THE CENTRAL LINE

THE OFFICIAL PUBLICATION OF THE PSIA-AASI CENTRAL DIVISION

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- Issue 1: January 11, 2013
- Issue 2: May 10, 2013
- Issue 3: July 12, 2013
- Issue 4: October 11, 2013

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PSIA-AASI CENTRAL DIVISION
Wow! The 2012-13 season is well under way. Through the early part of the season, the weather here in Northern Michigan has once again been a challenge. Fortunately, like everywhere else, we have become very good at making snow. I like to ski in warm sunshine as much as anyone but 50+ degrees on January 12 just doesn’t seem right! Don’t even get me started about all of the rain and lightning I’ve seen this winter.

When not traveling for education events this winter, I’ve had the opportunity to teach at Boyne Mountain. I always enjoy working with the public because it’s where I got my start and it continues to be one of the best ways for me to share my love of skiing with others. I’d have to say that the vast majority of the lessons I’ve taught this year are with students who range in age from 5 to 12 years old.

Most of us have likely developed and honed our skills as instructors by working with kids. As we progress in our careers, many of us tend to move over into adult privates. Some may become staff trainers and perhaps pursue a place on the Education Staff. Unfortunately, this does not leave much time for working with kids. This season I’ve been given the opportunity to experience and remember just how fun teaching kids can be!

One child in particular sticks out in my mind, an eight-year-old little boy. We had a two-hour private together one afternoon over the Christmas Holiday. While riding the lifts, he and I would talk about all kinds of things. Of course he asked what most kids ask, “Has anyone ever fallen off of here?” He also wanted to talk about Volkswagens as it turns out that he knows more about them than anyone I ever met. His favorite was the Volkswagen GTI and he hopes to own one someday. He even knew the name of the town in Germany where the Volkswagen headquarters is located! After 2 or 3 chairlift rides I had become “Volkswagened” out, so I decided to change the subject. I asked him if he had any pets. He said that he had a dog and a goldfish, and he hoped to get another pet soon. When I asked him what kind of pet he was going to get, he said he wanted a pheasant. That was a new one for me! We went on to explore the mountain and work on things to build his confidence. Near the end of the lesson, he stopped in the middle of a run and looked up at me and said, “Bill if I forget your name, can I just call you Charlie?” I looked at him with a big smile and said, “of course you can call me Charlie.”

If you haven’t had the chance to ski with kids lately, I would encourage you to do so. Their enthusiasm, energy and pure joy they get from being outside and having fun is something you shouldn’t miss. If you are looking for an event to take, consider one of the Children’s group offerings. You have no idea how much fun you are missing. To those of you who have chosen to focus your teaching careers on working with kids; my hat is off to you. You are special people and the future of our sport depends on you.

As I mentioned above, we are well into our season now and there are some important things to be aware of. This will be the first year that you will be able to cast your vote for your Section Representative on the Board of Directors electronically. The process is easy and should only take a couple of minutes to complete. You still will be able to print a voting form and send it into the office via the post office or by email. It’s important to note however, that you will not be able to fax in your vote. The deadline for submitting your vote is 3:00 p.m. EST on Sunday, March 31, 2013. Voting for your representative is an important part of being a certified member, and I hope you will take advantage of the opportunity.

Please keep in mind, if it’s been two or more years since your last education event you must attend an event in order to keep your certification current. If there are circumstances that prevent you from meeting this requirement, please contact the office as soon you can to request a waiver. If you know of someone who has been gone for a while but has been thinking about returning, the office can help get them started on the reinstatement process.

In closing, I hope that your season is going well and that you have the opportunity to work on your own skiing and riding. One of the best parts about being a member of this organization is there is always someone who is willing to help you improve as a teacher and as a skier or rider. As always, I want to thank you, the member, for making Central Division what it is today. ☃️
SNOWBOARD UPDATE

RIDE INTO CERTIFICATION

By David Seelbinder
Snowboard Administrator, PSIA-AASI Central

As we moved into the season, the snowboard staff (tech team members) had a great training session at Boyne Highlands in early December. We continued to work on our portfolios to help us align ourselves to a consistent outlook when conducting education and certification events.

As we are full swing into the season, we have nineteen Level 1 exams, five Level 2 exams and two Level 3 exams on the schedule. We have the Trainers College coming up in Section 1, 2, 3 and another in Section 4, 5, 6. The Level 1 is a great introduction into the certification process. The first day is a clinic setting, and the second day is the certification based on the information presented on day one. We will offer Level 2 and Level 3 exams for the best of the best out there! Remember Level 2 and Level 3 members have many opportunities to access discounts on many industry related products and discounted lift tickets at many areas! Now, go out there and have some fun and get some certification!

The membership embraced the new snowboard standards for the past two seasons with a smile, and we had some very positive results. We had passing rates that you can all be very proud of.

The premise of the certification standards is based upon the concepts of “levels of understanding,” which define stages of learning in degrees of understanding. We view certification as a measure of understanding, levels of certification represent stages of understanding. Candidates will be held to the knowledge and performance standards of the level at which they are testing as well as the criteria for all preceding levels. Remember the standards are on the website! Go there today and take a look.

We have had some great feedback from our video analysis course. It’s a great way to learn more about movement analysis, how to use it, how it applies and how you look on film! A big thanks to every member this last season for signing up by the deadlines to help us all schedule for the events!

ATTENTION LEVEL 3 AASI MEMBERS: WE NEED YOUR HELP! DO YOU HAVE A PASSION TO JOIN THE EDUCATION STAFF? FOR INFORMATION ABOUT JOINING THE TECH TEAM, CONTACT DAVID SEELBINDER AT DAVID.SEELBINDER@STRYKER.COM.
By John Keating
Education Vice President, PSIA-AASI Central

For those of us who grew up watching The Jetsons cartoons back in the 60s – and the generation who were introduced to the space-age animated sitcom during its second run in the 80s – there was a starry-eyed wonderment at what the future truly held for us. Set in the mid-21st century, The Jetsons were a familiar American suburban family and the cartoon boasted a bevy of technological marvels such as flying cars, robot vacuum cleaner, moving walkways, tanning beds, televiewer, jetpacks, talking alarm clocks, push-button desk job, automatic meals and video chat.

Videophone calls were commonplace in the Jetsons daily life, and now Apple’s Face Time, Skype, Join me, LogMein and WebEx are commonplace for us. These technologies provide us a variety of learning opportunities. You can do real time video sessions. Set up meeting; share your computer, iPhone or iPad screen and work through the video.

If The Jetsons were Snowsports Instructors, they probably would have carried this technology further into the future. Video would have been used to view and playback performances. They would have added voiceover so you could hear George Jetson’s interpretation of the skill set.

George, who was a computer programmer/engineer, would have added video capabilities to cellphones and the Internet. The ability to compare one video to another would have been an option. George would have likely created some kind of video library to view others sliding along. The Jetsons’ use of high tech capabilities was a part of everyday life and would have offered many great tools for snowsports instructors.

They would have showed the instructor shooting video via a cell phone or iPad, talking over the video, drawing some diagram reference points, even adding some comparison side-by-side images to view the differences. Then, they would have sent this video via cell phone to the student, as they are riding the chairlift.

If they had covered this, they would have been spot on. Because all of the technological advancements mentioned above are available today. (Please note: Macs are what I know, so the following will based off of Apple products).

**COACH’S EYE VIDEO APP**

Coach’s Eye lets you record a video of any sport or activity directly from your iOS or Android device. Import existing videos from coachseye.com, your device, video cameras, or other apps.

Immediately show your athletes what is happening by analyzing video in slow motion and calling out specific areas with lines and shapes. The Coach’s Eye will provide fine-tune slow motion review. On-the-spot analysis is great when your athletes are right there, but what if they are across the country? Coach’s Eye is great for in-person review or for sharing both original and analysis videos through email Facebook, server storage (like Dropbox) and or other social media formats. Videos can be viewed on mobile devices or computers.

Improvement doesn’t stop when practice does. Coach’s Eye makes it easy for coaches, athletes, and parents to share and review videos any-

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**EDUCATION REPORT**

**USING THE LATEST TECHNOLOGY IN SNOWSPORTS INSTRUCTION**

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EDUCATION REPORT

time, anywhere. Any Coach's Eye video shared to coachseye.com will have a handy little import button to allow coaches and athletes to bring videos into the app for easy review.

V1 ALL SPORTS

V1 is similar to Coaches Eye. It has the capability to be either a computer editing software or/and it can be an iPhone and iPad app. In the computer version you can import the video via your camera, edit it, draw diagrams, add voice over and share with the individuals that you filmed. You can set up their own personal locker, store video and more. You can also do this via the iPhone and iPad apps.

Dartfish has all-in-one recording, playback options and make still shots. You can also manage your Library, add video annotations, watch full screen and then share video via Dartfish. With Dartfish EasyTag, notational analysis comes to iOS. Start the timer at the beginning of the game then a fully customizable tagging panel is used to time-stamp the key performance indicators of your sport and display instant statistics of their frequencies. EasyTag creates a .csv file which can be further analyzed by spreadsheet.

SHARING VIDEO

There are also internet alternative ways to share your video and use as an instructional tool. Sprongo is a video server whereby you can post video and invite others to the site. It allows you to easily control the playback of your video clips, and other reference clips that we will post. This system allows for stop/start motion control, and for slow motion and frame-by-frame control. You can also do video overlay with video, draw diagrams and add notes. Sprongo's approach is video analysis

- Decrease the coach's work to an absolute minimum.
- Give athletes 24/7 access to their videos.
- Get athletes excited about watching their videos.
- Give them easy to use, value adding video analysis features.
- Encourage them to think for themselves and come to the coach with questions.

Sprongo is a great solution because you can control who has access to the video. The administrator of the site would need to send you an invite. You could use Sprongo as a training tool for your school's training and/or you could use it as part of your lesson packages.

Kinovea is comparable to Sprongo, but is a PC based version video player for all sport enthusiasts. Kinovea is a video analysis software dedicated to sport. It targets primarily the coaches, athletes and medical professionals. It can also be useful in ergonomics and animation study. Slow down, study and comment the technique of your athletes or of yourself. It is 100% free and open source. Kinovea is compatible with Windows XP, Windows Vista and Windows 7. Kinovea teams up with Casio, Chronojump and Longomatch in the Sport Analysis Pack with the new CASIO high speed camera ZR1000.

There are also ways to share video using YouTube or Vimeo. YouTube and Vimeo are a great way to share video via social network; they are also great ways to share video that you have edited out of your video editing programs. The primary difference is that YouTube is a popular search engine for people looking video. The opportunity for others to stumble upon your video is pretty high.

With Vimeo, you have more control over which you want to vide the video. iMovies has an iPhone and iPad app for video editing. You can then share this video via YouTube, Facebook, and Vimeo or send project to iTunes.

Final Cut Pro is one example of Professional Video Editing Software. Like iTunes creating DVDs is one of the many options as a wide variety of video formats are available.

MOVEMENT MATRIX

So, now you're asking where you can view video of demonstrations and examples of skiing different tasks, maneuvers and sliding in a variety of snow conditions. Well this is the PSIA/AASI Matrix comes into play.

Skiing and snowboarding are visual—the movements, the action, plus the smiles. With more than 300 videos with voiceover, the Movement Matrix is a unique online resource that captures visual examples of skillful skiing and riding—covering alpine, cross country, snowboard, adaptive, and telemark disciplines. And, as an expanding resource, new videos are added on an ongoing basis.

Covering the Skills Concept, situational skiing and snowboarding, and drills, the Movement Matrix is a one-stop shop for skiing and riding
improvement and snowsports teaching endeavors, be they personal or professional. This dynamic tool is designed to provide something for everyone and is proving to be an indispensable supplement to other PSIA and AASI training. And best of all, through the generosity of an anonymous grant to the PSIA-AASI Education Foundation, all members now have FREE access to the Movement Matrix.

**CAMERA TECHNOLOGY**

There are all kinds of Video Cameras available. Here are a some examples ones that allow you connect with various technologies and social media outlets. Note: be sure to do your homework prior to purchasing a camera. The technology is changing fast and it gets better every day. If your looking for cameras that give you the ability to share video via social network here are some examples:

- Go Pro Cameras with iPhone App
- Contour Camera with iPhone App

The results are stunning as the video is incredibly sharp for both cameras. Both cameras are great for shooting action video like skiing and snowboarding. The Go Pro can be mounted on helmets or used with a chest mount. The Contour mounts to your helmet on the top or side.

If you’re looking for a way to shoot video while skiing/riding one of these options are ones to consider. They both have apps that go along with them. Be sure to do your research before purchasing. There are differences and both have pros and cons.

Canon’s new VIXIA Camcorders offer improved image quality and innovative wireless streaming and remote control features. The R40 and R42 add an interesting twist, however, with WiFi and compatibility with Canon’s new CameraAccess app, which brings streaming and remote control features.

If you’re looking for a camcorder and want to have smooth slow-motion playback so your subjects can clearly see their movements in both real-time and slow-motion, look for equipment that offers full 1080 HD resolution at 60p. To explain the numbers, the 60 represents the framerate and the “p” represents the progressive capture mode. A framerate of 60 means the camera is capturing 60 individual frames per second. In progressive mode, the camera captures the entire frame at once. Whereas, 60i stands for Interlaced mode in which the camera captures two half-frames and puts them together with the software in the camera. The 1080 60p recording offers smooth and crisp playback of video in real time, which is 30 frames per second, and in slow motion so your subjects can clearly see the movements they are making. Canon, Panasonic and Sony all offer HD Camcorders with this 1080 60p recording capability. In some cases (like using a Sony Camera on a Macintosh Computer) the files will have to be converted from .mts files to .mov files for viewing, editing and uploading. The conversion software is easy to use and it’s just a couple of clicks to make the conversions.

**DO YOU HAVE A VIDEO PORTFOLIO?**

Do you keeping track of your own personal portfolio? If so, today’s technology makes it easy for you to set up your own personal video portfolio. After doing this for an extended period of time you could view your own progress. Learning how to do your own personal assessment of your skiing will improve your understanding of your own movements and skill application.

If the Jetsons were still on today it would be neat to see what’s coming down the road. Would they have programmable ski/boards whereby we could adjust the base on the snow conditions and type of terrain? Equipment that will slide across grass, dirt and rocks? Elimination of chairlifts whereby we could get beamed up to the top of the hill? I guess that might be Star Trek.

New technology is coming so stay informed and look to the future. 🚀
ON A WARM AND SUNNY FEBRUARY MORNING, LAST YEAR, TWO FIVE-YEAR-OLD SISTERS CAME TO PINE KNOB SKI AND SNOWBOARD RESORT IN SOUTHEASTERN MICHIGAN. THEIR GOAL WAS TO LEARN TO SKI ON THE BEGINNER HILLS AND RIDE THE SKI LIFTS. I WAS PRIVILEGED TO BE THEIR ASSIGNED INSTRUCTOR FOR A TWO HOUR, SEMI-PRIVATE LESSON.

I met the girls and their large “support team” (two parents and four grandparents) at the ski school desk. I spoke with the parents in order to make an assessment of the expected goal for the lesson. The parents, both veteran skiers, said that they wanted their children to learn sufficient skills to be capable of skiing green circle (beginner) hills with them. Shortly thereafter, we began to make our way towards the beginner area.

I also talked with the girls to ascertain their respective athletic abilities and expectations about learning to ski. They told me that they enjoyed gymnastics and ice skating. This was important information which would be helpful in formulating a lesson plan. From my teaching experience, I knew that athletic children often progress quite quickly in skiing through the transfer of previously learned balancing and rotary
movement skills. The girls further advised me that they were excited about learning to ski.

I told the group my motto of practicing safety on the hill while having fun and learning, an important part of any ski lesson. This basically meant that we would follow the intent of “Your Responsibility Code,” but also watch carefully to avoid being struck by out-of-control skiers or snowboarders who might not be so observant of the Code.

The PSIA/AASI Children’s Instruction Manual outlines recommended ski instructor behavior throughout a lesson (see The Teaching Cycle, Diagram 1). The seven specific parts of a ski lesson include how the instructor:

- Introduces the lesson and develops trust
- Assesses students and their movements,
- Helps determine goals and plans experiences,
- Presents and shares information,
- Guides practice,
- Checks for understanding, and
- Debriefs the learning experience.

Before we reached the beginner’s area, I said to the girls “let’s learn to ski by playing some games.” While talking, I also observed that the girls showed confidence and good balancing skills even though they were walking in ski boots on snow for the first time. I sought to develop trust by politely answering their questions in a warm, friendly manner and by showing a smiling face while making eye contact. At the beginner area, the parents and grandparents remained close nearby watching carefully. I quickly realized that the adults were thrilled to watch the girls take their first ski lesson. Ordinarily, I would politely ask any nearby parents to make their goodbyes and move out of sight of their children to avoid any distractions. On this day, however, I relied upon my experience and instinct which told me to try something experimental.

Veteran children’s instructors have learned that playing is what young children do best. Playing and practicing is also an essential part of the learning process for children. Where better to take five-year-olds than a snow-covered play area!

THE PLAY AREA

Pine Knob has a small area located on flat terrain, near two Wonder Carpet lifts, which is intended for use by young children. It contains some rectangular blocks, two gold and blue arches, an elephant, and a small mouse. The “golden arches” are attached to the snow so that children can walk or slide through them (See photograph of play area). The other plastic covered, foam-filled objects can be climbed upon, bumped into or moved into interesting arrangements by playful children. The girls’ excitement immediately increased when I pointed to the play area and told them that we were going on an adventure to play land. We entered the play area as a group. At that time, the adults brought out video cameras, clearly determined to make this a “Warren Miller Movie Extravaganza.”

The PSIA/AASI Children’s Instruction Manual not only recommends that we use games while teaching children, but that we also “create a fun, open, friendly and supportive learning environment.” I incorporated the use of the play area into my teaching progression in an attempt to create such an environment. I also felt that if we interacted with the play area objects during the lesson, this would help me relate to the students and maintain their attention (young children often have a short attention span).

We began our play adventure by moving the four blocks into a serpentine shape and then walking around them. Next, we re-arranged the blocks and made a game where we “circled the wagons” in each direction. These and other playtime walking activities caused the girls to turn their booted feet (femurs turning within the hip joints) in basic boot-work-training. We also practiced lateral (balancing) movements by side stepping. We balanced on one boot and then the other. Next, we hopped in our boots “like rabbits.” The girls learned how to stand in an athletic, forward-stance type body position through visualization.
(showing them), auditory (explaining to them) and kinesthetic (letting them feel the sensation of pressure between their shins and the tongue of both boots) methods. We had fun by calling out the word “French Fries” while moving our ski boots into a matched position. Similarly, we said the word “Pizza Pie” as we stepped or slid our boots into a wedge stance.

We continued the learning progression by putting on one ski. Our next game involved doing “scooter turns” (for balance and ankle flex) by sliding on one ski while pushing off with a ski boot. During these maneuvers, the two girls slowly followed me around the play area like baby ducks following their daddy duck. I slid toward one of the golden arches with the two girls trailing immediately behind. Reaching one arch, I deliberately bumped into it softly, and quacked loudly (for levity), causing the girls to giggle. I continued by saying “duck, duck, goose,” and ducked my head while sliding forward through the arch. As the girls, in turn, reached the arch they similarly uttered the same phrase and slid on through, developing their respective forward-movement-sliding-skills.

Next, I picked up the mouse and handed it to one of the girls. Going into story-telling-mode, I advised her that the mouse liked to slide through his mouse hole (the arch). I waited to see what the reaction would be while considering my statement. Then, she smiled and slid the mouse ahead of her through the arch. Her sister also took her turn in this game.

I also introduced both girls to the elephant. I explained that the mouse and elephant were friends and often played together. I expected one of the girls to respond with a Drew Barrymore type comment—using the phrase “give me a break!” These girls, however, were clearly enjoying this fantasy portion of our game, since they nodded their heads, accepting my statement as gospel. I placed the mouse on the elephant’s head/trunk, and demonstrated how the mouse could slide down the trunk to the ground and through the arch. Each girl began taking turns giving the mouse a ride down the elephant’s trunk. Sometimes the mouse tumbled down the trunk and fell over (with “oh-no” sound effects from me), further amusing the girls. By this time the parents and grandparents (who had especially loved the mouse/elephant activities) were nearly falling over with laughter. At their request, we adjourned for a few minutes for family photographs with the girls holding onto the mouse, and sitting on top of the elephant. After giving the girls a few sips of water, the family members left us to observe from inside the ski lodge.

We continued the lesson by putting on our second ski. We practiced several balancing and rotary movement exercises while moving about the flat terrain. Some of our practice drills involved alternately lifting up one ski and then the other, marching on our skis like tin soldiers and sliding around the play objects. We continued the teaching progression by working on a functional stance exercise which involved standing tall like an elephant and low like a mouse. We also tried statically rocking back and forth on our skis like we were on a “rocking horse,” to feel weight shift from our heels-to our arches-and then to the balls of our feet. We agreed that we felt most comfortable with a weight-forward athletic stance.

We played another game entitled “squashing the grapes,” where I handed each girl two imaginary grapes. I showed them how to place a grape between their shin and the tongue of each ski boot. We had fun making grape juice by flexing our ankles. Next, we practiced statically moving between French Fries and slice of Pizza Pie positions on skis (by hopping the tails outward and inward). Another game involved spreading imaginary peanut butter and grape jelly on the snow with the tails of our skis. We progressed to making a straight run on a gentle slope. This was followed by practicing a narrow stance gliding wedge, wedge change-ups and then a wedge turn in each direction to a stop. Through these “stepping stone,” exercises both girls gained proficiency in their respective balancing and rotary movement skills. We also side stepped on a slight incline using the edges of our skis to develop our basic edging skills. By that time, we were ready to ride a Wonder Carpet lift which allowed us to access a longer run on slightly steeper terrain.

While on the beginner hills the girls practiced making many round-shape wedge turns through the use of garland exercises. I also climbed up the hill and skied slightly past them so that they could observe my forward stance body position and narrow stance wedge turns from a different perspective. The girls were good watchers and doers. They soon began linking their own medium radius wedge turns.
time, we went inside the ski lodge for a water and rest break. Upon returning to the ski slopes we again practiced our forward stance position—with hands, arms and elbows ahead of the body (imagine holding a cafeteria tray). Next, I pulled out a dozen blue, hand-sized plastic snowflakes from my ski jacket pocket. I arranged the snowflakes in a slalom gate pattern on the hill to encourage the girls to turn on command. They particularly enjoyed this drill as they pretended to be racers trying to win a gold medal.

Although some of the plastic snowflakes making up the slalom course did not survive this exercise, the girls did develop “S” shaped turns which gave them the security of being able to maintain a constant speed with fairly good control. This also led to a strong sense of accomplishment. I guided their practice with praise and encouragement. We played other interesting games including “red light, green light,” (for practicing how to stop) and “traffic cop” (where the instructor points to one side or the other causing the students to turn in that direction). We concluded the lesson with a lot of “follow the leader” runs where the drill involved a mixture of large, medium and short radius wedge turns.

There was constant movement within our class and insufficient time for boredom to develop. Also, the comfortable weather, and soft snow, fostered a favorable learning climate. By the time the ski lesson ended the girls were both independent in skiing on the beginner hills and in using the ski lifts. Following the lesson, I had the opportunity to summarize the girls’ progress with their family members. I also reviewed the games and exercises which we had enjoyed and encouraged additional practice after the lesson.

CONCLUSION

In this instance, the play area at a ski resort was a friendly and supportive learning environment for two five-year-old girls. Both adventure-based and command teaching styles were utilized to make the class interesting and keep the class moving. When our group played and laughed together a successful student-instructor interactive relationship was established. This helped to install a positive mental attitude toward learning in the children. Further, the playtime games involving the blocks, arches, mouse, and elephant, and the boot/ski drills helped the girls learn important movement skills. The children also enjoyed the use of images and fantasy: Riding on the Wonder Carpet lifts, and then skiing on the longer beginner hills played an important part in giving the girls an opportunity to practice their skiing maneuvers through repetition. This led to their success in making round-shaped linked wedge turns of various sizes. The girls became confident skiers having met their respective goals that day.

GARY M. EVANS, PSIA ALPINE LEVEL 3; CHILDREN’S TRAINER CREDENTIAL; A DIRECTOR AT BLIZZARD SKI AND SNOWBOARD SCHOOL; AND SKI INSTRUCTOR, PINE KNOB SKI & SNOWBOARD SCHOOL.

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• CHILDREN’S DEVELOPMENT-ATS (1994)
• CAPTAIN ZEMBOS SKI TEACHING GUIDE FOR KIDS (1983)
• PSIA-NW GUIDE FOR TEACHING CHILDREN TO SKI (UNDATED)
Blame it on what you may, however, the fact that we are going thru a climatic change is unarguable. The evening of January 11th I headed out to the back yard with left over greens for Marge and Debbie our laying hens. When I got to the coop door I was surprised to see a swarm of mosquitoes that had formed outside their coop, a sight I had never seen before.

On the morning of Jan 12th I headed out for Hickory Hills and the temps were already hovering 50. Amazingly enough, our little city operated hill had survived through the night. Once more we had seen legendary temps and once more “The Hick” survived. A local legend that has also survived is the legend of the Dog Man. Folks around these parts have reported sightings of a seven foot tall dog that walks like a man for over a century and the weird weather that has taken place lately only adds fuel to the fire.

After a few runs, I decided to grab a pair of loppers and take advantage of the thaw, heading into the wooded Northern ridges that boarder the property. As I hiked down the ridge line I noticed an opening heading down into a valley just perfect for what I had in mind.

Of late, there has been a trend for areas to open up glades to riders. Examples of this in Northern Michigan would be Nubs Nob, Schuss, Crystal and the King of glade skiing Mt. Bohemia. Glades open up areas to traditional type skiing (riding). They offer areas a chance to show case their natural beauty, they tend hold snow late into the season and open up a world of exploration for all that enter. While most areas direct their glade skiing down the fall line Mt. Bohemia invites riders to enter in all directions. Many paths send riders traversing across the hill before descending with several options. Keeping Mt. Bohemia in mind I started with a few simple guide lines and a very simple plan.

GUIDELINES
1. Check with area management.
2. Safety is paramount.
3. Always make sure you know where you will end up.
4. Thinking “exploration” more than “challenge” gives the trail an old school natural feel.
5. Work around critter dens, one could be the Dog Man’s. Respect their space.

PLAN
1. Make trails wide enough where a person on skinny skis could stop if needed.
2. Use as much hill as possible by incorporating traverses.
3. Don’t be afraid to send riders uphill, however, allow for speed before the accent.
4. After a decent allow a bail out zone; always be looking ahead when cutting the trail.
5. Think before piling up brush; is it in a bailout zone or possible alternate route zone?
6. Mark the trail with tape so you can remember where it is at when the big snows hit.
7. Keep cutting to a minimal. Saplings over an inch and a half diameter should be left.
8. Leave the small stumps, roots and leaves; they help prevent erosion.
9. Let the trail lead to options rather than force the issue to the exit. This adds to the exploration feel of the trail.
10. Work on one trail at a time, the woods can be overwhelming if you take on too much.
11. Always think safety.

TOOLS
1. Loppers instead of a chain saw. Carbon foot print aside, loppers give you a work out and chainsaws wake the Dog Man.
2. Survey Tape to mark the trail.
3. Water and a snack.

The latest legendary warm spell left us with a lot less snow to ride on; however, it did allow a chance to clear out a path for riders to explore. As the wind blew high above the beech and maple forest on the northern ridges of Hickory Hills I selected my path towards the valley below. Along the way I could see where something massive had torn into old downed trees exposing a variety of insects. I kept my head on a swivel as I worked towards the bottom always on the watch for the peering eyes of the Dog Man. Soon the snow will come back and the woods will open its doors to riders and, as legend has it, the Dog Man will move away from the ridges that surround Hickory Hills and into town, most likely around chicken coops. Enjoy the woods and keep your head on a swivel.
Teaching skiers the “how to” of terrain park moves is an exciting and growing area of interest at PSIA. More skiers are inquiring about terrain park lessons and more instructors are being asked to teach terrain park lessons. Several articles have appeared in the profession’s magazines (Pro Skier, 32 Degrees) discussing basic moves and progressions related to terrain park ski instruction. As in other teaching progressions, the tenet is to start out with the basics, and terrain park ski instruction is no exception. Prior to taking your class over to a practice feature, some basic beginning moves introduced at this time can be very helpful to students as they progress through the terrain park curriculum. The following introductory moves are fun and make a great lesson sequence for your beginning park rats. It should be noted that the progression presented is one way to introduce your skiers to terrain park moves and is not exclusionary.

**SKIING SWITCH (SKIING BACKWARDS)**

A very important maneuver is the ability to ski backwards, or switch. Many skiing tricks on a fun box entail a 180 on with the skier exiting the feature switch. Rotary aerial tricks in the half pipe often require takeoff switch or landings switch. Some more advanced tricks involve approaching the feature in a switch skiing position, skiing up the ramp and spinning from switch skiing to regular skiing.

Photo set 1 depicts a switch skier performing basic parallel turns switch. In Figure 1a the skier is looking in the direction of travel, a basic tenet in switch skiing. Skis are scissored, allowing the hips to rotate, making rearward viewing much easier. Photos 1b and 1c show the control and completion phases of the turn. In Photo 1d the next turn is initiated with center of mass movement in the direction of the new turn and simultaneous rotation of the head nearly 360 degrees in order to look in the direction of the travel. The scissor position is reversed to aid in looking in the direction of travel (Photos 1e and 1f). Pole baskets are kept higher than when skiing regular since pole engagement in the snow may cause loss of balance when skiing switch.

Some skiers (Photo2) have sufficient flexibility to rotate the head in the direction of travel without scissoring the skis. This is fine for elementary moves over a feature but when radical rotation is required (360 on), having a slight edge at takeoff (Photo 1b) makes a great platform for the pre-wind and resulting rotation.

**PRELUDE TO THE PARK**

By Chuck Roberts

Teaching skiers the “how to” of terrain park moves is an exciting and growing area of interest at PSIA. More skiers are inquiring about terrain park lessons and more instructors are being asked to teach terrain park lessons. Several articles have appeared in the profession’s magazines (Pro Skier, 32 Degrees) discussing basic moves and progressions related to terrain park ski instruction. As in other teaching progressions, the tenet is to start out with the basics, and terrain park ski instruction is no exception. Prior to taking your class over to a practice feature, some basic beginning moves introduced at this time can be very helpful to students as they progress through the terrain park curriculum. The following introductory moves are fun and make a great lesson sequence for your beginning park rats. It should be noted that the progression presented is one way to introduce your skiers to terrain park moves and is not exclusionary.

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Some skiers (Photo2) have sufficient flexibility to rotate the head in the direction of travel without scissoring the skis. This is fine for elementary moves over a feature but when radical rotation is required (360 on), having a slight edge at takeoff (Photo 1b) makes a great platform for the pre-wind and resulting rotation.
Photo 3 shows a student trying switch skiing for the first time. The reverse wedge often develops out of caution as a result of being out of one’s comfort zone. The wedge will tend to disappear as more confidence is realized. Ski pole baskets could be a little higher to avoid engagement in the snow. It should be noted that twin tip skis are not necessarily required for this basic progression. However, when performing rotary moves onto a feature, twin tips are highly recommended, along with helmets. The student in Figure 4 is performing relatively well with the exception of not looking in the direction of travel. Looking in the direction of travel cannot be over emphasized.

**SURFACE SPINS**

The 360 degree surface spin is a great exercise to prepare your beginning terrain park students for more advance rotary moves. It is relatively easy to master, and your students will be delighted to perform a cool trick in a proficient manner. Photo set 5 shows the surface spin 360. From the parallel position (Photo 5a) initiate a turn uphill, keeping more weight on the outside ski (Photo 5b)

Continue rotating with weight on the outside ski (Photo 5c) until the switch skiing position is reached (Photo 5d).
Then shift the weight to the new outside ski (Photo 5c) and continue rotating to the parallel skiing position (Photo 5f).

Skis should be parallel and relatively flat for this maneuver.

A typical difficulty encountered by students is depicted in Photo 6: engagement of an edge in the snow during the spin. This can occur from not shifting the weight to the new outside ski when reaching the switch position or not keeping the skis relatively flat. Excessive wide track stance also leads to edge engagement in the snow when skis are wider than shoulder width. Staticky position your students to determine if their basic stance allows flat skis. It should be noted that these elementary tricks often expose flaws in basic skiing, which will require correction during your lesson.

A great exercise to correct this is to practice the 360 with the skier’s weight totally applied to the outside ski as shown in Photoset 7. From the parallel regular skiing position (Photo 7a), the student places all the weight on the outside ski, lifting the inside ski (Photos 7b and 7c). When reaching the switch position, weight is transferred from the old outside ski to the new outside ski (Photos 7d, 7e, 7f and 7g). Totally weighting one ski and lifting the other makes the 360 easier, reducing the possibility of edge engagement. After several practice runs, both skis can be brought back on the snow surface, having solved the problem of edge engagement.

THE JUMP TO SWITCH

A fun trick to perform is jumping to the switch skiing position rather than spinning 180 degrees on the snow surface. This gives the student a chance to experience pre-wind and unwind, basic ingredients in more advanced aerial moves. Photoset 8 depicts the jump to switch. From the parallel regular skiing position, flex knees and ankles and rotate the upper body in the direction of intended rotation (pre-wind, Photos 8a and 8b). Extend the knees and ankles to release the stored rotational energy from the pre-wind and get air (Photo 8c). During the hop, the skis
should be rotating to the switch skiing position with the upper body aiding this by counter rotating. Land skiing switch (Photo 8d), looking in the direction of travel.

Photo 9 shows a student performing a relatively good try at the jump to switch. Typically, insufficient pre-wind and counter rotation results in a jump 90 rather than the jump to switch (180 degrees). Practice statically pre-winding and then jumping to assure that your students can generate the angular momentum necessary for the 180 rotation in the air.

**PIVOT SLIP EXERCISES**

The classical pivot slip with a hop is a great exercise for practicing mounting of terrain park features. Photo set 10 depicts the maneuver. Photo 10a shows the skier in the parallel skiing position. Figure 10b shows flexion of knees and ankles in preparation for the hop. Figure 10c shows the pre-wind prior to extension. Figure 10d shows air slightly after extension and the lower body rotating 90 degrees with the upper body counter rotating. Photo 10e shows the landing on flat skis with the skis rotated 90 degrees.

The skier in Figure 11 has attempted a first hop pivot slip. Notice that the skis are not perpendicular to the direction of travel, which is facing in the direction of the camera. Practice statically pre-winding and jumping 90 degrees (or 180 degrees to over-emphasize the pre-wind.) Also indicate that equal weight distribution and flat skis (which are lacking in Figure 11) will be necessary for learning how to ride rails and boxes in the future.

When performing the previously discussed maneuvers, a comment on pole positions is warranted. Pole and hand positions should be relaxed, comfortable and ready to react. When skiing switch, poles should be positioned such that the pole tips do not engage in the snow. One can ski regular and allow the pole baskets to drag in the snow, but don’t try this when skiing switch.

**RECAP**

- Introduce switch skiing and switch skiing turns to prepare for the terrain park and more advanced moves.
- Practice surface 360’s to get students familiar with whole body rotation.
- Try jumping 180 degrees from normal skiing to switch skiing to practice pre-winds, unwinds and small airs.
- Practice hop pivot slips to get used to takeoffs when mounting features (rails or boxes).

This beginning terrain park teaching sequence yields a fun lesson for your aspiring terrain park skiers. It is helpful to develop basic terrain park skiing skills on snow without terrain park features to facilitate learning at the more advanced levels in the park. Conversations with many advanced terrain park skiers suggest that may of them have learned their craft by trial and error. This teaching progression of basic moves to learn outside the park reduces the error factor and increases the probability of success.

**CHUCK ROBERTS HAS TAUGHT ALPINE SKIING SINCE 1970 AND SNOWBOARDING SINCE 1987. HE IS A PSIA-CERTIFIED LEVEL 3 ALPINE AND AASI-CERTIFIED LEVEL 2 SNOWBOARD INSTRUCTOR AT WISCONSIN'S WILMOT MOUNTAIN.**
ROBERT (BOB) JACOBSON

JANUARY 12, 2013

ROBERT (BOB) JACOBSON PASSED AWAY PEACEFULLY ON JANUARY 12, 2013, AT HOME IN TRAVERSE CITY, MICHIGAN. HE WAS A MEMBER OF PSIA FOR OVER 55 YEARS.

HIS FIRST TEACHING POSITION WAS WITH ALF ENGEN, AT ALTA, UTAH; THEN VAIL; AND FINALLY AT PURGATORY SKI RESORT. BOB WAS AN EXAMINER FOR THE THE ROCKY MOUNTAIN DIVISION, FOR MANY YEARS.

BOB STOPPED TEACHING AT THE AGE OF 80, AND SKIED HIS LAST PERFECT TURN AT 82. HE IS FOREVER SKIING BOTTOMLESS POWDER!
ALPINE SECTION 1 NOMINEE

PEGGY ERICKSON
My interest in skiing started at age 9 at Little Swiss Valley in Wisconsin. But after I walked through the doors of Hyland in Bloomington, Minnesota, 11 years ago, and was hired as a Ski Instructor, my infatuation turned much deeper. I got hooked on sharing my passion and mentoring my students. I dove into the technical side of instructing, which led me to PSIA Central, of which I am a proud member.

I love clinics and am always in search of the perfect turns. I stay current on the technical and educational sides of PSIA, so I can better serve the industry. But the biggest bonus of being part of the Industry is the ski family that has developed at my area and through Central. Because of this bond, I would like to give back to my ski family and represent them as a PSIA Central Division Board Member.

Currently, I am a Level 2 Alpine Instructor. I’m on Education staff at Hyland, training instructors for Level 1 and our Accreditation program. I’m a Program Supervisor and teach Women’s Ski classes. I also work on the administrative side at Hyland, helping manage 35,000 annual lessons and 350 instructors. I feel my diverse roles at Hyland have prepared me for the responsibility of being a PSIA-C Board member.

If elected, I’ll look after the Central Division Board and other members as family and listen. I’ll strive to maintain the high standards of PSIA-C. I’ll work with the Board on common issues of members, and help strengthen the organization. It would be an honor to serve and I’d appreciate your support.

ALPINE SECTION 2 NOMINEE

RON KLEMENT
I am asking for your support to continue to serve as your Section 2 representative. When I was first elected to the Board, I felt that we (the members) weren’t being heard. I attended many events and listened to members and Ed Staff alike. The feedback is priceless. If your latest perspective on what you need from us. Don’t be shy in voicing your concerns, your PSIA rep is here to help you succeed.

Moving forward we need to keep attracting new instructors and membership strong. We need to quench the younger instructors’ thirst for freestyle/slope style events. We have approved the discipline administrators to attend events in other regions to share ideas and keep up with the latest trends. Oh, by the way, several Central Division initiatives were very well received by other divisions. I am the current Financial VP. I have also been attending other industry functions, (i.e. Midwest Ski Area Association conference, movie events) spreading the PSIA /AASI name. Experience:

- In the ski industry since 1983
- Instructor since 1990
- Alpine Level 3
- Accredited trainer
- Technical Director The Rock & Snowstar of Milwaukee
- Technical Director: Snowstar Snowsports School
- Race Coach

With your vote I would like to keep PSIA Central a progressive division moving in the right direction.

SHERRY MCCABE
The knowledge, passion and friendships I have gained from 24 years of ski teaching experience allow me to bring a well rounded perspective to the Board. My long association with many of our instructor members, trainers and the Ed Staff uniquely qualifies me to represent the needs and desires of the PSIA-C membership.

Skiing has given me many unique shared and personal experiences including a PSIA-C Ed Staff member since 1994, multiple National Academies, race camps, participant in Inter-Divisional Examiner Exchange, running Certification training camps, coaching high school ski racers, being an Instructor and trainer at Sunburst Ski area for over 20 years, the training and certifying the first instructors at Mount Bottineau Winter Park, and the honor to be involved in their Annie’s House project. (visit www.skibwp.com).

As the representative board member for the Section 2, my goal would be to ensure that all members would have a voice on the Board. Our organization faces the challenge of our current economic times. We need to adapt our educational offerings to provide value to both a maturing and more experienced existing membership while still inviting new members and providing educational pathways to support their growth.
DOUG CARTER

This year wraps up my first term on your Board. Thank you Section 3 for allowing me to serve.

If we met during my first term, odds are it was at a PSIA event. Counting the National Academy, I logged 17 days at our events in 2011-12 and am on track for similar participation in 2012-13. But whether we get to meet in person or just speak by phone, your ideas and suggestions need to be heard. I am here to listen – and when appropriate, to act.

If we’ve already met, you’ve probably learned that I teach and am a trainer at Snow Creek near Kansas City, Missouri. I serve as our Division’s Executive Vice President and chair three of our committees (Governance, Long Term Planning and Elections). I’ve also practiced law for 30 years and manage my own law firm. My professional background has helped the Division tackle many challenges during the past two years, including major revisions to our Articles of Incorporation, Bylaws and Policies and Procedures. We’ve also worked hard to address a number of thorny administrative issues.

But much remains to be done. I look forward to working hard for another two years. Stay tuned! An exciting future awaits us.

JOHN DUVAL

My name is John Duval and I am running for PSIA-C Board of Director seat for Alpine Section 5. I have a passion for the snow sport industry and have skied my whole life. I am a PSIA Level 3, Children’s Specialist Trainer, Train the Trainer Accredited and am currently training for the Education Staff. I have been affiliated with PSIA since 1994. I am a member in good standing with PSIA. As your representative I would like the opportunity to have a seat on the Board so that I can express your views and opinions, and also represent your views and opinions. On how to address changes to fellow Board members on your behalf. I am not going to promise you that I will be able change everything, yet hopefully once I am on the Board, the members’ voices will be heard. That is most important as our Division should be member driven.

As a U.S. Army Veteran and owner of my own business, I am very familiar with customer service, politics and how to run an organization. Therefore; I would like this opportunity to serve as your Section 5 Alpine Board Representative. Some issues I will look into if elected:
- Schedule and make section membership meetings available for better communication with members.
- Contact all section members who have withdrawn from PSIA-C to explore discontent in our policies, and what we can do to change this.
- Address members concerns from our ongoing surveys.
- Create useful survey questions that members can associate to.

ALPINE SECTION 5 NOMINEES

LOU PORTER

Within the last several years, the Board has endeavored to foster greater transparency, improve education content and consistency, make event information easier to access, improve communications to members and enhance the resources that are available to members. I want to continue and strengthen those efforts. Further consolidation of these improvements and closer coordination between portfolios, course content and examinations can and should be achieved.

In addition I want to make education of our members through means outside of paid education events a higher priority of the Central Division. Greater use of web based educational tools clearly tied into the portfolio curriculum would not only make it less expensive for our members but easier and more convenient for our members to learn and master critical information. Developing solid on-line educational resources would enhance the value PSIA-C gives its members with relatively little in costs. Our members are professional and they want to continue to learn and are passionate about our sport. We desperately need to fulfill their needs. Our members deserve that.

My views on these issues have been informed by my experience as a staff trainer at Mt. Brighton in both on hill and dryland clinics. My skiing experience began over 59 years ago. I have worked at Mt. Brighton since 1997 and I am certified at Alpine Level 3, a Children’s Specialist 2, and am Alpine Trainer Accredited.
ALPINE SECTION 6 NOMINEE

SONJA ROM

I am a Level 3 Alpine Instructor and a retired Examiner and am currently involved in the Children’s Program at my home area of Perfect North Slopes in Indiana. I have been teaching skiing since the age of 15 and have always enjoyed being a part of the organization. I am returning to the Board of Directors and am so excited to do my best for all the members in Section 6!

ALPINE SECTION 4 NOMINEE

KRIS AGNEW

I will be running for the final two years of a six-year term. Over the last four years, I have had the privilege to serve the members in the following capacities: Two years as education vice president and currently, as Alpine Administrator. Over these years, I have been able to bring programs and changes to the membership. My 30+ years of experience in the organization is a leveling force, as well as bringing that much needed consistency to the Board. I look forward to representing you again this term and have enjoyed your past support over the years. When you see me on the slopes, stop by and say hey!

ADAPTIVE NOMINEE

TERRI HENDERSON

First of all, I would like to thank the membership for the opportunity to be your voice on our current Board of Directors! I have visited with many of you and have appreciated your input to YOUR association! I am seeking re-election to continue as the Adaptive representation to the Central Division Board of Directors.

For the past two years, I have been elected by the Board as the Administrative Vice President. The two major responsibilities I have had in this role have been the editor of the Central Line and the liaison between the Board and our business office. Our newsletter is now being referred to as a “magazine” which is a direct reflection on our publications director and graphic designer. They are a great team to work with! We have made great strides in the office to move many processes to electronic submission. We hope this will streamline many of the interactions the members have with our office. Yes, there is still work to do and I would appreciate the opportunity to keep the ball rolling.

I have visited almost every Section each season either as a Board member or as a member of the Adaptive Education Staff. The Adaptive discipline is expanding every year with new volunteers, members and others who are crossing over from the other disciplines. I am incredibly thankful to ALL Adaptive volunteers and instructors in our Division who are giving of themselves to share our common passion for sliding on snow with students that may not have realized it was possible! THANK YOU!

THOMAS SHAW

My name is Thomas Shaw. I live in Minneapolis and work as an instructor for the Three Rivers Park District. I hold PSIA Cross Country Level 3 and Alpine Level 2 certification and serve on the Division Cross Country Education Staff. Over the past fifteen years I have coached two high school Nordic racing teams and served on the board of the Minnesota Youth Ski League. This organization is made up of clubs all over Minnesota and teaches cross country skiing skills to nearly two thousand children during an eight-week season using a sophisticated curriculum. My portfolio is to provide training and resources for the hundreds of volunteer coaches who deliver the program every weekend.

Central Division has hundreds of Nordic coaches. They work in high schools, universities and local youth and adult clubs. They represent a sizeable, untapped source of potential members. More important, they are conduits for imparting the passions of competition and life-long joy of skiing. The Midwest also produces some excellent junior level racers and one current member of the U.S. Ski Team. My goal as a member of the division Board of Directors is to reach out to these very dedicated professional and volunteer coaches and instructors and help them be better skill teachers and develop more skilled athletes by offering clinics to non-members in the places they live and work. I hope that these ‘missionary efforts’ will bring new members, skills and perspectives to PSIA and improve the skill level of all skiers.
I first instructed snowboarding in 1993 at Mt. Brighton Snowsports (then Mt. Brighton Ski School) under Director Janie Hueling.

- 1998 to 2003: Shift Supervisor, Mt. Brighton Snowsports
- 2003 to present: Assistant Director of Snowsports, Mt. Brighton Snowsports
- 2004 to present: On-Hill Race Supervisor for both Alpine and Snowboard events
- 2006 to present: Mt. Brighton Snowsports Snowboard Staff Trainer

I am currently a Level 3 Snowboard Instructor and member of the AASI-C education staff.

I would like to continue working with the Board of Directors to assist in shaping the future of ASEA-C from the perspective of someone who regularly interacts with our customer - you, the instructor - both as an Assistant Snowsports Director (that still instructs private and group lessons) as well as through interaction through clinics and exams as a part of the AASI Education Staff. I feel that having dual perspectives into our ASEA-C customer allows me to see both sides of many issues presented to the modern Snowsports School. Winter is coming.

Whether it was zipping down my grandmother’s back hill on a sled at the age of three or driving my dad’s snowmobile around the yard in grade school, I have always had a love for winter. As a teenager I started to dabble in snowboarding and now have been at it for over 20 years. In my mid-20’s, I became involved in the instructional aspect of the sport. I am certified by both the American Association of Snowboard Instructors (Level 3) and have been involved in the coaching program with the United States of America Snowboard Association (USASA). I have freestyle instruction and judging accreditations as well some exposure and training with adaptive snowsports.

I enjoy teaching all aspects of the sport from the “never-ever” student who is on a snowboard for the first time to dialing in tricks in the terrain park. As a previous USASA National Championship medal winner, I have a broad knowledge of the competitive side of snowboarding and enjoy opportunities to coach students looking to improve their competitive edge in freestyle and racing.

I am a former Education Vice President on the Central Division Board of Directors, so I can quickly contribute and help guide the organization in the best interest of its members. I also bring the experience of being the former director of the Ohio Region for USASA. I currently live in Westlake, Ohio and teach at Boston Mills / Brandywine.

I began my snow sports career in 1984 as a skier. I was very active in racing when I was younger but eventually found Snowboarding in 1989. I was self-taught as there were very few instructors at that time and few resorts that were open to snowboarding. That experience has made me appreciative of snowboard instruction and helping people have fun on the snow. I started teaching in 2008 at Mad River Mountain and I am currently Level 2 Certified. I’ve been the Director of Snowboard Instructors at Mad River Mountain for the past three years.

I would like to become a Board member to help with the shaping of PSIA-AASI Central for the future of the snow sports industry. I also want to raise public awareness of the benefits of Going with a Pro and what professional instructors bring to ski school programs. My role as a director has helped me to work with passionate instructors who want to share their love of snowboarding and it’s for them that I would like to a representative on the Board.
Did you know that time and again the results in our organization’s annual elections are decided by just a couple of votes?

This election cycle, I have a challenge for you. Ask a few of your fellow instructors if they have voted. Tell your friends that you have voted. Explain that we can now vote online, which start-to-finish takes less than three minutes. Share that we have good candidates running who would appreciate your support. To vote online, go to www.psia-c.org. Or you may use the form on page 18 of this magazine. The deadline is Sunday, March 31, 2013.

Your reward for voting is that it will help us have the very best Board of Directors while, at the same time, make you feel just plain GOOD for participating in the election process!

DO YOU HAVE A TEACHING TIP OR EXPERIENCE THAT YOU WOULD LIKE TO SHARE WITH THE CENTRAL DIVISION MEMBERSHIP? THE CENTRAL LINE WOULD LOVE TO HEAR FROM YOU! WE ENCOURAGE OUR MEMBERS, YES, THAT IS YOU, TO SUBMIT ARTICLES FOR FUTURE PUBLICATIONS.

THE DEADLINE FOR THE NEXT ISSUE OF THE CENTRAL LINE IS MAY 10, 2013. PLEASE FORWARD ANY SUBMISSIONS TO TERRI HENDERSON AT WCOS@EARTHLINK.NET AND GERI ROOT AT GERI@ROOTMANAGEMENT.NET. SEE PAGE 2 FOR SUBMISSION INSTRUCTIONS. WE LOOK FORWARD TO HEARING FROM YOU!
PSIA-AASI CENTRAL DIVISION
VOTING FORM

Use this form to cast your vote in the 2013 election for your Board of Directors!

Instructions:

In the area below for voting, find the race that pertains to your geographic SECTION within the Central Division (see map to the right for geographic boundaries) and to the snowsports discipline in which you are certified as a snowsports instructor. (If your SECTION or discipline is not listed, no Board representative is being selected in this election cycle through a vote of the membership.)

Place a check mark by the candidate of your choice.

Fill in the bottom portion of the voting form with your name, signature, member number, SECTION and the snowsports discipline in which you are certified. (If you are certified in more than one discipline, you should indicate each discipline in which you are certified.)

Make sure your completed voting form is received in our business office, by fax, e-mail or snail mail, no later than March 31, 2013. (Addresses and fax number are listed below. If you wish to vote by e-mail, you must scan the completed voting form and attach it to the e-mail.)

Active Certified Level I, II, III and Lifetime Honorary members in good standing are eligible to vote.

Each voting member may cast only one vote in the appropriate race pertaining to the snowsports discipline in which the member is certified. Members who are certified in more than one discipline may vote for one candidate with respect to each discipline in which the member holds the required certification. Write-in candidates are not allowed. Vote only for candidates who are listed below.

With respect to elections for the Alpine and Snowboard members of the Board, a member may vote only in a race that pertains to the member’s SECTION. A member SECTION shall be the SECTION where the member has her or his legal residence. However, certified members who are in good standing with the Central Division but who live outside the geographical boundaries of the Central Division, and who are actively teaching within the Central Division, may vote for a SECTION Representative in the SECTION in which they are actively teaching.

Members who wish for her or his vote to remain secret may submit this voting form completed in all respects except that in lieu of indicating the member’s vote on the face of the form, the member shall state that specific voting instructions are attached. The member must then affix to the voting form a sealed envelope containing clearly written voting instructions.

VOTE!

REMEMBER YOU CAN MAKE A DIFFERENCE! GET INVOLVED.

OFFICIAL CENTRAL DIVISION ELECTION PROXY FORM
ELECTION FOR THE BOARD OF DIRECTORS
American Snowsport Educators Association - Central, 3225 West St. Joseph, Lansing, MI 48917
Telephone: 517-327-0601 Email: info@psia-c.org

Alpine SECTION 1 Nominee:
☐ Margaret (Peggy) Erickson

Alpine SECTION 2 Nominees:
☐ Ron Klement
☐ Sherry McCabe

Alpine SECTION 4 Nominee:
☐ Kris Agnew

Alpine SECTION 5 Nominees:
☐ John Duval
☐ Lewis Porter

Adaptive Nominee:
☐ Terri Henderson

Nordic Nominee:
☐ Thomas Shaw

Snowboard SECTION 4,5,6 Nominees:
☐ Scott Hartley
☐ Eric Schultz
☐ Bill Snyder

I am a current member of PSIA-AASI Central Division in good standing. I am certified in the snowsports discipline(s) that are indicated below (or I am a Lifetime Honoree Member). I hereby grant a limited proxy to the Executive Director of the Central Division to appear on my behalf at the 2013 Annual Meeting of the Central Division and to cast my vote in accordance with the instructions that are set forth in this election form.

Print your name
Your Discipline(s): ☐ Alpine ☐ Snowboard ☐ Nordic ☐ Adaptive

Sign your name
Membership number
Your SECTION: 1 2 3 4 5 6
PSIA-AASI CENTRAL WESTERN SPRING RALLY

APRIL 4-5, 2013 • VAIL

Lodging available at the Lionshead Inn. For reservations, call (800) 283-VAIL. Rooms starting under $100. Must mention PSIA-AASI Central when booking room. Offer good while rooms last. For more information, contact Dave Kamke at dkamke@hotmail.com.