

# **FORD SAYRE**

## **Alpine Recreation Ski Instructor Handbook**

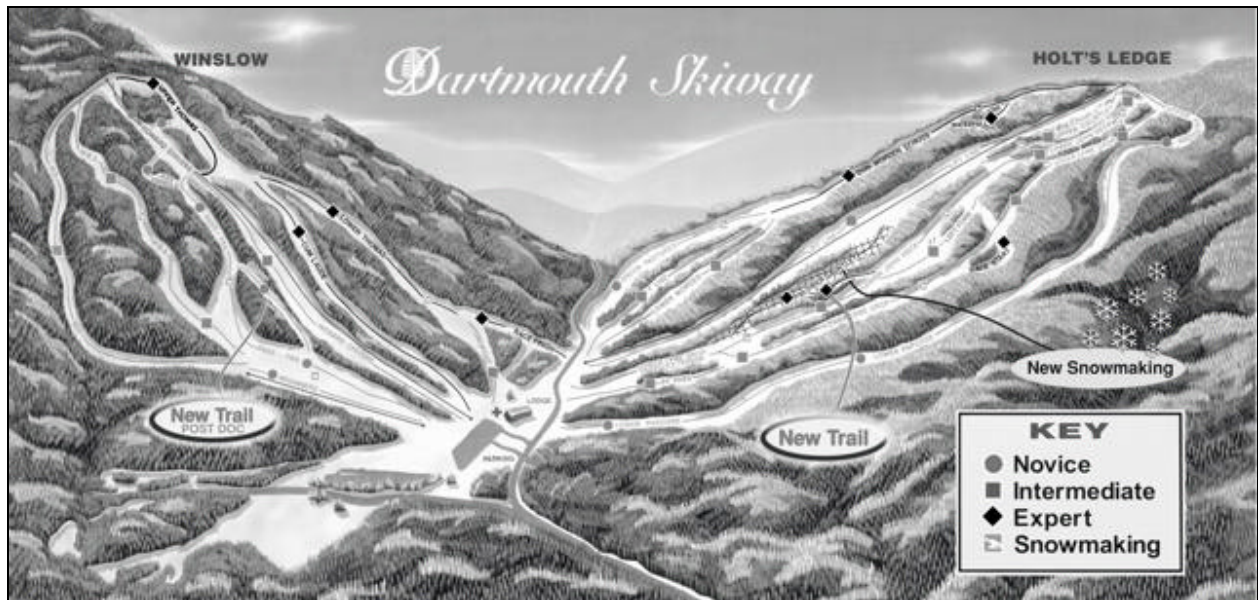


By Joanna Whitcomb  
November 2004

2004 edition based on 1987 edition by Lisa Lacasse and Lynne Stahler  
and the PSIA *Children's Teaching System Handbook* 1992

© 2004 Ford Sayre Council

## Map of Dartmouth Skiway



## Acknowledgements

Thank you to all of the people who helped with handbook. A special thanks to Bruce Williamson, the number one editor and veteran Ford Sayre volunteer ski instructor, for his attention to detail and for his sensible review of the handbook. Additional reviewers included: Ann and Bill Richwagen from Killington Children's Ski School, Brian Whatley of Stratton PSIA, John Whitcomb of K2 Skis and Snowboards, Mark Lindberg, Marjorie Rose, Connie Blatchford, Traci Rosenbaum, and the Dartmouth Skiway "Over the Hill Gang." Thanks also to Laura Osborn for her layout suggestions and to Bill Mlacak for his help with the computer. Finally, thanks to Sophia and Helena for their patience during many evenings.

# Ford Sayre

## Alpine Recreation Ski Instructor Handbook

### Table of Contents

<b>Chapter 1 - Introduction.....</b>	<b>1</b>
A. About This Handbook .....	1
B. About Ford Sayre .....	1
C. Structure of Ford Sayre Alpine Recreation Program .....	2
D. How Children Learn To Ski.....	4
<b>Chapter 2 - Preparing to Teach Your Class .....</b>	<b>7</b>
A. On-Snow Clinic - Mandatory.....	7
B. Instructors' Personal Lessons.....	7
C. Contacting Your Class .....	8
<b>Chapter 3 - Teaching Your Class.....</b>	<b>9</b>
A. Meeting Place .....	9
B. The Beginning of Class .....	9
C. During Class - Skiing on the Hill.....	9
D. The End of Class .....	11
E. Lesson Plan Format/Sample Class Day (for levels B through F) .....	11
F. Other Class Logistics .....	11
G. Use of the Lifts .....	13
H. Slope Etiquette.....	14
I. Looking Out For Cold and Frost Bite.....	14
J. Accident Procedures.....	15
<b>Chapter 4 - Lesson Plans .....</b>	<b>17</b>
A Word about the Basics.....	18
Level A - Beginner.....	19
Level B - Early Intermediate .....	27
Level C - Intermediate .....	35
Level D - Advanced Intermediate .....	43
Level E - Early Expert.....	51
Level F - Expert.....	57
<b>Appendix 1 – Skill Charts .....</b>	<b>63</b>



# Chapter 1 - Introduction

## A. About This Handbook

The Ford Sayre Handbook is intended to be a guide for volunteer Instructors teaching alpine recreational skiing to Upper Valley children. There are four chapters including this introduction. Chapter 2 presents the responsibilities of the volunteer Instructor before on-snow class begins, and provides guidance in preparation for class. Chapter 3 covers ski lesson logistics, a suggested lesson plan format, and some important “on-slope” information. Finally, Chapter 4 provides descriptions of each of the six levels of skiing instruction offered through Ford Sayre (A through F). Skills are presented for each level, and suggestions for teaching the skills are also described. It is by no means comprehensive in its approach to skiing instruction for children. It simply provides a foundation upon which to build.

For those of you who want to know what you will be teaching for eight weeks of the winter, Chapter 4 is the reading you will find most helpful. The other chapters provide answers to often-asked questions and background for teaching children to ski.

## B. About Ford Sayre

### 1. History

The Ford Sayre Ski Program is named in honor of Ford K. Sayre, a Dartmouth alumnus who came to the Hanover Inn as its manager in 1935. His enthusiasm for skiing spilled over into the community as he began to teach skiing to children at the Hanover Golf Course. As more children

Ford Sayre is about:

- Having a fun and positive ski experience;
- Learning to ski correctly and safely;
- Learning slope etiquette and the rules of the mountain; and
- Improving ones skiing skills.

became involved, he enlisted the aid of his friends. In 1944 Ford Sayre died in a military flying accident and a memorial fund was established in his name to continue his idea of using volunteers to teach skiing to children. It is the oldest continually running recreational ski program in the United States, and it has been used as a template for other programs.

### 2. The Council

The Council consists of 17 members who meet once a month and oversee the various programs that are part of the Ford Sayre program. Each member serves on the Council for a term of three years. In addition to the Alpine Recreation Program, which is the largest, there are six other programs including Jumping, Cross Country Skiing, Alpine and Nordic Racing, Snowboarding, and Freestyle. The Council holds an Annual Ski Sale, the proceeds of which are distributed to all the programs to defray costs.

### **3. The Program**

The Alpine Recreation Program is run entirely by volunteers. In return for teaching, our volunteers receive group lessons at the Dartmouth Skiway. This allows our Instructors to improve their personal skiing and provides an opportunity to ask professional Instructors about teaching children. Our volunteers are a diverse group, representing all age levels and many towns in the Upper Valley. The volunteers include parents of students in the program, high school and Dartmouth College students, and Ford Sayre Alumni. Everyone has the same thought — they love skiing and children.

### **4. Purpose**

Our purpose is to expose children to the joy of skiing and volunteers to the joy of working with the youngsters. We want to encourage any child or adult who would like to ski to have the opportunity to do so. We try to meet the needs of every child. There is a scholarship program available.

We are not training racers. It is a recreational program. The objective is to teach children skills to improve their skiing, but not under pressure or through boring lectures on technique. We want the children to be comfortable on the hill, and help them become responsible, accomplished skiers.

In every level there are several skills that each child must master before moving on to the next level. During these early years of skiing, repeated practice of these skills is beneficial. We are not interested in moving children through the program quickly. We are far more interested in the children having fun, feeling comfortable on their skis, skiing safely, and improving their skills.

## **C. Structure of Ford Sayre Alpine Recreation Program**

### **1. Directors**

Two Directors who have overlapping three-year terms head the Alpine Recreation Program. The Directors share the responsibility of overseeing the activities of the program and attending the monthly Ford Sayre Council Meetings. The Directors' responsibilities include:

- ensuring that the program has adequate staffing and support in terms of the Area Captains, Instructors, helpers, signs, bibs, handbooks, passes etc.;
- overseeing registration at the fall signup and any late registrations;
- running the late fall new Instructor meeting;
- organizing the December Area Captain meeting for making up the classes for the children;
- mailing Instructor forms in October and program information to parents in December;
- interacting with the Dartmouth Skiway management regarding the Wednesday program and Instructor training.

The Directors are the main contacts for the program.

## **2. Area Captains**

Area Captains oversee the children's classes and the Instructors. Each level (A-F) has two Area Captains. The Area Captains' responsibilities include:

- assigning children and Instructors to specific classes at a late fall organizational meeting;
- distributing the class information, bibs and program lift passes to Instructors at the on-snow clinic;
- setting up class signs and taking weekly attendance;
- handing out skill cards and being available for Instructor support at the bottom of the hill during the Wednesday classes;
- calling the Substitute Captain for Substitutes; and
- collecting skill cards and bibs, and distributing awards on the final day of class.

## **3. Substitute Captain**

The Substitute Captain is the main contact for the Area Captains and is responsible for calling Substitute Instructors and assigning them to specific classes as needed. The Substitute Captain is available at the beginning of each Wednesday session to handout bibs to the Substitute Instructors and helps the Area Captains.

## **4. Instructors (Class and Substitute)**

The responsibilities of the Instructors are outlined in other chapters of this handbook. The main contacts for Class Instructors are their Area Captains, and for Substitute Instructors, the Substitute Captain.

## **5. Kindergarten Helpers**

Two parent volunteers are assigned non-skiing support positions for the Kindergarten Program and will be available at the bottom of the hill to help the Dartmouth Skiway Instructors (e.g. escorting children to and from the Lodge to warm up or to make bathroom runs). One of these volunteers will remain in the lodge during the second half of each lesson to chaperone Ks and other young children in the program as needed at an assigned table, and will remain there until all Ks have been picked up by a parent or guardian. A number of experienced middle school and high school volunteers also assist the Dartmouth Skiway Instructors by helping the K children ride the lift, and by skiing behind the K classes. The main contacts for all K Helpers are the Directors.

## D. How Children Learn To Ski

Children are natural learners and they love the challenge of learning new things. They learn best by doing and seeing. **Demonstrate a skill rather than talk about it.** The children can then try it and be corrected in such a way that they feel good about what they've accomplished.

1. When **giving directions**, here are some helpful suggestions (credited to Week #2 of the Ford Sayre Recreation Program 1991 - *How Children Learn to Ski*):

- a. **Give one verbal direction at a time.**

Verbal directions require that a child pay attention to and interpret the words we use. This takes a great deal of concentration for a young child; she must decipher what we are saying and make the correct associations with her sensory experiences. To avoid confusion, a child needs to be able to concentrate on one direction at a time. When team-teaching, only one instructor should give directions at a time. This also avoids confusion.

### Giving Children Directions

- Give only one verbal direction at a time.
- Keep directions simple and task related.
- Describe actions before or after the demonstration.
- Use correct language with children.

- b. **Keep directions simple and task related.**

Eliminate any unnecessary words when explaining a skill. We want the child to focus on the movement to be learned, not on instructors. When we talk too much during our class, we introduce unnecessary complexity by creating a split focus for children. On one hand, we are asking them to pay attention to what we are demonstrating; on the other, we are requesting that they pay attention to what we are saying. Young children cannot do both effectively.

- c. **Describe actions before or after the demonstration.**

Whenever possible, give *nonverbal demonstrations*. We describe what we are going to do, then demonstrate, and then describe it. Children need to **focus on the movement** during the demonstration, not our voices (or faces, which is where children look when we speak to them). The purpose of the verbal description is to label the action that assists children to make an association between the words and the action. This facilitates the matching of auditory, visual, and kinesthetic cues.

- d. **Use correct language with children.**

Children learn to speak correct English by hearing correct adult language patterns. Adults are the models of these patterns. Caretaker or baby talk is not appropriate for adults to use – just as it is not appropriate to crawl when we are able to walk merely because we are around infants. Baby talk is an attempt to imitate adult language patterns. We need to provide the child with appropriate language patterns to duplicate.



2. Demonstrations provide a learner with a visual image of what she is about to do. When **giving demonstrations**, here are some helpful suggestions (credited to Week #2 of the Ford Sayre Recreation Program 1991 - *How Children Learn to Ski*):

**g. Eliminate "I CAN'T"**

Never force a child to participate against her will. Forcing generates the common complaint: "I can't." "I can't" is a socially acceptable learned response based on past negative experiences. "I won't" is not accepted by most adults. Adults tolerate inability, but not unwillingness, to perform. Our lack of respect for children's feelings or interests is the clear message when we try to force them to do something they do not wish to do.

**Giving Demonstrations**

- Describe actions before or after, not during the demonstration.
- Have the group's full attention before giving demonstrations.
- Make sure a child has a clear view when demonstrating.
- Complete each demonstration.
- Move slowly and precisely, giving a clear, graphic demonstration.
- Use expressive, over-exaggerated gestures to make a point.

3. The **best results** in teaching children are accomplished with sincere praise. The children themselves can help create positive reinforcement for a peer. Encourage the class to help each other by saying "good job", "nice turn", or even by clapping for each other. For example, "Great use of the ski poles to start your turns. Next time you might try bending your knees before you plant the pole." Here are some positive phrases to add to your own repertoire. **Praise, praise, praise, and more praise is the Ford Sayre teaching mantra.**

Well done  
Way to go  
Nice try  
Keep smiling  
Like a pro  
Good stuff  
Nice footwork  
Fantastic  
Pretty turns  
Top drawer  
Grand  
Marvelous

That's the way  
Good job  
Great  
Excellent  
Terrific  
Superb  
Beautiful (beauty)  
Wonderful  
Perfect  
Keep it up  
Remarkable  
Super

That's the spirit  
Piece of cake  
You're improving  
Keep up the good work  
Like a champ  
WOW  
Would you demonstrate?  
That's it  
Good control  
Super job  
Extraordinary  
Now that's a skilled turn

**Most importantly, have FUN!!!**



## **Chapter 2 - Preparing to Teach Your Class**

### **A. On-Snow Clinic - Mandatory**

This clinic is for all Ford Sayre Instructors. It is an all-day clinic, held from 8:30 am – 3:00 pm at the Dartmouth Skiway. The clinic level you take is the teaching level you have been assigned—which will be posted at 8:30 am on the clinic day. Professional ski instructors teach the skills of each Ford Sayre level (A through F) so the volunteers become comfortable teaching them. It is recommended you read the lesson plans and skills (see Chapter 4) for all the levels below, and the next level above, your level of skiing so you will be familiar with them.

During the clinic, the professional staff will work on skills and styles of teaching including: games, diagnosing problems and their corrections, organizing your class, the skill's checklists and much more. Lunch may be purchased there, or you may bring your own.

During the On-Snow Clinic, you will receive your class list, your bib, and hard passes for you and your class, which you will distribute on the first class. Your personal ski lesson will also be assigned at this time. Your teaching level will typically be at least one level below your personal skiing level. It is the Instructor's responsibility to call his/her students before the student's first class (see Section C below on "Contacting your class").

### **B. Instructors' Personal Lessons**

In exchange for volunteering to teach classes on Wednesday afternoons, Ford Sayre Instructors receive a group lesson with a Dartmouth Skiway Instructor at their own ability level. Personal lessons are held on a weekly basis (Sundays, Tuesdays, or Thursdays from 9:00 am to 10:30 am) at the Dartmouth Skiway and are intended to help you improve your skiing. These classes afford an opportunity to go over any teaching problems you have encountered, or to find a different way to present a skill. While every effort is made to accommodate Instructor preferences for class days, because of financial and program constraints, not all ability levels are offered on all days.

These classes will not be canceled unless the Skiway is closed. If you need to switch your class (this should be only in exceptional cases), call one of the Directors before you go to another class. The class lists are held by the Dartmouth Skiway Class Instructors who will also distribute the half-day passes. If you are not on the list, or have not notified the Director of a switch, you may not be allowed to have a lesson.

On the day of your personal lesson, the Skiway Instructor issues you a half-day (morning) lift ticket. Lessons start on time. Meet next to the ticket booth at the Ski School Sign at 9:00 am.

## C. Contacting Your Class

Either on Sunday or Monday night, after your on-snow clinic, call the parents of the students in your class. Please speak with the parent (unless you are teaching the high school level).

### *Please tell the parent:*

1. **Your name .**
2. **The class level and number** their child has been assigned.
3. **When the first class will be held.** Classes begin at 3:00 pm and end at 4:00 pm, the first week, and at 4:30 thereafter.
4. **Where to meet.** This is also where they will pick the child up after class unless the class goes inside the lodge. Note: the Area Captain should know where the class is at all times. (For example, if the child is in C-23, you would tell the parents to meet the class by the C-23 sign at the base of the quad chair, and that pick up is in the same location.)
5. **Be on time.** The class will take their first run promptly at 3 pm. If the child is late, he or she should report to the Area Captain, and will be picked up after the first run.
6. **Have their child's equipment checked** by a certified ski shop before the first class. Instructors are not allowed to adjust a child's equipment.
7. **Have their child wear appropriate gear** including: face/neck warmer, warm and waterproof mittens or gloves, and dry socks. Helmets are mandatory. Goggles are very helpful, especially if it's snowy or cold. Let them know hand warmers are also good to have. (Let them know they can get disposable hand warmers cheaply at local sports stores)
8. **Call or e-mail you if their child will be absent.**
9. **Your phone number and e-mail address.**
10. **If the program is cancelled,** cancellations will be posted on the **Ford Sayre Hotline** (phone number: 643-2226) and on the web site ([www.FordSayre.org](http://www.FordSayre.org))
11. **You will be in touch with them after the 1<sup>st</sup> or 2<sup>nd</sup> lesson** to see how things are going.

### *Please Ask the Parent:*

1. What would you like your child to learn?
2. Does your child have any hesitations or concerns about the class?
3. Does your child have any special needs that I need to understand?
4. Do you have any other questions?

## Chapter 3 - Teaching Your Class

### A. Meeting Place

Instructors will always meet their classes at the same location (except for Level A which meets at the J-Bar starting with the 3<sup>rd</sup> lesson). There will be colored signs with level and class number.

### B. The Beginning of Class

1. When deciding your class agenda consider the following:
  - a. Is this your first class?
  - b. Have your students been on the snow before? If the children haven't skied yet this year, plan on at least two warm-up runs. On the first day, spend time watching and praising.
  - c. What's the weather? If it's very cold, plan on spending lots of time skiing and moving with lots of turns, some short, some long, etc. Keep changing the skier behind you.
2. Arrive early, ready to go up the lift promptly at 3 pm. (You can head up early if all the class is present and you have checked in with the Area Captain.)
3. Bring your class list, skills list, pencil and map of the Skiway to class each week.
4. Make sure the children know your name, the names of others in the class, and the class level and number. (Use nametags on the first day if desired.)
5. Check out the children's clothing (hats, waterproof mittens, goggles, etc.) NO long scarves are allowed on the lifts.
6. Make sure each child is familiar with the lift they'll be riding that day.
7. Check in with your Area Captain before you head up the lift for your first run. Let them know which kids are missing.

### C. During Class - Skiing on the Hill

1. **Classes should head up the hill at 3 pm.** Check back with your Area Captain after the first run to pick up latecomers.
2. **The first run with your class should be a warm-up run.** Stop only to change the skier behind you (2 or 3 times). Have fun with this run and let the students just ski!
3. **The Instructor should almost always be the leader and ski ahead of the class.** (Although, occasionally, you may want to observe individual skiers go down the hill ahead of you). Throughout the class time change the student who follows behind you frequently. Every child should have a chance to follow right behind you to ski in your tracks. When stopping, each child should go below you and line up. It is worth the extra time to explain this rule.

4. Explain that they must **stay in line for safety reasons**. Everyone should make the same turns in the same place that you do. Have each child follow the children in front of them.
5. Instructors must **keep their class together** and make sure skiers stay with their class! Children are NEVER allowed to take a run on their own. If a child isn't listening, give a warning that the child will need to stay at bottom of hill with the Area Captain for the next run if they don't listen. Chronic behavior problems may result in dismissal from the program.
6. **Skiers must stay in control at all times** - skiing fast and out of control is dangerous to everyone and is NOT ALLOWED. If a child is unwilling to slow down or listen, you can have him or her sit out a run with an Area Captain at the bottom of the slope.
7. **Gear your skiing to the ability of your class.** Remember to go their speed and to set a good example by exaggerating your movements. Children learn best by imitating. Ski only as fast as your slowest student, and speak to your Area Captain if this presents a problem for the class.
8. **Look For a Safe Spot to Teach**
  - a. Don't teach under a lift where skis or poles may fall on you.
  - b. Locate the class on the side of the ski trail for teaching demonstrations.
  - c. Try to keep the class from facing into the wind. On cold windy days, keep the demonstrations to a minimum.
  - d. Be careful about teaching below large bumps or mounds where you may not be seen by uphill skiers.
  - e. Pick a slope that is appropriate to the skill you are teaching.
  - f. When practicing traversing the hill, use only half the slope to allow faster skiers to ski by your class.
9. **Try not to overload your class with verbal information.** Remember that a picture (demonstration) is worth a thousand words. Pick one or two skills to work on each day. Tell the children what you are working on. Practice it a couple of times. If everyone has accomplished that skill, then tell him or her you have checked it off on the skills list, but explain that they still need to practice it. If a child still needs to work on a skill, then explain that also. Communicate to each child where he or she stands.
10. **Keep the class moving.** The children need the snow time as well as the teaching time.
11. **Area Captains keep track, generally, where the children are during the program.** Let them know if you are leaving a child for a bathroom run or to go inside. There is an adult chaperone inside the lodge by the fireplace that can take a few extra kids, if needed.
12. **Show that you're having fun!!** Talk with the children. Ask them about their skiing experiences. Where have they skied? Who do they ski with? What types of lifts have they used? Enjoy yourself.

## D. The End of Class

1. Just before dismissal, **ask the class what specific skill they worked on that day** and review it verbally.
2. **Return students to their class sign area.** Watch them take off their skis.
3. **Give them lots of praise for a job well done.** Tell them you'll see them next week.
4. **Check out with your Area Captain.** Let them know all your kids are at the bottom and accounted for. You don't need to wait with the kids until their parents show up. (The Area Captains and the Directors will take care of that).

## E. Lesson Plan Format/Sample Class Day (for levels B through F)

1. After your warm-up run, **explain the skill** or skills (two at most) you will be working on. Keep explanations brief. (e.g., "Today we're going to work on traversing. We'll call them "11s" or railroad tracks.")
2. **Demonstrate the skill.** Have the children try it. Use a positive word for each child.
3. Have them **try it again in the other direction**, again using lots of praise. Explain briefly the reason for the skill: (e.g., "By using our edges, we have more control in our skiing.")
4. **Finish the run by practicing the skill.** (e.g., Ski large sweeping turns with long traverses.) Exaggerate your movements to emphasize the skill. Continue to change the follower.
5. On the next run explain that you'd like **each skier to ski one at a time using that skill**, after you demonstrate. They should not start until they see you wave your pole at them. Ski down demonstrating the skill you want the class to learn. Wave your pole so the first skier can begin. When that skier has finished and been praised, tell him/her if the skill has been done successfully. If not, explain what needs work. Have them watch the others. Continue this with each child. Explain that they need to practice it. Now, ski the rest of the run for fun!
6. **If you have time for another run**, start on the next skill OR ski a bit OR ski without poles OR ski around poles, etc. Set up the game to lead into your next skill.

## F. Other Class Logistics

1. **Be Aware of the Needs of Your Class**
  - a. Keep track, in the first two lessons, of how your students are doing. If you think a child is not in the right level or skis significantly differently from other skiers in the class, he or she may need to be moved to a different group. The Area Captain should call you to see if changes need to be made. It sometimes takes two lessons to see how the kids ski.

- b. On cold, windy days watch for signs of frostbite. Frostbite is a real concern. Keep an eye out for white milky patches on exposed skin. A child should go inside immediately if you suspect frostbite or if they are complaining about being cold. (See “Looking Out for Cold and Frostbite” in Section I below.)
- c. Be aware of uncomfortable children who may need to use the bathroom, have cold toes, etc. Look for the Area Captain at the base of the lift, who will then take charge of the child. Pick up the child after the next run.

## **2. Answering Teaching Challenges**

If you're having trouble teaching a skill to your class, review the skill and the sequence that leads to that skill. Ask for help from fellow instructors, and ask your Dartmouth Skiway Instructor during your personal class.

## **3. Discipline**

- a. Be firm, but pleasant. Explain that you expect certain rules to be observed. Explain that most rules are for safety and if everyone can observe them, they'll have more time to ski.
- b. Peers can often help bring a problem personality into line. Appeal to the class to encourage the child to behave for the benefit of the group - more skiing time.
- c. If you have a difficult child who does not respond to your requests, tell them they will be left with the Area Captain for the next run. If the problem continues, let your Area Captain know as soon as possible. The Area Captain will contact the parents unless you feel more comfortable doing so.

## **4. Equipment Problems**

- a. Instructors should not adjust **bindings**, for liability reasons. If there are problems (i.e. skis continuously falling off), leave the child with your Area Captain who will notify the parents. The Skiway Rental Shop may also be able to repair equipment problems.
- b. If a child shows up without a basket on a pole, please do not let the skier use the pole. Explain the reason (safety). Alert a parent of the child of the situation.

## **5. Cancellation Policy**

Ford Sayre rarely cancels. Even if it's raining or there is a snow day at school, we will still have ski classes. If we cancel, the Area Captains will notify the Instructors and the Instructors will notify a parent of each of the children. We also send a program-wide e-mail, which is why correct e-mail addresses are important. We **will not** notify students through school. If there is any question, call your Area Captain or check the Ford Sayre Hotline (phone number: 643-2226) or web site ([www.FordSayre.org](http://www.FordSayre.org)). If we cancel, we will try to add a Wednesday class in March to make-up the lesson.

## **6. Substitution for Volunteer Ski Instructors**

Call your Area Captain as soon as possible if you need a Substitute. There are a limited number of subs, so please try to make every class.



## G. Use of the Lifts

### J-Bar

1. Check with each of your students to see if he or she has ever ridden a J-bar without assistance.
2. Explain that the child should not sit down on the J-Bar. It should just pull them along. The left hand should be holding onto the upright bar and the right hand holding onto the horizontal bar. A wide stance is better for stability than one with skis close together.
3. Explain that if they do fall off they should let go immediately and move off to the right-hand (slope) side. Please reassure the child that it's OK, and that it happens to everyone. We will try to have J-Bar catchers set up along the side of the lift to stay with the child until the class comes down. Be positive about the child's effort.
4. Instructors should stay on the lift, even if one of their students falls off. The class will ski down and meet the child at the point where he/she fell off.
5. The lift attendants do an excellent job of explaining how to ride the J-Bar. Let them help the first timers. Let the lift attendant know that you have first timers before they get on the lift.
6. Give lots of praise to the children who are trying hard to ride the J-Bar.

### Chair Lift

1. **Make sure each child is ready for the lift.** Ask each child if he or she has ridden a lift without an adult. Each child should go through a drill on how to get on the quad-chair.
2. **Explain how to get on and off.** Take pole straps off wrists. Hold poles in the inside hand. Look over the outside shoulder (towards support post).
3. Explain the safety reasons for not banging skis together, playing with poles, taking mittens off while on the chair, bouncing, or swinging.
4. Alert the lift operator the first time you are taking your class on the lift. The Instructor goes last. On the quad, you must put an older, more experienced skier on with each two or three skiers. Feel free to ask any adult or Instructor of any of the older skiers if they can spare someone for the ride. Smaller children cannot physically lower or lift the safety bar. As you pair up with your class consider the youngest and/or shortest skiers. Pair them up with the taller skiers or even adults or racers in the lift line. Safety comes first - this may require that you wait a bit longer for the next run. Any child 8 years old or under should be riding with an older, taller, experienced skier.
5. Remind the lift attendants to put down the bar when necessary.
6. Before you head up the lift, tell the first set of students that, when they exit at the top, they should line up away from the unloading ramp and wait for the class.
7. **If one of the students drops a ski, pole, or something else** from the chair, what you do will depend on where it is dropped and what is dropped. If you cannot ski to it, you'll need to send the Ski Patrol for it. Please don't attempt to take your class down a slope that is inappropriate for them just to pick up a dropped item. If the equipment fell off near the top, ski down (perhaps with the child between your legs) and retrieve the equipment. Be careful not to ski your class under the chair...someone else may be dropping a ski!

## H. Slope Etiquette

One of our goals in this program is to teach the children to ski safely and to understand courtesy on the hill. We are teaching the children to ski and to enjoy this lifetime sport. It is also very appropriate that we teach proper ski manners.

### 1. Ski safely and under control.

- a. Look uphill for skiers before starting downhill.
- b. Ski such that you can stop and avoid other skiers or objects.
- c. Avoid skiers below you.
- d. At trail intersections, slow down and yield to other skiers.
- e. Do not stop in the middle of the trail or where you obstruct the trail or are not visible from above.
- f. Stay off closed trails, and observe all posted signs.
- g. Stay in line during class.

**Safety always comes first!**

2. **Be polite.** No cutting in lift lines. Don't walk on anyone's skis while in the lift line.

3. **Be safe.** Keep ski poles in the snow. Skis must have snow brakes.

## I. Looking Out For Cold and Frost Bite

**If your students get cold,** when you get to the bottom of the hill, send them in to get warm, and let your Area Captain know that one of your skiers is going in to the lodge. The Area Captain will be responsible for having the child back out to be picked up for the next run. On cold days, especially if it's windy, there is always the chance of frostbite.

Frostbite is a real concern. Keep an eye out for white milky patches on exposed skin. A child should go inside immediately if you suspect frostbite or if they are complaining about being cold (e.g. aching hands). You can continue skiing with the rest of your class. Drop off the child with an Area Captain or a Director who will accompany the child. It's a good idea to keep a spare neck warmer in case a child forgets to protect his or her face during class.

If you notice frostbite on the ears or face, gently place a hand over the area to help keep it warm. If hands are frost nipped, place them under armpits to get warm. If feet are affected, take them out of the boots (but not until the student is in the lodge!) and warm them in your hands (but do not rub them!) Notify the parents.

**“Frostbite** results when crystals form, either superficially or deeply in the fluids and underlying soft tissues of the skin. Usually, the frozen area is small. The nose, cheeks, ears, fingers and toes are most commonly affected.”

*~American Red Cross Standard First Aid Handbook*

Check with the Ski Patrol if you have any questions at all.

## J. Accident Procedures

Safety is an important aspect of our program. No matter how much we emphasize safety, there is always the possibility that an accident will happen. If an accident occurs in your class:

1. Make sure the child is definitely hurt. Sometimes he or she is just scared. Take the time to talk with the child and try to calm him or her down. If you are in doubt as to the seriousness of the injury, assume it is serious.
2. Take off your skis and place them in an X in the snow above the injured skier. Make the child comfortable and warm. Use your jacket if necessary.
3. Have your class line up below the injured skier.
4. Signal an adult (preferably two) to go for the Ski Patrol. Try to avoid sending any students down by themselves. The injury should be reported to the Area Captains who will notify the lift operators. The lift operators will then notify the Ski Patrol.
5. If you cannot find an adult, send your two best skiers. Give them the name of the slope you are on and location (i.e. Papoose, 2/3's down on the right), and have them ski to the nearest Area Captain wearing a "?" bib. The Area Captain will notify the lift operators who will notify the Ski Patrol. The two students should then stay with the Area Captain to wait for their class.
6. If it's cold out and another class skis by, ask that teacher to take your class down to the Area Captain so that they can get warm in the lodge.
7. Stay with the child until the Ski Patrol arrives. Tell the Ski Patrol the child's name and let the child know that you will see him/her later. Reassure the child that everything is going to be okay. Ski down to find your Area Captain. Collect your class and finish the class time. The Area Captain will notify the child's parents.



## Chapter 4 - Lesson Plans

### Skills/Objectives/Games by Level

The Ford Sayre Alpine Recreational Ski Program offers ski lessons at seven different levels. Each level has progressive skills the children need to accomplish before moving on to the next level. The skills are set up in the sequence in which they should be taught. The ability levels are:

- **Kindergarten** classes meet at base of J-bar hill, on the right side, near the snowman that says "Hi Kids." Dartmouth Skiway instructors teach the K-classes. The Dartmouth Ski School Director will place the student in a small group according to ability.
- **Level A - Beginner.** The first 2 classes meet on the Holt's Side (right.) The remaining 6 classes meet at base of J-bar hill. There are two instructors for each Level A class.
- **Level B - Early Intermediate** meet at the base of the J-bar. Children will learn to ride the chair lift and come down intermediate slopes doing wedge turns.
- **Level C - Intermediate** meet at the Winslow quad-chair. Children begin doing linked wedge turns and begin to learn to parallel turn.
- **Level D- Advanced Intermediate** meet at the Winslow quad-chair or the Holt's double chair, depending on the group number. By the time students finish Level D, they will begin to make parallel turns consistently and to use poles appropriately.
- **Level E – Early Expert** meets at Holt's side. Children will learn to make parallel turns consistently.
- **Level F - Expert** meets at Holt's side. These skiers can parallel ski on all Skiway terrain. There are very few expert level classes.

Most of the material in the following sections has been taken directly from the PSIA *Children's Teaching System Handbook* 1992. The sections that follow provide lesson plans for each level of skiing – A through F. The individual lesson plan describes the desired outcome, the type of terrain on which to teach the lesson, what to do, what to look for in your students, and fun exercises/games for practicing the particular skill being taught.

At the end of each level, there is a skills chart that will need to be completed by the Instructors at the end of the eight-week session. It is very important to fill out these cards as it's the only way the Directors know how to place the students next year.

## A Word about the Basics

We don't want to spend a lot of time talking to students about the theory of skiing, but it is important for Instructors to understand a bit of it so they can help diagnose difficulties and help students improve their technique.

At the risk of being slightly simplistic, we can make a few generalizations:

1. All levels of skiing involve:
  - Balance
  - Edging (or not)
  - Weighting and un-weighting the ski (pressure).
2. A ski that is weighted and on edge will tend to go in the direction it is pointed.
3. A ski that is un-weighted and not on edge will naturally tend to turn and run straight downhill.
4. Skiing is a natural extension of walking, and you only walk on one foot at a time!

As we go through each lesson level, we'll address how students should be balanced, whether skis should be on-edge or off-edge, and whether the skis should be weighted or un-weighted.

Again, you don't need to explain these concepts to your students, but these general rules should help you diagnose problems and offer constructive instruction to remedy problems.

## Level A - Beginner

**Goals:** To learn about equipment, walking, sliding straight, wedge, stopping, and some wedge turn skills. To improve control, link wedge turns, and learn to ride the beginner lift.

There are five sets of skills within Level A. These include:

1. Putting on and taking off skis;
2. Walking, climbing and maneuvering on skis;
3. Straight runs and gliding wedge;
4. Braking wedge and wedge stop; and
5. Wedge turns.

At every level our goals are to teach the children to ski safely and to understand courtesy on the hill. We are teaching the children to ski and to enjoy this lifetime sport. Please review skiing etiquette with your students regularly.

### Ski Manners Matter

Ford Sayre skiers:

1. Always ski safely and under control.
2. Always are polite.
3. Always are safe.

*Please see Page 14 for more details.*

**\*\*\*Ski poles are not used in any Level A skills.\*\*\***

## 1. Putting On and Taking Off Skis

**Outcome :** Students will become familiar with new equipment, a new environment, and different movements.

**Terrain:** Flat beginner area.

**What to do:**

- Let students experience movements with just their boots on, then one ski, then two skis.
- Explore walking, shuffling, turning, climbing, fast movements, slow movements and all possible variations before going to the incline.
- Show stable position on skis.

**What to look for:**

- Tentative students. Include them so they enjoy the lesson too.
- Attentiveness, frustrations, successes, etc. Younger children need to switch activities more often than older children.
- Ability to move cross-laterally (left foot, right hand; then right foot, left hand). Give students plenty of exploration time for this to develop naturally.

**Fun Exercises:**

*Smiles in the Snow:* With boots only, have students brush toes and heels in snow and draw smiles.

*Simon Says:* Play this game with ski related terms and movements. “Simon says lift one ski,” “Simon says jump up,” “Oops, I didn’t say you could land.”

**Technique Suggestions:**

- Balance on both skis, balance on one ski, then the other.
- Skis should be flat on the snow.
- Through jumping, develop the concept of weight on, weight off.



## 2. Walking, Climbing, and Maneuvering on Skis

**Outcome :** Students will learn how to move around on their skis on the flat, beginner area and how to get up after a fall.

**Terrain:** Flat beginner area.

### What to do:

- Make sure students are comfortable and can move from foot-to-foot in balance. Practice all movements with variations in speed, tempo and duration.
- Create a range of maneuvering activities. Shuffle step, make circles, skates, sidestep, and herringbone. Pace children with plenty of rest time.
- Demonstrate how to fall and how to get up after a fall. Give them time to get up themselves.

### What to look for:

- Children who cannot move right foot, left hand. Give them extra time to develop this movement pattern.
- Comfortable level of movement before introducing something new.
- Each child's strength in getting up after a fall. Help them when necessary.
- Students that express fatigue with different behaviors, such as crying or disruptive attitudes. Monitor their pace.
- Frustration levels. Attend to them immediately! Create the easiest path uphill as children are learning.

### Technique Suggestions:

- Balance on both skis; develop the concept that skiing is a natural extension of walking (except that, because skis are slippery, we don't need to go to the trouble and effort of picking up our feet!)
- Learn that flat skis can be opened and closed (tips pointed out, tips pointed in), skis on edge cannot.
- Develop the notion that the "Up-Down" (weight on, weight off) motion is an important part of skiing.

### Fun Exercises:

*Walk Around the Moon:* Draw large circle with the tail of skis. Have students "walk around the moon" on one ski. Reverse direction and repeat with other ski.

*Slice the Pizza:* Students create slices of pizza by opening tails of skis. Keep tips together. Jump into and out of pie. Take small steps in a circle. Reverse direction. Repeat with opening the tips of the skis.

*Grow Like a Tree:* Have students lie down on the snow (with their skis on). Have them grow into a small tree first (squatting) then into a large tree (standing).

*Giant Steps, Baby Steps:* Have students experience a wide range of movements while walking. Try picking up skis, shuffling them forward with large and small movements, walk heavy, walk light, etc.

*Relay Challenge:* Have students team up and relay a glove or hat from one spot to another.

### 3. Straight Runs and Gliding Wedge

**Outcome:** Students will learn how to glide in a straight run and in a narrow wedge.

**Terrain:** Flat beginner area with a slight incline and an adequate run-out.

**What to do:**

- Develop solid balance and comfort in the straight run before introducing the wedge.
- Create fun activities that allow repeated practice time without being redundant.
- Let students learn the wedge with boots on, then skis. Work on the flats before the hill.
- Have students try wedging on the incline.

**What to look for:**

- Icy snow or powder snow when establishing starting points. Also, determine each child's readiness by his or her comfort on the flats. Start where appropriate.
- More offensive (ready to go!) postures rather than defensive (tentative) postures. Look for differences and adjust activities accordingly.
- Smooth, even movements and balance on both feet.
- Good flex in ankles, knees and torso; hands held in front of the body; eyes straight ahead.
- Ability to hold the wedge while gliding the whole length of the incline.

**Technique Suggestions:**

- Balance on both skis, weight slightly forward (feel boot pressure on the front of the shin).
- Hands out in front, not to the sides or behind, calm upper body. Because skis are slippery, upper body movements translate directly to movement of the lower body.
- Skis should not be on edge. Skis on edge will cross.
- Form wedge by down-weighting. Up-weight and let skis come together to straight run.

**Fun Exercises:**

*Free Ride:* Have students pair up on flats. Have one student without skis gently push the other student from behind to create gliding. Repeat this exercise once students can wedge.

*Tap Dance:* Have students lift feet during straight run. Tap the snow and move foot-to-foot. Step as loud as you can!

*Three Triangles:* Put skis in shape of a small triangle, and then hop into a medium size triangle. Can you do it 15 times? Next try pushing skis into triangle with feet equally weighted.

*Wedge Change-Ups:* Place 5 mini cones in the shape of an "X." Have students go in between first two cones, over middle cone (between legs), and between last two cones.

*Butterflies:* Have the students change the size of their wedge like the wings of butterfly. Try it slow, then fast.

*Low Bridge:* Place bamboo or ski poles on the hill to form an arch. See if student can duck under and maintain balance.

## 4. Braking Wedge and Wedge Stop

**Outcome :** Students will learn how to brake in a wedge and do a wedge stop.

**Terrain:** Flat beginner area with a slight incline and an adequate run-out.

### What to do:

- Review wedge movements on the flats. Create even balance foot-to-foot and smooth rotary movements of both feet.
- Let students try wedging to a stop after self-generating speed on the flats. Go to the hill once this is comfortable.
- Develop understanding that wedge size equals speed control.
- Make sure students can stop completely, in a wedge on an incline, before introducing turning or riding the lift.

### What to look for:

- How the wedge is created. Are heels pushed out or the toes pulled in? Where is the pivot point? Look for a combination of movements with the pivot point under the foot.
- Confidence and consistency stopping on the flats and on an incline.
- Students who can make adjustments in wedge size and create their own results.
- Enough time for students to gain experience. Look for control. Can students stop on command?

### Technique Suggestions:

- Balance on both skis.
- Skis should be off-edge when gliding and gently edged when coming to a stop.
- Begin to glide by un-weighting: begin to stop by down-weighting.

### Fun Exercises:

*Close the Front Door and Open the Back :* Liken the opening and closing of the wedge to opening and closing the front and back doors of the house. When opening the back door, make sure to keep it wide enough to let the dog in, but close the front door to keep it in.

*Red Light, Green Light:* Play red light, green light on flats so students can have self-generated gliding and stopping. Green light means go (slide) and red light means stop (braking wedge.)

*Wedge 1, 2, 3 or Pumping Wedge:* Students go from small wedge (size 1) to large wedge (size 3) to understand how size of wedge relates to stopping.

*How Slow Can You Go? or Snails Race:* Students must ski as slowly as they can without stopping.

*Stop on a Dime:* Place a glove or marker at some point in the snow. See if students can judge slowing and stopping on the mark.

*Half Wedge:* Have the students move one ski at a time as they glide down the hill. See if the half-wedge creates turning.

*Buddy Ski:* Pair up students. Have them ski holding hands. See if they can slow

## 5. Wedge Turns

**Outcome:** Students will learn how to change direction with their skis on.

**Terrain:** Flat beginner area with a slight incline and an adequate run-out.

### What to do:

- Encourage any movements that create turning. This includes stepping, shuffling or gliding on skis.
- Incorporate a change of direction while on flats. Transfer to the incline once the students are comfortable.
- When students change direction unconsciously, call attention to it in a positive manner so they understand what caused the turning (weighting, un-weighting, pressure).
- Develop turning as students learn gliding and stopping. Shallow turns may happen naturally.

### What to look for:

- Students should move in the direction they look. Be careful not to over correct or discourage turning behaviors.
- Turning is not limited to the incline. Look to students to be able to turn with stepping and shuffling on the flats.
- Students to develop straight gliding wedge. This will develop into conscious turning later.
- Students can choose between straight gliding or gliding with a direction change.

### Technique Suggestions:

- Start gliding with skis flat and un-weighted. Skis will want to go straight downhill (into the fall line).
- Directing skis out of the fall line is accomplished with foot steering (remember, flat, un-weighted skis are easier to turn!). Once headed out of the fall line, finish with down-weighting and balancing slightly more on the outside ski than the inside.

### Fun Exercises:

*Follow the Leader:* Take the students for a walk on the flat terrain with skis. Change direction and snake in and out. Let other students be the leader. See if students can change direction.

*Magic Turns:* Once students are comfortable with straight run and gliding wedge, place a cone or glove on the snow at a slight angle and see if they can “go over there.”

*Step Stop:* When students can glide comfortably either in a straight run or a wedge, see if they can step their skis around and maneuver back to their climbing area while gliding.

*Blind Man:* See if students can close their eyes for a run. Be sure all obstacles are cleared away. When they glide to a stop, have them open their eyes and see where they are. Did they go straight or turn?

*Shuffle Turns:* Stationary first, have students shuffle feet back and forth so that the shuffle never goes farther than toe of one foot to heel of the other foot. Transfer to incline. See if turning develops during shuffle.

**LEVEL A  
Skill Chart**

<b>Ford Sayre Recreation Program Class # _____</b>	<b>Student's Name</b>					
1. Putting on and taking off skis						
2. Walking, climb and maneuvering on skis						
3. Straight runs and gliding wedge						
4. Braking wedge and wedge stop						
5. Wedge turns						
6. Review of ski manners						
<b>Level for Next Year</b>						

Key: — Introduced to skill  
 + Uses skill occasionally  
 \* Uses skill often  
 ● Mastered the skill

Instructor's Name			
Home Phone		Work Phone	
E-mail			
Comments			



## Level B - Early Intermediate

**Goals:** To learn how to ride the lifts, improve their confidence, ski lots of mileage by skiing the easiest beginner trails, get skis parallel between turns, and ski good linked turns.

Children will be working to refine their wedge turns, working into linked turns with a traverse and beginning to control speed with turn shape and size of wedge. There are seven sets of skills within Level B. These include:

1. Riding the J-Bar
2. Riding the Quad-Chair
3. Skiing safely together as a group
4. Linked wedge turns
5. Controlled wedge turns
6. Speed control in wedge turns
7. Linked wedge turns with a traverse

Before going up the J-bar or chair, walk your class up part of the slope and watch them do wedged link turns and stops on the hill. Once you decide that all class members can control themselves on the slope, inform the Area Captain that you're heading up the J-bar or the chair.

**Important Notes:** Many Level B children ski with their parents on the chair lift trails. Before tackling the chair lift, ask each child if they have ever ridden the chair, and whether it was with an adult or another child. Our main concern is whether the children can pull the safety bar down by themselves and sit still while on the chair. If you decide your class is ready to go up the quad-chair put three children with a taller and more experienced skier.

Remember that the pace of your class is guided by all of your students. If a child is not ready, please do not go up the chair lift unless you can shift that child to a more appropriate class. See your Area Captain about how to do this. Even if all your children say they have ridden the quad please review the rules of riding the chair lift (found in Chapter 3, Section G of this handbook.)

At every level our goals are to teach the children to ski safely and to understand courtesy on the hill. We are teaching the children to ski and to enjoy this lifetime sport. Please review skiing etiquette with your students regularly.

### Ski Manners Matter

Ford Sayre skiers:

1. Always ski safely and under control.
2. Always are polite.
3. Always are safe.

*Please see Page 14 for more details.*

**\*\*\*Ski poles are not used in any Level B skills.\*\*\***

## 1. Riding the J-Bar and Quad-Chair Lift

**Outcome :** Students will learn how to ride the beginner lifts properly and safely.

**Terrain:** Groomed beginner area.

**What to do:**

- Make sure students can control wedging and wedge stops before going to the lift.
- Review lift-riding procedures before loading. Show the children what the lift looks like close up.
- Organize class at the top of the J-Bar or Quad.
- Lift riding can be scary for some children. Give reassurance. Create independence and responsibility in older children.
- Stress safety.

**What to look for:**

- Look for the ability to hold the wedge on an incline as well as the ability to stop on an incline.
- Make sure students can talk through lift loading procedures. Have students repeat them back as a check for understanding.
- Take time to orient these students. Watch for confusion in some students when you change locations.
- Assess student's attitudes and readiness. Reassure apprehensive students. Make sure they are ready so they are successful and have fun.

**Technique Suggestions:**

- Balance when riding the J-Bar is easier when skis are apart rather than together.

**Fun Exercises:**

*Dry Run Practice:* Draw two lines in the snow. Pair up students. Have them stop at the first line. Walk to the second line and look away from their partner to simulate loading on chairlifts.

*Lift is a Machine:* Have students name other machines. Stress safety around all machines and relate to lift safety.

*Up and Out:* Instructor relates need to stand up and out of chairlift at the top of the lift. "Get out of a swing," "Play superman with hands forward."



## 2. Skiing Safely Together as a Group

**Outcome :** Students will learn how to ski in a line, keep a safe distance between one another, and stop safely in a group.

**Terrain:** Groomed beginner terrain.

**What to do:**

- Stress safety when skiing in a group. Once students can negotiate the beginner slope in a wedge, introduce “follow the leader” format.
- Give students lots of time and experience following each other. It takes time to gain perception of speed and distance.
- Create awareness of how to stop when skiing in a group. Stopping takes longer than anticipated.
- Allow students experience skiing in a line with the whole class, as well as independent skiing or small group skiing.
- Review slope etiquette (see Chapter 3, Section H, page 14).

**What to look for:**

- Students that cannot physically control their wedge. Work with individuals having trouble.
- Look for younger children to have more trouble judging speed and distance than older children.
- Children crashing into other children to gain attention or otherwise. Correct mistakes in a positive manner.
- Make sure students can ski together as a group. Take time to work on this ability. Skiing in a perfect line should not be the goal!

**Technique Suggestions:**

- Balance is key. Having a quiet upper body will improve balance.

**Fun Exercises:**

*Follow the Leader:* Ski your favorite area on the beginner hill. Once students have learned the way, take turns being the leader.

*Casper the Ghost:* Have students imagine there is a little ghost between each student as they ski in a line. This will help them gauge the distance between each other.

*Pull In and Park:* Show students how to ski behind the group and stop below the group in a line. Practice and remain consistent to create safety when stopping.

*Pac-Man:* Have students become more aware of other skiers and obstacles on the beginner hill. Have them play “pac-man” by avoiding all other skiers. Do this one at a time so students make their own decisions.

*Highway Driving:* Show the group the typical traffic flow on the beginner slope. Have them always use an “off-ramp” and pull over to the slope when stopping. Stress safety.

### 3. Linked Wedge Turns

**Outcome :** Students will learn how to change direction in a wedge and link turns together without a traverse between the turns.

**Terrain:** Groomed beginner terrain.

**What to do:**

- Stress wedge turning with slight direction change. This happens naturally with easy terrain, confidence, and a tall, centered stance.
- Play games while moving to relax students and help them gain confidence.
- Explore the differences between gliding wedges (turning) and braking wedges (stopping).
- Increase turn shape with experience and improved steering skills.
- Edge angle and pressure will build up naturally as turn shape increases. Allow for this to happen.

**What to look for:**

- Confidence, and smooth, even movements with the skis and legs. Up and down motion – down before changing direction, up to initiate the change in direction, down after crossing the fall line.
- Student's ability to adjust wedge size and apply it to turning or stopping.
- Enhanced steering by a good stance, confidence, and appropriate terrain.
- Students can turn both skis so that the inside ski does not lock up and inhibit turning (usually is this caused by the inside ski being on edge and weighted).

**Technique Suggestions:**

- Skis should be un-weighted and off-edge at the initiation of the turn. Let the skis natural tendency to seek the fall line work for the student.
- Skis should be weighted and slightly edged after crossing the fall line to establish the new direction, and balance should be slightly on the inside edge of the downhill ski.

**Fun Exercises:**

*Follow the Leader:* Each child should have a chance to follow you. Keep rotating.

*Target Practice:* Place two cones on the snow below the class, a distance apart. Have students point wedge towards one cone, then the other while skiing down the hill.

*Cone Play:* Place cones in straight line down the hill. Students ski around each cone. Change starting direction each run through the cones.

*Whistle Stop:* Have students ski and whenever the instructor whistles (or shouts stop), have the students stop as quickly as they can.

## 4. Controlled Wedge Turns

**Outcome :** Students will learn how to steer their wedge turns out of the fall line for speed control.

**Terrain:** Groomed beginner terrain.

**What to do:**

- Improve stance and balance. A tall, centered stance enhances skill blending and ability to steer skis.
- Emphasize steering both skis in a wedge. If students push only one ski out to turn, the hip can move out of alignment.
- As the turn rounds out, more edge angle and pressure will naturally be created. Give students time to feel comfortable with this feeling.
- Help students understand the fall line. Their understanding of how turning slows them down builds confidence.

**What to look for:**

- If you see students sit way back or lock up, go to easier terrain. Keep terrain within comfort range of students.
- If a student is having trouble turning, the stance may be the problem. The hip out causes one ski to be too flat, and the other ski to be over-edged. Make corrections.
- Students stay standing over their skis as the turn develops.

**Technique Suggestions:**

- Skis should be un-weighted and off-edge at the initiation of the turn. Let the skis natural tendency to seek the fall line work for the student.
- Skis should be weighted and slightly edged after crossing the fall line to establish the new direction, and balance should be slightly on the inside edge of the downhill ski.

**Fun Exercises:**

*Traffic Cop:* Instructor stands below students. Have students ski one at a time and change direction indicated by instructor's arm signals.

*Cone Play 2:* Place cones in slightly offset fashion to produce a more complete turn shape.

*Counting Turns:* Have students count through the turn to draw turn across fall line. 1) Point skis down the hill, 2) point skis across the hill.

*Fall Line:* Use imagery to explain the concept of the fall line (i.e., drop the ball, where does it go?) Draw a line with your ski directly down the hill from the class. First have them ski straight and feel speed. Draw a fresh line. Have students turn from one side to the other. Discuss speed control. Practice turning out of the fall line to learn turn shape and speed control. The younger students may not grasp this concept.

## 5. Speed Control in Wedge Turns

**Outcome :** Students will learn how to adjust the size of their wedge and steer their skis for turn and speed control.

**Terrain:** Groomed beginner terrain.

**What to do:**

- Relate size of wedge with speed control. Let students gain confidence in their ability to slow down and stop.
- Create awareness of fall line. Show students how turning out of the fall line will also control speed.
- Work on tall stance with narrower wedge. Emphasize skill in steering skis. Round out turn shapes, build successes and confidence.
- Adjust turn shapes and wedge sizes to terrain. Play with speed differences, faster and slower.

**What to look for:**

- Check student's control with their ability to adjust wedge size. Make sure they can glide as well as stop where appropriate.
- Make sure students understand turning as a method of speed control.
- Make sure students have a variety of turn sizes to apply to steeper and flatter terrain. Watch speed adjustments.

**Technique Suggestions:**

- Good up-down motion is crucial at this stage. Students should start being comfortable allowing their skis to come together during the transition across the fall line. Matching after crossing the fall line should be combined with down-weighting to establish the new direction.

**Fun Exercises:**

*Follow the Leader:* Have students follow your track in a line as you set different sizes and shapes of turns. Let them decide what turns they like best and why.

*Wedge Size Shout:* Put students in pairs. Have leader ski with different size wedges, (1 is small, 3 is large.) Follower must watch and shout out what size wedge they see the leader making. Switch roles.

*Wedge Shuffle:* Have students maintain their wedge as they shuffle feet back and forth. Shuffle feet throughout entire turn, encourage small movements.

## 6. Linked Wedge Turns with a Traverse

**Outcome :** Students will learn how to match their skis at the end of the turn and traverse with their skis parallel.

**Terrain:** Groomed beginner terrain.

**What to do:**

- Make sure wedge turning is solid before introducing traverse.
- Take time to review a proper parallel stance. Students are used to a wedge, this will feel different to them. Make corrections if needed.
- Practice traversing between turns. Let students adjust from wedge to parallel by allowing time between turns.
- Give coaching on easier ways to match skis. Look for smooth, uninhibited movements.
- Spend extra time if students will not release the wedge. Practice parallel stance gliding across the flats as well.

**What to look for:**

- The inside ski to steer with the outside ski. This will complement learning to match.
- Students that cannot release their wedge position. Physically place them in a parallel stance, if needed.
- Students changing their edges so they traverse on their uphill edges. Keep the traverse angle steep enough so students can glide.
- Younger children may have to pick up their inside ski to change edge. This is okay.
- Students to ski parallel in both traverse and gliding across the flats.

**Technique Suggestions:**

- Skis should be un-weighted and off-edge at the initiation of the turn. Let the skis natural tendency to seek the fall line work for the student.
- Reinforce a balanced down motion after skis cross the fall line.
- Have the uphill ski slightly ahead of the downhill ski while traversing.

**Fun Exercises:**

*Railroad Traverse:* Have students traverse the hill and look back at their tracks. Look to see if both uphill edges left a “railroad” track in the snow.

*Make 11s:* When gliding across the flats, have students create 11s with their skis so they gain speed.

*Frogs:* Pair up the students. When the partner in back says “Ribbit,” both skiers jump up. See if skis go parallel after the jump.

*Piece of Pie, French Fries:* Call the wedge a “Piece of Pie,” call the traverse “French Fries.” Have the students call out the changes as you ski down the hill.

**LEVEL B**  
**Skill Chart**

Ford Sayre Recreation Program Class # _____	Student's Name					
1. Riding the j-bar						
2. Riding the quad-chair						
3. Skiing safely together as a group						
4. Linked wedge turns						
5. Controlled wedge turns						
6. Speed control in wedge turns						
7. Linked wedge turns with a traverse						
8. Review of ski manners						
<b>Level for Next Year</b>						

Key: — Introduced to skill  
 + Uses skill occasionally  
 \* Uses skill often  
 ● Mastered the skill

Instructor's Name			
Home Phone		Work Phone	
E-mail			
Comments			

## Level C - Intermediate

**Goals:** Children should begin to have a skid in their turn instead of foot steering. Skis are parallel most of the time with good control on beginner and moderate terrain with improved rhythm.

At the start of the year, quickly review B skills. Make it fun. Use the games suggested in the Level B Skills so the children don't realize they are reviewing skills. There are five sets of skills within Level C. These include:

1. Skating on flats
2. Skidding and the hockey stop
3. Adapt and apply skills in a new environment
4. Skidding to control turn shape and speed
5. Linked turns with earlier matching

Level C rides the quad-chair lift. Please read the section on riding the chair lift for safety hints and ideas. If you have very small children be sure to pair them up with a taller, older child (from another class) or with an adult. Area Captains often assist with this.

At every level our goals are to teach the children to ski safely and to understand courtesy on the hill. We are teaching the children to ski and to enjoy this lifetime sport. Please review skiing etiquette with your students regularly.

### Ski Manners Matter

Ford Sayre skiers:

1. Always ski safely and under control.
2. Always are polite.
3. Always are safe.

*Please see Page 14 for more details.*

**\*\*\*Ski poles are not used in any Level C skills.\*\*\***

## 1. Skating on Flats

**Outcome:** Students will learn how to skate ski on the flats.

**Terrain:** Groomed beginner area.

### What to do

- Introduce independent leg action and balancing on one leg at a time.
- Give students greater sense of propulsion and edge control.
- Introduce the concept of “stepping” from one ski to the other
- Pretend to ice skate or roller blade across the slopes.
- Encourage, encourage, encourage.

### What to look for:

- Confidence and ability to move comfortably across the slope.
- Ease of movement – smooth motions.

### Technique Suggestions:

- Balance first on one ski, then the other
- Down-weight and edge when pushing off, up-weight and off edge when transitioning between skis.
- Each transition is really a change in direction initiated with the inside foot!

### Fun Exercises:

*Shuffle to Skate:* Begin shuffling the skis, pointing the toes and tips out like a penguin. It’s hard to keep skis on snow when tips are pointed out, so pick them up and step a little. Make steps bigger, so the students step off the big toe of one foot and glide onto the other foot. Keep the gliding foot as flat as possible.

*Glide Challenge:* See how long students can glide on one foot. Guess the number of skating steps it will take to get from one spot to another – then see if the students can do it.

*Warm Up:* Before heading up the hill or on cold days just to keep warm, skate across the slope and back.



## 2. Skidding and the Hockey Stop

**Outcome :** Students will learn how to match their skis earlier in the turn to allow skidding for turn shape and speed control.

**Terrain:** Groomed beginner slope.

### What to do :

- Improve student's ability to match and traverse. Focus on the bottom part of the turn to introduce skidding.
- Play with movement and speed. Encourage activities that are fun and playful. Create the sensation of skidding on corresponding edges.
- Emphasize both skis steering and turning together. Create variations in shaping, intensity and duration.
- Matching movements that are smooth will enhance the steering of both skis once they are parallel. Create rhythm and flow with all movements.

### What to look for:

- Transition from wedge to traverse to be smooth and controlled.
- Consistency in matching both directions.
- A little more speed in combination with strong Up-down movements will get skis to skid. Make sure students are comfortable with this sensation.
- Focus on the bottom part of the turn, as you create simultaneous steering. Once students are consistent, matching may happen earlier in the turn.
- Encourage smooth rhythmical turns and matching on easier terrain first. See if increased speed or steepness facilitates skidding.

### Technique Suggestions:

- Skis should be un-weighted and off-edge at the initiation of the turn. Let the skis natural tendency to seek the fall line work.
- Change the lead ski by steering out of the fall line with the inside ski rather than the outside ski. Keep the inside ski slightly ahead of the downhill ski.
- Skis should be weighted and slightly edged after crossing the fall line to establish the new direction and balance should be slightly on the inside edge of the downhill ski.

### Fun Exercises:

*Side Hill Magic Garlands:* Pick a target across the hill that is lower than your starting points so there is a steep traverse angle. Have students ski to the target *making turns* across the hill. Emphasize matching and skidding.

*Tall to Small:* Have students reach way up with their arms at the start of their turn and sink down as they match their skis. This will facilitate skidding at the end of the turn.

*Erase the Snow:* Make a mark in the snow with your ski pole and have students smooth out the mark with a sideslip. Round out slip and create the same sensation while turning.

*Hockey Stop:* Start maneuver as a shallow turn to a stop. Emphasize both feet turning at the same time. As skill develops, increase the turn to a stop from a straight run. To increase stopping power, encourage upper body facing down the hill with rapid turning of feet. Set a corridor; see if students can stay in it. See if the students can spray you with snow from their hockey stop.

### 3. Adapt and Apply Skills in a New Environment

**Outcome :** Students will learn how to successfully negotiate the easiest green runs with speed control.

**Terrain:** Easiest green runs on the mountain

**What to do:**

- Make sure students have controlled wedge turning, matching and a traverse before leaving beginner terrain.
- Reinforce existing skills. Spend initial slope time reviewing mountain safety, trail maps, ski patrol, emergency phones, and lift riding procedures.
- Choose the easiest trails, and regulate each student's energy. This should be a fun, exciting adventure!

**What to look for:**

- Review skills to make sure they are solid. Expect a regression in technique if the environment changes.
- Look for the first experience to be fun and successful! Introducing safety concepts will complement the review of existing skills in the new environment.
- Watch student's reaction so the experience is positive and safe. Regulate pace and energy.
- Make sure class works together and travels as a team.

**Fun Exercises:**

*Sign Recognition:* Have students tell you what various signs and symbols mean. Create awareness.

*Find Your Way:* Let students look for the "green circle" trails. Let them think they are showing you where to go.

*Guess your Turns:* Have students look at a distance, to a visible stopping point, and see if they can guess how many turns it will take to get there. See if they can accurately judge distance.

*Easy Way – Hard Way:* Stop at the beginning of a trail. Have students look at the trail and distinguish which side or direction is harder and which is easier. Let them ski whichever way they choose.

*Positive Repeat:* Ski easy runs over and over again. Let the students lead you down the slope.

## 4. Skidding to Control Turn Shape and Speed

**Outcome :** Students will learn how to skid on corresponding edges and steer both skis for turn shape and speed control.

**Terrain:** Groomed green and easy blue slopes within comfort zone of students.

**What to do:**

- Focus on the parallel portion of the turn, typically from fall line to the end of the turn at this level.
- Encourage inside leg movements for easier and smoother matching.
- Create positive edging and pressure control movements that will complement steering and rotary control.
- Allow plenty of time to establish balance on parallel skis. Create practice in lots of situations.
- Create sensation of skidding. Make it fun to skid as you develop turn shape and control.

**What to look for:**

- Symmetrical stance with skis parallel. See if students can flex a little to enhance turn shape and skidding.
- As students steer their feet, more edge angle and pressure will naturally occur. Look for opportunities to develop these skills.
- If students have trouble skidding, check terrain, speed, stance, and skill blend for problems.

**Technique Suggestions:**

- Skiers should be able to edge-on and edge-off in a traverse, understanding that a flat ski will slide, an edged one will not.
- Skidding is done with a flat ski and flat skis are easier to turn. (i.e., easier and faster to get through the fall line on steep slopes!)

**Fun Exercises:**

*Hockey Stop:* Start maneuver as a shallow turn to a stop. Emphasize both feet turning at the same time. As skill develops, increase the turn to a stop from a straight run. To increase stopping power, encourage upper body facing down the hill with rapid turning of feet. Set a corridor; see if students can stay in it. See if the students can spray you with snow from their hockey stop.

*Gorilla Turns:* Ski section of run stooping low like a gorilla (sound effects are optional – but generally very effective!) Incorporate tall to low stance in turns to facilitate skidding.

## 5. Linked Turns with Earlier Matching

**Outcome :** Students will learn how to link turns while matching their skis for longer portions of the turn, and traverse with skis parallel.

**Terrain:** Groomed green and easy blue slopes.

### What to do:

- Focus on making a small wedge opening at the beginning of the turn.
- Encourage a little more speed on easier terrain. Create rhythm from turn to turn, and confidence in control.
- Have students match earlier in the turn. Generate positive steering with both legs to create turn shape and speed control.
- Practice variations in turn shape in the parallel portion of the turn. Longer, shorter, quicker, slower.
- Create trust that they can control their speed in the parallel portion of the turn, without resorting to a wedge.

### What to look for:

- Smaller wedge, taller stance and smoother matching.
- Linked turns to create rhythm. Eliminate traverse at this time.
- Control and turn shape from strong steering. With earlier matching, the parallel turn lasts longer.
- Look for consistency in mechanics even though there is variation in turn shape.
- Make sure students have enough practice time to be comfortable with speed control from turning parallel skis.

### Technique Suggestions:

- Like walking, students need to “step” from one ski to the other, in this case pushing off the downhill ski, up-weighting and transitioning to the new outside ski. Remember to allow time for the skis to naturally come together and seek the fall line before finishing the turn with the down-weighting that creates the end of turn skid.

### Fun Exercises:

*Rise and Shine:* Focus on extension at the turn initiation to help reduce wedge and release edges. The start of the turn is the morning; end of the turn is nighttime. Have students “rise and shine” by extending into the turn.

*Tricky Turning:* Have students follow your tracks first. Set variations in turn shape and radius. Then, pair up the students. The leader sets variations for their partner, then switch roles. Emphasize good judgment and safety.

*Rhythm Turns:* Set turn rhythms by repeating “1, 2, 3, UP; 1, 2, 3, UP” Encourage turning while counting and linking turns at the “UP.”

*J-Turns:* Create confidence in parallel turning by having students turn up the hill to a stop. Ski track becomes the letter “J.”

**LEVEL C**  
**Skill Chart**

<b>Ford Sayre Recreation Program</b> <b>Class # _____</b>	<b>Student's Name</b>					
1. Skating on flats						
2. Skidding and the hockey stop						
3. Adapt and apply skills in a new environment						
4. Skidding to control turn shape and speed						
5. Linked turns with earlier matching						
6. Ski on varied terrain						
7. Review of ski manners						
<b>Level for Next Year</b>						

Key: — Introduced to skill  
 + Uses skill occasionally  
 \* Uses skill often  
 ● Mastered the skill

Instructor's Name			
Home Phone		Work Phone	
E-mail			
Comments			



## Level D - Advanced Intermediate

**Goals:** Introduce children to the concept of "inside ski" and "outside ski", ski poles, parallel turns, easy bumps, and un-groomed snow. Help them understand how turn shape affects speed.

At the start of the year, quickly review C skills. Make it fun. Use the games suggested in the Level C Skills so the children don't realize they are reviewing skills. There are five skill sets within Level D. These include:

1. Skating on flats with poles
2. Skiing on the inside and outside ski
3. Turn shape for speed control
4. Easy bumps and ungroomed snow
5. Parallel turns

Level D rides either chair lift, depending on the group number. Please read the section on riding the chair lift for safety hints and ideas. If you have very small children be sure to pair them up with a taller, older child (from another class) or with an adult. Area Captains often assist with this.

At every level our goals are to teach the children to ski safely and to understand courtesy on the hill. We are teaching the children to ski and to enjoy this lifetime sport. Please review skiing etiquette with your students regularly.

### Ski Manners Matter

Ford Sayre skiers:

1. Always ski safely and under control.
2. Always are polite.
3. Always are safe.

*Please see Page 14 for more details.*

**\*\*\*Ski poles are introduced in Level D.\*\*\***

## 1. Skating on Flats with Poles

**Outcome:** Students will learn how to skate ski on the flats with poles.

**Terrain:** Groomed beginner area.

**What to do:**

- Introduce independent leg action and balancing on one leg at a time.
- Give students a greater sense of propulsion and edge control.
- Pretend to ice skate or roller blade across the slopes.
- Encourage, encourage, encourage.

**What to look for:**

- Confidence and ability to move comfortably across the slope.
- Ease of movement – smooth motions.

**Technique Suggestions:**

- Balance first on one ski, then the other.
- Down-weight and edge when pushing off, up-weight and off edge when transitioning between skis.
- Each transition is really a change in direction initiated with the inside foot!

**Fun Exercises:**

*Shuffle to Skate:* Begin shuffling the skis, pointing the toes and tips out like a penguin. It's hard to keep skis on snow when tips are pointed out, so pick them up and step a little. Make steps bigger, so the students step off the big toe of one foot and glide onto the other foot. Push the points of poles into the snow as you take the giant step forward. Tell students to place the points in the snow behind their boots rather than in front of them. Keep the gliding foot as flat as possible.

*Glide Challenge:* See how long students can glide on one foot. Guess the number of skating steps it will take to get from one spot to another – then see if the students can do it.

*Ski Backwards:* On a gentle slope have students ski a backward wedge; emphasizing the role that edging plays in making turns.



## 2. Skiing on the Inside Ski and the Outside Ski

**Outcome :** Students will learn how to focus on their outside ski to develop turn shape and on their inside ski to understand matching.

**Terrain:** Groomed green and easy blue slopes within comfort zone.

### What to do:

- Spend time showing students the difference between the inside ski and the outside ski.
- Create easy-to-understand ways to present inside-outside ski. Focus on one thing at a time.
- Have students match their inside ski to their outside ski. Experiment with ranges: pick it up, keep it on the snow, do it fast, do it slow.
- Have students steer outside ski and focus on turn shape. Create sensations that make the outside ski dominant.

### What to look for:

- Most students may not understand "inside ski" or "outside ski". Look for understanding in older children to come from on-slope experience.
- When teaching a concept, look for frustration or disinterest from students to tell you when to switch focus.
- Look for students to vary matching skills. If there is only one method, train a variety of options.
- See that students relate control and turn shape from assertive movements, (they make it happen), rather than passive movements.

### Technique Suggestions:

- Learn to be comfortable balancing on one foot while in motion.

### Fun Exercises:

*Dolphin Game:* Steering the inside ski. Pretend that ski tips are dolphins playing in the ocean. First steer inside dolphin ahead; the outside dolphin chases. Make your turn and switch. One dolphin leaps ahead; the other one chases.

*Lift Inside Ski:* See if students can lift the inside ski off the snow, if only for a second. Challenge students to hold the ski up as long as they can. Remind them of inside ski (light) and outside ski (heavy).

*Lift Outside Ski:* While harder than lifting the inside ski, it is possible!

*360s:* Keep the terrain flat and make sure students turn their head to lead the turn. If students catch their edges, encourage them to use flat skis, stepping from one ski to the other, and to use leverage by rocking back on their heels as the skis come around.

### 3. Turn Shape for Speed Control

**Outcome :** Students will learn how to steer skis simultaneously to control speed with turn shape.

**Terrain:** Groomed green and easy blue slopes within comfort zone.

**What to do:**

- Create confidence in steering both skis to encourage parallel turning. Focus on the middle to the end of the turn to solidify skills.
- Encourage simultaneous steering of both legs. A good stance and blending of skills will enhance steering.
- Play with variations in intensity and timing. Try short and long turns on flat and steeper terrain.
- Explore ranges of skidding. Show how edging and pressure control movements will reduce skidding and offer control.

**What to look for:**

- Students who ski parallel, but have no control over turn shape. Check stance and skill blending for corrections.
- Younger children may cling to a “wedgie wide-track” and that’s okay. Older children should steer both legs, in a parallel stance.
- Make sure skills transfer as you change terrain, turn shape, and intensity before teaching new skills.
- Look for problems with excessive skidding. Check equipment, edging, and pressure control skills. Make sure upper body does not rotate excessively.

**Technique Suggestions:**

- Dragging of the uphill pole is a strong indication that skis are not being edged and that balance over the inside edge of the downhill ski has been compromised. Pick up that pole!
- To demonstrate balance while edging, have students line up perpendicular to the fall line on a steep slope, place poles in snow, pick up uphill ski with poles in snow then take poles out of the snow. To avoid falling, the student will automatically angulate (knees into the hill, downhill shoulder lower than uphill shoulder).

**Fun Exercises:**

*Turn Shape Contest:* Choose a fixed point below the group and ski to that point with “X” number of turns. Can the student reach the target with the same number of turns? Repeat the task, alternating between quick turning and long, sustained turns.

*Woozies (Sloppy Skiing):* Set a corridor to a target. Have students try to turn with flat skis within the corridor. Look at turn shape without edging. Ski the next turns in the same size corridor, but increase edging. Discuss differences in turn shapes.

*360s’:* Keep the terrain flat and make sure students turn their head to lead the turn. If students catch their edges, encourage them to use flat skis, stepping from one ski to the other, and to use leverage by rocking back on their heels as the skis come around.

## 4. Easy Bumps and Ungroomed Snow

**Outcome :** Students will learn how to link turns with speed control in bumps and in ungroomed snow.

**Terrain:** Groomed green and easy blue slopes within comfort zone of students.

### What to do:

- Play with bumpy terrain. Experiment with how a bump can help students turn.
- Show how turning every bump (or every other bump) adds fun and rhythm. Eliminate traversing.
- Create confidence with success in easy situations. Show how rhythm and linked turns make ungroomed snow easier to ski.
- Allow for larger wedge initiations in more difficult situations. Go back to easy groomed runs to solidify new skills, and then transfer to harder slopes and new snow conditions when students are ready.

### What to look for:

- Students to pivot skis on the crest of bump and turn around the bottom of bump.
- Check terrain for success. Watch speed control by setting the line (path) initially.
- Student's attitudes as the terrain changes. Make sure their technique does not regress to the point of being unsafe. Keep terrain easy but challenging based on conditions.
- Variations in technique are okay. Continue to build existing skills on groomed runs. Watch frustration levels; build confidence.

### Technique Suggestions:

- In bumps, it is easy to lose your balance when thrown back by a bump. Just like we learned in Level A, keep your hands in front of you!
- Use your knees to absorb the bumps.

### Fun Exercises:

*Mogul Mine Field:* On an easy mogul slope, avoid “explosions” by skiing the paths around, not over the bumps.

*Wave Tricks:* On an easy mogul slope, pretend the bumps are waves. Traverse the slope, keeping skis on the snow. Gain confidence and try jumping the bumps. Look for balance and safety.

*Stop on Top:* Show students the tops, bottoms, and sides of bumps. Create perceptual skill by having students stop on the top of the bump. See if they can stop, turn and stop on every bump.

*Rocking Horse:* Traverse bumpy slope. When skis go up the bumps, pretend the rocking horse rocked back. When skis go down the bump, lean forward on the rocking horse and keep skis on the snow.

*Powder Power Wedge:* Ski ungroomed snow in a wedge. Go slow and emphasize steering, speed control and rhythm. Transfer to parallel when confident.

## 5. Parallel Turns

**Outcome :** Students will learn how to link and control turns that are parallel, from start to finish.

**Terrain:** Groomed green and blue slopes.

### What to do:

- Review wedge turns.
- Focus on the turn initiation. Create more up and forward movement into the turn. Emphasize rhythm and edge release.
- Encourage a simultaneous edge change. A little more speed and movement will facilitate the edge change.
- Earlier weight transfer may help create parallel turning. Practice earlier weight transfer in medium radius turns.
- Try shallow fall-line turns with rhythm. Ski all ranges and create opportunities for parallel turning.

### What to look for:

- Make sure the wedge opening is small, that matching occurs early in the turn, and that steering skills shape the turn for speed control.
- Confidence and movement into the turn. See if students can release their edges into the turn.
- Watch the downhill ski to make sure it releases into the turn. Make sure students do not "hang on" to the edge too long.
- Earlier weight transfer is a new concept at level D. Expect to see variations in ability at this time.
- Look for speed, easy terrain and confidence to facilitate parallel turn initiation.

### Technique Suggestions:

- Balance shifts from one foot to the other.
- Strong up-motion at the initiation of the turn allows the skis to seek the fall line in parallel. The process is helped by "stepping up hill" at the initiation of the turn.
- After transition through the fall line, the inside ski steers the turn and the outside ski controls radius and skidding.

### Fun Exercises:

*Step on the Curb:* In a traverse, have students step onto uphill ski by pretending they are stepping up on a curb. Try stepping up onto curb between linked turns.

*Roll'Em Over:* Have students traverse on uphill ski and then roll over the ski and start the next turn. To start, traverse may need a little more time to enable students to balance on the uphill ski. As students gain experience, work towards linking turns together.

*Tricky Turning:* Have students follow your tracks first. Set variations in turn shape and radius. Then, pair up the students. The leader sets variations for their partner, then switch roles. Emphasize good judgment and safety.

*J-Turns:* Create confidence in parallel turning by having students turn up the hill to a stop. Ski track becomes the letter "J."

**LEVEL D**  
**Skill Chart**

Ford Sayre Recreation Program Class # _____	Student's Name					
1. Skating on flats with poles						
2. Skiing on the inside ski and outside ski						
3. Turn shape for speed control						
4. Easy bumps and un-groomed snow						
5. Parallel turns						
6. Ski on varied terrain						
7. Review of ski manners						
<b>Level for Next Year</b>						

Key: — Introduced to skill  
 + Uses skill occasionally  
 \* Uses skill often  
 ● Mastered the skill

Instructor's Name			
Home Phone		Work Phone	
E-mail			
Comments			



## Level E - Early Expert

**Goals:** Good linked turns on steeper terrain, short and long radius turns, rhythmic skiing, use of poles.

At the start of the year, review D skills. Make it fun. Use the games suggested in the Level D Skills so the children don't realize they are reviewing skills. There are three skill sets within Level E. These include:

1. Pole swing and pole plant
2. Wide parallel turns
3. Short radius turns with speed control

Level E rides the double chair lift. Please read the section on riding the chair lift for safety hints and ideas. If you have very small children be sure to pair them up with a taller, older child (from another class) or with an adult.

At every level our goals are to teach the children to ski safely and to understand courtesy on the hill. We are teaching the children to ski and to enjoy this lifetime sport. Please review skiing etiquette with your students regularly.

### Ski Manners Matter

Ford Sayre skiers:

1. Always ski safely and under control.
2. Always are polite.
3. Always are safe.

*Please see Page 14 for more details.*

## 1. Pole Swing and Pole Plant

**Outcome :** Students will learn how to swing their ski poles in rhythm with linked turns.

**Terrain:** Groomed green and blue slopes.

### What to do:

- Have students ski linked turns with rhythm. Have them focus on when the turn starts.
- Describe timing and rhythm of using poles. Rehearse pole swing with small arm movements rather than gross movements.
- Practice linking turns, allowing the pole to swing forward. Focus on rhythm and timing. A slight touch of the pole signals the turn start.
- Practice pole swing as students ski around the mountain. Watch movements, make corrections.

### What to look for:

- Students skiing with rhythm. Some children need help with this.
- Complementary movements. Older children may be able to coordinate pole action and rhythm quite nicely. Young children may have trouble swinging. If this happens, downplay the pole swing at this level.
- Pole swing to complement a variety of situations. Students should be able to apply their skills in many places.

### Technique Suggestions:

- Use the pole as a directional signal. Use the pole that lies in the direction of the turn.
- Don't use the poles to push off; use them to help with the un-weighting at the initiation of the turn.

### Fun Exercises:

*Wrist Action:* Standing still, have students rehearse a pole swing with just the wrist swinging the pole forward. Give feedback and corrections to develop good habits.

*Touch-Tall-Turn:* Show students correct pole timing by having them swing their pole forward and tap the snow. Have the students say, “touch, tall, and turn” as they tap their pole, and start their turn.

*Plant Your Pole All the Time:* Have students make turns with consistent pole touch throughout the turn. Encourage subtle wrist action to achieve pole movement.

*Gorilla Turns:* Have students hold poles half way down the shaft. Poles become long “gorilla arms.” Students squat low on their skis and touch poles in rhythm of their turns.

*Turn Signals:* Have students pretend poles are like turn signals when riding a bike – always use the pole in the direction of the turn.



## 2. Wide Parallel Turns

**Outcome :** Students will learn how to ski parallel turns with control and consistency.

**Terrain:** Groomed blue runs within comfort zone.

**What to do:**

- Assess the student's consistency. See if they are parallel skiers only on easy slopes, and revert to wedges on harder slope. Keep terrain easy.
- Work on steering both skis throughout the turn. Make sure inside leg steers as well as outside leg.
- Introduce angulation to create better balance and edging over outside ski. Create easy-to-understand ways to present inside-outside ski. Focus on one thing at a time.
- Play follow-the-leader to challenge ability to round out turns. Try different shapes: "C," "S," "J."
- Try shorter and longer radius turns.

**What to look for:**

- The reason students revert to a wedge. They may not extend into the turn and release their edges, or the hill may be too steep.
- Children to develop this ability as experience and balance develop.
- Older children to be able to angle their bodies better than younger children. The angle should be at the hip.
- If students can ski a wide variety of turn shapes with their skis remaining parallel.
- Extension to move forward into the turn rather than just up.
- Consistency and control in different size turns.

**Technique Suggestions:**

- Shift weight not only from one ski to the other and up and down but also forward with the initiation of the turn and slightly back while edging at the end of the turn. Turns become much more dynamic. The turn initiation takes advantage of the shape of the ski to initiate the turn into the fall line and pressure on the tail at the end of the turn prevents tails from sliding out.
- Focus on steering with the inside ski rather than the outside ski. This will help eliminate the "kamikaze wedge"

**Fun Exercises:**

*Double Pole Plant:* Have students plant both poles while linking turns. Practice stationary first to coordinate movements.

*Outside Pole Drag:* Teach angulation by having by having students drag outside pole in the snow. They should try to draw an arc parallel with their skis by leaning down hill. Switch hands when the direction changes.

*Stand Up and Cheer:* Have students think of standing up and cheering at a football game, or even doing a "wave." Have them focus on standing up to extend at the turn initiation. They can even shout "yeah!"

### 3. Short Radius Turns with Speed Control

**Outcome :** Students will learn how to ski short radius turns using edge-set and turn shape for speed control.

**Terrain:** Groomed blue runs within comfort zone.

**What to do:**

- Work on student's ability to make short turns. Emphasize rhythm and balance.
- Ski ranges of edging skill. Teach hockey stops and sideslips. Develop soft edges, hard edges.
- Play with increasing edge angle throughout turn. Show how increased steering and edging combined will round out turn shape.
- Limit student's size of turn. Practice imaginary corridors and test ability to slow down.
- Create ranges in edging skills with down stem (one-footed edge set) and pre-turns (two-footed). Relate to speed control.

**What to look for:**

- Students maintaining rhythm with speed control. Check skill blending.
- Understanding about the relationship of edging to braking and gliding.
- Edging to be progressive throughout the turn. Watch for students who move abruptly onto edges and help them smooth out their movements.
- Look for rotary movements to carry the skis across the fall line enough to slow speed.
- Students applying edging skills in a series of short turns.

**Technique Suggestions:**

- For short, controlled turns on steep slopes use down-weighting and strong edging at the end of the turn to set a platform for powerful up-weighting into the next turn.
- For smooth short turns, use less powerful up and down-weighting. Let the inside ski steer, and don't force the change in direction.

**Fun Exercises:**

*Linked Hockey Stops:* Have students practice hockey stops. Make sure stop is crisp and clean. Focus on the release of the stop. Have students face upper body down the hill. Extend and drop tips into turn in order to link. Minimize stop after practice and make slow, linked turns.

*Wedge Follower:* On a flat slope, pair up students. Leader skis straight down the fall line making a slow wedge. Follower stays close behind making slow controlled short-radius turns within the width of the leader's skis.

**LEVEL E**  
**Skill Chart**

<b>Ford Sayre Recreation Program</b> <b>Class # _____</b>	<b>Student's Name</b>					
1. Pole swing and pole plant						
2. Wide parallel turns						
3. Short radius turns with speed control						
4. Ski on varied terrain						
5. Review of ski manners						
<b>Level for Next Year</b>						

Key: — Introduced to skill  
 + Uses skill occasionally  
 \* Uses skill often  
 ● Mastered the skill

Instructor's Name			
Home Phone		Work Phone	
E-mail			
Comments			



## Level F - Expert

**Goals:** Learn to carve turns and ski a variety of terrain and in different snow conditions. Improve carving turns and build confidence on all terrain and different snow conditions.

Children move from wide track parallel into a more refined parallel turns and carving. Consistent use of poles is stressed. Ski, ski, ski! There are four skill sets within Level F. They include:

1. Minimize skidding and more carving
2. Short turns with pole plant and speed control on steeper terrain
3. Short and long radius dynamic parallel turns
4. Refine skiing skills in gates.

At the start of the year, review E skills. Make it fun. Use the games suggested in the Level E Skills so the children don't realize they are reviewing skills. Level F rides the double chair lift. Please read the section on riding the chair lift for safety hints.

At every level our goals are to teach the children to ski safely and to understand courtesy on the hill. We are teaching the children to ski and to enjoy this lifetime sport. Please review skiing etiquette with your students regularly.

### Ski Manners Matter

Ford Sayre skiers:

1. Always ski safely and under control.
2. Always are polite.
3. Always are safe.

*Please see Page 14 for more details.*

## 1. Minimize Skidding and More Carving

**Outcome :** Students will learn how to carve turns that control turn shape with less skidding.

**Terrain:** Groomed blue runs within comfort zone.

### What to do:

- Develop balance on the outside ski with a centered stance and angulation.
- Show how carving can round out a turn shape and create control and accuracy.
- Work on 100% commitment to the outside ski.
- Test ranges of turn shape. Go from lots of skidding to carving. Watch changes in speed and turn shape.
- Try carving turns in long, medium and short radius.
- Apply both carved turns and skidded turns where most appropriate on the mountain.

### What to look for:

- Angulation to come from the hip, and that it is natural, not excessive.
- Inability to carve and assess skill blend. Dominance in one skill may inhibit carving.
- See if students can carry outside ski commitment throughout entire turn.
- See if students can play the ranges of carving and skidding on command, or if they have no control over their edging skills.
- Students that cannot apply the range of techniques in many situations. Coach versatility.

### Technique Suggestions:

- Carving turns are steered by the inside ski and stabilized through strong edging by the outside ski. In a carved turn, you will see the inside ski pointed slightly uphill from the outside ski, almost like a reverse direction wedge.

### Fun Exercises:

*Sloppy Skiing:* Sliding the turns, skidding in an exaggerated way (turn, side slip, turn). Then start using the edges to carve.

*Knee to Boot Chase:* Have students take outside knee and try to touch the top of the inside boot while turning. This will help edging on the outside ski. Added hip angulation will make this exercise more comfortable.

## 2. Short Turns with Pole Plant and Speed Control on Steeper Terrain

**Outcome :** Students will learn how to control their speed in short radius turns using turn shape, edge-set, and pole plant.

**Terrain:** Blue and black groomed runs first, then ski terrain with bumps.

### What to do:

- Expand student's ability to make short radius turns with speed control. Start on easiest terrain.
- Play with ranges of speed control. Try slippery sideslips to harsh edge sets. See if they can hop turn.
- Encourage pole action that complements the turn dynamics. Emphasize accurate placement and rhythm.
- Try narrow parameters. Set tasks that test speed control in different size corridors, different steepness of terrain.
- Play with versatility. Teach students to stop on a dime. Try hourglass shapes, funnels, and pyramids. Have them follow your track as you ski very slowly.
- Practice skiing to different rhythms. Play all ranges.

### What to look for:

- Ways students control speed. Do they have good turn shape, an edge set or skidding?
- Students to ski all ranges of edging skills.
- Pole action is very important. Look for the timing of pole plant, swing, and the placement of the pole.
- The ability to make adjustments as you set various tasks. Students should maintain speed control.
- If students cannot apply skills as you test ranges and versatility, assess weakness and address. Skills should be balanced. Allow plenty of practice time.

### Technique Suggestions:

- Use down-weighting and strong edging at the end of the turn to set a platform for powerful up-weighting into the next turn. Up-weight into the fall line by strong up-motion and rotation into the fall line.

### Fun Exercises:

*Trackin':* Have students ski hard edge and soft edge turns. Without watching, have one student choose to ski a hard or soft edge. Class looks at the track, and tries to guess. Try it in pairs.

*Edge Set, Pole Plant Combo:* Use a hockey stop to teach braking pole plant. Have students come to a crisp, clean stop, and add the pole plant. Emphasize a heavy pole plant on the down motion to create braking. Practice with short turns on steep terrain.

*Elephant Hops:* Teach hop turns once pole and ski action are complementary to each other. Have students hop turn on easy slopes. Check edge engagement and pole plant. Transfer to turns on steep runs.

*Pole Placement:* Pole placement is important for short radius turns. Have students stand on a very steep hill. Have them place pole in the snow. Show them that the pole placement is more by their feet, or directly down the hill to help their upper body face down the hill. Practice stationary, then try pole placement while turning.

### 3. Short and Long Radius Dynamic Parallel Turns

**Outcome:** Students will learn how to carve short and long radius turns.

**Terrain:** Groomed blue runs within comfort zone.

**What to do:**

- Review stance to make sure students can angulate and stand on the outside ski.
- Select a speed and radius that allows students to angulate and stand on the outside ski.
- Emphasize focus on the outside ski, so students can feel carving.
- Work on uphill Christies initiated by advancing the inside ski and steering with the inside foot.
- Play with range of speed. Too fast may enhance skidding. Too slow may inhibit carving.
- Play with range in turn radius. Emphasize carving in all size turns.

**What to look for:**

- Look for excessive angulation and balance on the outside ski. Soften body angles for easier linking of turns.
- Make sure students are set up for success. Look for speeds that are too fast or too slow that inhibit carving.
- Student's ability to angulate strongly using a knees-into-the-hill position so they can balance on and edge both skis. Make sure weight transfer is complete.
- Ranges in dynamic parallel. Some skidding will occur. Allow for variation depending on the situations.

**Technique Suggestions:**

- Carved turns rely on the downhill ski for stability and the uphill ski for steering. In order to steer, the uphill ski must also be on edge and weighted. Roll from one ski edge to the other, and avoid traversing with flat skis.

**Fun Exercises:**

*Tug-of-War:* Experiment with angulation by putting students into teams of two. Hook pole basket to grip handle on ski pole. Skiers stand above and below each other. Skier below tugs on skier above, who must resist using strong angulation.

*Crossover:* Emphasize movement into the turn as a way to cleanly change edges in carved turns. From a stationary position, stand below students. One at a time, have students pretend you tied a rope around their waste. Pull each student gently at the hip and show him or her how to extend into the turn. Emphasize the edge change, and then apply to turns.

*Carved Wedge Turns:* Ski groomed green terrain maintaining a wedge. Emphasize carving in a wedge turn. Try different speeds, turn shape, and rhythm.

*Synchronized Turns:* Pair up the students and have them turn at the same time.

*Most Turns in the Distance:* Establish a certain distance, and have students turn as many times as possible within that distance.



## 4. Refine Skiing Skills in Gates

**Outcome :** Students will learn how to apply dynamic parallel turns to easy drill and racecourses.

**Terrain:** Groomed race hill, basic drill, and racecourses.

**What to do:**

- Expand student's ability to carve turns. Emphasize accuracy that can be applied to racing.
- Create initial exposure to racing on easy terrain. Show students the challenge of having to turn where gates dictate.
- Change rhythms in drill courses. Experiment with different turn shapes, speeds and radius.
- Emphasis on line and tactics improves success. Offer alternatives, play ranges.
- Downplay competition. Everyone that participates is a winner!
- De-emphasize technique in the racecourse. Focus on tactics.

**What to look for:**

- Students to have accurate turn shape and balance out of the gates. See if students need new challenges.
- See if students can maintain solid mechanics when racing. Look for balance, angulation, inside ski steering and turn shape.
- Inappropriate changes in balance. Allow time for solid skills to develop in different courses.
- Students who are not successful. Change the activity if students appear frustrated.
- Let the gates teach rhythm, turn shape and perceptual skills.

**Technique Suggestions:**

- Keep hands forward when running gates.

**Fun Exercises:**

*Rhythm Corridor:* Set easy rhythm turns on a groomed slope. Make sure speed and radius allow for turns that flow down the hill. Have students view a symmetrical corridor of turns before skiing. Reset when rutted.

*Rhythm Changer:* Set three fall line turns, then offset, and three more fall line turns. Keep an even corridor so the students ski a rhythm of 1, 2, 3, switch 1, 2, 3, and so on.

*Hour Glass:* Set offset turns that funnel into fall line turns and then back to offset turns. Watch the distance between gates so students can ski the rhythm changes without disturbing their momentum.

*Obstacle Course:* Use bamboo to set an obstacle course. Include rhythm turns, poles to jump over, poles to duck under and any other fun combinations. Create fun and versatility.

**LEVEL F**  
**Skill Chart**

<b>Ford Sayre Recreation Program</b> <b>Class # _____</b>	<b>Student's Name</b>					
1. Minimize skidding and more carving						
2. Short turns with pole plant and speed control on steeper terrain						
3. Short and long radius dynamic parallel turns						
4. Refine skiing skills in gates						
5. Ski on varied terrain						
6. Review of ski manners						
<b>Level for Next Year</b>						

Key: — Introduced to skill  
 + Uses skill occasionally  
 \* Uses skill often  
 ● Mastered the skill

Instructor's Name			
Home Phone		Work Phone	
E-mail			
Comments			

## **Appendix 1 – Skill Charts**

## LEVEL A - Skill Chart

Ford Sayre Alpine Recreation Program  Class # _____	Student's Name					
1. Putting on and taking off skis						
2. Walking, climb and maneuvering on skis						
3. Straight runs and gliding wedge						
4. Braking wedge and wedge stop						
5. Wedge turns						
6. Review of ski manners						
<b>Level for Next Year</b>						

Instructor's Name			
Home Phone		Work Phone	
E-mail			
Comments			

Key: — Introduced to skill  
 + Uses skill occasionally  
 \* Uses skill often  
 ● Mastered the skill

## LEVEL B - Skill Chart

Ford Sayre Alpine Recreation Program  Class # _____	Student's Name					
1. Riding the j-bar						
2. Riding the quad-chair						
3. Skiing safely together as a group						
4. Linked wedge turns						
5. Controlled wedge turns						
6. Speed control in wedge turns						
7. Linked wedge turns with a traverse						
8. Review of ski manners						
<b>Level for Next Year</b>						

Instructor's Name			
Home Phone		Work Phone	
E-mail			
Comments			

Key: — Introduced to skill  
 + Uses skill occasionally  
 \* Uses skill often  
 ● Mastered the skill

## LEVEL C - Skill Chart

<b>Ford Sayre Alpine Recreation Program</b>  <b>Class # _____</b>	<b>Student's Name</b>					
1. Skating on flats						
2. Skidding and the hockey stop						
3. Adapt and apply skills in a new environment						
4. Skidding to control turn shape and speed						
5. Linked turns with earlier matching						
6. Ski on varied terrain						
7. Review of ski manners						
<b>Level for Next Year</b>						

Instructor's Name			
Home Phone		Work Phone	
E-mail			
Comments			

Key: — Introduced to skill  
 + Uses skill occasionally  
 \* Uses skill often  
 ● Mastered the skill

## LEVEL D - Skill Chart

<b>Ford Sayre Alpine Recreation Program</b>  <b>Class # _____</b>	<b>Student's Name</b>					
1. Skating on flats with poles						
2. Skiing on the inside ski and outside ski						
3. Turn shape for speed control						
4. Easy bumps and un-groomed snow						
5. Parallel turns						
6. Ski on varied terrain						
7. Review of ski manners						
<b>Level for Next Year</b>						

Instructor's Name			
Home Phone		Work Phone	
E-mail			
Comments			

Key: — Introduced to skill  
 + Uses skill occasionally  
 \* Uses skill often  
 ● Mastered the skill

## LEVEL E - Skill Chart

Ford Sayre Alpine Recreation Program  Class # _____	Student's Name					
1. Pole swing and pole plant						
2. Wide parallel turns						
3. Short radius turns with speed control						
4. Ski on varied terrain						
5. Review of ski manners						
<b>Level for Next Year</b>						

Instructor's Name			
Home Phone		Work Phone	
E-mail			
Comments			

Key: — Introduced to skill  
 + Uses skill occasionally  
 \* Uses skill often  
 ● Mastered the skill



## LEVEL F - Skill Chart

<b>Ford Sayre Alpine Recreation Program</b>  <b>Class # _____</b>	<b>Student's Name</b>					
1. Minimize skidding and more carving						
2. Short turns with pole plant and speed control on steeper terrain						
3. Short and long radius dynamic parallel turns						
4. Refine skiing skills in gates						
5. Ski on varied terrain						
6. Review of ski manners						
<b>Level for Next Year</b>						

Instructor's Name			
Home Phone		Work Phone	
E-mail			
Comments			

Key: — Introduced to skill  
 + Uses skill occasionally  
 \* Uses skill often  
 ● Mastered the skill