When working with younger children, anticipate that finding their way back may be difficult. Provide simple cues to guide children on returning before they leave or provide for adult accompaniment.
 - Directionality – Understanding right or left for another person. This is first dependent on developing laterality, the ability to distinguish between one’s own left and right. The understanding of laterality usually begins at age 5 to 6. Once children develop laterality, they are ready to apply this understanding to the outside world.
- **Affective or Social/Emotional Development** - Controls how individual children feel about themselves or interact with others. Behaviors that influence learning and performance on the hill include:
 - Humor – Laughter can release tension and make everything more fun.
 - Play, Rules and Competition – Play is what children do best. Through play, children learn about their surroundings, how to socialize and how to compete. Play is a natural part of development. Because failure has no place in play, children will continue trying whatever interests them.
 - Identity - A child’s concept of who they are, or self-identity, is shaped in large part by social interactions with others. Children learn about themselves through interaction with their parents and caregivers. Through experience, they identify themselves as different from others. As children continue through life, they come in contact with significant adults besides their parents or caregivers, such as teachers or snowsports instructors. Young children tend to look at adults as all-knowing.
 - Moral Values – Development of moral value is closely tied to the development of self-identity. Moral values are used to determine right from wrong relative to others and the community. Morals shift from being based on pleasing others to what is valued by self.

Understanding how students think about themselves, others, and the world can greatly enhance your effectiveness as an instructor.

- **Physical Development** – An awareness of children’s physical development will help to explain why children move the way they do.

- Center of Mass – Because a child’s head is larger in proportion than an adult’s, a child’s center of mass (CM) is located slightly higher in the torso. As a result, children will place their bodies in a balanced position that is and looks different from adults. Younger children, (due to muscle development), will tend to bend at the waist and hips rather than the knees and ankles as seen in adults.
- Muscles and Skeleton – The development of motor control – Due to the development of larger core muscles before smaller extremity muscles, it is easier for a child to control larger muscle groups (such as legs) than smaller muscle groups (such as ankles). Because of less developed muscle in the ankle, younger children will tend to wedge turns with the outside leg extended. This uses the skeletal alignment rather than the muscular effort to maintain resistance. The relatively slow development of the limbs and extremities also explains why young skiers tend to use rotation (twisting of the whole body rather than turning the legs) as their major turning force.
- Movement Skills – We all have felt uncoordinated when trying to do a sport or activity for the first time. With time and practice, the necessary movements become more refined. Movement skills are broken down into three groups.
 - Locomotor movements are traveling movements such as walking, jumping, and skipping.
 - Non-locomotor movements originate from a base of support, such as bending and twisting.
 - Manipulative movements are those that use objects such as balls or rackets.

All of these movement types must be developed for someone to be competent in a sport or activity. This can be developed by adding a little more difficulty to the activity, for example, doing an activity without skis on and then doing it with skis on, performing statically and then moving, doing one skill movement and then adding another, and then finally, using the whole movement.

- Laterality – As mentioned earlier, laterality is the ability to distinguish between one’s own left and right. Children (and some adults learning new movements) not only have a difficult time moving one side of the body in opposition of the other, but also in separating upper body movements from that of the lower body. Effective turning in alpine skiing and snowboarding often requires the upper and lower body to move in opposition. You will see new skier, children and adults, when trying to make a wedge for the first time, attempt to rotate their leg inward to make the wedge. As this happens quite often you will see the student also rotate their arms at the same time.
- Sensory Development – Children, like the rest of us, perceive the world through their senses. Sensory information related to movement comes through the kinesthetic, visual and auditory senses. In other words, we receive information about our position and movement through space by feeling (or doing), seeing, and hearing.
 - Kinesthetic development – Is the body’s ability to perceive body positions through sensory input. Touching and Feeling
 - Visual development – Visual interpretation refers to perceiving an object by clarity, color, size, and shape, separate from the background, relative to other objects or

people. Spatial awareness is the awareness of space and relative distance. Young children can see things that are near them more clearly than they can see distant objects. When directing young children to focus on an object while skiing/riding, select something in the near range to be certain that the child can distinguish the object from the back ground. Full visual maturity occurs at around age 7.

- Auditory development – Full auditory maturity comes at roughly the same time as visual maturity. Being able to pay attention to one sound among many and determine where sounds are coming from develops with auditory maturity. As an instructor you may wonder at times if your students have lost the ability to hear when they don't seem to pay attention to anything being said. The problem is not their ability to hear, it's our ability to compete with everything else they are hearing.

Developing Your Lesson Content....or “How many people can I get input from?” As you gain experience, and based on your knowledge of child development and teaching, you will start to develop a lesson plan. You will need to address each of the following points;

- Discover what the child would like to do. What is their motivation, (e.g., their affective profile)?
- Assess what they can do (e.g., physical maturity and skill development) by watching them perform simple tasks within their comfort zone.
- Decide what they need to retain, repeat, change, or add to meet the goal. Use your mental model of good kid's skiing and set reachable movement goals.
- Assess their understanding of the world (e.g., cognitive development) to create an action plan that is effective and appropriate to their learning style and stage of development.
- Be willing to adjust the action plan throughout the lesson as events unfold. Be willing to adjust goals and presentation tactic to be successful.

With younger skiers, parents will play a major role by providing you with expectations for the lesson. Quite often they will let you know what their child can do, and what they would like them to do. At times this information might be provided to you by your snowsports school supervisor who has communicated directly with the parent prior to the lesson. Remember, parents might set unrealistic or even unsafe goals for their child. It is your responsibility to assess the ability of your student, or students, and provide a safe and fun learning environment. If you have doubt, it is better to go on terrain that is too easy rather than too difficult.

20 Things You Should Know About Teaching Children and Youth

A Quick Reference

by Jake Jacobsen

- Body count – count them when you are given the group and before and after every run.
- Learn names and have them learn yours.
- Do name games, give nicknames carefully, and make them repeat your name regularly.
- The activities start immediately – when you are assigned your group you can start walking, skating, and/ or sliding immediately. You will be able to assess movements very early on.
- Children under 9 – tag with surveyors' tape around a leg or an arm.
- Create a team name.
- Determine a meeting place in case of separation.
- Introduce the lift attendants to your group...use these folks.
- Get to know your resort terrain and appropriate terrain for the different ability zones.
- SAFETY, FUN, AND LEARNING in that order!
- Determine the movements in need of change or enhancement.
- Develop activities/ games based on the movement(s) in need of change or enhancement.
- Relate the activity/ game to something of relevance to the child/ group. IE: movies, books, T.V., sports, current events, etc.
- Make notes at lunch re: terrain used, movement being addressed, and things to work on.
- Prepare yourself to tell the parents the desired outcome of each activity.
- Keep them moving and don't take too long to explain the activity.
- Get the activity started with the basics and allow the group to add to it (keeping the activity on task to change the performance as it relates to the movement being addressed).
- Try to arrange for the parents to see one run near the end of the class for the kids (and you) to show off the changes made.
- Review PSIA materials to learn about the ages and stages of development as it applies to snow sports education.
- HAVE FUN, smile a lot, when it gets boring for you it is boring for the kids so get moving again or change the theme.

Four Points for Teaching Women

by Mermer Blakeslee

- **Equipment:** Much of the trouble women have skiing comes from inappropriate and ill-fitting equipment. They've been set up for failure. Check especially that skis are the proper size and that boots fit well, have an appropriate ramp angle* and allow the ankle to flex. Canting and alignment work might be necessary, especially in cases of a large Q angle (making a woman knock-kneed). Make sure that women with slight calves aren't flopping around inside the boot cuff, the power strap (whether inside the shell or out) should be tight enough to hold the bladder snug. (*As many women need toe lifts as heel lifts. Too much delta can cause a student to drop their hips back.)
- **Physical differences:** Statistically, center of mass differences between men and women are irrelevant to learning to ski better. The *only* relevant physical difference between the majority of men and the majority of women is leg strength. Men have more muscle mass than women overall, but where that muscle mass is located differs-- women carry more of their muscle mass in their pelvic area and men carry more in their chest. Sometimes we see this manifest itself on the hill when men try to muscle turns with movements initiated from the upper body and women try to initiate turns with their hips.

A large Q angle (the angle the femur moves inward from the hip socket) can cause a woman to be under-edged, demanding (as well as boot work) more extreme edging movements, especially with the inside leg.
- **Psychological differences:** Women are often more sensitive to the learning environment. Teach to the *whole* person. Be sensitive to fear issues; often unintentional messages given by you or other students will damage the group dynamic and exacerbate fear. Cultivate an emotionally positive environment so students support and push each other to learn new movements or ski more difficult terrain. (In groups with all women, this seems to happen naturally.)
- **Learning:** Statistics show that women tend to be more task-focused than men. They care more about improving their present performance against their past performance and are generally less interested in competing with others in the group. As in all effective teaching, give specific, relevant, individual focuses and prescriptions that help each student with the task at hand and avoid *unhelpful* comparisons to others in the group that engender a competitive atmosphere. Women thrive in a supportive environment where the willingness to learn is emphasized over technical prowess.

Note: If this just sounds like effective teaching to the individual, that's good. I've found more differences in students *within* the same gender than between the genders.

Senior Skiers/Riders - *The Aging Process*

Who are senior skiers/riders? While one defining characteristic is chronological age, it is certainly not the only characteristic. People will age at different rates depending upon such things as their genetic makeup, their lifestyle, and overall health. While we might consider our senior customers to be those skier/riders over 50, this is just a guide and will vary with an individual's "Physical Characteristics" and "Psychological Characteristics". Senior skiers/riders possess a wide range of physical abilities and psychological outlooks regarding their sport. While their shape, attitude and abilities will vary greatly, most will understand that their bodies have aged and as a result, they have to make certain adjustments to accommodate for this aging process. However, don't be surprised by the number of Baby Boomers that are in great shape, work out on a regular basis, and maintain a youthful attitude regarding their age and abilities

Things you might not know about our senior customers as they age;

- **Skin:** Their skin and extremities become more sensitive to cold temperatures. Watch for frost bite and recommend sunscreen for UV protection. Because hands and feet may be more susceptible to low temperatures, check their comfort level for needed breaks to warm up.
- **Sight:** Vision becomes a factor. Besides needing more protected from the sun, their eyes do not adjust as rapidly as they once did. Focusing from distant objects to closer ones will take more time to focus, moving from sunlight to shadows, or at night moving from under the lights to darker areas will add to the problem. Depth perception decreases with age, especially at night and in poor lighting.
- **Sound:** The sound one's skis make on the snow, the sounds of skiers and snowboarders moving around us, the sound of lifts and snowmobiles, and the sound of an instructor's voice all create a vast amount of stimuli for the nervous system to absorb and consequently to act and/or react to. The harsh sound that skis make on hard snow will let us know the snow is firm and we might have to make adjustments to our ski/riding. Although these sounds may not impact an experienced skiers/rider as greatly as a novice or senior skier/rider, even a small amount of hearing loss can affect one's ability to perform
- **Balance:** As age increases, the performance level of the inner ear decreases, including the sense of hearing and balance. Thus, the ability to perform certain physical tasks necessary to ski/ride becomes more difficult.
- **The Body:** As a person ages, changes in the make-up and performance levels of the various body parts impact skiing performance. Strength and endurance are affected by an increase in age. Example: older muscles experience an increase and accumulation of lactic acid during physical exercise. This may cause the muscles to be tight and constricted, making it more difficult to perform certain physical tasks. Arthritis and other partially disabling diseases also have an impact on skiing ability.

Important note: Senior skiers and riders may not move as quickly as you do, but they do have a lifetime of experiences to draw from. I'm not saying they are smarter than you. You'll have to figure that out.

Another important note:

"There is no defining aging/elderly: you are as young as you think, and 'keeping it moving' makes you feel better and better."

Skiing Skill Levels

Level One – Yellow - First Time Skier

Congratulations! You are about to participate in an exciting and beautiful sport! This is the most important time to get into a lesson. A half or full day lesson will equip you with the basic skills and concepts you need to enjoy skiing. This small investment of time and money will be an investment for life!

Level Two – Green

You are able to stop on green runs using the wedge (sometimes referred to as a snowplow). You may be able to make some direction change but linked turns are yet to come.

Level Three - Green

You are able to stop and link wedge turns on green runs comfortably.

Level Four - Green and Easy Blue

You are relying more on turn shape than wedge size to slow down. Your wedge is getting smaller and by the end of the turn your skis are running parallel (corresponding edges). This level represents a major milestone. Mastery of level four concepts prepares the student for the transition from green runs to blue ones!

Level Five - Blue

You are using similar wedge-parallel turning mechanics to the level four skier. The primary difference is that you are able to use the technique comfortably on blue runs.

Level Six - Blue

Your wedge is mostly gone and you are making open parallel turns on blue runs.

Level Seven - Blue and Easy Black

You are able to change turn radius and duration comfortably on blue runs. Pole plants are being used to time turns. Blue-black and black diamond runs are starting to look skiable.

Level Eight - Black

You are comfortable on black terrain. You can ski in the fall line on easier moguls.

Level Nine - Black

You can ski black diamond bumps, steeps and varied snow conditions comfortably.

ACCIDENT GUIDELINES

Accidents and other problems may occur despite all precautions, safety education programs, and personal efforts to make students aware of the inherent risks in skiing. The following is a sample procedure for handling a ski school incident. If possible, carry your cell phone and have the ski patrol's Number in your contact list (585-374-1115).

DO NOT REMOVE EQUIPMENT OR MOVE INJURED STUDENT: The instructor's responsibility is to make the student as comfortable as possible, reassure that help (ski patrol) is on the way, and to keep the student warm.

SUMMON SKI PATROL: Information to be given to the patrol:

1. Name of trail
2. Exact location on trail
3. Any unusual conditions regarding the injured student

Clearly state this information over a radio, phone or by messenger. Messengers can be your two best students if no other means is readily available and time is critical. (Go to the base of the nearest lift and have the attendant relay the information or notify any patroller on the way)

MOVE OTHER STUDENTS TO A SAFE PLACE ON THE SIDE OF THE TRAIL: Have the other students wait in a safe place away from the injured student.

WAIT FOR SKI PATROL: The instructor should stay with the injured student until the patrol arrives. The instructor should then rejoin the class after the patrol assumes responsibility for the care of the injured student, unless other arrangements for them have been made in accord with management policy. For example, a relief instructor and/or patroller might be dispatched to ski with the remaining students to the bottom.

REPORT INCIDENT TO THE SKI SCHOOL DIRECTOR AND FILL OUT AN INCIDENT REPORT: The director (or supervisor) should be informed immediately of any incident. At the end of the class, the instructor should report to the Ski Patrol Base to complete an incident report and all necessary information should be completed. Obtain a list of ski class members, including names and permanent home addresses. Obtain and file a list of any other witnesses or potential witnesses.

Loading and Unloading Chairlifts

First, determine that you are heading for a trail that is appropriate for your skiing ability. If you're a beginner, stay on lifts that will take you to the green circle trails. Make sure that you have all your equipment: poles, gloves, goggles, hat and make sure your lift ticket is visible.

Wait in line until it's your turn to load the chairlift. Scoot forward to the loading area. Hold both poles in one hand. Look over your outside shoulder for the next chairlift to come. Sit on the chairlift just like you were sitting in a chair; use your free hand for balance and to hold on.

Immediately after loading, lower the safety bar.

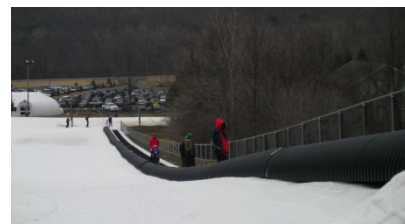
When you approach the unloading area, lift the safety bar and lift the tips of your skis slightly as you approach the off ramp. Make sure you are holding your poles, and any other loose items, securely. Many ski resorts have signs, posted on the chair lift towers, which tell you when to raise the safety bar. If there aren't signs posted, don't raise the bar until the chairlift is nearing the unloading station. However, make sure the bar is completely raised by the time you are at the unloading station. Other sign posts tell you when to stand up, but if not, stand up when you feel your skis flat on the snow and push yourself forward and away from the chair. It's important to project yourself forward to avoid falling backwards after unloading.

Here are some other helpful tips for riding a chairlift:

- Don't hesitate to ask the attendant to slow the lift or even stop it.
- Don't rush into a situation. It's better to let a chair go by and prepare for the next one.
- Hold onto your poles and other gear securely.
- Never swing your skis back and forth on a chair.
- Move quickly away from the unloading area to clear a path for skiers following you.

Loading and Unloading Conveyor Lifts

Anyone on skis or a snowboard, regardless of their ability can ride a magic carpet conveyor lift. A magic carpet is basically a slow-moving conveyor belt you stand on that takes you up the hill. It's the same height as the snow. The rubber ridges in the belt will grab on to your skis and pull you to the top where you are safely unloaded. Ask for assistance if you need it.



Wait in line until it's your turn to load the Magic Carpet. Scoot forward to the loading area. When the person loading in front of you has moved about 8 feet up the Magic Carpet, load by walking forward onto the moving surface.

To unload, the Magic Carpet has a slight down-hill ramp that will allow you to glide away from the lift. Proceed to your designated meeting area.

BRISTOL MOUNTAIN

TRAIL MAP

1,200' Vertical Rise



KNOW THE CODE!

STATISTICS and other INFORMATION 1,200' Vertical Rise 2,200' Summit Elevation 38 Slopes and Trails 2 Miles - Longest Run	3 km - Nordic/XC Terrain 100% Snowmaking 24" - 60" Average Base 96% Lighting	32% Beginner 55% Intermediate 13% Advanced	<p>The terrain creates a variety of trails for every skier and snowboarder - from beginner to expert.</p> <p>These symbols indicate a relative degree of difficulty of a particular slope or trail compared with all other slopes and trails at Bristol Mountain.</p>	<p>SLOW ZONES: High concentration of slow skiers or entry level skiers. You must reduce your speed in these areas.</p> <p>RACE TRAILS: May be periodically closed for races.</p>
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THE HIGHEST VERTICAL OF ANY RESORT BETWEEN THE ADIRONDACKS/LAURENTIANS AND THE ROCKIES

Drones or model aircraft use by guests, commercial operators, or the media is prohibited at Bristol Mountain Resort.

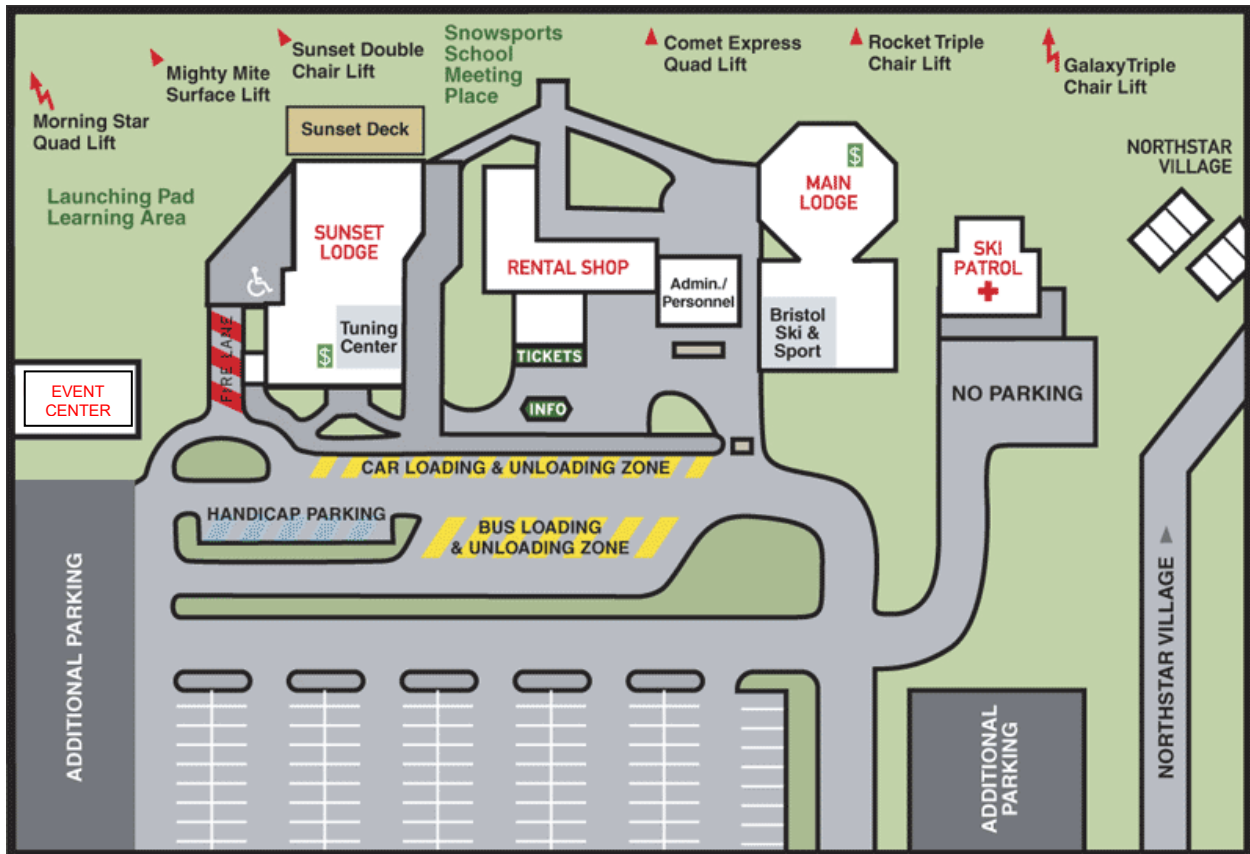


Figure 1 - Base Area

Appendix – Reference Materials

- The Skills Concept
- PSIA ATS Teaching Model
- Skiing Skill Levels
- Accident Guidelines
- Instructions for Loading and Unloading Lifts
- Trail Map
- Base Area Map