

SNOWSPORT INSTRUCTOR

ISSUE 2
06/07 Season
PNSIA-EF

SCENES FROM WINTER BLAST 2006



SCENE FROM ACADEMY 2004



early winter 2006

Inspiring lifelong passion for the mountain experience

Event Line Up

Tryout Camp

Back by popular demand!

Last year's tryout camp was such a resounding success it has become an annual event. Come train, play and get a jump on next year's Divisional Staff, Technical Team and National Team Tryouts! All participants receive written feedback with goals. Must be Level III Certified to attend.

**Alpine
Tryout Camp**
January 25 - 27, 2007
Mission Ridge
Alpine Event \$250

**New Stuff for
Tryout Camp 2007:**
Indoor Presentation Sessions
Past National Team Selectors
(Alpine Camp)

**Snowboard
Tryout Camp**
January 25-26, 2007
Stevens Pass
Snowboard Event \$150



Chris Thompson, Camp Coach & DCL Staff Tryout Selector:

"The people that came were inherently interested in learning. I just watched the video footage again and can still see it in their body language and the intensity with which they performed."

Linda Cowan, Technical Team/Camp Support:

"I was inspired by the open attitude of the people that attended. They were there to learn; excited, motivated and willing to try."

Heather Roberts, Participant & Current DCL:

"My experience at Tryout Camp was key in my performance at the tryout. The feedback, on-snow sessions and video footage I received afterward gave me what I needed to make changes for the better in my skiing and teaching."

Event Line Up

Winter Blast

alpine only

Feb. 12-13th

and/or

Feb. 14-15th

Crystal Mtn

2 days for \$300

or

4 days \$550

What makes this such a great event?

- National Team Coaches
- Small group sizes
- Breakfast buffet each day
- Apres ski the first day
- Lunch the second day
- Did we mention National Team Coaches?

lodging info

Alta Crystal 800.277.6475 www.altacrystalresort.com	Crystal Mountain Lodging Suites 360.663.2558 www.crystalmtlodging-wa.com
Crystal Mountain Hotels 800.SKI.6400 www.crystalhotels.com	RV Hook-ups (limited number) and parking spaces

Sign up soon to reserve your spot. Lift tickets are additional. Check website for updates, etc.

Divisional Academy

March 16-18, 2007— at Mission Ridge

3 Days of on snow coaching, 2 Days of Video and review

Follow up DVD of your academy

Friday afternoon Apres ski and presentation at Mission Ridge Lodge

Banquet Saturday evening at Chateau Faire Le Pont Winery

www.fairelepont.com

Coaching by our NW Technical Team and other specialty coaches

All disciplines welcome

RV Parking available

Lodging information at
www.wenatcheevalley.org
or check the psia-nw website

NW SNOWSPORT
INSTRUCTOR

ONLY
\$275

Lift tickets
available for
\$24 a day

Event Line Up

Symposium

**April 13-15
2007**

Big Sky, Montana

There's no time like the present to begin getting ready for this celebration of the season! We are traveling outside the division this year to Big Sky Resort in Montana. All lodging specials and information are posted on the website and will also be in the next newsletter, along with your registration form and class options. Come celebrate the end of the season with us and our friends from Intermountain.

Here is some stuff to get you started on your Symposium journey.
Event festivities based out of the Huntley Lodge and Yellowstone Conference Center
Cross Country events will be at Lone Mountain Ranch

Big Sky Frequent Sky Card Only \$69

With the card receive discounts at the area and free lift tickets at Big Sky Resort from April 9-15th.

**You must call Big Sky at 406.995.5741 to receive this pricing and refer to PSIA-NW!
\$69 price good through March**

(lift tickets without the card will be \$35 a day for PSIA members and \$45 for non-members)

- *Open to all Disciplines
- *Includes a souvenir
- *Lodging rates available on the PSIA-NW website
- *Daycare is available
- *Children under 10 ski/ride free
- *Saturday night banquet details will be on website

Got Wings?

Fly Horizon from any Northwest city and get a 10% discount! Fly into either Bozeman or Butte. When booking flight information online (www.horizon.com), be sure to put the Meeting & Convention ID Number-ECCMT1170 in the "e=certification code" box. If you use a travel agent please use CMT1170.

Flying into Bozeman: Contact Karst Stage www.karststage.com for shuttle reservations to Big Sky, \$65 round trip.

Flying into Butte: You will need to rent a car

Directions

What's your motivation?

BY KIRSTEN HUOTTE
EDUCATION AND PROGRAMS DIRECTOR

As the season ramps up and you teach and train, teach and read and teach and teach, do you ever ask yourself, "What is my motivation?" I am sure it's the joy of teaching, having your office be on a slippery surface, watching your client 'get it' and inspiring that lifelong passion for the mountain experience. How great is that?

As you continue teaching those multi-week sessions or that same beginner lesson #100, we realize you need special time to rejuvenate yourself, keep your inspiration, motivation, laughter and learn a thing or two. So how do you do that? Does your school director reward you with a member school clinic and bring in a couple great divisional staff members to your area for you and the rest of the staff to buzz around the hill with? This is one way to rejuvenate your enthusiasm and get your PSIA/AASI education credits for the season. It also allows you to stay at your home area, be familiar with terrain, ski/ride with your co-workers and have a great day.

Another way to gain those education credits and maintain your motivation is

by attending any of the PSIA-NW-AASI clinics, Symposium, Divisional Academy, etc. The difference between a member school clinic and a PSIA-NW-AASI hosted clinic being, you travel to the designated area and meet other members throughout the division who do the same thing you do - inspire those around you with a love of the mountain experience. Just show up and let us do the work! You can even request scholarships for these events.

Any way you go about it, it's our hope we are able to give you that little pick me up throughout the season, add something to your bag of tricks, have lots of fun while learning, playing in the mountain environment and leave you looking forward to your next experience. So, whether you try something new, bring a divisional staff member to your area or attend the same program you have been attending since its inception, we welcome you and look forward to finding out what your motivation is.

I hope you had a wonderful holiday season and I look forward to sliding into your office soon!

Level I Updates

Last spring the board asked how we can make the Level I a better product for the members? The answer we came up with is a complimentary 'Go With a Pro' clinic for all participants who take the Level I exam. Our goal is to better welcome in the new members with a clinic specifically tailored to them as a new member of PSIA-NW-AASI. The only other change made to the Level I process was the cost, it is now \$25.

For those of you asking, "What about the Level I's from last year?" Are they able to participate in this too? The answer is a resounding yes, we will honor this for any new Level I from last season for \$10 (difference in the exam cost from last season). So for only \$10 new Level I's from the 2005/2006 season may sign up for the 'Go With a Pro' clinic.

Watch the website for the dates and times available for this clinic as it travels around the division, including Symposium at Big Sky Montana. Level I's will have one (1) season to take advantage of this clinic. If 'Rider Rick' takes his Level I this season (06/07) he will have until the following season (07/08) to sign up and attend the 'Go With a Pro' clinic.

We look forward to welcoming all of our new members!

ACE II is back!!

To participate you simply need to meet these criteria:

- Have completed an ACE I program
- Ready and willing to dive deeper into what makes kids tick
- Prepared to unleash your internal creative beast

Sound Interesting? Check out the workbook, program outline and details on the PSIA-NW webpage. Gather your peers, contact your TD and get one scheduled at your home area soon!

NW
SNOWSPORT
INSTRUCTOR

Your Junior Education Team has worked hard this summer to bring back the ACE II Program. With a few slight tweaks and a little bit of grommet grease, we are ready to launch!

NW Snowsports Instructor

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NORTHWEST
SnowSport Instructor

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Northwest Division PNSIA
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Submission Deadlines

Issue	Deadline
Summer/Fall	July 15
Early Winter	Oct. 1
Winter	Jan. 1
Spring	March 10

Guide for Contributors

The Northwest SnowSport Instructor is published four times a year. This newsletter will accept articles from anyone willing to contribute. The editorial staff reserves the right to edit all submissions. Submit items as attachments via email or contact the editor for other options. Articles should include the author's name and a quick bio. Photos can be submitted via email or as prints. Please contact the editor for any additional information.

All published material becomes the property of PSIA-NW. Articles are accepted for publication on the condition that they may be released for publication in all PSIA National and Divisional publications. Material published in this newsletter is the responsibility of the author and is not necessarily endorsed by PSIA-NW.

From the Communications V.P.

Officers of the Board

- Ed Younglove ----- **President**
 - Jack Burns ----- **Executive VP**
 - Mark Schinman ----- **Administrative VP**
 - John Eisenhauer -- **Communications VP**
 - Molly Fitch ----- **Education VP**
 - Lane McLaughlin ----- **Technical VP**
 - Chris Kastner ----- **Certification VP**
 - Diana Suzuki ----- **Financial VP**
 - Lance Young ----- **Mmbr School VP**
 - John Weston ----- **PSIA Rep**
- Staff
- Kirsten Huotte- --- **Ed Program Director**
 - Barb Darrow ----- **Office Manager**

Newsletter Ad Rates

Classified Ads: Classifieds are line type ads and will be run in a single section with different headers, i.e. Employment, Equipment for Sale, Get Connected, etc. Classified ads may vary in size and rates will be reflective of the number of words in the ad.

Rates:

- 20 Words or less \$10
- 20-40 Words \$20
- 40+ Words \$1 per word

Display Ads: Displays will be available in a variety of sizes and will be boxed or otherwise set off from the surrounding text. There will be a layout fee for display ads that are not submitted in final form.

Rates:

Size	Rate	Layout fee
2x3	\$50	\$10
4x3	\$100	\$20
7x5	\$150	\$40
7x9	\$200	\$50

A 10% discount is available for anyone running the same ad in consecutive multiple issues.

Please make check payable to:

PSIA-NW

11206 Des Moines Memorial Drive
Suite 106
Seattle, WA 98168

Cover:

Winter-Blast, Van Ostrom photography
Academy, Kirsten Huotte

Connecting the Dots

BY JOHN EISENHAUER
PSIA/AASI-NW COMMUNICATIONS VP

Filling in the blanks, bridging the gap, connecting the dots. All phrases we use on a daily basis to describe our efforts to clarify, communicate and make sense of the task at hand. When we use these types of phrases, it's understood that at least one of the parties involved knows what "the dots" are and has some idea of how to connect them. However, unless we are talking to ourselves, there will always be at least one other person involved. The reality is; in our interactions with others, there is often quite a gap between our understanding of "the dots", our ideas about how to connect them and their understanding and ideas.

Sounds a lot like teaching, doesn't it? People come to us with a certain level of understanding and ideas about what needs to be done. Take for example, the young first time skier who insists on putting their knees together in a wedge. We haven't taught them that, in fact, we've done everything we can think of not to. Then, they wave at their parents, shouting proudly, "See Mommy and Daddy, I'm doing it just like you said!" Hard to argue with Mom and Dad. Now you realize you and your student had a very different understanding of "the dots" and how to connect them. This realization becomes the key to success in your lesson if you learn to use it.

The opportunity now presents itself to acknowledge the students' level of understanding, their motivation and their approach. These are seldom random. They are usually purposeful and strong guides to how they learn. Often we start a lesson by asking

students to show us what they do. To strengthen that visual assessment, ask your student to tell you what they are trying to do. Now you are creating a process, so you can both truly understand not only what they "are doing", but "what they are intending to do." With this starting point, you can begin to connect the dots.

For this to be successful, you need to have knowledge as well as communication skills. That's where training comes in. Whether that training comes from your TD, the division, peers, educational materials or indeed students, it's critical to you and your students' success. So, take advantage of the training opportunities that are available to you. Learn as much as you can. The sense of accomplishment and power that knowledge will give you makes what we do so much more rewarding. You'll say to yourself, "Wow, that was easy and fun!" But, all of us know, it's the hard journey you took up to that point that made "connecting the dots" possible.

We hope the teaching articles in this issue will prove valuable to you and that you will take the opportunity to come and learn with us this season! ♦

WE ARE ALWAYS LOOKING FOR GREAT ARTICLES AND PHOTOS. SEND THEM OUR WAY! ARTICLES ARE BEST SENT AS A WORD DOCUMENTS AND PHOTOS AS JPEG, BUT WE CAN HANDLE JUST ABOUT ANYTHING!
OFFICE@PSIA-NW.ORG

Elections

Become a PSIA/AASI-NW Board Member

PSIA/AASI-NW members are encouraged to get involved and run for any position on the Board of Directors in their region that is up for election.

In order to run, you need to complete and submit an Announcement of Candidacy to the PSIA-NW office prior to 4:00 p.m. on January 19, 2007. Use the form below or obtain one from the PSIA-NW office.

Positions are for three year terms and require attendance at two board meetings a year plus other events and committee work. Do you want more information on running or serving? Email or call Jack Burns, Executive VP at The_lawyer@msn.com or (425)646-6344. Also, any member of the office staff or Board member can be of assistance.

The following positions are up for election in early 2007. If the incumbent has indicated an intention to run again, their name is shown. All of the listed positions are open for candidates.

Snoqualmie	4	Bill King
Snoqualmie	7	Rob Croston
Snoqualmie	8	Open
Stevens Pass	2	Lane McLaughlin
Stevens Pass	5	Mary Germeau
Crystal Mtn.	2	Ed Younglove
Spokane	1	Mike Peters
Mt. Hood	3	Open
Bend	1	Open (1 yr term)
North Central	1	Sally Brawley

All candidates (including incumbents) must submit an Announcement of Candidacy in order to be considered an eligible candidate.

ANNOUNCEMENT OF CANDIDACY PSIA/AASI-NW Board of Directors

(Must be returned no later than 4:00 p.m., January 19, 2007)

PSIA-NW
PNSIA EDUCATION
FOUNDATION
11206 Des Moines Memorial Drive,
Suite 106, Seattle, WA 98168
(206) 244-8541 / Fax (206) 241-2885

Name _____ Region _____ Position _____

Ski School _____ PSIA-NW # _____

Off the snow occupation _____

PSIA-NW Involvement _____

Reasons for wanting to serve on the Board of Directors _____

(Attach additional pages if necessary)

Signature _____ Date _____

Address _____

Home Phone _____ Day Phone _____

Email address _____

Dollars and Sense

Return on Investment

BY DIANA SUZUKI
PSIA/AASI-NW FINANCIAL VP

Hi Snow Sport fans. I hope you had a great summer and are ready for another snowy season in the Northwest.

Please allow me a couple of minutes of your time to address one of my favorite fiscal topics, our Divisional staff, specifically the Education and Programs Director.

Due to the lack of snow two years ago, last year was the first year the Division was able to receive full benefit from this new position. If you attended any events last year, you most likely had an opportunity to meet Kirsten Huotte who was hired into this position in October of 2005.

As a bean counter, everything in my world needs to have an ROI (return on investment) and the Division really has received a huge return on the dollars

invested in this position. Kirsten has worked relentlessly to make every event well organized, tailored to the needs of the attendees and has added special touches to each event to make members feel welcome. For every event, Kirsten has spent hours in the office and many weekends in the hills to make sure all the details were covered. Her love of the sport and desire to make this position successful has been and will continue to be incredible.

When I first joined the Northwest Board as the Financial VP and heard of the new position being created for the Education and Programs Director, I was initially concerned the Division didn't have the resources to attract the type of quality person they were looking for. But, I am happy to say I was wrong, because we received outstanding resumes and ultimately

Kirsten was hired. As a result, the Membership has been enjoying the time this position now has to plan, attend events and reach out to you to understand your needs and concerns.

So, with the new season right around the corner, be sure and read up on the many events offered for the 2006 - 2007 season and sign up to help improve your skiing and riding as well as enjoy the fun venues and friends. And when you see Kirsten at the events, be sure and give her a big thank you, because she gives so much to each of us to make PSIA/AASI-NW a great Division to be a member of. See you on the slopes. ♦

Your ideas and suggestions are a vital part of our organization. With your feedback we can continue to improve the products that we deliver and develop new products to best serve our membership. Please take the time to write down a few thoughts on the opposite side of this card and drop it in the mail to:

PSIA/AASI-NW
11206 Des Moines Memorial Dr
Suite 106
Seattle, WA 98168

You may also go to psia-nw.org and fill out the Website suggestion box or simply email your ideas to suggestionbox@psia-nw.org.

Thanks for taking the time to tell us what is on your mind!



Steal Their Mojo

BY LANE MCLAUGHLIN
PSIA/AASI-NW TECHNICAL VP

By the time you read this, you'll probably be into your early season routine. Training to become a better teacher, taking on new lesson challenges and starting to get feedback from directors, peers and clients about what makes you a good teacher. Hopefully your quest is not only to be recognized for what you do well and what comes naturally to you, but to also expand your skills and talents into areas that are new and progressive. Looking at the skills and talents of others and recognizing what you'd like to try, adopt and perhaps even copycat is a great way to keep inspired throughout the season and to become an even better teacher. So, your challenge, if you choose to accept it, is to look for that special teaching 'mojo' in others and attempt to 'steal' it for yourself. Here are some examples of unknowing 'victims' I've ambushed in the past.

The Comedian

All right, admittedly I recognize that a comedian is not actually a teacher, other than perhaps pointing out that we're not all perfect. But, there is a very special mojo a great comedian possesses, and that's the ability to create a stage presence that draws in the audience's attention and has them hanging on every word. The comedian never blasts into their bag of tricks until they've drawn in every crowd member. Perhaps it's with a big "how you all doing?", or a very animated and maybe even quirky visual appearance, or some kind of physical stunt that makes you go "huh?". Something is done to snap in

everyone's attention, and even more importantly, hook them into an eager (not skeptical) anticipation of "where's this going?"

So, click on the comedy channel or drop into your local comedy club and do a little homework while you're busting a gut. How does the comedian draw you in and keep you hooked? The techniques may range from the use of wit and words, to intelligent analysis of human behavior, to pure silliness and physical humor, to a grasp of current events and social culture. Pay attention to what works on you and what seems to work for the crowd. One of the best ways to enjoy your time with your guests is to feel as though you have their attention and that you can entertain them during your ski and snowboard time together. Steal the comedian's mojo for yourself and bring that fun factor to the mountain.

The Yoga Master

The yoga teacher is like a teacher on steroids, but all natural, of course. Similar to snowsport instruction, the yoga teacher has to communicate physical movements to their guests, analyze the quality of movements, provide feedback, and coach individuals to breakthrough plateaus in performance. The mojo really comes out in just how precise the great yoga teachers are in describing the exact movement, with the right intensity, intention, purpose, direction and energy; all to attain specific benefits. The actual tone and pacing of the instruction matches the physical effort. How instructions are spoken is as important as what is actually described. To facilitate a flow

of movement, the yoga teacher cannot be disjointed, random, too verbose, nor babbling with the instructions. To facilitate the right physical movements, the yoga teacher cannot be vague or incorrect with cause and effect understanding of movements. This accuracy and effective communication is something we are all striving to be better at in the snow world.

So, drop into a studio near you and try a yoga lesson. Come dressed in the disguise of a yogi wanting some stretch and sweat and flow, and covertly keep your ears and eyes and mind open to how skilled the yoga master is at facilitating the session. Let your muscles get spongy while your mind sponges up all the mojo you can steal for your own teaching skills and then develop that mojo yourself with your clientele. Become very precise with what you want your crew to do, what the benefits are, and how one activity is part of the flow to the next activity.

The Gym Teacher

Controlled chaos, in a nutshell! If the gym teacher can take 20-30 kooky kids who have been repressed by small desks, chairs, books and lectures, and get them to play in a collectively organized way, then there's some mojo we can definitely steal to facilitate play time with groups half that size. 'Play' is the expectation when going into gym, so 'organization' has to be spun a bit more covertly by the gym teacher. Watch how the gym teacher uses a very command oriented style to effectively

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Is Everyone on the Same Page?

BY RACHAEL MILNER
ASSISTANT DIRECTOR
CRYSTAL MTN. SKI & SNOWBOARD
SCHOOL, ALPINE DCL
JET NW TEAM

The **unexpectedly early** and snowy start to last year's season was a blast for everyone. I have never seen such excitement and enthusiasm surround opening day as I did on Nov 4th last year at Crystal! Needless to say, I was selling tickets inside Kids Club, so I could only revel in the excitement of others and watch as they ran out the door to claim their first face shots of the season.

By December 4th we were still going crazy! More snow, more people and more business than we could deal with. We were calling staff in early, putting out some big classes and doing everything we could think of to staff our daily lessons. Something had to give, and that my dear friends was STAFF TRAINING DAY. To be more exact, the teaching day of our part-time staff training. You know that old equation, "the better the snow, the more challenging it is to get your staff to participate in training that involves being in or near the base area"? My suspicions started as I stood alone in a room that should have been filled with instructors pouring over their policies and procedures manuals. By the time the groups did arrive indoors (covered in snow!), I was convinced that it wasn't the "terrain selection for your first timers" that had kept them out late, but a very different "terrain selection" clinic they had been on. Was it the smiling or laughing that finally gave it away? Or perhaps the whispered references to North Back or Powder Bowl? Or more convincing yet, the way none of the training staff would catch my eye.

Bottom line, we had a happy excited staff (with sore legs!), butthis year more than ever, I was convinced we didn't have enough time to spend on a technical focus on the teaching side of things, specifically building skills and developing progressions. With such a large part-time staff teaching multi-week lessons, the challenge for us now was how do we follow up on that training to get and keep our instructors on the same page as we go through the season?

Here is what we came up with; we would send a weekly email out to the instructors, giving them a skill focus and some exercises they could use or adapt to build on that skill. Each week the focus would develop from the week before. I know it isn't rocket science, but it really worked!

Week 1 - team building, rules of the road, moving the group around, getting to know each other
Week 2 - for/ aft balance, stance, developing feelings under the foot, age specific tasks
Week 3 - steering and turn shape
Week 4 - more turn shape and some situational skiing
Week 5 - lateral balance
Week 6 - see the example below:

Welcome to week six!!!

Can you believe it's week six already? Hopefully your groups are all sorted out and the students are where they need to be. Thank you all for your help last week in getting the new students organized into lessons, for the most part it went very smoothly.

This week the movement focus is edging. At the lower levels, the correct amount of edging gives the student a bit of "grip" on the snow. This helps the students feel more control and gives them more confidence. As we move up the levels, an edged ski or board creates a platform for the students to balance over, encouraging them to move over the outside ski and to start to release and steer the inside ski. At the upper levels, a carved ski allows us to fully utilize ski design and performance.

Your challenge this week is to show your students HOW to edge their ski or snowboard and then to develop an awareness of WHEN to do this in the turn. Lower level students will grip and balance towards the end of the turn and higher level students will start to feel their edges earlier in the turn, above the fall line.

Firstly, it is important that the students understand that like all the other skills, edging happens progressively and subtly. You may have students that are too edged already. This means they will be "hooked up" and unable to steer the ski or board and finish off their turns. It's a great idea to revisit turn shape and steering to encourage your students to keep balanced over their skis and to keep their skis steering through the whole turn (to finish their turns off).

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NW SNOWSPORT
INSTRUCTOR

From the Membership

Extreme Teaching Tactics & Skills

BY TYLER BARNES
PSIA-NW TECHNICAL TEAM

Everything these days is so extreme: the x games, x-terra, xbox, “Extreme Makeover”. Extreme is so extreme that it has become “unextreme.” Let’s tap into the absurdly overused concept to see how we can use it to refine skill development and improve the content of your everyday lesson.

We’ll start with rotary movements from the instructor’s perspective. The visual cues of efficient movement patterns as they relate to rotary skills in skiing include, “legs turn more than upper body, turning movements originate in the feet and legs, the upper body is stable and quiet.” As snowsports instructors, we are acutely aware of the subtle differences in effective and ineffective movements, after all we are trained professionals. However, the average lesson participant does not usually have the same level of acuteness, so by exploring the “extremes”, students can begin to develop their own awareness.

Let’s delve into the “stable and quiet upper body.” As a snowsports instructor, you can present this concept by having students visualize a “quiet body”, akin to sneaking up on a friend or tiptoeing. On the flip side, you may have students visualize having a “loud body” by referring to the cheering at a sporting event.

Now, explore and apply the differences in your lesson, so the concepts are abundantly clear to your students. Make a run with your class with a “loud upper body.” Go crazy. Use your whole upper body to fling

yourself into your turns. Try it on the flats, on the groomed, in the steeps – push the envelope of ridiculousness by rotating your shoulders more than your feet and legs, with a full run of variety and enthusiasm being unstable and “loud” with your shoulders, head, torso and arms. Yell if you want.

This will make for a great warm up and engage all your students in the learning process and to participate at their own creative level. I can see the whole group popping, rotating, exploring the ins and outs of radical arm movements, laughing at themselves and others to see who can be the most “extreme” making their way down the hill. You can apply this fun tactic with many different age groups, disciplines and even with a clinic of stuffy snowsports instructors!

OK, now that they’ve experienced some inefficient movements related to rotary skills with a “loud upper body”, let’s have them feel the difference and try “tip toeing” with the quietest, smoothest upper body they can possibly achieve, focusing on all of the turning movements originating in the feet and legs, while keeping the head and shoulders mostly facing downhill. If possible, seek out terrain with a light cover of fresh snow so even the sound of snow sliding is quiet. By introducing the opposite first, the desired “quiet upper body” can be visualized and felt by each student without a lot of feedback from the instructor. The students have now “experienced” the two extremes. What a hoot!

Now, as an instructor applying the teaching model, you can interject some creative comparisons at activity closure. “Wow. That was a lot of fun, but also tiring flinging our bodies around to make turns. We were much quicker and smoother with our turns when we concentrated on sneaking up on the next turn and we didn’t get tired as quickly. When you’re skiing on your own later or with your parents, try to see how silent your turns can be.” This example targets kids, but obviously you can adapt the feedback to any given age group. By reinforcing the “experiential side” of the exercise, comparing the two extremes provides a reminder to the tangible effects of being loud and being quiet.

So, from the instructor’s lesson planning perspective, having provided the experience of the extreme end of inefficient rotary movements allowed your students to “see and feel” the differences as they related to the extreme opposite; desirable or efficient rotary movements. And by doing so, you have created a learning partnership where the student “buys into” the concepts by testing their validity first hand.

Extreme inefficient rotary movements are fairly easy to identify, but when you delve into some of the more subtle skills like edging, where high or dare I say extreme edge angles are viewed as a positive component to good skiing and

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Awards

Awards and Recognition

BY JOHN WESTON
PSIA NATIONAL BOARD REPRESENTATIVE

In 1993, PSIA Northwest established a recognition committee, which was given the task of developing criteria and procedures for nominating persons for division awards and special recognition. Up until last year, that committee was chaired by Art Hathaway and it is now chaired by Gary Carter. There are many people in our organization that deserve special recognition and divisional awards, but for some reason our recognition committee gets few nominations. This leads me to believe that either members don't understand the process and how it works or are unfamiliar with the awards themselves. We have Five awards, which are as follows and have the following criteria:

Divisional Awards

Ken Syverson Instructor of the Year

This award goes to someone who is actively involved in teaching skiing/riding to the public and demonstrates a positive role model. They must exceed the normal criteria for teaching excellence and must demonstrate a prolonged history of service to the public, their snowsport school and PSIA Northwest.

Art Audett Outstanding Service

Designed to honor our members who have a sustained history of distinguished service of lasting benefit to PSIA Northwest, their snowsport school or the local community or have performed an exceptional act worthy of special recognition.

Jean Lyon Service to Youth

Recognition of an instructor with exceptional dedication excellence in teaching children and youth to ski, ride or race.

Larry Linnane Skiing Legends

Awards recognizes those senior members in good standing who give a life long commitment to the development and/or history of skiing including instructing, service on the board of directors, writing technical or feature articles for publications etc... (Yes, we realize we need to think about Snowboard Legends too!)

Honorary Lifetime Membership

Finally the award for those who have a minimum of Thirty years in PSIA and have demonstrated a lifetime of dedicated service to PSIA, PSIA Northwest and the sport of skiing.

I am sure all of you know members that fit into each one of these categories for an award. The nominating procedure is simple. Nominations either come from the snowsport school or individual instructors and go directly to the awards committee who then makes the final decision. Honorary Lifetime Memberships are also ratified by the Board of Directors. A PSIA Northwest nomination form is available online at www.psia-nw.org (click *Service Awards*) or from the office.

National Awards

Lifetime Achievement Award

This award brings with it lifetime membership. The Lifetime Achievement Award is a highly prestigious award that recognizes those exceptional few members who have designed and implemented programs, projects and procedures that have affected the association on a national level. Those people must have exhibited dedication, devotion and self-sacrifice as they have served in national level leadership positions.

We have a number of people within the Northwest organization who have served on National committees, been national team members and who have been dedicated to making huge contributions to the national organization. For instance, think about our members who were original snowboard examiners, were on the snowboard team and who helped mold snowboard instruction within PSIA.

Award for Educational Excellence

This award recognizes those exceptional few members who over the years have authored educational materials and who have contributed significantly to and possibly even changed the educational direction of our national organization. There again, we have had many members who have served on national educational committees who have not received this award as of this date.

The criteria for these awards are: to be a member in good standing with ten years or more of sustained history of outstanding service to the national organization. The nominating procedure is simple. The nomination for either one of these awards can go directly to your national divisional representative or directly to the national executive committee which serves as the awards committee. Nominations are due in the national office by January 15th of every year. National nomination forms are available at the PSIA Northwest office or by contacting the national board rep directly.

As a member of the National Board of Directors, I would be happy to channel any nominations to the executive committee. If you are confused about any of this contact Gary Carter or me, but please honor those members who have exhibited dedication, devotion and have served the skiing and riding public, our association and our snowsport schools. ♦

PSIA-NW



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Awards



Art and Teresa Hathaway Proudly displaying their Legends Award

Art and Teresa Hathaway were presented their Larry Linnane Skiing Legend awards on a gorgeous fall day at the Spokane Fall Seminar. Neither Art or Teresa are the kind to toot their own horns, but their quiet presence is always felt and their example of dedication and love for ski teaching always an inspiration. With as many accomplishments as they have between them, we're sure they'd actually appreciate us not listing all of them, so we'll simply say, Congratulations Art and Teresa! You deserve these awards. ♦

From an Adaptive Point of View

Oops! In the summer/fall 2006 issue we put the wrong pictures with Trudy Parcher's great article about the Adaptive Exam Process. So here are the right photos. Sorry Trudy.



Masters Tour

Masters Tour Plans for 2007

BY ED KANE

So, what's new besides the name change from Seniors Tour to the **Masters Tour?** After some thought during the summer and conversations with the ETC, I have volunteered to lead a committee to develop this program further and have it in place for the 2007-2008 season. The demographic population that this committee will be targeting is the adult population who has reached that stage in life where they no longer feel that they are **bulletproof**. In other words, due to life circumstances they feel a higher level of responsibility and have become a bit more conservative relative to adventure challenges. It also addresses the Instructor demographic who prefer to clinic with other instructors who are at a similar age and/or have a similar outlook. In addition, the committee will develop an accreditation program similar to the ACE program for children's teaching. This will be named **PASE** (pronounced Pace) which stands for "Professional Adult/Senior Educator" and represents the key to teaching this demographic group; appropriate pacing of the lesson. This accreditation will be a 2 day combination of indoor and snow instruction. The committee will be responsible for developing the supporting materials, class workbook, indoor and on snow curriculum and requirements for clinicians who will present the curriculum.

At the Fall Seminar last year, we were able to document the Cognitive, Affective and Physical characteristics of the "masters" skier/rider (to be published in a later article). This year's Fall Seminar sessions focused on developing the elements of teaching plans that use progressive skill development as the foundation for progress. In other words, develop basic movement skills and then use this improved capability to achieve client goals. The on snow curriculum has also been revised and will consist of 3 choices of skiing and teaching improvement. These will include: **Perfect the Basics; Approach to Adventure Skiing; and Using Skill Development to Teach Masters Students.**

The same number of indoor and on snow opportunities will be available in the 2006/2007 season, but the content will be expanded to include more on teaching Skill Development. Since there appears to be a demand for more teaching skill specific information, I commit-

ted several years ago to develop a series of short articles for the Newsletter. The series has been titled "Senior Moments". A few of these have been published which contained tips and advice to aid the teaching effectiveness of our membership. I continue to hope that these writings will encourage our membership to contribute their knowledge which I will include depending on space available and value of content. Contributions thus far have been a bit slim but I would appreciate any and all inputs.

The following schedule outlines what will be offered in 2006/07 and the locations of the events. The program is very flexible and can accommodate special events such as Member Ski School clinics and events at locations other than the ones identified below if the interest is sufficient to support the hiring of a clinician. These special events can be scheduled through the office or by contacting your Board Representative in your region. ♦



Masters Tour

2006/2007 Masters Tour Events

Masters Tour Series 1/16, 1/23, 1/30, 2/6, 2/13, 2/20

Polishing Your Personal Skills

- On Snow: Establish and work toward your personal skiing goals (Basics or Adventure) with video feedback (4 nights)-**Summit Central**
- Indoor: Review your progress and identify improved skills goals with video analysis (2 nights)-**Bellevue High School**

Masters Tour Day Clinic 1/24 **Summit Central**

Improve Your Personal Skiing

- On Snow: Work toward your personal goals (Basics or Adventure) with video feedback, if desired

Masters Tour Day Clinic 2/7 **Timberline**

Improve Your Personal Skiing

- On Snow: Work toward your personal goals (Basics or Adventure) with video feedback, if desired

Masters Tour Day Clinic 2/22 **Mt Spokane**

Improve Your Personal Skiing

- On Snow: Work toward your personal goals (Basics or Adventure) with video feedback, if desired

Masters Tour Series @ Symposium 4/14, 4/15 **Big Sky, MT**

Improve Your Personal Skiing or Teaching (2 Day Session)

- Set and work toward: your personal skiing goals (Basics or Adventure) with video feedback, if desired; or toward your personal teaching goals (Day 1)
- Apply feedback from Day 1 toward accomplishing your personal skiing goals or polish your teaching skills through practice and feedback (Day 2)

Give a gift from the Legend-Otto Lang

In January 2006 Otto Lang passed away one week after his 97th birthday. An unforgettable man of culture and character, a legend in the worlds of skiing, filmmaking, and photography, Otto lived a rich and varied life and left behind a legacy that will surely endure. A writer of considerable talent, he authored two truly remarkable books.

A Bird of Passage: From the Alps of Austria to Hollywood U.S.A. is a fascinating, kaleidoscopic “otto-biography” that tells the story of Lang’s long and colorful life beginning in the Austro-Hungarian Empire before the outbreak of World War I and continuing on through the end of the 20th century. Few have lived a more eventful life than Otto. Book cost \$19.95

Around the World in 90 Years: Images from My Life’s Journey is a lavishly-produced coffee table book featuring over 150 stunning color images from six continents shot by Lang during his filmmaking travels. The scope and beauty of his work transcends the ordinary. Book cost \$34.95

Both books are available through the PSIA-NW/AASI-NW bookstore.
These books would make wonderful gifts for skiers, for film buffs,
for lovers of photography – for anyone interested in life!

From the Membership

Adapting What We Know To Where We Are

BY KARIN HARJO
PSIA-NW TECHNICAL TEAM

So, are you ready for the latest news to revolutionize our sport as we know it?? Well here it is. Ready?

I have often heard of the ‘straight ski’ era referred to as, “My bad habit.” Many of the skiing techniques, concepts and ideas from this era have been called old and outdated because they are thought to be less applicable to the modern shaped skis.

However, I would like to suggest that much of what is referred to as old and outdated are the **stylistic impressions** from that era rather than the **functional mechanics** used to achieve a desired outcome. The biggest difference is that stylistic impressions put limitations on range of movement and functional mechanics do not. This coupled with the tendency to stress only what is ideal rather than what actually needs to be done to achieve any desired outcome, become some of the major limiting factors in one’s pursuit of skiing effectively.

Regardless of how you choose to package it, skiing has not changed in the fundamental sense. The human body has not changed. We still adhere to the Skills Concept (Edging, Rotary, Pressure Control, Balance) There are still only four ways to change the direction of a ski; sliding, skidding, carving and arcing. (Yes, you can arc a straight ski...you just need all the width of Palmer snow field to do it). Stepping Stones is basically just centerline “tipped over” (Lane McLaughlin) And yes, braguage when appropriate, is still an effective way to turn a ski.

Functional mechanics are the movements done (i.e. how the body has to ‘move’) to achieve a skill or skill blend in order to attain the desired skiing outcome. Depending on the desired outcome, the timing, intensity, duration and direction of the movements applied to achieve any one of the skills may and will change. But how we as human beings move to achieve the skill of edging or any of the others is no different now than before.

“Skiing has not changed, the skis are just designed better.” -Chris Thompson aka Mr. T

So what has changed? I believe what has changed is our equipment’s design which now allows us to achieve more with less effort. Advances and changes in equipment have made specific skills and skill blends much easier to attain, improving the overall proficiency of recreational skiers. For example, the effect side cut has meant to edging a ski. The attitude and capability of the ski on the snow has also changed as a direct result of design. We now have fat skis, mid-fat skis, carving, all mountain,

GS and slalom skis; all designed to give the skier a slightly different feel on the snow depending on the type of skiing they are more inclined to do. However, even with all that help in ski design it still requires the blending of the four skills to make them work right. The reality is, the Skills Concept as a basis for functional mechanics is still just as relevant today as the day it was developed in 1980.

Stylistic Impressions: Throughout the years there have been countless drills, final forms, and ‘exaggerated’ movements that have been taught to help a skier develop, master and blend one or all of the four skills. Many of those are still relevant and have not lost their significance. The danger arises when the search for that feeling or doing that ‘maneuver’ is tried everywhere. This can become misconstrued into a style of skiing that one must do in order to achieve the desired outcome or skill. Here are a few examples of that;

A common stylistic impression that is often misunderstood is stance width. It was generally thought that ‘conventional’ skis promoted a narrower stance than what is desired on shaped skis. The following is a list of definitions for a balanced stance starting in 1980:

Open stance: “Skiing with the skis apart to increase the base of support, to free the legs and to make adjustments of edging and turning. Although publications usually refer to an open stance as being one where the skis are at approximately hip width, the actual separation depends upon the build of the skiers’ legs and what they wish to accomplish.” -1980
ATM



From the Membership

Basic Skiing Stance: “Skiing with the skis apart to increase the base of support, to free the legs and to make adjustments of edging and turning.” - 1987 *ATS*

Stance and Balance: “Ski in an open stance with symmetry in width of the feet and knees.” -1995 *Demo Team Training (Shawn Smith)*

Versatile/adaptable stance: “...relates to the functionality of the feet and the desired outcome rather than a specific measured distance of separation.” -2005 *Skiing Concepts*



The reality is that regardless of what time period you began to ski, there is no specific stance width that works better all the time. There is a time and a place for any stance width. Narrow or wide stances are not ineffective in and of themselves, however when one is set up to be the only ‘ideal’ way to ski regardless of turn, terrain, snow and speed, they can become limiting or ineffective.

Another popular stylistic impression or goal of many in today’s skiing is arcing. Thanks to evolving ski design and technology, this has become a reality for the masses and not just one for a few elite athletes. However, is the goal to arc the ski all the time, in any turn size, on any pitch and terrain realistic? Not necessarily. Is it the most effective? That depends. I would have to ask why would you want to limit yourself, when there are so many other options available to you as a skier? (That and good luck arcing your skis down a 45 degree rock shoot just wide enough to fit your skis sideways.)

The key is understanding that what is effective in one scenario is not necessarily always going to be the most effective, all the time, everywhere on the hill. What constitutes effectiveness is solely dependent on what outcome we are trying to attain and the cards we are dealt (i.e.; turn size, snow, terrain, speed).

One could also say that we fall victim to stylistic impressions in how we describe skiing. How about what I call the ‘funky’ terms that describe movement from the old manuals? Do we still down-unweight to control pressure (ATM)? Yes. Do we still use rotary push-off as a means of rotary (ATM)? Yes. Do we still use twisting angulation as a form of edging (ATM)? Yes. I could go on. Although ‘funky’, given the right scenario, each of these examples and many more like them have their place and the fundamental mechanics will be the same.

I was hiking last spring and skied a pitch where the only way to make it down alive, given the snow condition, was to whip out the trusty ‘down-up-down stem/step’ wedge Christie. After

a couple of face plant/yard sales, I was willing to adapt and try anything to get down in one piece, and the stem/step worked like a charm.

Some of you reading this article may think it is a license to never change. You may ask, “Why bother when what I was doing back then is still applicable today?” Or you could be on the other side of that fence and think, “Why should I learn and know about a new one?” The answer is simple and fundamental. There is a time and a place for every skill or technique on skis. The trick as a skier and teacher is to explore them all regardless of when or what time period they come from, not limiting ourselves to one or the other! Again, this thought process is not new, as proven by what I believe is one of the best quotes in skiing;

“First of all, you must be very careful not to ski with a one track mind, with only one particular image on your mind. When you ski, never get locked into any kind of firm position. Constant adaptation to the immediate situation by using the right technical mechanics is the high art of skiing.” *Pianta su Ruedi Bear, 1976*

New ski design and equipment technology has made it easier for more of us to achieve more from our skiing. Our bodies are still the same; the skills are still the same. We just need to open our minds and adapt what we know to where we are!!! ♦



In Memory

Kurt George Beam

Kurt died suddenly at his home on July 28th, 2006 at the age of 87. He was born in Vienna, Austria and came to the United States in 1941.

While he was a State Farm Insurance Co. agent for 37 years, his love of the mountains was clear. Kurt was an avid mountain climber, Ski Patrol member and Ski Instructor. He was a co-founder of the Seattle Mountain Rescue Council and maintained contact with European Mountaineering and Rescue organizations. He served for 36 years as a Ski Patrol member in numerous capacities including Assistant National Director and was a Trustee of the U.S. Ski Association.

Kurt maintained his membership in PSIA-NW, having passed his Associate (Level II) Alpine Certification in 1971. He taught skiing at Snoqualmie Summit, Crystal Mountain and Stevens Pass, last working for Sharon and Ronn Linnane at S.K.I.

He led more than forty tours to Europe helping countless people experience the wonder of the Alps. The President of Austria awarded Kurt a gold medal for his services to the Austrian Republic. No one who traveled with Kurt will forget his travel tips. You can bet there is someone out there right now hearing his voice remind them that, "If you like it, buy it! You never know if you'll be back."

Kurt is survived by his wife of 55 years, Ruth, their three children, Eric, Carla and Paul, a son Kurt, Jr. (Joan) by a former marriage and grandsons, Aaron (Sara) and Colin.

H. Clay Prichard Jr.

May 25, 1945 - July 8, 2006

We mourn the loss of Clay Prichard, a senior supervisor and instructor for 20 years at Alpine West Ski School (Summit Central). He was an Alpine Level I instructor.

Clay succumbed to the effects of a brain tumor and pneumonia after a month long fight.

His favorite class was adult women who repeatedly requested him for several years. They developed a close friendship with him and enjoyed skiing and learning with him.

He was my close friend and ski partner for 20 years and we enjoyed many side trips together to Whistler, Bend, Crystal and Mission Ridge. He was a caring and qualified ski instructor who now is skiing the endless fields of powder beyond.

Survived by spouse Kay, son Jeffery (Chris) Prichard, daughter Jennifer (Mike) Killian, several grand children and many friends and co-workers.

Jim Wells

Need a little help with \$\$\$ to attend an event?

PSIA/AASI-NW has a scholarship fund designed to help offset the fees for educational events. You must be a current member and submit a timely application for the scholarships. Applications are due 30 days prior to an event. Check the website for an application and details.

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psia-nw.org (put it in your favorites)

In Memory

Julie Fiorini, owner of ski school, dies at age 85

BY SARA JEAN GREEN

SEATTLE TIMES STAFF REPORTER

ORIGINAL PRINT DATE OCT. 18, 2006

On the ski slopes, she was “Head Mama” and even had a chairlift named after her. In the office, running what was once the largest, privately owned ski school in the country, she was “The Triple Checker,” maintaining careful records with the help of a manual typewriter.

Julie Fiorini, matriarch of the Fiorini Ski School on Snoqualmie Pass, helped thousands of Northwest children learn to ski. The school she founded with her former husband in 1947 has seen second and even third generations from the same family learn the art of carving, traversing and side-slipping on snowy slopes.

Graduates have included local notables such as Microsoft founder Bill Gates, television newswoman Jean Enersen and several members of the Nordstrom clan.

Mrs. Fiorini, who retired in 1990, was diagnosed with Alzheimer’s disease three years ago and this summer was diagnosed with terminal cancer. She died Sunday at her Seattle home. She was 85.

“I loved her so much. Everybody did. She was such a scream, and just so much fun,” said Chelsea Gabriel, a longtime friend who was Mrs. Fiorini’s caregiver. “She brightened everybody’s day. I think it was a goal of hers.”

Born Aug. 25, 1921, in Wilkes-Barre, Pa., Mrs. Fiorini seemed destined for a stage career. She gained some fame as a jazz and Big Band

singer in her hometown, said her daughter and ski-school successor, Georgianne Fiorini.

During a performance at a ball for brewery workers when she was 19, her voice captivated Sebastian “Buzz” Fiorini, who would become her husband and business partner.

Married in 1943, the couple soon headed west, living first in Bremerton and then Seattle, where Buzz Fiorini worked in a sporting-goods store and was asked to teach customers’ children to ski. The business blossomed and

later led to the establishment of Fiorini Sports, a ski and snowboarding shop that has become a University Village landmark since opening in 1962.

The couple divorced in 1987, but remained friends.

Though she loved golf, tennis and traveling with her friends, Mrs. Fiorini delighted in being around children. She missed only a single winter weekend away from the ski school — when she gave birth to her daughter in 1955.

“She was crazy about little kids, and kids loved her,” Georgianne Fiorini said. “Up until her last days at the mountain, they were really enamored with her.”

In addition to her daughter, Mrs. Fiorini is survived by her son and daughter-in-law, Jeff and Sally Fiorini, of Seattle; her brother, Albert Oliver, of Wilkes-Barre, Pa., and a granddaughter.

Mrs. Fiorini’s family is planning a celebration of her life at 3 p.m. Nov. 5 at Summit West’s Timberwolf Pub at the Slide Inn Lodge, overlooking “Julie’s Chair,” a beginner chair lift at Snoqualmie Pass that was named after her. In lieu of flowers, the family requests that memorials be made to the SKIFORALL Foundation, 1621 114th Ave. S.E., Suite 132, Bellevue WA 98004. ♦

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PHOTO PROVIDED BY THE FIORINI FAMILY

From the Membership

What's This Grab Called?

BY STEVE FRINK

AASI-NW SNOWBOARD EXAMINER AND DCL

I often get questions about trick names. What's this grab called? What is the difference between a frontside method and a backside lien air? I give people the same answer Dan Savage gives in his sex column, "all your answers are on the internet". It used to take years of decoding magazine captions to be able to talk like a bro brah, but with Google image search, now everyone can pose (*pOz verb posed; pos ing*. To affect an attitude or character usually to deceive or impress).

Image search returns tricks on skateboard, snowboard, wakeboard and any other image that was named "Stalefish" (Kids! Be sure to keep that filter on :) You can see how a trick looks in the pipe, off a cliff, wedge, or booter and how that trick looks when a skater does it. Skateboarding is where a majority of these trick names come from. This article is interactive, that way there are no copyright violations and I don't have to find someone who can do these tricks and take their picture.

Below is a guided walk through some of the basic snowboard tricks; I left out a lot. The era before spinning when guys came up with through the legs and around the board grabs is not included. Back then boots had no ankle support, so guys could really tweak (*twEk* to make usually small adjustments in or to *<tweak the controls>*; especially: **Fine-Tune**). I also stopped at spinning. Most spin tricks can be described as combinations, but inverts get a lot more complex. Then you would need video and those

tricks are beyond the scope of this article. This is a walkthrough of trick names that is also a good progression to follow as you learn these tricks.

Flatland Tricks

Straight run, Sideslip, Straight Run - In the air this is called a Shifty, on a rail it is a Boardslide. This move is the key to many tricks. Unweight in the transition and sideslip with a low center of gravity.

Nose and Tail Press - This move is the key to the rest of the tricks and Press sounds cooler than wheelie (which is *not* a trick). Hip angulation levers on either the nose or tail and makes it flex. Your balance point on the board is between your foot and the tip/tail.

Ollies - Load up the tail like when you are pressing, then release the pressure and bring your feet up and your airborne. Do it off your nose and it is a Nollie. An ollie will increase your height and distance off a jump, while a nollie will increase height and decrease distance.

Now you are ready for some Jibbing! First Nosepress.... now do that shifty move and you have a nose Butter going and you are ready to Pop (Ollie). When you Ollie from the side like this, you have to spin, so land switch Nosepress and bring it around until you're Tail Buttering that toe edge etc.

~The **counter-rotation** you learn sideslipping, the **fore/aft leverage** you learn pressing and the **flexion/extension** you get from the ollie. An understanding of these moves will let you butter it up till your hips pop out of socket. And now you are ready for air and rails~

What's the difference between a frontside method and a backside lien air?

Jump Tricks

Your legs go up (flex) and down (extend) twice... then back up as you ride away. When your legs flex in the air... grab the board. (Now that you are up here, every move you make has an equal and opposite move similar to the counter rotation that happens when you sideslip. Without winding up you get stuck side slipping.)

Rear hand grabs just ahead of your rear toe and you've got a Frontside Air. When your front knee is locked (Boned out) and your chest is out, you've got an Indy Air. Your lead arm has to reach above and behind you or you'll never get back to your center for landing. If you're Tuck Knee that rear elbow is on the outside, but that requires a little press move (fore/aft).

Lead hand grabs the toe edge between the feet when you're Mute Air. To really stoke out your buddies, you want to have both knees and your elbows locked, then you're Stiffy. (Feel free to grab with both hands.) If your knee is tucked, it is the Japan Air and you'll need that fore/aft move we used to press.

It's Shifty time. Just like side slipping in the flats, except you're in the air.

If you poke it out there (your nose or tail), one leg is stiff and your body is aligned over the bent leg like Buttering in the flats. This move is great when you pop up and Bonk a tree or a grooming curb or whatever obstacle you find.

From the Membership

Poke out your tail and grab your rear hand heel edge for the Stale Fish. Frontside in the pipe, you'll love this one.

Lead hand heel edge is a Backside Air if your feet are flat. If you bone out that front foot, you're Melon (cholly). Bend your knees and thrust that pelvis for the Method Air. If you were in the pipe, that board would be over your head and you would be stoked, but since you're jumping, you should tweak it to the side (bs shifty), so the base and your face are both going forward. This is the most classic trick in snowboarding.

Nose and Tail grabs come pre tweaked, because you are grabbing the very end of your board (not the toe and heel edge between your foot and the nose/tail). Whether the board is flat or vertical, it's all good. And, it's even better to bring it around to the side (shifty) and poke it out.

~Always jump with a buddy and make sure your buddy never grabs between their foot and the end of the board. This is often the result of under tweak and should be avoided~

Spinning

For Spinning, we will learn about Frontside and Backside. These terms came from surfing, because as you go down the line the wave is either on your backside or your frontside. For snowboarding, imagine you are spinning down the pipe (< 180° or <360°, etc.) and it becomes clear what a FS spin and a BS spin looks like for regulars and goofy footers. If you spin up the pipe (> 180° or >360°, etc.), it is called an Alley-oop. In the eighties, Steve Caballero did a switch nollie FS 360° while skating vert. Since "switch" and "nollie" hadn't been invented yet, this trick is called a Caballerial. It feels so good spinning off your nose

snowboarding that you will hear people talk about doing a ½ Cab (180°) or a Cab 5 (540°) etc. Snowboarders even grab their Caballerials... go figure.

Rail Tricks

When a skater grinds, in pool grinds, the lip it is called 50/50 if they're on both trucks. Two wheels are in the pool and two wheels are on the deck. If you're snowboarding straight down a rail, that is a 50/50. You might have to ollie up onto the rail or maybe it is a Ride-on or maybe it's a gap to rail with a ramp built out away from the rail. If you want to slide it sideways, you'll counter rotate just like in the sideslip drill (shifty). When skateboarders do this down a staircase, they can't come at the rail straight like we often do in a snowboard park, so they hit it either Frontside (facing the rail) or Backside (with their back to the rail). If the nose goes straight over the rail you are Boardsliding and if you jump over the lip bringing the tail over the rail, it is a Lipslide. OK get ready.

If the rail is on your left and you're a regular footer, it is on your backside. So your nose goes over for a Backside Boardslide and your tail goes over the rail (lip) for a Backside Lipslide.

If you come at a rail straight, you are Boardsliding.

If that rail is on your right, it is on your Frontside. A guy doing a Frontside Boardslide is facing up the rail. A Frontside Lipslider is facing down the rail.

Don't be surprised if people screw this up.

You can press that rail same as the snow and if you bring it to the side you are Nose or Tailsliding.

Google image is one of many sources for freestyle information. Sequence photos and video allow a person to visualize a trick in a way that was not possible before. PSIA has released the Park and Pipe Instructors Guide written by the Northwest's own Chris Hargrave and many others. Intro to Freestyle clinics are the coolest way to pick up an education credit and when Johnny wants a park lesson, you're first in line with that freestyle accred. A basic knowledge of freestyle riding is critical for anyone who teaches riders who have been out more than three times, 'cause lets face it, on your fourth day you're ready to catch some air.

Have fun and Skiyalater ♦



Cross Country

PSIA Cross Country Examiners College West Yellowstone, Montana Nov. 21-22, 2006

Nords from around the planet descended on the world-famous ski trails in West Yellowstone, Montana with the purpose of updating and unifying national examination standards. The PSIA Nordic Team spearheaded an astounding event, also creating an opportunity to bring the "PSIA Ski Team" of examiners/clinic leaders together with the US Cross Country Ski Team coaches to look at how the two organizations could better work together to foster standards all could agree on and improve ski education at all levels.

The last time a national track event of this magnitude occurred, was in November of 1992. Ralph Thornton, a long-time Cross Country examiner and staff member (DECL) from Choteau, Montana, remembers the tribe came together for many of the same reasons, not to mention howling at the moon with fellow Nords night after night. He noted the discussions back then had a fair amount of discord between divisions. As Ralph reflected on this year's event though, he commented, "I am impressed with people working together. We argued, no, discussed. But not like in the past."

In this spirit of cooperation, our modern day group began looking at a draft copy of the Track Matrix of cross country skiing standards, comparing the new, six component PSIA Skills Model with what USSA is using, a simplified three part skills model. We enjoyed a collaborative effort with Pat Casey and Matt Whitcomb, coaches from the US Ski Team. Our new three-part model includes Body Position, Timing, and Propulsion. These components are a

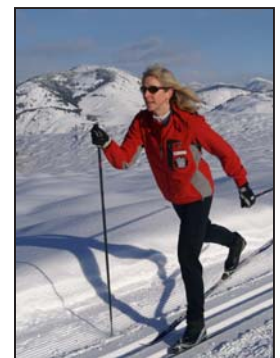
mirror image of what USSA is using to produce the best Nordic racers in the land. To further refine the Track Matrix, we dove into the nitty gritty of the Nordic Team's first draft, which lists descriptors for the various levels of certification. There is nothing like a roomful of instructors to over-analyze what many consider to be the simple act of sliding on snow. But at the same time, everyone recognized the importance of mutually agreed upon measurable and attainable standards.

If you've never experienced the ritual of West Yellowstone's Fall Camps, it's a Nordic skier's paradise. The streets are filled with Cross Country skiers and racers of all stripes, abilities, and ages on their way to the trailhead, skinny skis in hand. Junior skiers and elite racers whiz by on the trails. Manufacturers and reps stand by at the trailhead with new equipment to demo and custom wax jobs to keep your skis fast. Hundreds of Nords, completely focused and immersed in upping their skills and fitness, fill the Rendezvous



Trail system. In the midst of this inspiring and overwhelming Nordic scene, our team of boys and girls alike were treated to the eye candy that only high speed Lycra can provide. Surprisingly, amid all this distraction, we managed to stay on our feet, avoid being flattened by serious, gun-toting nords (biathletes) and other racers, and remain on task. Days consisted of skiing and many hours of hashing through the details that would generate and clarify the Track Matrix.

We came to consensus on a new set of certification standards that we believe will clarify and standardize the exam process across all of the divisions, thus improving the experience and outcomes for participants. With that said, there is no better time to get involved in the PSIA Cross Country aka Track Certification process. Join us for the latest and greatest from both the PSIA and USSA track worlds. You will learn lots, round out your certification and experience the exhilaration only the free heel can bring. See you on the tracks! ♦



EDITORS NOTE: STEVE HINDMAN AND DON PORTMAN REPRESENTED THE NORTHWEST AT THE EXAMINERS COLLEGE. THEY TOOK PART, ALONG WITH THE REST OF THE GROUP IN WRITING THIS ARTICLE.

From the Membership

Continued from page 11

grab an energized group's attention, while efficiently getting out the instructions needed to get the activity started. Only enough is said to get to the next step. As the group sees that getting organized is the key to getting to play, whether it be lining up, or selecting equipment, or choosing teams, or assigning positions, or hearing the ground rules, they'll trust the teacher and their command style. This is obviously very important to us, where play is important but safety is paramount.

So, see if you can go observe a gym class at your neighborhood school, or hang out at the local park with the youth teams practicing, or check if your athletic club has some kid-play sessions - some kind of opportunity where you can watch a good kids coach facilitate a fun session and somehow orchestrate a lot of 'moving parts'. Then, steal a bit of this mojo for yourself to help facilitate safe play and hopefully your clients will remember the experience as more of a game of learning than the school of skiing/snowboarding.

And You

So, now bring it all back to you. Do what you do best, but in a drive to always expand, enjoy and experiment in your role as a teacher. Become an observer of those who really do have a magic touch with individuals, groups and even crowds. Stealing from others in the teaching world is NOT a criminal offense. In fact, it's rewarded, expected and probably the greatest form of flattery and respect paid to the 'victims'. ♦

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As you do this, ask your students to feel the instep of their outside ski.

HOW -

- Stationary. Have your students stand across the hill and use their lower leg to tip their ski on edge. Upper level students can practice this with both legs. Use cues like roll onto the big toe or lift the little toe up or feel the cuff of the boot on the uphill side.

- Now have your students flatten the skis and see if they can side slip down the hill. Make sure you choose somewhere SAFE where you can be seen from above. Little kids will have trouble sliding with the ski, so if you see one ski flatten that is enough. Roll the ski to an edge to stop the side slip.

- In a traverse, have your students start on an edge, roll flat and slip down the hill and then engage the edges again. SAFETY POINT! Have your students look up hill before they set off. Under 7 yrs, skip this exercise.

- Now have your students move their "nose over the outside toes" to encourage them to balance over the platform (edge) they have created. Remember to practice all this traversing stuff on BOTH sides!

- Now add this to the turns: STEER AND TIP. As your students steer their skis through the turn, have them slowly roll their skis onto an edge. Only have them tip up as much as they need to feel their skis grip.

Keep the focus on movements with the lower legs to encourage efficiency of movement and to discourage too much moving towards the inside of the turn with the hip.

SNOWBOARDERS - can use the same set of exercises, with a focus of rolling onto the toe edge and lifting the toes up to balance on the heel edge.

Practice this pretending to have a bucket of water balanced on your head!

This weekend you may still have some make up lessons coming into multi-week. These students need to be ticketed and Willie, Paul, Floyd and Mike will have those tickets.

You may have students who were not here last weekend, especially on Sunday. If they have paid for a multi-week ticket they can pick it up at guest services.

Week 7 - flexion/extension

Week 8 - fun, fun, fun and explore as much new terrain as you can!

So, you can see from the example of week 6 that the idea wasn't just to tell the instructors exactly what to do. It was designed to give each week a focus and to share some ideas for tasks and exercises to develop that focus. New instructors could use the examples we gave them and more experienced instructors could take a few of the examples and develop them to fit their own teaching style.

What I really enjoyed about the whole project was the way it encouraged our instructors to talk and share ideas with one another. It proved to be a really successful way to keep consistency through out the groups and to help our instructors keep a clear technical focus as they moved through the levels with their multi-week classes.

I would encourage any training director to come up with their own weekly email and even make it a training focus for their own trainers. See if it also helps you to get everyone on the same page. Good luck! ♦

From the Membership

Continued from page 13

riding, it takes a bit more effort to find the “sweet spot” between too much edge and not enough.

Consider the efficiencies of edge control movements where, “the tool tips on edge early in a turn and edge release and engagement is one smooth movement.” One may be able to get on edge early in a turn, but how much is appropriate? Release and engagement of the skis’ edges in a smooth movement is possible, especially when we focus as a visual cue on simultaneous as opposed to sequential movements, but what about adding “progressive” between smooth and movement?

Using the method of extremes as they relate to edging is then especially useful. Modern skis and snowboards are carving machines. All you need to do is get them on edge and push. Finding just the right amount of edging through a progressive increase and decrease through the phases of a turn can sometimes be elusive. Using the extreme method can really enhance your kinesthetic awareness of how much is enough or not quite enough.

Make a full run with little or no edging where the turns might be closer to a series of linked sideslips. Be sure to explore a variety of terrain and snow conditions while using this technique. On the next run, take a full run to explore “extreme” edge angles that might be appropriate in some terrain, turn shapes and maneuvers, but clearly not appropriate in other terrain, turn shapes or maneuvers.

This can be directly related to teaching even beginners where too much edge inhibits steering and guiding the skis or snowboard between turns. Having explored both ends of the edging skills spectrum will help find that “sweet spot” or an appropriate amount of edging for a given slope, turn shape or maneuver.

In the case of “extreme edging” compared to “loud upper body”, there is a noticeable difference between the two, where the ideal “quiet upper body” is very close to one end of the extreme scale. In the case of edging, there is a range between the “extremes” that will be ideal depending on the circumstances.

Going to “extremes” is a fun and useful way to explore all the different

skills and how they relate to efficient and inefficient movements in snowsports. There are numerous exciting and engaging ways to focus on the “extremes” of the other skills that could be applied to a wide variety of proficiency levels and groups. Simply going to the extremes of any given skill will help students experience both ends of the extreme spectrum which can be especially useful when students in a given class are on opposite ends of that spectrum.

So in your next lesson, try taking it to the “extremes”. It will give your otherwise same-old same-old lesson some flare and will enhance your student’s own understanding of the skills they have and how they can improve. ♦

**Come join
our team!**



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**06/07
season**

Crystal Mountain Ski & Snowboard School is now looking for qualified and energetic full time instructors for the 06/07 season. Our needs vary from entry level to certified PSIA/AASI levels 1,2 & 3. We Offer competitive wages, affordable housing, excellent on snow training and a ripping staff to ski or ride with.



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The Steamboat Ski & Snowboard School is looking for temporary instructors to help out from 3/13 – 4/1. Help is primarily needed for the Kids Vacation Center and Alpine programs. Instructors will be paid for their time in addition to receiving a lift ticket for the day and will be eligible to earn 1 complimentary lift ticket for every 5 hours worked. Spring help will have a training day set dependent upon schedule. Call 970-871-5132 or email Nelson Wingard, Director Ski and SB School at nwingard@steamboat.com

Employment Opportunities



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Mt. Bachelor Ski and Snowboard School is accepting applications for the 2006 – 2007 winter season for the following



positions: Kid's Ski and Snowboard Instructors (ages 6-12), Adult Ski and Snowboard Instructors, Park and Pipe Instructors, Staff Trainers. We offer excellent training opportunities, great benefits and industry leading wages. Mt. Bachelor is the largest resort in the Northwest with 3700 acres of terrain and a season lasting November through May. To apply please fill out an online application at www.mtbachelor.com or email your resume and cover letter to

kstickelman@mtbachelor.com. For additional questions please call Kevin Stickelman at (541) 693-0946

Classified Ads Help Wanted

NORDIC WALKING INSTRUCTORS WANTED: LEKI USA is conducting a national search for some very good outdoor education instructors—all ages—to teach and communicate a real passion for the benefits of Nordic walking in North America on behalf of LEKI USA. PSIA certified (minimum requirement Level 2; Alpine, Nordic and Snowboard). Please email a brief resume and one paragraph expressing why you'd be a good match.

Email:

Suzanne Nottingham at nordicwalker@earthlink.net. (A note to Level 1 instructors. When you pass your Level 2, please contact me.)

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On the Web

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Check out the new links on the home page.

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Misplace your Season Guide? It's on the web.

Looking for work? Click "Advertisements - Jobs Available"

Trying to find an archived article? Click "Newsletter"

Oops! We forgot to include the Tele Exam Results in the last newsletter.

CONGRATULATIONS!

Level II Tele

David, Jordan
Malmberg, Jon
Wolff, Charlie

Skiforall
Mt Hood Meadows
Mt Hood Meadows

Did you hear?

● Currently 22 ski areas nationwide are offsetting 100 percent of their energy use by purchasing renewable energy.

● Of all the children on the slopes, 13 percent are under age 5 years, 41 percent are between the ages of 5 and 10 years and another 46 percent are between the ages of 11 and 15 years), according to the National Skier/Boarder Opinion Survey.

● Vermont's Pico Mountain ski resort debuts an all-inclusive \$49 "All In" mid-week ticket this season, offering skiers and riders an opportunity to enjoy all the amenities the resort has to offer for one price, including lift ticket, performance rentals, two-hour Perfect Turn ski or snowboard lesson, day passes to the Pico Sports Center and lunch.

● The ribbon has been cut signifying the opening of Snowbird Ski & Summer Resort's new Peruvian Express Chairlift and North America's first ski area tunnel.
Firsttracksonline.com

PSIA/AASI-NW Mission Statement

Provide high quality educational resources and well defined standards to aid our members in improving their teaching skills to better satisfy the needs and expectations of their customers in the enjoyment of downhill and Nordic snow sports.

NORTHWEST SnowSport Instructor

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