FRESH TRACKS TO THE FUTURE
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FOR MORE INFORMATION AND TO REGISTER, VISIT PSIA-C.ORG OR CALL 855-474-7669.
WINTER IS COMING!

By Bill Stanley
President, PSIA-AASI Central

Yes, it’s true. We are at that point in the year when we can measure the time until the start of winter in weeks rather than in months. My friend Dan texted me the other day that Loveland will be turning their snow guns on in less than 100 days. I’ve already received two gear guide issues of magazines in the mail. Soon it will be time to see this year’s Warren Miller movie. Are you getting excited? As I’ve said before, it’s not that I don’t like the other seasons. I had a great summer filled with boating, bike riding and hanging out with family and friends. Being in Northern Michigan in the fall can be an amazing time with all of the colors and cooler, but still pleasant temperatures. It’s just that winter is my favorite time of the year. I can hardly wait to see snowflakes in the air because that means that skiing is just around the corner. It means that soon I will be seeing all of my friends who share the same passion for the winter sports we love.

Your Board of Directors has been very busy this summer. As you know, we made the decision at our May Board meeting to seek bids for a new association management company. In order to do that, we had to develop a Request for Proposal (RFP). Thanks to the hard work of Susan Boyle and several other Board members, we were able to create an RFP that we felt confident would describe our needs and expectations. We issued our RFP in late June and asked for responses back by July 15. We were very pleased when we had received 13 responses by the cut-off date.

We established a screening committee that was tasked with reviewing and rating each proposal. As the Chairperson of this Committee, Sonja Rom worked together with several other Board members over a two-week period to go through each proposal with the goal of selecting the top 3. They were able to accomplish this by the end of July. This wasn’t easy because all of the proposals were well thought out and well put together. In the end, the three that were chosen to move onto the next round stood out more than the rest.

We extended an invitation to the three finalists to attend our August Board meeting in Lansing, Michigan, so they could present their thoughts and ideas to us in person. This also provided an opportunity for everyone on the Board to ask questions. Our main focus at our August meeting is usually the budget for the coming year, but because of the importance of this decision, the Board agreed that we would dedicate as much time as we needed to get through this process. Each finalist was given two hours to explain their proposals to us in greater detail and answer any questions the Board might have. We started at 7:00 a.m. on Saturday morning and worked until 6:00 p.m. that evening. It was a very long day, but well worth the time we spent.

We met the next day at 7:00 a.m. to discuss the presentations that we had heard the day before. After each Board member was given the opportunity to share her or his thoughts with the rest of the Board, we voted to hire Zeek Consulting, LLC (Zeek) as our new management company. Cathy Stegmaier, one of the partners of Zeek, will be our new Executive Director. You will have the opportunity to learn more about Zeek in this issue. I can’t tell you how excited I am about working with Zeek. They’ve really impressed me with their experience, their level of energy, and their attention to detail. I can’t wait for all of you to have the opportunity to get to know them and see the job they can do for us. This is an exciting time for all of us and for our organization.

We are now in the process of transitioning to Zeek. There will be lots of information coming out over the next several weeks regarding this effort. I would encourage all of you to keep an eye on your email and our website for details that will be important for you to know going forward. It is our number one goal to make this transition as seamless and transparent as possible for our membership. We know there are bound to be issues that will crop up along the way, but we will do everything possible to minimize them and move past them as quickly as possible. If you have any questions or concerns, I would encourage you to contact your Board Representative. I’m sure Cathy will be pleased to hear from you as well. Thank you in advance for your patience and understanding. As always, I want to thank you, the member, for making our organization what it is today. Be Safe! 🍂
WHERE’S MY CALENDAR OF EVENTS?
If you feel something is missing from this Issue 3 package, you’re right. At the August Board of Directors meeting, it was decided unanimously to no longer print and mail a Calendar of Events. Driving this decision was our discomfort with using your dues to fund a publication that was often obsolete before it arrived in your mailbox.

As you know, our event schedule is not static. Events are added, changed and occasionally cancelled throughout the season. To provide you with the most up-to-date calendar of events, we are fully focusing on our online calendars at psia-c.org.

All of our online calendars are available under the Event tab on the website. There you’ll find interactive calendars for each discipline, full course descriptions, and a Printable Calendar. This Printable Calendar replaces the one that you are used to receiving by mail, but it updates automatically and will always reflect the most current offerings and schedule. Changes to the calendar will be color coded – a yellow highlight indicates a new or changed event and a red highlight indicates a cancelled event (see below).

You can choose to print the Printable Calendar or use it as another online resource. Several changes have already been made to the schedule, which reinforces the importance of a calendar that updates as often as we do.

SAVE A TREE – RECEIVE THE CENTRAL LINE ELECTRONICALLY
Did you know that you can opt out of receiving the printed version of The Central Line and read it electronically instead? Or maybe you are receiving two or more copies at your address and only need one?

If you’re embracing a more paperless lifestyle and would like to opt out of receiving the print version of The Central Line, the office staff is happy to assist you. If you later decide you like it better in print, they’ll re-subscribe you.

CHANGES TO THE EXAM APPROVAL PROCESS
We want everyone who takes a certification exam to be fully prepared and receive a positive result. Exams are expensive, and a disappointing result can be unnecessarily discouraging. That’s why we have required that Snowsports School Directors (SSD) give written approval before an instructor could take a certification exam.

This past season, however, demonstrated fundamental legal and practical problems with this requirement, frustrating candidates, office staff and examiners alike. After careful review by Snowsports Director Chairperson Richard Wren and the office staff, an opinion survey of the SSDs, and lengthy discussion and debate by the Board of Directors, it was decided to discontinue this requirement. Members may now sign up directly for exams just as they do for any event.

How can you best prepare to meet the national standards for each exam and thereby validate your expertise and education through nationally-recognized certification?

- Carefully review the exam prerequisites.
- Review and complete applicable portfolios.
- Confer with your SSD, area trainers, and/or peers before signing up for an exam.
Have you ever thought about why you joined PSIA-AASI and why you take part in a PSIA-AASI Central Division event? Perhaps you want to expand your horizons as a professional instructor. Maybe you want to share your passion for the snow with others. Or you may want to recreate that first event experience where you quickly learned the importance of attending events to your personal and professional development.

Cascade Mountain is proud to host one of this year’s premier training events January 24-26, 2014. It will combine a festival-like atmosphere with fantastic terrain and facilities. With a large variety of events taking place there is sure to be something for everyone. Mark your calendars now!

Special Friday offerings include:
- Free clinics all day offered by the Cascade Mountain SnowSport School. Stay for the whole day or come and go as you please.
- Reduced rates for Montana ski tuning machines, plus a ski tuning clinic in the afternoon.
- Meet members of the PSIA-AASI Central Education Staff members and cruise around the mountain with them from 3 to 5 pm (no charge).
- Free apres social hour hosted by Cascade Mountain with complimentary hors d’oeuvres and a cash bar.

Bring your family! Cascade Mountain is offering reduced rate two- and three-day lifts for you and your immediate family members and will have many other discounts available at Cascade Mountain and at businesses in the surrounding area. Wisconsin Dells is just up the road and Portage is only a 12 minute drive from the hill. Door prizes will be given out each day.

Registration opens soon at psia-c.org. For more information, contact Erika Meier, Training Coordinator, Cascade Mountain Ski and Snowboard Area at emeier1@mac.com.
Greetings from Zeek Consulting, LLC! We are thrilled to be your new association management company (AMC) and to become part of the Central Division family. We look forward to talking with you, emailing with you, and meeting you in person at events so that we can learn about what you do and what we can do to make your membership even more valuable than it is today.

CATHY STEGMAIER

I’m Cathy Stegmaier, and I have the privilege of being your new Executive Director. In 2002 I co-founded ACA, a national non-profit association of financial advisors. Over the past 11 years I’ve been responsible for nearly every facet of running a 501(c)6 and recently was awarded the Certified Association Executive (CAE) designation. Prior to my non-profit career, I spent 22 years managing insurance, medical and financial planning businesses. I’m married and the mother of two daughters (ages 23 and 27), who have given me two beloved granddogs. Someday, when we know each other better, I’ll share my high school ski club adventures (which closely resemble an outtake highlight reel), but I’m really hoping that there are some Central Division instructors willing to help me create some new on-snow memories. Any takers?

KAY FITZPATRICK

I’m Kay Fitzpatrick, and let’s just say I’ve been in the association and non-profit world for a very long time. I was among the first to receive the CAE designation. For 8 years, I managed a chapter of a national organization; for 4 years, I managed an organization that had 30 state and international chapters. I know the challenges from both sides. I also facilitate online courses on national-chapter relations for the American Society of Association Executives. Balancing Cathy’s extensive financial and 501(c)6 experience, I have worked with both charitable and educational nonprofits formed under 501(c)3 tax designations. I am a “recovering attorney,” a musician, and a singer. My hockey-loving computer-professional husband and I live in a house ruled by two cats and enjoy spending time with our large extended families.

Together we are Zeek Consulting, LLC. We’ve combined our skills, experience and professional networks with the latest technology to form a virtual AMC. This means that your organization pays for only what it needs when it need it, and that when you have a need it is met by a proven, knowledgeable professional. We’ll share more details in future articles, but you’ll experience the Zeek difference right away. Our focus now is to make a difference by:

EMPOWERING EFFECTIVE GOVERNANCE
It’s a red flag when volunteer Board or Committee service starts to become a nearly full-time job. Burnout becomes a real danger. You have amazing and committed volunteer leadership, but they need to be freed up to focus on the future.

GROWING MEMBERSHIP
Many associations are struggling to attract new members, especially younger members, while respecting the wisdom and perspectives of long-term members who have brought them to where they are today. The best minds in the association management profession are developing new and creative growth strategies, and we bring that knowledge with us.

FOCUSING ON COMMON SENSE TECHNOLOGY
We seek out technology solutions that solve real problems (and are cool, too). We believe Central Division can become the national leader in innovative use of technology for snowsport instruction and running an efficient division. We may not have the biggest hills, but we can be the best in everything we do on them.
DOING MORE WITH LESS
We think it’s great that you are saving money just by hiring us. We’re able to charge less because we’ve cut typical AMC overhead by over 75%. We will be assessing every operational area of your organization to ensure every dollar spent is enhancing the value of membership.

BUILDING NEW REVENUE SOURCES
In the long run developing new sources of revenue makes a far bigger difference than cutting expenses. This can take many forms, including sponsorship, advertising, new products and new services. We’ve got some ideas and are looking forward to hearing yours.

BREATHING NEW LIFE INTO ASEA-CEF
Education Foundations can reach a broad audience and be agents of change. We bring fundraising and grant management experience to help the ASEA-CEF make a real difference. All we need to know is how big is your vision?

PROVIDING EXCELLENT MEMBER SERVICE
You are the reason there is a PSIA-AASI Central Division. You are the reason we have a job (thank you). You deserve a superior member experience every time you interact with the office, and we are committed to providing that.

CHANGE CAN BE DIFFICULT
We know we have a lot to learn, that we won’t have immediate answers to every question, and we’ll make some mistakes along the way. Our promise to you is that we will be accountable for all of our actions, we will correct our mistakes as quickly as possible, and we will communicate with you every step of the way.

Looking forward to a great partnership with PSIA-AASI Central.

Cathy Stegmaier, CAE
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9/16/13 – 11/30/13
9:00 a.m. – 5:00 p.m. ET
Prime season office hours to be announced

Oh! We cannot forget one additional change – the voice of PSIA-AASI Central Division will now be Cathy and Kay. Be sure to give them a warm welcome when you call! ☺
Farmer Smith’s semi-tractor horn blared as he came ever so close to a couple of bikers on a Northern Michigan road in July 2013. “Slow Down Ya Gumba!” someone yelled as the truck whizzed past. Farmer Smith’s inability to slow down posed a safety threat to bikers as well as a threat to the produce he was taking to market. Unlike Farmer Smith, we can choose to slow down our learning and teaching process so that we deliver our product to market safely while creating some very good learning and teaching moments along the way.

Late this past summer, I had such a learning moment when I ran into a longtime friend at a local ride. Noticing how much weight he had lost, I had one of those speak-before-you-think moments and blurted out, “Wow Eddie! Are you on the Tommy Lasorda Slim Fast diet?” Looking up from the sign-up sheet, Eddie just shook his head no. After asking again, in a more private environment, I found out that the weight loss was due to cancer that was not yet cured. So I decided to skip my usual fast group ride and spend time riding with Eddie instead. At first, slowing my pace to match Eddie’s was difficult, but it offered some key learning moments. I was reminded that we aren’t here forever, and it’s important to “slow down and smell the roses.” Also, slowing down allowed me time to experiment with different gears and cadences, something I didn’t have time for when the pedal was to the metal.

**LEARNING MOMENTS**

Slowing down as a coach leads to great rewards for the athlete-coach relationship. Slowing down also helps personal performance. In the spring of 2012, I went under the microscope of the Nordic Downhill Ed Staff. Being self-taught, I was in for quite a surprise. Rob Arend and staff had a field day slowing down my motions. I ended up in the superman position (sprawled out in a face plant) so many times that my fellow alpine staff members became concerned when observing from the lift. By slowing down my motions, Rob and staff were able to highlight my many weak areas. Coach Arend gave me a CD to study over the summer which broke Telly skiing into its base form via skills concept (BERP). After a few gear modifications, I practiced slowing down when performing drills that were skill development specific. Variations of shuffle turns, 360s with lead change, garlands and switch Telly skiing became a daily warm-up routine, and the results were a product of better learnable moments.

**TEACHABLE MOMENTS**

Good coaches don’t make too many snap judgment calls concerning performance issues, especially during training sessions. Good coaches slow down and analyze a specific movement pattern. They understand the developmental stage of the athlete and then they apply the basic skills...
of their respective sport for the task at hand. “You’re sitting back!” is a great example of a snap judgment statement in the sport of alpine skiing. Admittedly, I have used it a thousand times, and I am positive I will fall into the lethargic rut of using it again in the future.

A good coach would, however, analyze what might cause an athlete to be in the back seat. Examples:
- Are the athlete’s ankles flexed or is their waist bent too far forward?
- Is any of their gear too stiff or too big?
- Are their boots buckled right?
- Is the athlete using good pole placements?

A good coach would also understand the developmental stage of the athlete. Examples:
- Is the athlete developed enough to pull themselves out of the back seat?
- Has the coach taken the athlete out of their comfort zone?
- Is the athlete burned out or tired?

A good coach would then apply the basic skills (BERP) within the athlete’s ability when assigning a drill. In cases of burnout, a good coach would send the athlete back to the locker room or off to free ski. By slowing down the thought process and analyzing the situation, a great coach would create a better teachable moment.

Unlike Farmer Smith, we should attempt to get our produce to market safely and in one piece—even if it takes a little longer. If you’re a coach, or instructor, slow down and use your knowledge and wisdom to help an athlete or student. If you’re a student, slowing down your motions while practicing will help you better achieve desired outcomes. Slow down and smell the roses to create better learning and teachable moments. Happy (slow) trails wherever they may lead!

ACKNOWLEDGMENTS: PSIA-AASI CENTRAL DISCIPLINE ADMINISTRATORS AND STAFF (PAST AND PRESENT); THE HARE AND THE TORTOISE (AESOP’S FABLES); THE STORY OF FERDINAND (MUNRO LEAF, AUTHOR AND ROBERT LAWSON, ILLUSTRATOR), WILLIAM SHAKESPEARE; CHERRY CAPITAL CYCLING CLUB, TRAVERSE CITY, MICHIGAN

BRAD MILLER IS THE SNOWSPORTS DIRECTOR AT HICKORY HILLS SKI AREA IN TRAVERSE CITY. HE IS ALSO A MEMBER OF PSIA-AASI CENTRAL’S ALPINE AND NORDIC EDUCATION STAFF AND A MEMBER OF THE NATIONAL CHILDREN’S COMMITTEE.
Attending a

CHILDREN'S

Educational Event

BY GARY EVANS
Last season, on a cold and snowy early December morning, ten instructors from various Midwest ski schools gathered at Boyne Highlands Resort to attend a PSIA-AASI Central Division Children’s Educational Clinic. The instructors each had a basic goal of gaining greater proficiency in teaching skiing to children.

Other goals among the instructors included “wanting to be more innovative in using ‘stepping stones’ to develop teaching progressions,” “seeking to better understand how to use the CAP Model,” “becoming more skilled in using fun games,” “learning meaningful and interesting drills,” and “using more props/toys during lessons to stimulate each child’s imagination.” One instructor said that she simply wanted to learn the concepts that more experienced instructors were currently using to teach children.

THE EVENTS
The Instructors had signed up to attend either “Children’s Specialist, What’s New Kid?” or the Children’s Trainer Clinic, which was combined into one group. (Most of the instructors had opted to take the Children’s Specialist 1 (CS1) or the Children’s Specialist 2 (CS2) event.) I was one of three instructors in the group who were seeking to obtain a children’s trainer credential. Although our group consisted of Alpine skiers, children’s educational events are open to snowsports instructors in any discipline.

PSIA-AASI (our national organization) currently recognizes two levels of children’s specialty: CS1 and CS2. The CS1 program is an entry level event geared toward teaching in the beginner/novice zones, while the CS2 program focuses on children progressing from beginner/novice to advanced levels. The Children’s Trainer program, which requires more extensive teaching proficiency and knowledge, is a Central Division credential. All three are assessment-based certificate programs.

The “What’s New Kid?” clinic is open to certified and non-certified members of any experience level. This is where you can learn what’s new in teaching children! This two-day event is your ACE (Advanced Children’s Educator) Team’s opportunity to share its current theme.

Those instructors taking part in CS1 and CS2 were required to review the PSIA-AASI Children’s Instruction Manual and various other PSIA-AASI resources. They had fulfilled their pre-event requirements by completing an online workbook and receiving a minimum score of 80 percent.

The psia-c.org website contains the complete requirements for these courses which can be located under the heading: Events 13-14 Children’s Courses (Multi). The workbooks and additional information concerning CS1, CS2, and Children’s Trainer can be found under the Education heading on the website.

CS1 participants are expected to understand:
- Safety awareness
- Teaching Knowledge
- Parent Partnership
- Lesson Planning
- The Cap Model
- Behavior Management
- How Children Learn

CS2 candidates are expected to understand the above seven categories, and have knowledge concerning:
- The Learning Partnership
- Teaching Concepts
- Challenges

Children’s Trainer candidates are required to submit a template for a publishable children’s teaching article, and a detailed children’s clinic outline. They are also asked to prepare responses to 20 questions taken from the Children’s Accreditation Workbook, prior to the clinic, which is intended to “get them thinking.”

Children’s Trainers should:
- Have the ability to teach any age group in an effective manner
- Know about skiing/snowboarding
• Know how to determine the dynamics of the group and use them to the group’s benefit
• Be able to assimilate information and create a lesson plan that would fit the Student, Environment and Adult Guardians

THE EDUCATION STAFF
By way of background, the Children’s Education Program at Central Division operates under the Alpine “flagship,” but staff can be drawn from any discipline. A total of eight ACE Team members worked the Children’s Specialist events during the 2012-13 winter season. These eight members are all seasoned leaders with a great deal of experience in teaching children and adults. The leader for this particular Children’s Specialist event was (Coach) Brad Miller, an Alpine and Nordic specialist. He was accompanied by a “shadow-leader,” named Gloria Irwin, who assisted him during the event.

CHILDREN’S EVENT TRENDS
At the present time, according to Central Division staff, from a total of approximately 3,300 snowsports instructors in our Central Division:

• 200 have achieved the CS1 credential
• 384 have attained the CS2 level
• 14 have become Children’s Trainers
During the 2011-12 winter season, 58 Central Division snowsports instructors received CS1, CS2 and/or Children’s Trainer credentials. Another 13 instructors took the Children’s Racing or What’s New Kid? Events (for a total of 71 participants).

During the 2012-13 winter season, however, 82 people passed CS1, 6 passed CS2 and 5 passed the Children’s Trainer event. Another 7 instructors took part in other children’s events for a total of 100 participants (a substantial increase from the previous year). It is also impressive that CS1 had the fourth highest attendance rate of Central Division events last winter. These numbers demonstrate a trend for a greater participation by Central Division members in children’s educational events. This increase is likely due to the word being spread among instructors about the high quality of children’s educational events and how beneficial and fun it is to attend them.

“BRING ON THE GAMES”

We started our clinic at the bottom of the Camelot beginner’s hill, by using the “Introduction Game.” The group stood in a large circle. An instructor pulled out a stuffed animal (a lion cub) and passed it to Coach Brad. While holding the lion cub, Coach Brad spoke his own name, with a smile, and talked briefly about his background and his home ski area. Then, he tossed the lion cub to an instructor across from him for that instructor to similarly repeat the process. This game was an amusing way to “break the ice” and allowed the group to quickly get to know one another.

Following the introduction, Coach Brad told us that his goal in this two-day event was to impart new information, skills and teaching concepts which could later be used by each instructor at their home resort. He encouraged everyone to take part in this “adventure.” He let us know that we would have a chance to “un-cage our imaginations” throughout the clinic and particularly in our teaching presentations.

Coach Brad said that he also intended the event to be a fun “learning exchange” where each instructor would have the opportunity to create new teaching/game concepts while sharing their own existing teaching knowledge and expertise with the group. He advised us that an important part of any plan for teaching young children is the play adventure (games and props). He also stressed that we should always consider safety/terrain choice, fun and learning when teaching both children and adults.

We observed that the leaders had already set up a prop on the hill, consisting of a whisker-pole slalom course. We rode a lift to the top of the hill to inspect the slalom course. The course consisted of a very close-set, double row of poles extending down the hill for nearly 30 feet. Each instructor in our group was then given the opportunity to utilize this unusual slalom course in an innovative drill for skill development.

Coach Brad reminded us that instructors can use “building block” (easy to more difficult) teaching progressions to help children master the skills of “BERP.” This acronym refers to stance/Balancing movements, Edge control movements, Rotary movements and Pressure control movements. Coach Brad said that we should keep BERP in mind both when we demonstrated our maneuvers on the slalom course and when teaching progressions. He opined that BERP is a key factor in teaching a successful lesson.

The whisker pole slalom course/corridor was set up for multiple purposes. A primary use for the course was to provide us with the opportunity to improve BERP while having fun.

One at a time, each instructor explained and demonstrated his/her
Another game involved planting a series of ski poles in the ground, several feet apart, on flat terrain. Each pole had three large blue plastic snowflakes closely linked to it and extending outward in a semi-circular arc. The teaching instructor explained and showed us how to use the props.

We started walking around the props in our ski boots, at a slow speed, making minimal angles with our body. We progressed to moving at a slightly faster speed and made greater angles with our ankles, knees, hips and spine. The group felt that this was a great drill to help children become more dynamic (dial up the intensity) and increase their edging skills. The game had a positive, secondary effect of strengthening our balancing and rotary movement skills. Leader Brad demonstrated his exceptional coaching skills by providing feedback and stance corrections to some participants during the drill.

The ribbon game involved tying a blue ribbon onto each person’s ski pole and a pink ribbon onto their other ski pole. Here, an instructor explained that this was an example of how we could help younger children who cannot differentiate their right side from their left. While teaching pole touching, the instructor says, “pole touch with your blue pole, and now with your pink pole.” This will encourage children to make a pole touch with the proper ski pole when making turns. The purpose of this drill is to aid students in making their turns without their worrying about right or left side concepts.

An instructor who specialized in teaching three- and four-year-old children explained her play-game of telling the youngsters that one leg would be called macaroni and the other leg would be called Cheese. When her students skied down the hill they would say “macaroni and cheese,” thereby using their macaroni leg to make turns in one direction and their cheese leg to make turns in the other direction.
One instructor in our group arrived at the clinic with three stuffed animals “trapped” beneath her goggle strap, evoking some smiles and laughs. During her teaching presentation, she brought out yet another stuffed animal. She explained and showed how she would play a game with her students where each child held a stuffed animal out in front of his/her body with both hands while facing downhill. During this play-game, each child would have the opportunity to call upon their imagination by having the stuffed animal “lead them in making turns in each direction down the hill.” The instructor noted that this game appealed to many young children and distracted them from looking around for their parents. She found that this drill was also useful in encouraging students to keep their hands, forearms and elbows in front of their body, helping them to maintain a weight-forward stance.

Our group also discussed the many possible props and toys available to encourage children to have great fun while taking a ski lesson. As described above, such props and toys could include stuffed animals, colorful ribbons, whisker poles, plastic snowflakes and ski poles. Some additional items which our group members had used in the past included small and large rubber balls to roll, pick up or toss; colorful cones and hoops (available in many sizes); rubber mats containing footprints; play structures at ski resorts; and stickers to attach to children’s helmets as a reward.

**CREATING CAMARADERIE**

During a brief rendezvous at the top of the hill (sans leaders), the group members had a discussion regarding teaching. As a result, they decided that during each teaching presentation they would give one another both encouragement and verbal support in the way of smiles, a friendly attitude, applause and/or cheering. This agreement showed true team spirit since such positive interactions between the clinic attendees dispelled any possible fears during our respective teaching presentations.

During the event, the instructors were provided with a typed list of dozens of fun games. Coach Brad encouraged us to study, practice and utilize the games in future lessons involving both children and adults. We also touched upon the CAP (Cognitive, Affective and Physical) Model, which provides us with criteria as to how children think, feel about themselves, and move as they grow and develop. We considered the CAP Model to be very important in giving us an understanding of how to best guide each child’s learning experience.

The teaching sequences, games and activities continued on Sunday morning, with occasional humorous discussions and jokes. Some additional activities we enjoyed included doing 360s on skis, and skiing backwards in a wedge, both performed on gentle terrain. In the afternoon, our group skied over to a more advanced hill. The three Children’s Trainer candidates stood at the side of the hill to observe as the remaining members of the group skied past them while making medium and short radius dynamic turns. As each person passed by, the Children’s Trainer candidates reported their movement analysis observations to Leader Gloria Irwin.

**CONCLUSION**

By the end of the two day clinic, we realized that we had all had a blast while meeting our respective event goals! It was with a great feeling of accomplishment that participants received Children’s credential pins, a handshake and a smile from Coach Brad.

So, if next season, you are looking for a fun, informative and collaborative event with the opportunity to “un-cage your imagination,” I recommend participating in any of the Central Division Children’s Educational Clinics.

GARY M. EVANS, A PSIA CERTIFIED LEVEL III ALPINE INSTRUCTOR WITH A CHILDREN’S TRAINER CREDENTIAL, IS A DIRECTOR IN THE CHILDREN’S PROGRAM AT MICHIGAN’S BLIZZARD SKI AND SNOWBOARD SCHOOL. HE ALSO TEACHES AT PINE KNOB SKI AND SNOWBOARD SCHOOL.

1 DURING A LUNCH TIME TECHNICAL DISCUSSION, WE PONDERED WHETHER BERP SHOULD ACTUALLY BE REFERRED TO AS BREP, MEANING: “WHILE IN BALANCE, STEER (ROTARY) TO AN EDGE AND THEN PRESSURE THE SKI.” THE CONSENSUS WAS THAT WHILE THIS WAS AN INTERESTING TECHNICAL ANALYSIS, BERP WAS AN EASIER MNEMONIC TERM TO RECALL.

2 THIS IS AN EXAMPLE OF V.A.K., AN ACRONYM FOR VISUAL, AUDITORY AND KINESTHETIC (MEANING: SHOW THEM, TELL THEM, AND LET THEM FEEL THE SENSATION).

REFERENCES: PSIA-ASIA CHILDREN’S INSTRUCTION MANUAL; PSIA-AASI CHILDREN’S SPECIALIST STANDARDS 2012; PSIA-AASI-C CHILDREN SPECIALIST 1 & 2 WORKBOOK; PSIA-AASI-C CHILDREN’S TRAINER PRE-EVENT PACKET.
Terrain parks are a big deal at most snow sports areas because of demands by snowboarders and skiers to experience a variety of features during their visit. If you are teaching freestyle in terrain parks, you may be approached periodically by the area management to advise on terrain park feature design and how to make a park more interesting to riders. Although many large resorts have terrain park designers on staff, many areas do not and often rely on the snowboard staff for input. After all, you are a skilled rider, you use the park and you teach students how to use the park, ergo you are an excellent in-house consultant. Panicked? Don’t be. The following is a primer on the ins and outs of terrain park features, maintenance, management and park layout.

RAILS
Rails have their root in skateboarding where skateboarders would ride and grind on a rail similar to a handrail on stairs. Early snowboarders used fallen or bent-over trees as natural rails. As terrain parks developed, manufactured rails in several sizes, shapes and cross-sections became predominate.

Figure 1 illustrates the variety of rail cross-sections. The single tube rail (Figure 1A) appeared early on and was often made of a ductile steel or plastic pipe ranging from 3 to 6 inches in diameter. This rail is tough to ride since there are no flat areas to stabilize the board. The double barrel tube rail (Figure 1B) allowed for easier riding since it was flatter, and a snowboard was less likely to tip. By far, the most popular rail is the rectangular steel tube design (Figure 1D): usually a 2” by 4” or 2” x 6” tube. Sometimes, as a substitute, the steel channel rail (Figure 1C) is found, which tends to be identical on the upper surfaces but has a different support structure. Figure 2A shows a classic, intermediate, steel straight rail with gap-on ramp. Figure 2B shows another classic design where the rectangular tubing at the entry and exit is bent down. This design is easier for your beginning park riders, as the feature requires a less precise takeoff and dismount.

Figure 3 shows some of the ins and outs of terrain park rails. Ramps can be either gap-on or ride-on. The ride-on ramps are easier for your timid beginning park riders, but once they get the hang of grinding, then the gap-on is preferred. Eye the arc of the gap-on ramp to make sure your students, traveling at moderate speeds, can take off and land on the rail without difficulty. A worn down ramp may not give enough lift for your students, necessitating moving on to another feature and notifying management. Most rails have a beveled (rounded) entry and exit to reduce the chance of damage to the bottom of the snowboard, especially for riders mounting the rail slowly, and who do not ollie off the end (Figure 2B and Figure 3). In the past, some riders have also beveled the edges of their snowboards or skis to facilitate board slides and reduce the chance of engaging an edge on the feature. Some boards are also designed with beveled edges for grinding on various terrain park features. Rail features...
Boxes are fun features for both beginning park riders and experts. Figure 5 shows typical construction of a flat box which includes a top sheet, coping and the basic box structure. The top sheet is usually a wear resistant polymer (plastic) such as nylon or polyvinylchloride and is secured to the box structure. The coping acts as wear resistant corner, usually constructed of steel. The skirt can be plywood or plastic sheet as it usually covers the box structure and internal parts.

Boxes are usually pretty stable features, but under certain conditions the sun can shine on one side and melt the snow on that side, causing the box to tilt. It is helpful to check out the features prior to your lesson, since one that is not level may add to teaching difficulties, especially for your beginning park riders. As always, report to management any deficiencies you find. Another way to tell if a feature is not down the fall line, or is tilted, is by looking at the landing area. If the landing area is not along the long axis of a straight feature, then there is a possibility that it is either tilted or not down the fall line.

Figure 4 is a sampling of the variety of rails found in many terrain parks. Most rails should be installed with the long axis down the fall line to preclude the tendency to slide off one side or the other that can occur on rails that are not placed along the fall line.

Figure 4 is a close-up view of a typical box, showing steel coping and white polymer top sheet. Notice the nicks on the steel coping from riders, which is a normal result of usage. Figure 7 is a sample of typical boxes found in many terrain parks. The use of boxes in your terrain park lesson plan gives you great flexibility in your teaching, since both your begin-
ning and advanced park riders can try out new moves on a forgiving feature. From our experience, it is not unusual that some in the class may be working on crooked grinds, while others are performing 720’s on a box.

Figure 8 shows a picnic table feature, which has a base structure similar to that of a rail, but a riding surface that mimics a box. The advantage of this design is that they are easier to manufacture and easier to move around. On the flip side, they may become wobbly after repeated usage, depending on how the support structure is planted in the snow. “Picnic tables” can be manufactured wider than typical boxes, which is a big plus for your beginning park riders, as it is more forgiving of an imprecise line up with the feature.

JUMPS
Jumps come in a variety of shapes but have many common attributes, as shown in Figures 9A & 9B. Most jumps have a roll-in to build up speed for the jump. The ramp guides the rider up to the lip, which has a major effect on the type of trick performed. The ramp angle varies from 25 to 30 degrees, as does the landing area. A mild lip is great for beginning park riders and helps them gain confidence without the compression feel from more radical lips, which may be frightening early on. A moderate lip is good for rotary moves such as 360’s and 540’s. The radical lip is good for big air moves such as corks and flips.

The table top jump (Figure 9A) is a common beginning jump, while the step down design (Figure 9B) is usually set up for the intermediate and advanced freestyler. A step down makes a more efficient use of snow,
since it takes advantage of the slope of the hill, yields more air and requires less snow than a table top.

Figure 10 is a view of a nice grooming job on an intermediate step down jump, showing a smooth, uniform approach ramp, culminating in a moderate lip that should yield some nice air for rotary moves. The landing area is approximately the same down angle as the takeoff angle. Taking your students over small rollers helps them gain confidence for the further flight distance required in this jump. Check the lip periodically to make sure your students can handle it. Meet with the park grooming staff with any suggestions you may have as to improving the jump performance. Perhaps salting the lip area (on warm days, above freezing) or occasional shaping will help it retain shape longer during heavily used periods.

FLOW THROUGH A TERRAIN PARK
Your student’s journey through the terrain park should be exciting, varied and interesting, i.e., good flow. There is a diversity of opinion on what good flow is. While learning a new move, a rider may be focused on one feature and may not be interested in the relationship of the features to each other. This rider may be hiking the feature, or may prefer a greater approach distance for setup. On the other hand, a rider who is jibbing the park may be interested in putting together a smoothly flowing run that
uses multiple features. On the terrain park shown on the left in Figure 11, several runs are required to hit most of the features. The park shown on the right has features laid out such that the rider can hit many features in one run (jibbing), and there is adequate preparation distance between features. The park to the right has flow. Varying the location of features, or swapping out different features from day to day, also makes jibbing the park more interesting to your students.

Several aspects of terrain park management and design have been discussed with emphasis on assisting the park instructor on the ins and outs of what it takes to have a great lesson in the park. Management may be looking to you for advice on what riders like in the park and is interested in feedback from you on how your students liked the experience. Park layout is evolving rapidly with many new features and design ideas being developed each season, so keeping up your knowledge base makes you a better instructor and a more sought after employee of your snow sports area. The Park and Pipe Instructor’s Guide from PSIA and AASI gives more information on terrain park instruction.


**JOHN ROBERTS HAS TAUGHT SNOWBOARDING SINCE 2002, IS AN AASI-CERTIFIED SNOWBOARD LEVEL III AND FREESTYLE SPECIALIST II INSTRUCTOR AT WISCONSIN’S WILMOT MOUNTAIN AND SNOWBOARD ED-STAFF MEMBER IN THE CENTRAL DIVISION AASI.**

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Mt. Brighton is pleased to announce the expansion of the Ski and Snowboard School. Mt. Brighton will be adding a new children’s learning center this season, along with several exciting new programs.

Vail Resorts purchased Mt. Brighton during the 2012-13 season and committed over $10 million in improvements to be completed before the start of the 2013-14 season. Mt. Brighton will be enhanced with new lifts, state of the art snowmaking, redesigned and updated terrain parks, best-in-class coaching and instruction for all levels of skiers and riders, dedicated racing programs, and integrated technology programs like EpicMix and Direct-to-Lift ticketing options.

With these improvements, the Ski and Snowboard school will be increasing our staff. If you are interested in being a part of the new Mt. Brighton, please contact us at jippin1@vailresorts.com or come to our orientation meeting October 20, 2013, at 11:00 a.m. at Mt. Brighton.
We are excited to provide these new offerings for the 2013-14 season:

- On-snow Biomechanics: This course will address how the forces involving the skier, the skis and the snow interact to make a ski turn happen. We will be exploring anatomy, physiology and skiing mechanics to understand what is happening in the body throughout a ski turn.
- On-snow M.O.D.D.S.: Learn the Stepping-Stones of effective Movement Analysis.
- Terrain-Based Teaching: New information added to Great Beginner Lesson content.
- Nordic: New materials are under development for this season.
- Children’s: The “What’s New Kid” course curriculum will focus on “Terrain-based Teaching/Learning.” This focus will carry through to other Children’s Program courses, as well.

We’ve made changes to our menu of offerings for different sized events. We will have 6 mega events with a more extensive menu of offerings and social activities:

- Early-Season: Boyne Highlands and Wild Mt.
- Mid-Season: Cascade Mt. and Boston Mills
- Late- Season: Afton Alps and Schuss Mt.

Traditional local events will have a more limited menu of offerings to ensure full groups. We still offer unscheduled events (note that your Board has eliminated the additional $30 fee).

I look forward to skiing with you! 🛴
PRINCIPLES OF GOOD GOVERNANCE:
Developing Trust and Unity Through a New National Accord

By Doug Carter, Executive Vice President, Alpine Section 3 Director, and Governance Task Force Representative, PSIA-AASI Central

In this year’s summer edition of Central Line, I wrote: “In some respects, the growth and evolution of PSIA-AASI parallels the history of our nation – with ‘state’s rights’ vying at times against ‘federalism.’ The question ultimately becomes: How best do we, a national organization separated into nine regional divisions, form a ‘more perfect union’ – taking into account the important role that each of our nine divisions should and must play, while simultaneously recognizing that certain tasks . . . invite overall coordination and synergy.”

A Governance Task Force (“GTF”) was formed in the spring of 2013 to tackle our governance issues at the national level. The GTF met in early June and released a preliminary report inviting comments from leadership and members of PSIA-AASI on the wide range of governance questions I addressed in the summer article quoted above.

With the benefit of the substantial feedback that the GTF has received throughout the rest of the summer, including reports from each of the divisional and national boards, the GTF was able to identify several tenets relating to our national governance which enjoy overwhelming support. The first four tenets are very basic. Notwithstanding their simplicity, perhaps because of it, four basic principles yield a wealth of needed reform which the GTF is recommending.

FOUR TENETS OF GOOD NATIONAL GOVERNANCE

1. WE NEED A CORPORATION TO COORDINATE AND PERFORM CERTAIN TASKS AT THE NATIONAL LEVEL, INCLUDING OWNERSHIP OF OUR TRADEMARKS (“PSIA,” “AASI,” ETC.).

Certain of our activities call for coordination at the national level, including ownership of our brand names and other intellectual property. As occurs at the divisional level, the appropriate legal structure for conducting our business affairs is a corporation. Thus, we need a corporation to own our trademarks and perform other appropriate tasks at the national level.

2. OUR NATIONAL CORPORATION SHOULD BE GOVERNED BY A BOARD OF DIRECTORS.

As occurs at the divisional level, a corporation’s affairs should be managed by a board. Thus, we need a board of directors to oversee and direct our national corporation’s affairs.

3. EACH DIVISION SHOULD ESTABLISH THE METHOD BY WHICH THE DIVISION SELECTS ITS REPRESENTATIVE ON THE NATIONAL BOARD.

National board members must consider the needs of our overall organization and its membership, but each person sitting on our national board also shoulders a fundamental responsibility to incorporate the needs of her/his division. Through resulting input from the nine divisional representatives, decision-making at the national level is best structured to achieve appropriate results.

In order to achieve effective divisional representation on the national board, each division should send a representative of its choosing to the national board. The specific method for choosing a division’s representative should be determined by each division.

4. A DIVISION SHOULD BE ALLOWED TO RECALL AND REPLACE ITS REPRESENTATIVE ON THE NATIONAL BOARD, WITH OR WITHOUT CAUSE.

It is important that a division’s representative on the national board maintain the trust and confidence of the division’s board. Should a division’s board wish to replace the division’s representative prior to expiration of a set term in office, the division’s board should be able to do so.

Currently, tenets 1 and 2 are in place. We have a corporation, governed by a board of directors, which owns our trademarks and performs other tasks at the national level. All nine divisions agree this basic corporate structure should remain intact.
All nine divisions also agree that meaningful reform is needed implementing tenets 3 and 4. The current national bylaws permit recommendations by the divisions for who should sit on our national board. But final decisions on national board composition are made by members of the national board itself, not by the nine divisions.

The current arrangement for national board selection and retention has led to perceptions of insularity and lack of accountability vis-à-vis the national board, which controls over half the annual dues we invest in our organization. The current arrangement has also engendered “we” versus “they” thinking within our organization, unnecessarily distancing the divisions from the national entity, at times breeding unwholesome conflict. The current arrangement calls for reform through a new national accord.

Toward that end, the GTF is recommending amendments to the national corporation’s bylaws which implement tenets 3 and 4. The recommended changes enable the nine divisions to become the operative “we” for purposes of national level governance – meaning the nine divisions will seat (and if necessary, unseat) the nine voting members of the national board, through which decisions at the national level are made.

Stay tuned as important related developments continue to unfold.
Join us for an Education Event at Boyne Highlands, MI on December 7-8, 2013.

- Sign up for D Team Events (Limited space available).
- Sign up for Discipline Specific Events (Alpine, Snowboard, Telemark).
- Visit www.psia-c.org for schedule and to register.

Great lodging deal: $228 per person for double occupancy and $284 per person for single occupancy. Includes lodging Friday and Saturday night, 2 breakfasts, 1 dinner and 2 lift tickets. To make reservations, click on “Reserve PSIA Rate” at psia-c.org. Offer ends November 4, 2013.

The support of our sponsors is appreciated.