



**Professional Ski Instructors of America
American Association of Snowboard
Instructors
Eastern Division**

Level I Workbook

Introducing the New Level I Workbook

The Level I Workbook is an educational tool to help you prepare for your Level I Exam. It will provide you with some background on PSIA/AASI and also help you learn about our organization's fundamental beliefs on snow sports instruction. Our goal with this workbook is to help steer discussions at your exam. While it is not required that you complete the whole workbook, we do ask that you review the information, think about the questions, make some notes, and come to the exam prepared to discuss the material.

You should bring a copy of the workbook to your exam. Part of the Level I exam is based on your "professional knowledge" and this workbook is a great way to familiarize yourself with these concepts. Our hope is that this workbook will help you think about your own personal goals as an instructor and also what you hope to gain from your PSIA/AASI membership.

Why do you teach?

The process to become a certified snowsports instructor is a journey that will take you through training at your home mountain, practicing what you learned in clinics you have attended, becoming accustomed to providing for the needs of your guests, and growing from guests who challenge what you know about snowsports. There are a number of reasons one may decide to teach snowsports: The love of the sport, sharing your passion with others, relaxation on the weekends, or creating a lifestyle that fulfills your goals. For all these reasons, and the ones that are personal to you, teaching should be one of the most rewarding jobs you will ever have.

It may be short sighted to believe that teaching snowsports is only a way to make cash while you ski or ride. Teaching snowsports is about helping guests develop their passion for the sport for themselves. Many veteran instructors careers' began with the concept of teaching as sharing the sport they love with people who are new or unsure about snowsports. Their enthusiasm generally leads to the students' genuine desire to learn.

As instructors, we have the honor of representing our mountain, school, and sport. One of the goals to strive for, as a snowsports instructor, is to personify professionalism. Becoming affiliated with a school is the first step as you will receive training and learn from your fellow peers. Becoming an effective instructor is the next step that will take much trial and error, desire to further your training, dedication, and persistence. Teaching in any form is a constant learning experience. PSIA and AASI provides a way for instructors to continue striving for excellence in their teaching and personal development as a snowsports professional.

No one can tell you if you should or should not become a certified instructor, but rather, you should think about your goals as an instructor. Do you see yourself continuing this career later in life? Do you desire to teach a wider range of lessons? Are you interested in meeting new people and exploring different mountains? Saying yes to any of these questions may indicate that certification is for you.

The certification standards are based upon "levels of understanding," which define the stages of learning and degrees of understanding that occurs as a student progresses from novice to expert. Certification represents a mastery of the various levels of snowsports instruction as they relate to overall understanding and skill in the sport. Candidates will be held to the knowledge and performance standards of the level at which they are testing as well as the criteria for all preceding levels.

Throughout your experiences in your first years of teaching, keep an open mind and understand that learning is a process, and those who are trying to share it with you each have something to share with you that you can learn from. Enjoy the journey...

PSIA-AASI-E LEVEL 1 WORKBOOK

Why do you enjoy skiing/riding? (Select all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Being outdoors | <input type="checkbox"/> Meeting new people |
| <input type="checkbox"/> Exhilaration | <input type="checkbox"/> Good at it |
| <input type="checkbox"/> Friends and family | <input type="checkbox"/> Love the snow |
| <input type="checkbox"/> Other: _____ | |

Why have you pursued Snowsports Teaching? (Select all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Sharing passion for snowsports | <input type="checkbox"/> Love meeting new people |
| <input type="checkbox"/> It's a family tradition | <input type="checkbox"/> Experience |
| <input type="checkbox"/> Earn money | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Free skiing/riding and other discounts | |

Think back to your favorite teacher. Describe why you feel they were effective.

What are the components of a good teacher? (Select the 3 most important to you)

- | | |
|---|---|
| <input type="checkbox"/> Passionate | <input type="checkbox"/> Flexible |
| <input type="checkbox"/> Patient/Supportive | <input type="checkbox"/> Well Prepared |
| <input type="checkbox"/> Knowledgeable | <input type="checkbox"/> Certified |
| <input type="checkbox"/> Experienced | <input type="checkbox"/> Sense of Humor |
| <input type="checkbox"/> Fun Loving | <input type="checkbox"/> Motivation |
| <input type="checkbox"/> Your Reason: _____ | |

Who We Are

Snowsports instructors are professional teachers and athletes. Our offices are the snowsports areas in the mountains, forests, and woodlands across the country. Our office may be a Nordic area, a small hill with 146 vertical feet, or a destination resort with thousands of vertical feet. Regardless, instructors often spend more time with guests than any other employee. Because of this, we have the opportunity and obligation to create the best experiences possible for our customers. That means these experiences are memorable and may even be life changing! To our customers, instructors are the “face” of our area, and we should conduct ourselves as professionals and exhibit an outgoing and welcoming persona. This first impression is critical to establish trust in you, your school, and the students’ confidence in your ability to meet their expectations. PSIA/AASI provides training, resources, and certification to ensure that snowsports instructors are able to provide the guests with the best and safest experience possible.

About PSIA-AASI

Vision: Inspiring lifelong passion for the mountain experience.

The Professional Ski Instructors of America (PSIA) and American Association of Snowboard Instructors (AASI) are nonprofit associations dedicated to promoting skiing and snowboarding through formal instruction. Working together, the two organizations establish credentialing standards for snowsports instructors and develop education standards and materials that serve as the core components of instructor training. PSIA-E provides you the opportunity to grow personally and professionally through education programs and materials.

Mission: We support our members, as a part of the snowsports industry, to:

- Develop personally and professionally
- Create positive learning experiences
- Have more fun

PSIA has evolved into a sophisticated and influential entity since its fledgling beginnings over 50 years ago. The early days of ski instruction in the United States were typified by a variety of programs and techniques, many of which were brought to this country by European ski instructors. Teaching principles varied across the country, as did the process of instructor certification—bestowed in those early years by an assortment of regional associations. Initially there was no set of standards regarding what was taught. Instructors could choose to teach Austrian, French, or Swiss methods, to name just a few. The fact that the certification standards were so different from one part of the country to another was the catalyst that drove the formation of a national organization for ski instruction.

PSIA was incorporated in the fall of 1961 by a group of seven instructors who hailed from different parts of the country. By 1964, this group developed a truly American ski technique, which was first described in the organization's inaugural manual, *The Official American Ski Technique*. Finally, there existed a standard for what American ski instructors taught. As time went on, the American Ski Technique (AST) evolved into the American Teaching Method (ATM) into its current form known as the American Teaching System (ATS).

As snowboarding hit the snowsports scene and gained popularity, PSIA saw the need to do for snowboard instruction what it had done for ski instruction. The first training and education programs were developed—by PSIA—in 1987, and in 1989, the association published its first snowboard-oriented education resource, the *Snowboard Ski Instruction Manual*. In 1997, PSIA formed the American Association of Snowboard Instructors (AASI) as an affiliate association.

Today, PSIA-AASI is the largest provider of skiing and snowboarding instruction in the United States and offers instructor certifications or certificates in multiple different disciplines. These certifications and certificate programs are considered the gold standard in the snowsports industry and serve as testimony to PSIA-AASI's reputation for

producing high-quality instructor education materials and for helping adults, children, and adaptive communities enjoy alpine skiing, Nordic skiing, and snowboarding more fully. This commitment, combined with the organization's never-ending pursuit of developing new educational programs and materials that serve the needs of our members, schools, and snowsports area management, is why PSIA-AASI's members, products and services are unmatched.

There are four primary categories of membership: Registered, Level I, Level II and Level III. As a new instructor, you would first become a Registered member. As you desire to become a better instructor, you would then train and be examined at Level I. Successful candidates demonstrate the knowledge and performance criteria of the Level I standard. Levels II and III progressively require more depth of knowledge, skill at applying this knowledge, and demonstration of a greater range of sliding skills on progressively more difficult terrain and conditions.

American Snowsports Education Foundation (ASEA)

AASI was created by PSIA, both of which now operate under the umbrella of the American Snowsports Education Association. As an AASI certified instructor, you are part of the ASEA team. Just as skiers and snowboarders share the same riding environment on the hill, ski and snowboard instructors share the same working environment within resort operations, and your divisional staff do their best to represent all disciplines of snowsports education. In order to be a functional team player, it is important to understand the ASEA organization.

- Under the ASEA umbrella, PSIA and AASI combined have over 28,000 members.
- ASEA has nine geographic divisions: Alaska, Central, Eastern, Intermountain, Northern Intermountain, Rocky Mountain, Northern Rocky Mountain, Northwest, and Western.
- PSIA was formed in 1961.
- AASI was established in 1997.
- In 2004 the corporate name was changed to "American Snowsports Education Association" (ASEA) to convey a more realistic picture of the organization and to show its intent to embrace instructors of all snowsports.

ASEA's purpose is to:

- Meet the educational needs of the membership.
- Provide educational leadership.
- Develop and make educational materials available to its members, the industry and public.

ASEA's goals are to:

- Serve the membership.
- Recruit new members.
- Make its programs:
 - As safe as possible.
 - Fun for the guest.
 - Centered on learning.
- Serve the resorts where members work.
- Serve the snow sports industries.

ASEA Seeks To:

- Promote snow sports instruction.
- Promote recognition of instructors as valued members of their industries.
- Enhance opportunities for self-improvement and professional development.

How many Divisions are in PSIA-AASI? _____

How many Regions are in PSIA-E-AASI? _____

How many instructors originally incorporated PSIA? _____

When was AASI incorporated? _____

How many categories of membership are there? _____

Who Are Your Customers?

One way to stay excited about developing your teaching skill is to learn about a special population or learn to teach another snowsport. Diversification will provide new perspectives on learning, coaching, and performance. Through diversification, you will become more valuable to your alpine, Nordic, or snowboard school in addition to providing yourself with an antidote for getting stuck in a rut. Following are guidelines for some of these special populations; however, each student should be assessed individually.

Adaptive

For any winter sport professional that wants to gain a sense of what really matters, coaching in an adaptive program may fit the bill. To coach students with special physical or mental needs, a pro must look for what each student can do, instead of what they can't. This can often be a monumental challenge that forces you to change your own definition of success.

Women

Most Resorts offer clinics specifically for women. Some women feel more comfortable learning new skills with, and from, other women. There's a different atmosphere in a group of women than in a mixed group. In a group of women, it can be easier to ask questions and focus on learning, so progress is quicker. It sometimes is amazing to see the support and camaraderie that women can provide in a group. The atmosphere stays just as competitive, just as intense, yet the competition is within, not between, individuals. The intensity goes toward pushing each other as far as possible without sacrificing self-worth by comparing one's own goals or progress with those of others.

Seniors

Everyone's getting older. It's inevitable. While elders are less energetic and slower at showing improvement than younger groups, teaching them has its own rewards. These are people who have learned to savor life, to appreciate a gorgeous day and beautiful scenery, to revel in seemingly minor accomplishments, to draw from the energy of their younger instructor—and to make every run count. Their purpose also includes a social component as they look for ways to meet and interact with others now that they don't have jobs to go to and their children have reached adulthood and are busy with their own lives and families.

Children

Nationally, children represent 50 to 60 percent of all lessons taught. What better place to leave a legacy than with a group of kids who come back year after year and ask specifically for you? Children are exciting to coach: they are energetic, learn quickly, and push themselves willingly. The main challenge in teaching children is to keep them safe and learning while having more fun than they dreamed possible. This can be the easiest task for you on some days, and the most difficult on others.

Overview of Childhood Development

As you begin your journey as a ski instructor, it is important to gain knowledge about the growth and development of human beings as it relates to skiing. With more experience, you will need to gain more understanding of how this development can affect what and how you teach, and as a master teacher, you will rely on developmental information to help you truly individualize instruction for any student you encounter.

To help you organize your thoughts regarding developmental issues, we refer to the information as "The C.A.P. Model." The acronym merely helps you to remember the three basic categories [Cognitive, Affective, Physical], which make up human development as it relates to skiing. One goal as we teach skiing is to help children understand how to behave and move in desirable ways. The level at which a child understands, behaves and moves depends on growth and development.

The C.A.P. MODEL [Cognitive, Affective, Physical]

Your ability to communicate skiing information to children (cognitive) depends on:

- How children process information.
- How children express themselves.
- How children reason.

Young children understand the world in concrete or experience based terms. This means they comprehend only what they can see or touch, or have seen or touched before.

Abstract thinking begins to develop by age eleven or twelve. Concepts such as cause and effect, time and space, and distance and speed, are developed over time. A child's understanding of these ideas can affect their understanding of communication attempts.

The ability to process information grows with the child. Very young children may not be able to attend to putting on skis while receiving stimuli from another source. Very young children may have difficulty sequencing more than one or two tasks, while older children may be able to sequence three or more. Processing of cause and effect, and rules and their consequences, develops with age.

Motivation to ski (affective) depends on:

- How children relate to their peers.
- How children relate to adults.
- How children think about themselves.

Egocentricity, the principle that the child is the center of the universe, affects children's behavior. Young children often think they are the cause of any ongoing event. They also have difficulty putting themselves into "someone else's shoes." Older children show egocentricity by thinking that others are always watching them, even when it is obvious they can't be. This causes everything from shyness to cockiness.

Younger children are anxious to fit into the group and please others. Older children are more concerned with their position within the group. They are more readily influenced by their peers. Younger children are usually not competitive; playing alone is enough. Older children may be competitive, and have their self-worth tied to their accomplishments.

Development of appropriate skiing movements (physical) depends on:

- How children's bodies are proportioned.
- The amounts of strength children possess.
- Spatial awareness.
- Whether a child has developed the ability to use parts of the body separately.

Young children's heads and trunks are large in proportion to their limbs. By 8 or 9 years the proportions approximate that of adults. As a result of a higher center of mass, a small child may have a "back" stance with a reliance on heel pressure.

PSIA-AASI-E LEVEL 1 WORKBOOK

Younger children move the whole body as a unit. The development of fine motor skills is apparent by ages 9-12. Separation of upper and lower body and left and right sides of the body occurs over time as the child grows. The muscles of a young child function as if more loosely attached than those of an adult, affording less strength, yet greater flexibility.

Safety + fun = learning is a core tenant of snowsports instruction because? (Choose your favorite)

- If a student does not feel safe they will have difficulty learning.
- If it isn't fun, students will not be eager to participate or come back for more.
- Students want to feel they got their monies worth.
- Instructors must reach a safe and effective balance between the student(s) capabilities, the goals, and the mountain environment.

What are the components of PSIA-AASI's CAP Model? (Choose the best answer)

- Cerebral Affected Patterns
- Children Action Plans
- Children and Adult Programs
- Cognitive, Affective, and Physical

In general, how does the pacing of a lesson change for a young child versus older client? (Check all that are true)

- Information must be delivered in smaller segments for younger children.
- More rest stops may be required to avoid fatigue in an older adult.
- Give kids a bunch of new topics to learn to avoid boredom.
- Adults paid a lot of money for the lesson so give them lots of information and allow them to practice on their own after the lesson.

Describe how you connect with your students.

How do you apply Safety + Fun = Learning in a child's lesson?

At your area or resort, why do people take lessons?

- Most students are in school trips/groups.
- Lessons are fee, very affordable or part of a package.
- Lessons are a social way that skiers and riders connect with each other.
- Area is renowned for exceptional lessons.
- Students learn at our area to prepare to go skiing other places.
- Your reason: _____

When teaching a child there are several important points to discuss with parents before and after the lesson. Identify which items are **B**efore the Class and which are **A**fter.

- | | |
|---|---|
| <input type="checkbox"/> Reminders to do while practicing | <input type="checkbox"/> Medical or special considerations |
| <input type="checkbox"/> Appropriate clothing and equipment | <input type="checkbox"/> Where and when to meet |
| <input type="checkbox"/> What was learned | <input type="checkbox"/> Appropriate trails / activities |
| <input type="checkbox"/> Foreshadow next lesson/goal | <input type="checkbox"/> How activities improve performance |

Why it is important to understand the CAP Model? (Check all that apply).

To understand...

- that children develop at different levels and abilities.
- concepts of making specific body movements at various ages and stages of life.
- the cognitive, behavioral, and physical development of each child.
- it would not be appropriate to teach a concept to a child before they were able to understand it or physically able to move.
- how to keep the lesson fun with appropriate humor and activities.
- which teaching styles to use and how to use it effectively during the lesson.

Which of the following ways help to set boundaries for appropriate behavior?

- Punish children who behave inappropriately.
- Create a cooperative - "Team Culture".
- Keep the class unstructured to allow freedom of expression.
- Praise appropriate behavior.
- Instructor sets many rules.
- Discuss inappropriate behavior and work together to identify alternatives.

Instructors are actively listening when they... (Choose all correct completions)

- restate, in their own language, what they heard.
- continue to perform an activity while listening to their student.
- interpret the speaker's body language to gain a more accurate understanding.
- listen to the speaker's words for any mistakes or weaknesses.
- make eye contact and use appropriate body language.
- ask unrelated questions.

Responsibility and Safety

Your resort is in the business of creating memorable experiences. Those experiences are shaped by interactions with resort staff members. From the moment a hopeful resort enthusiast picks up a phone or logs onto the web to make a reservation, until the gear is packed and the trip home has begun, hundreds of interactions with staff members contribute to the overall impression of the resort. As a ski coach you have the longest interaction (face time) with the guest, more than any other person or any other department. We need to be able to assist the guest with all questions about the resort. Snowsports teachers, through the relationships they build with students, have the power to enhance the resort experience exponentially. Important qualities for instructors in the modern world of ski teaching include:

- Understanding and responding to guest expectations
- Providing value to the guest through skill development
- An understanding of their responsibilities to the ski industry, their home resort and their guest.

Be sure you **Know the Code**: You're Responsibility Code provides safety tips while on the slopes.

1. Always stay in control
2. People ahead of you have the right of way
3. Stop in a safe place for you and others
4. Whenever starting downhill or merging, look uphill and yield
5. Use devices to help prevent runaway equipment
6. Observe signs and warning, and keep off closed trails
7. Have the knowledge and ability to load, ride and unload a lift safely, prior to use.

Each ski resort determines its own terrain difficulty, there is no standard for every trail rating. The levels of all trails are relative to each other. For example, a beginner level trail (green circle) at a steep ski mountain may be markedly more difficult than an intermediate level trail (blue square) at another resort. Below are very generic trail designations and may vary greatly between resorts.

Green Circle: Easiest trails and more mellow slopes

Blue Square: More difficult trails and intermediate slopes

Black Diamond: Most difficult trails and vertical slopes

Double Black Diamond: Expert skiers and riders only

Orange Oval: Terrain park

Caution Triangle: Heads up, this terrain may contain hazards

Red Octagon with slash through skier: Trail or area is closed. No skiing or riding allowed.

Smart Style is a terrain park specific safety program that emphasizes the importance of safety in terrain parks across the country. You should know the five main points of Smart Style before using terrain parks.

Five Main Points of Smart Style

- Start Small
 - Work your way up
 - Build your skills
- Make a Plan
 - Every time you use Freestyle Terrain, make a plan for each feature you want to use.
 - Your speed, approach and takeoff will directly affect your maneuver and landing.
- Look Before you Leap
 - Before getting into freestyle terrain observe all signage and warnings
 - Scope around the jumps first not over them
 - Use your first run as a warm up run and to familiarize yourself with the terrain
 - Be aware that the features change constantly due to weather, usage, grooming and time of day
 - Do not jump blindly and use a spotter when necessary
- Easy Style It
 - Know your limits and ski/ride within your ability level
 - Look for small progression parks or features to begin with and work your way up
 - Freestyle skills require maintaining control on the ground and in the air
 - Do not attempt any features unless you have sufficient ability and experience to do so safely
 - Inverted aerials increase your risk of injury and are not recommended
- Respect gets Respect
 - Respect the terrain and others
 - One person on a feature at a time
 - Wait your turn and call your start
 - Always clear the landing area quickly

List two different expectations that people taking lessons might have and how you manage them.

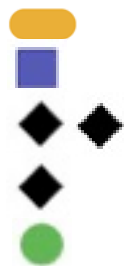
Which important code is missing from the following list of Responsibility Codes?

- Prior to using any lift, you must have the knowledge and ability to load, ride and unload safely.
- If you overtake someone it is your responsibility to avoid them. People ahead of you have the right of way.
- You must not stop where you obstruct a trail, or are not visible from above.
- Whenever entering on to a trail or starting downhill, look uphill and yield to others.
- Always use retaining devices to help prevent runaway equipment.
- Observe all posted signs and warnings. Keep off closed trails and out of closed areas.
- _____

Why is the Responsibility Code important in snowsports instruction? (Check all that are true)

- _____ Instructors introduce new skiers and riders to the Responsibility Code.
- _____ Lessons that model proper adherence to the Code help young students to learn how to put the Code into action.
- _____ Employees should demonstrate observance of the Responsibility Code because they represent their school, area, and PSIA/AASI.
- _____ Ski or snowboard lessons may be the only time students learn about the Code.
- _____ Teaching/observing the Code helps to develop trust with students and parents.
- _____ Maslow teaches us that learning cannot occur unless a student feels safe; Observing the Code helps with creating a safe and secure setting.

Match the Sign with the Trail designation.



Smart Style is... (select the best choices)

- _____ A terrain park safety program that encourages skiers/riders to respect one another.
- _____ Looking good while skiing/riding under lift lines.
- _____ A terrain park program for going big or going home.
- _____ A safety program that includes making a plan for the approach, takeoff, maneuver, And landing (ATML) in a terrain park.
- _____ A program that reminds us to look before we leap, encouraging skiers and riders to ensure landings are clear.

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For each of the items listed below, identify how you manage safety in your lesson.

Equipment: _____

Cold weather: _____

Sun Exposure: _____

Physical Condition: _____

List one safety-related item you carry with you as an instructor.

At your area, what is the biggest threat to safety in the winter environment? (Choose one)

_____ Overexposure to the sun, wind or cold

_____ Inappropriate clothing for weather or activity

_____ Flat light

_____ Natural or manmade obstacles hidden by snow or poor visibility

_____ Changing snow conditions due to use, wind, sun/shadow, temperature changes, precipitation, and more.

_____ Other: _____

If you have a fearful student, do you....

Yes/No

Present a new activity / skill on new terrain.

Tell them they shouldn't be afraid

Leave them alone while you ski/ride with the rest of the class.

Let them know that fear or apprehension is natural as they learn new things

Tell them they are holding the rest of the class back.

Structure the learning environment to allow people to learn at their own pace.

Avoid introducing new terrain late in the day.

What are **not** signs that your student may be developing hypothermia? (Check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Shivering | <input type="checkbox"/> Slight confusion |
| <input type="checkbox"/> Dizziness | <input type="checkbox"/> Lack of coordination |
| <input type="checkbox"/> Hyperactivity | <input type="checkbox"/> Feeling hot |
| <input type="checkbox"/> Hunger | <input type="checkbox"/> Fatigue |
| <input type="checkbox"/> Nausea | <input type="checkbox"/> Increased heart rate |
| <input type="checkbox"/> Faster breathing | <input type="checkbox"/> Pale skin |
| <input type="checkbox"/> Trouble speaking | <input type="checkbox"/> Memory Loss |

In what part(s) of the Teaching Cycle do you address safety with your students? (choose one or more)

- | | |
|--|--|
| <input type="checkbox"/> Introduction | <input type="checkbox"/> Present and Share Information |
| <input type="checkbox"/> Assess Students | <input type="checkbox"/> Guide Practice |
| <input type="checkbox"/> Determine Goals and Plan Objectives | <input type="checkbox"/> Check for Understanding |
| | <input type="checkbox"/> Debrief |

How we Teach

New teachers are often worried about what they are going to do in a lesson or clinic, rather than what their students will do. As a result, important clues that could help the teacher succeed are lost. In the first few moments of a lesson, students often reveal their true motivation for embarking on the learning experience, allude to fears or apprehensions, and share insights that can help the teacher determine how they will learn best. This may include everything from their hobbies to family life and previous lessons. All this can be missed if the teacher is not vigilant in actively listening and staying attentive to this important information. In fact, listening to your students describe precisely what they are looking for, how they learn best, and what experiences they have had in the past will begin to develop an atmosphere in which they work with you to develop a course of action. By getting the learners to talk about their experiences, they will begin to form a trusting partnership. As you question them, and listen actively to their responses, they become part of determining the direction of the clinic. Suddenly, you are no longer there to provide the action plan; you are simply there to provide direction, as they get involved in their own plan of exploration and discovery. There are four elements that, when artfully combined, create the magical environment where a connection is made between the teacher, the guest, and the mountain environment. The effective uses of these elements combine to create a complete and satisfying learning experience.

Developing Trust:

Trust is the cornerstone of the new guest's successful experience. If at any time the instructor/ student relationship is compromised the guest may leave the sport never to return.

A competent instructor is skilled at

- Developing a trusting relationship.
- Understanding their students and how they learn
- Questioning and listening effectively
- Creating an environment that puts guests at ease
- Observing student behaviors to determine underlying emotions.

Assessing Movements:

Because the teaching/learning environment is fluid by nature, and circumstances change as learning proceeds, teachers must be able to accurately assess student performance and adjust goals as the lesson progresses.

A competent instructor is skilled at

- Understanding efficient and effective movements of beginning skiers and riders.

Working the Learning Environment:

An artful instructor is able to work the learning environment effectively so that the student/teacher bond of trust remains intact.

A competent instructor is skilled at

- Using available terrain effectively
- Using a variety of activities with new participants that will help establish a comfortable, fun environment
- Developing and using fun skiing formats
- Providing information and suggestions for the use of alternative snow tools.

Closing the Loop:

Effective communication is the final element in the learning loop. As with the other three elements, the ability to communicate well can make or break a learning experience. It can provide direction, reinforce a positive change, and redirect unproductive movements or actions. An effective communicator also understands information on teaching and learning styles.

A competent instructor is skilled at

- Providing effective feedback.
- Effectively debriefing a student at the end of a lesson.

A Simple Plan for Delivering an Effective Lesson

Introduction (Goal Setting)

- Introduce yourself
- Open a dialogue with your student so that you create the feeling that learning is easy and fun
- Ask questions so you learn about your student and what (s)he wants from you.
- Watch your student so you can discern his/her skill level (and what (s)he needs the most)
- Plan what to do to reach an achievable goal, one that satisfies what your student wants and what you can offer.

Body (The Progression)

- Speak concisely in simple language. Ask, "Am I being clear?"
- Show clearly what to do. Make sure your student can see you.
- Point out parts of the body they should look at. Ask, "Could you see that?"
- Let the student do it.
- Give necessary logistics (follow you? follow another student? where to stop, etc.).

Give Feedback

- Be specific. Check for reaction. End on a positive note.
- Repeat or progress to the next step based on your student's performance and attitude.

Summary

- Review and reinforce what is gained from the lesson.
- Give practice tips.
- Tell your students what they could learn in a future lesson and if appropriate, when you are available.

Identify one way we can fail to build a trusting relationship with our students.

Information is generally provided differently to young children versus adults. For each item below enter A for Adult or C for Child.

- | | |
|--------------------------|------------------------------------|
| _____ Playful | _____ Several instructions at once |
| _____ One step at a time | _____ Drills |
| _____ Games | _____ Assigned Tasks |
| _____ Collaborative | _____ Problem Solving Activities |
| _____ Imaginative | _____ Cause and Effect |

There are many ways to check for understanding. From the list below, identify your three favorite methods for students in your lesson.

- Identify incorrect movements in others
- Argue why their understanding is logical
- Show each other what they have learned
- Explore different ways to accomplish the same task
- Identify others with correct movements
- Critique their own performance
- Test what they have learned in a new situation
- Rate or grade each other's performance
- Write or sketch what they have learned
- Explain what they have learned

Where in the teaching cycle do you address your student's learning styles? (Check all that apply)

- Introduction
- Assess Students
- Determine Goals and Plan Objectives
- Present and Share Information
- Guide Practice
- Check for Understanding
- Debrief

Teaching Styles

COMMAND STYLE

Command style teaching consists of: Explanation, Demonstration, Execution, and Evaluation. The role of the student is to respond to the teacher.

TASK/PRACTICE TEACHING (Sharing the Execution Decisions)

Task/Practice teaching clings to the Command Style; but, during the execution phase, the student is encouraged to perform on his/her own. Once a task/outcome has been discussed, explained, and demonstrated, students start the performance on their own, in a space they have chosen.

1. Assemble students near the teacher
2. Explain, discuss, and demonstrate the task/outcome as in Command Style
3. Designate boundaries of the practice area and point out safety considerations
4. Execution Decisions are shared with the students
5. Instruct students to find their space and begin practice
6. While practice/performance goes on, teacher should move about, observe individuals, and offer informational feedback.

Contact with each and every student should be a goal in the lesson. Note: In order to facilitate individualized instruction, the Task/Practice Style accommodates presenting a new task/outcome to individual students as each student demonstrates proficiency in the performance of the first task/outcome given to the entire class. This style also allows for presenting the class with several tasks/outcomes that permit each member of the class to progress at his/her own speed of learning.

RECIPROCAL TEACHING (Sharing the Evaluation Decisions)

Allow students to form pairs. The students assume the roles of performer or observer. It is the job of the teacher to teach the whole class and not just one of the partners or group. The teacher circulates through the class to make personal contact and to give more individual feedback. This style is particularly effective with large groups. It also offers an excellent opportunity to enhance the social climate in a class by creating the situation where one student is actually working with a peer. Students decide who is the performer and who is the observer, a single task/outcome is explained, discussed and demonstrated.

1. All points in Task/Practice summary apply in Reciprocal Style
2. Evaluation Decisions are shared with the students
3. Class chooses partners and the teacher explains the roles of the performer and the observer.
4. List specific things in the performance of the task/outcome for the observer to look for and comment on to discourage the observer from giving feedback beyond the scope of the activity.
5. Give as much assistance to observer as possible without taking over his/her role.
6. Call class together periodically to discuss the task/outcome, to answer questions, to share suggestions, and to ensure the execution of the style.

USE OF SMALL GROUPS

This style simply calls for more than two people to participate in the process of performer, observation, mutual correction, and reinforcement. Teacher and students decide if the task/outcome requires two observers and one performer or one observer and two performers. The teacher does not pair off with a student or become a member of the 'group'. It is extremely difficult to teach effectively if the teacher is a participant. It is the teacher's responsibility to teach the entire class.

GUIDED DISCOVERY

This style embodies a process of systematically getting to a target. It is actually a process of training students to use selection procedures in making small decisions in a definite sequence.

In this sequence, there are questions, clues, or outcomes (tasks) arranged in a manner, which slowly, gradually, and securely lead the student to the answer (a fact, a concept, or a particular outcome). Each step in the sequence is based on the response/task/outcome in the previous step. There is only one answer and the teacher is responsible for leading the students to discover it.

1. Focus is on the student.
2. Use questions, clues, tasks/outcomes arranged in a manner, which, slowly, gradually, and securely lead the student to the desired outcome.
3. There is only one answer.
4. Wait for the answer.
5. Do not tell the answer. (However, student should not leave the class without knowing the answer.)
6. Elicit higher levels of thinking.
7. Cognitive acquiescence - cognitive dissonance - inquiry - discovery

GUIDED EXPLORATION

Guided Exploration is more indirect in its approach offering no step-by-step guidance clues. Guided Exploration presents two or three possible choices to explore; and as the student explores these possible choices, s/he explores/discovers the desired answer/outcome. In this style, the learner is engaged in reasoning, using the rules of logic, critical thinking, and trial and error in order to discover the one correct answer/outcome to a question or the one solution to a problem.

1. Focus is on the student.
2. Teacher offers two or three possible choices, with one being the desired answer.
3. As students work – teacher waits, observes, encourages.
4. Elicit higher levels of cognitive operation.
5. Style seeks to develop the ability to explore the possible choices and select the one desired answer/outcome.
6. Student is significantly autonomous as s/he explores.

PROBLEM SOLVING

Problem Solving is also a process-centered teaching procedure. The teacher poses problems for the students to solve. The student is expected to seek out answers/outcomes on his/her own as s/he works within the framework of the problem set forth by the teacher. There can be several acceptable answers/outcomes to one problem as long as they meet the requirements of the problem stated.

1. Pose problem for students to solve.
2. Allow students to seek out answers/outcomes on their own, working within the framework set forth by the teacher.
3. Accept all answers that meet the requirements set forth in the problem.
4. A single problem may have several solutions.
5. As students work – teacher waits, observes, encourages.
6. Elicit higher levels of cognitive operation.
7. Style seeks to develop the ability to find numerous alternatives, explore them, and select the most appropriate solution.

INDIVIDUAL

The design of the individual program is such that the learner makes most of the decisions regarding the time frame for the learning sequence, the geography of where the learning will occur, and when the self-assessments and monitored assessments will take place. The subject matter is designed in such a manner as to give the learner full responsibility for his/her learning. The success of this style is determined by the desire, self-motivation, and self-discipline of the learner.

1. Statement of individual desired goals
2. Selection and design of subject matter by teacher and student.
3. Design of subject matter has opportunities for a variety of entry and exit levels. The design provides for practice, self-assessing tasks, and periodic evaluations.
4. Leadership assistance is made available in the form of 'buddies', mentors, monitors, teachers, and/or evaluators.

Describe a teaching style you have used, why, and what are the pros and cons of that style.

What do you feel is most important to your success as a teacher?

For each of the Teaching Styles listed below, give an example of how you manage your group lesson when there are variable skill levels within the group.

Task:

Reciprocal:

Problem Solving:

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A progression is a series of exercises that have a common focus and build gradually toward more advanced performance.

True

False

Transfer of learning is the application of skills, knowledge, and/or attitudes that are learned in one situation to another learning situation. (Choose all the correct statements below)

_____ Positive transfer decreases the speed of learning.

_____ Transferring driving a car to skiing and riding movements is a far transfer.

_____ A student with experience waterskiing/wakeboarding, who believes they need to have their weight back to ski or ride, is an example of negative transfer because it delays learning.

_____ Transferring side-slipping movements to a parallel turn is a near transfer

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Which Teaching Style best meets each goal or objective:

Lesson Goal or Objective	Command	Task	Reciprocal	Problem Solving	Guided Discovery
Learning a new skill					
Improve decision making					
Practicing a new skill					
Analyzing movement					
Giving individual feedback					
Introducing information					
Create better understanding					
Handling emergency situation					
Getting group to stop at spot					
Cycling group on a certain run					
Introduce something quickly					
Playing game of "Simon Says"					
Develop confidence					

Learning Styles

A learning style is the cognitive mode of a learner: it is a person's preferred technique in approaching learning. It is the way a person processes information; the way a person's sensory, perceptual, memorial, decision-making, and feedback mechanisms operate. The learner's motivation, previous training, readiness, age, and ability to process information influence their learning style in a specific situation.

FEELER

People of this nature are receptive learners; they learn predominantly through gut intuition. They try many things to find a way. They tend to be emotional. They learn by doing and by evaluating on the way. These individuals are doing-oriented, though s/he will be very sensitive to the connection between what s/he does and its outcomes. This type of learner is aware of similarities and differences of experiences. They are particularly kinesthetic and will learn sports relatively easily because of this strong sensory awareness. If instruction gets too analytical, this student will quickly lose interest.

WATCHER

People in this category like to set the picture. They like to know the purpose of practice. They need to watch others, are good listeners, and are introspective and contemplative. These individuals tend to hang back, studying everyone's performance. This provides him/her with essential information: s/he emulates what s/he sees. Talk will be largely useless with a learner like this, unless the talk creates images for him/her to visualize. This type of learner will do well if allowed to position him/herself where s/he can best watch the teacher.

THINKER

People in this category are analytical, logical, thorough, and theoretical. They would rather read than listen to lectures, they are often loners or dreamers. At times they are meticulous to a level of obsession. These individuals read books and magazines about skiing/snowboarding long before taking a lesson. S/he may be full of shoulds and oughts. Detailed explanations are needed in order for him/her to understand what needs to be done.

DOER

People in this category tend to be pragmatic, practical, and functional. They are searchers who see a purpose in learning. They are good problem-solvers and work well with others. These individuals are constantly active. Being idle is not for him/her; skiers will be seen poking holes in the snow with their ski poles while boarders will be seen drawing figures in the snow or tossing snowballs at their boards until finally it is their turn or it is time to actually ski/ride. Extensive talking tends to frustrate this learner.

The following are examples of the first clues to a student's learning style. Indicate which learning preference they suggest the student might have.

- _____ Student asks you how to put their equipment on.
- _____ Student indicates they know someone from your hometown which they read off your name tag.
- _____ Student at the first timer's meeting area is already in their equipment and is walking up the hill.
- _____ Student tells you their skis/board is sticking to the snow.
- _____ Student is looking at others put on their equipment.
- _____ Student tells you they are studying engineering at MIT.

Which of the following are indicators that your student is listening to you:

- _____ Eye contact
- _____ Leans back
- _____ Arms folded
- _____ Says 'ya' repeatedly
- _____ Answers questions
- _____ Smiles too brightly or too long
- _____ Throwing snowballs
- _____ Tilts head
- _____ Turns body away from you

Which of the following statements related to learning styles or preferences are true?

- _____ Learning to develop kinesthetic awareness is critical to a student's success.
- _____ VAK stands for Visually Applied Knowledge
- _____ Students perceive and process information in one way.
- _____ The Watcher, Doer, Thinker, Feeler and VAK concepts are two ways for categorizing how students prefer to collect, organize and transform information into skills.

Customer Service

Instructors spend more time with customers than any other employee on the mountain. Since customers return to businesses where they get good service, you are instrumental in creating return business and this business benefits you and your employer. A number of publications cite statistics about customers and the effects of their complaints on business. The stats may vary slightly but they overwhelmingly arrive at the same general conclusions:

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1. 96% of customers who feel they were served poorly do not complain
2. 90% of those who feel they were served poorly will not return
3. Each person who feels as if he or she was served poorly will tell at least nine other people, and 13% will tell at least 20 others.
4. 95% of customers will return if their problem is resolved on the spot

If we can understand the customer's needs and expectations, we then have a chance at fulfilling them. If we are motivated, we also have the opportunity to exceed them. If we satisfy and exceed them on a continual basis, we develop repeat business and *loyal* customers. If we don't understand customers' needs or expectations, we greatly increase the chance for a dissatisfied customer. It all starts with understanding the customer.

Because each customer is different and because our vacationing population is constantly changing, master service-oriented teachers need to be exceptional communicators. They also need to be adaptable to constant change *and* also motivated to change their own perspectives constantly to truly understand each customer's perspective.

Because each instructor is different, with different backgrounds, personalities and strengths, there is no one model of providing excellence in customer service that works in all cases for all individuals. There are, however, a few concepts that together form a way to look systematically at constant improvement in customer service.

1. Strive to understand your customers' perspectives, expectations and needs. Ask open and generative questions and understand visual cues.
2. Make a plan with them to accommodate their needs and share it with them. Get their buy-in on the plan with closed questions, continuing to communicate changes that may happen in the plan as your time with them progresses. Think win-win: remind yourself how their successes or happiness invigorates you.
3. Deliver the service, treating your customers and their needs with respect and understanding. Keep building a trusting relationship so that the guest is willing to learn, take chances, and enjoy new movements you're sharing with them. Enjoy their successes with them. Remember the details, such as appearance, attitude, and thoroughness.
4. Look for opportunities for improvement, or differences between the service you think you're providing and the service they perceive to be receiving. Adapt and change accordingly. Why wait until the end of the lesson or when you get the customer feedback form? If you focus on constant improvement, you will necessarily understand them better.
5. Debrief and follow up. Discuss with your customers the experiences that led to successes and those that didn't, inviting them to share their perspectives first with you, before you add your insights. You will not only increase their level of learning and understanding, but you may also hear some of your opportunities for self-improvement, if you actively listen.

6. Follow through with your end of the learning and service partnership: make personal change and improvement, make your next experience with your customer been better, and seek training and self-understanding wherever you can, help other instructors by sharing your experiences, insights and successes.

Think of your personal improvement as a continuous cycle, one that improves constantly while you teach and before you teach again. Actively listen to not only understand your customers, but also to understand how well you're satisfying their needs. With this feedback, you can adjust and change if necessary, improving as you go. If you confidently give them what they know they wanted, you'll satisfy their expectations. If you knowingly give them more than they know they wanted, you'll exceed their expectations and they'll be more likely to return. Again, it starts with understanding and a motivation to continually improve the experiences you provide. Remember our role in the industry. Remember why you're there.

As instructors, if we are going to be motivated to give every guest the experience of a lifetime, we need to constantly remind ourselves why we teach, why we work at ski resorts, and what motivates us to be happy. Just like learning and changing and improving the services we provide, making yourself happy is a process that can be learned. Happiness is largely a result of our state of mind, which is something we can choose to change by learning positive emotions like compassion and kindness. A compassionate person tends to communicate more easily. If being compassionate doesn't come naturally, being understanding of your customer's needs may not either. But rest assured, as humans we can choose to change. We can choose to be happy. By reminding yourself daily about what your own personal passions are and how teaching skiing or snowboarding helps you fuel your own personal fire, you can train yourself to be happy. You'll have more fun at your resort and you'll provide better service at the same time. You win, the customer wins, and the industry wins.

You can make a difference in people's lives. It's up to you. It starts with understanding, and a smile!

In your own words, describe the relationship of the snowsports instructor to the industry.

At the end of your lesson, what is a way you can help ensure the guest will return?

What is your definition of a professional instructor?

How does your behavior/professionalism affect lesson outcomes? (Check all that apply)

- The extended period of direct contact can make or break a guest's opinion of my entire resort.
- Unprofessional behavior can lose the respect and confidence of guests and co-workers.
- Positive attitudes and professionalism build trust and a learning partnership that helps students to be successful.
- My students have many choices for learning: trial and error, friends, other instructors, other resorts; therefore, my behavior and professionalism helps ensures my students come back for more lessons.

How would you respond if your guest asks you to provide another lesson for their family but wants to pay you directly for the lesson in lieu of hiring you through your school?

- Schedule the lesson for my next day off.
- Respectfully decline the lesson and tell to my supervisor about the request.
- Meet the student at another resort for a lesson.
- Tell the guest my resort provides me with income, benefits, education and security in exchange for my services and as such I am committed to working for them.

Describe the value of continued education in your profession.
