The 2019/2020 Snowsports season is in full motion and it’s time to vote for the candidate that you would like to represent you and your fellow Section Members. **Voting for the 2020 open seats on the board will begin on Saturday, February 1, 2020 and must be received by our division office by Midnight EST, on March 15, 2020. Candidate Information will be available on the Central Division website starting February 1st!**

**Voting Requirements:**

All certified members in good standing and Lifetime Honorary Members are eligible to vote in the discipline(s) in which they are certified. Members should vote in the Section in which they have legal residence. Members with legal residence outside of the geographical boundaries of the Central Division, but work as an instructor in the Central Division, may vote for candidates in the Section in which they work. Voting information is available on the Central Division website — http://www.psia-c.org.

The 2020 seats being filled this election cycle are listed below. Your participation and vote are important! All open positions are for three-year terms.

- **Alpine Section 1 - (1 seat)** representing members in the Minnesota, Bottineau Ski Area in North Dakota, and Great Bear Recreation Area in South Dakota
- **Alpine Section 2 - (1 seat)** representing members in Wisconsin and the upper peninsula of Michigan West of Hwy 77
- **Alpine Section 3 - (1 seat)** representing members in Illinois, Iowa, Missouri, and Louisiana.
- **Alpine Section 6 - (1 seat)** representing members in Indiana, Ohio, Kentucky, Tennessee, Mississippi, and Alabama.
- **Nordic Representative - (1 seat)** representing all Sections

**Current Board positions being filled for 2020:**

Sec 1 Alpine - Gary Nelson: 2 Nominees (Dale Nugent; Gordon Winstanley)
Sec 2 Alpine - Nancy Wilder: 1 Nominee (Steve Faller)
Sec 3 Alpine - Bart McClure: 2 Nominees (Chuck Junge; Jae McKeown)
Sec 6 Alpine - Julie Nitzsche: 1 Nominee (JoAnn Larsen)
Nordic-All - Zeke Fashingbauer: 2 Nominees (Brad Miller; Madison Shaw)

**Please make sure you vote for your favorite Candidate between February 1st and March 15th!**

If being on the Board of Directors is not your thing, **there are many opportunities** to participate and help shape the future direction of our Division:

- Volunteer to participate on committees
- Introduce new ideas and participate in moving initiatives forward
- Share experiences by submitting articles for the Central Line publication
- Provide feedback and suggestions to improve the Central Line, PSIA-C Website and Facebook
- Enroll in a Webinar event or plan to take an on-snow event this winter — http://www.psia-c.org/calendar/
- Submit and share photos in the Central Line, on the PSIA-C Website and Facebook
- Advertise in the Central Line publication, on the PSIA-C Website and Facebook

Please take the time to get involved! Everyone’s participation is important! Feel free to contact our Executive Director, Ron Shepard at ron@psia-c.org or call 231-335-4627, to discuss your ideas! Division Contact Information — http://www.psia-c.org/about-us/contact-us/
Hello and Happy New Year to you from Bloomington, Minnesota. As the Snowsports Director’s committee chair, I am privileged with representing the Central Division’s Snowsports Directors. During the 2019-2020 snow season, I have had the privilege to attend various PSIA-AASI events. The first being a Boyne Highlands Snowsports workshop which was held December 5-8, 2019. Some of the key speakers that were in attendance are the following: Richard Wren, Central Division President, Chris Rogers, National Team Member, and Ron Shepard, our Executive Director. At this workshop we tackled many topics regarding how to improve snowsport academies through roundtable discussions and presentations, worked on individual ski growth through on-hill clinics, and had an opportunity to simply connect with fellow directors within the division.

One of the topics that we spoke of at the workshop was the value that comes with cross-training employees. In short, this would entail offering lessons to snowboarders on how to ski, and vice versa, then going over the teaching method for the discipline. Cross-training employees would open up possibilities for snowboarders, or skiers, to supervise either discipline’s program, provide the area with more instructors when short staffed, and encourage both sides to co-mingle. After instructors have learned the basics of the previously foreign discipline, they will have a more transparent understanding of not just the newly learned discipline, but the previously ‘mastered’ one as well. The instructors will be able to speak about the differences between the two in a way that demonstrates their knowledge to the customer in a well-rounded, beneficial manner that promotes both sports.

Another topic that we discussed was Adaptive. We went over the growing need for more Adaptive trained instructors, what different areas are doing to provide Adaptive lessons, and any of the training opportunities being provided for instructors. Adaptive is a part of the industry that is growing quite quickly and often pairs with outside organizations. As members of the industry, we need to be doing all that we can to encourage continuous growth and knowledge within our areas. Here at Hyland Hills, we started up a program that is a 1-on-1 based lesson for kids that are on the spectrum.** Also, a clinic is offered so staff can continue to learn and grow when it comes to Adaptive. Since we started emphasizing the importance of Adaptive, we have seen a lot of awareness growth and interest. In fact, this season, Hyland Hills is paying for seven staff members to go and get their Adaptive Level I certification. PSIA Central is allowing each member ski school to send one instructor to an Adaptive exam for free during the 2019-2020 season. The need to offer classes or an option for Adaptive is growing, so, what are your schools offering for adaptive programming?

More recently, I attended the Snowsports Directors Seminar, held at Afton Alps, MN. This event was a one-day meeting that was designed for Snowsport School Directors, trainers, and school leaders. It was both an indoor and on-hill event designed to inform Directors of what is going on within the world of PSIA Central Division and National. Topics at this event were communicated by utilizing round table discussions, on-hill clinics, and guest speakers. Nick Herrin, CEO of PSIA/AASI, Chris Rogers from the Snowboard National Team member, and Ron Shepard, Executive Director, were present and shared their style of teaching, talked about what they are doing at a national and divisional level, and various other invaluable topics. It was a day filled with opportunities, and discussions on how to better our ski schools during not only this season, but in upcoming seasons as well.

Directors and Trainers: Please keep watching Base Camp as we continue to post training and monthly discussion topics. Hope you all are off to a great season, and that the remainder of it goes well!

**ASD

Save The Dates:
PSIA-C Spring Rally April 3rd-5th, 2020
Books have become littered across casa del Miller taking vacancy in several nooks and crannies. Family and friends continually push printed works my way, and, more often than not, I attempt to absorb the ink contained within their binders. In December, I had several readings going on at once bouncing from one to the other depending upon what part of our casa I plopped. “Be fit to Ski,” by Sue Kramer and multiple PSIA-AASI tech manuals used for reference have provided copious amounts of scientific knowledge. The violence in Homers “Iliad,” which may have been a precursor to current Video games, and the romantic writings in “Selected Stories of O. Henery,” have provided both entertainment and thought provoking insights on how to spin a yarn. Spinning a yarn plays a crucial role in successful coaching and instructing as well if the yarns fibers consist of equal amounts of fact, personal experience and a willingness to learn.

Throughout the last five decades, I’ve made mental notes about Instructors to whom I am connected. Those whose yarn consists of equal amounts of fiber have created great lessons and fantastic learning connections. More often than not the good Instructors continue to improve the quality of their yarn by continuing their education and keeping other learning channels open. In the past two years, many members have helped improve the yarn quality of the Central Division Education Staff by submitting Event Evaluations. These event evaluations have not fallen upon deaf ears and we encourage event participants’ continued input as we work together to to Spin a High Quality Yarn.

Please keep those evaluations coming.

Brad Miller
PSIA-AASI-C
Education VP
Are you a ski instructor, with a “real job” that keeps you where you live now? That is fantastic, as you are one of those preserving the culture of your ski school. I thank you for making ski and snowboard instruction a part of your life, but this article is not for you.

This is for the people going for their level one, or maybe their level two, who know they want the pin, but may be unsure about why they really want it or what they can do with it. I was there, and now I am here to tell a tale about what that pin can really do for you. Is it a sense of accomplishment? Sure. A measure of your progress? Absolutely. A way to establish yourself in your school? Without a doubt. These are the arguments I heard when I first began my journey toward certification, and they were each valid.

What I didn’t understand was the true nature of the pin- a quality that no-one had really conveyed to me.

When I was 15 I showed up to a level one exam at Caberfae Peaks, in Michigan, with a tray of french fries, (and I am not talking about my skis). I did not appreciate the ceremony of certification, and the responsibility borne by the clinician. I munched fries and casually interacted, but I missed the point of the event. I had been to resort training, and I approached Level 1 with the same relaxed attitude I brought to those clinics. At the time, I only saw certification as a way to break free from the toddler groups in my weekend job as a ski instructor – not as representative of a teaching organization, but rather, an administrative hoop.

As you could expect, I failed that exam. It wouldn’t be the last exam that I failed and it wouldn’t even be the last level one that I failed. But the challenges I faced helped me grow so much along the way. I’m not proud that I failed, and that I had made a less-than-favorable first impression, but in some respects, failing was good for me. It was eye-opening. I appreciated the standard held to by the clinician who failed me.

When I finally did pass level one, my goal had already shifted. I started thinking about level two, realizing that achieving this certification was going to require some concerted effort. I wasn’t just challenged by my age, and the credibility-gap of a teenager seeking a professional designation. I had to confront my skiing knowledge and actual experience and add some precision to my otherwise playful style. I began training more in my spare hours, and I was lucky enough to work for a ski school with incredible people who would help me to achieve my goal. I had virtually unlimited access to dedicated trainers who would spend countless cold nights shooting video until the camera batteries froze. In retrospect, the investment made by others in my advancement was of far more value than my own effort. There’s a pin lesson – few people get certified on their own.

In my journey as an instructor I have worked for many resorts, only rarely finding that kind of mentorship again – and the desire to be that kind of educator has been imprinted in me.

I earned my Level 2 after more than one failed attempt, and more than one lesson learned. I achieved it while still in High School, and I was amazed at how supportive my school advisors were towards my goals. I used this credential and my interest in cross-country skiing to teach for a program that I read about in 32 degrees magazine. My alpine certification enabled me to be accepted in a program teaching children to Cross-Country ski, in Alaska. My pin was already taking me places around the globe. When I graduated from high school I knew I was not yet ready for college, and I already had a sense that I had earned something of value- a way to make my way in the world. I started looking at places to teach skiing- counting upon my prior experience and my silver pin to open some doors.

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Do you get nervous with just the thought of taking a certification exam?

Well, this article is for you.

This article is primarily focused on Alpine Level II and III certification, but anyone who will be taking an exam, teaching the general public or leading any kind of a clinic will benefit from following the process outlined below.

The things that you have read in the past about taking an exam remain important:
• Find a good coach whom you trust;
• Train with others who share similar goals;
• Practice the skiing tasks;
• Practice teaching to your trainers/peers and teach to the general public over and over again;
• Develop your lesson plans and put them into writing and practice teaching them to anyone who will listen.

As you train and practice don’t forget to seek feedback from your trainers and your peers. It is all about preparation and commitment.

Certification is a journey. It doesn’t happen overnight. You have to make time to prepare. Then you must practice to build confidence and refine your skills (Skiing and Teaching).

Setting up a “Lesson Plan or an Exam Teaching Assignment”

This is a must to help you more easily pass the exam

What you must know: (This process, is for all Level I, Level II, and Level III Certification Candidates. These types of questions may not be required for Level I candidates, however, it will be impressive if you know and understand what Skiing skill and hence what fundamental you are teaching. The major difference between Level II and Level III is the way in which teaching assignments are done. In Level II, you will look at a video and develop your lesson plan. In Level III, you will observe one of your fellow candidates and develop a lesson plan to improve his/her skiing.)

The key is to follow these guidelines to significantly improve your chances of passing your exam. Incorporate these tactics into your everyday lesson and you will WOW your students and your Snowsport’s School Director!

Decisions you need to make prior to developing your lesson plan!

1. On which skill will you base your lesson? REP (Rotational Control, Edge Control, Pressure Control)?
2. Which fundamental(s) will you target? Make sure that you know all 5 Fundamentals cold!
3. Be aware of the following:
   a. Are you teaching or introducing something new?
   b. Are you refining a skill?
   c. Are you adapting to conditions/terrain?
4. What part of the turn are you working on?
   a. Initiation?
   b. Shaping?
   c. Finishing?

Once you have determined the answers to these questions, you are ready to develop your lesson!

Today, Your Student is “John”

The Introduction: (This needs to be bullet proof). Your introduction sets the stage for your entire lesson and it will show the examiner or your student that you know what you are talking about. (See Sample Introduction statement at the end of this article.)
1) **Who:**
   a) What kind of skier is your student?
     i) Ex: Basic parallel skier who initiates his turns with his upper body

2) **What:**
   a) What would you like your student to do differently?
     i) Ex: Initiate his turns with his lower body, feet and legs.

3) **Why:**
   a) How will this change benefit your student? Always use an If/Then statement! Avoid saying: “I want you to do this.” The If/Then statement puts the onus of learning on the student not you the teacher.
     i) Example: John, If you work with me to develop the skills to __________, then you will be able to get more performance out of your skis, you will find that it takes less energy to ski and you will probably become less tired. You will be able to ski with more confidence, control and you will be able to ski more advanced and varied terrain. How does this sound?

4) **Safety:**
   a) Make a statement that will be relevant to what you will be teaching or the terrain that you will be using.
     i) “John, always look uphill before starting downhill, and stop in a safe place.”

5) **Where:**
   a) Easy terrain. As an example.
     i) If we can practice on some easier, nonthreatening terrain, then your skills will develop more quickly. As our skills improve, we will move to more difficult terrain to see if you can keep it all together.

6) **Which Skill and which Fundamental are you teaching to?** (If you are teaching clinic style for the exam, the examiner will want you to tell them what skill and what fundamental you are teaching to.)

7) **How:**
   a) John, through the use of exercises, we will get you matching your skis after the fall line.
     i) For example, If you will work with me for the duration of this lesson, we will practice some exercises that will help you develop movements that will allow you to match your skis after the fall line. These movements can be further refined to help you match your skis earlier in the turn. And soon, you will be skiing parallel!
     ii) Now start your lesson plan. Start your “progression” (See Below)

8) **Wrap-up and Evaluation**
   a) Have the student provide a review of the lesson. This will anchor the learning experience.
   b) Always check for understanding, give appropriate feedback, ask questions and ask your student to come back and tell him/her what you will work on the next time that you are together. **Note:** In a real lesson, you will need to always ask the student what he or she would like to learn or improve upon during the time you spend together. Always ask this question when teaching any lesson beyond the beginner lesson. In the beginner lesson, it seems obvious that they would like to learn to ski. This is the “goal setting” part of a real lesson. In an exam, at level II, the examiner will give you the “goal.” This becomes the “WHO” in the example above. In a level III exam, you will be asked to observe one of your peers, and then you will develop your lesson plan.

9) **Progressions:** (This is for Level II and Level III candidates — not Level I)

Developing progressions is an integral part of teaching success. However, remember that your progression is to be used as a “Guideline.” When you are teaching, you should be providing feedback throughout the lesson and always be in a position to modify and adjust your lesson plan based on your students’ needs. Personalizing and individualizing each lesson is a key to enriching the entire teaching experience.

Have a progression for each of the five Fundamentals: We have found that we need 2 progressions to cover all situations that could come up for each of fundamentals 1 through 4 in an exam. For Fundamental #5, you will have different situations/scenarios. Have a lesson plan ready to address Conditions, Introduction to Bumps, Ice, Varied terrain, Variable snow conditions, Powder, Crud, Steeps, Pole usage, Wedge Christy to Parallel and Wedge to Wedge Christy turns. This will cover many things that may come up in an exam. Once you have a sound progression prepared for each of the fundamentals you are well on your way to having a fun and successful exam.

*continued on page 8*
Progressions: (For all lessons– Static, Simple, Complex, Whole, (blend into skiing)

Static exercise: Example – Tipping of skis

Simple: Puts static exercise in motion – Traverse, releasing and engaging edges by tipping the feet. (Release, Engage, Release into one turn in each direction)

Complex: Amplifies the Simple exercise; Link a few turns on easy terrain, focusing on engaging and releasing our edges by tipping the feet and legs.

Whole: On appropriate terrain, blend what has been learned into skiing. Link several turns. Turns should reflect the sought-after changes stated in the “What” stated above. (Initiate turns with our lower body, feet and legs.)

Wrap-up:
Have your student(s) wrap-up the lesson. This will help anchor the learning experience.

• Ask leading question. Ex: John, what was the first thing we did in our lesson today?
• Walk them right through the entire lesson.
• Invite them back and tell them where you will take them next and how that will further enhance their skiing/riding.
• Thank them for allowing you to spend time with them!

Note: Make every effort to Personalize and Individualize every lesson you teach, whether it is in an everyday lesson or an exam setting.

Sample Introduction Statement!
Student “John”

Hi, welcome to Mad River Mountain. My name is Joe and I will be your ski instructor for the next hour. John, what would you like to take away from our time together today? Great.

(Who) I’ve had the opportunity to observe you making a few warm up runs and I see that you are a fairly skilled open parallel skier. I observed that you were initiating your turns with your upper body.

(What) Today we would like to explore initiation using our lower body, legs, and feet.

(Why) If you practice the skills, we are going work on today, then, you will find that you can ski with more control, you will be able to ski more challenging terrain, and certainly ski with much less energy. How does that sound to you John? Great!

(Safety) Before we begin, let’s discuss safety which is a very important part of our lesson. Before starting down the hill, make sure that you look up the hill to ensure no one is coming down that will interfere with your run. Let’s make sure that when we stop that we are visible to skiers above us.

(Where) John, we will be working on developing some new skills today. If it is okay with you, we will start out on some easier terrain and move to more challenging terrain as our skills develop. Good. Let’s get started.

(How) How is the actual lesson plan.

Summary
We have found over the course of our teaching careers that the above process is a valuable way to prepare and structure a lesson plan. This keeps the lesson organized and manageable. Instructors who develop lesson plans generally have more success when teaching in an exam and better learning outcomes for their students.

Following a process will reduce anxiety, prepare you for your next certification exam and enrich your overall teaching experience. To build a stronger student teacher bond, be sure to individualize and personalize every lesson you teach. Seek out every opportunity to practice teaching and especially, seek feedback from your trainers and your peers.

Feel free to contact Joe or Arnie with any questions you may have.

Joe Rodriguez
1-714-345-3766

Arnie Wright
1-920-948-0081

Joe Rodriguez is a Level II Alpine Instructor at Mad River Mountain, in Zanesfield, Ohio.

Arnie Wright is a Level III Alpine Instructor at Cascade Mountain, in Portage, Wisconsin and Vail/Lions Head.

Both Arnie and Joe host summer training dryland clinics which cover progressions, development, movement analysis, and overall certification preparation.
I ended up going to Snowbird Ski Area, in Utah. I was nervous bringing a certification I had earned on a 312’ hill to a 3,200’ mountain notorious for steep and rocky terrain, but I found that my certification was truly portable. The same fundamentals that I had learned in Michigan applied in the Wasatch mountains.

There were a few things the Central division had not prepared me for, for example, it had not been necessary to teach groups of 7-year-olds to self- arrest in Michigan (a self-arrest is the actions a skier makes to stop themselves from sliding down the slope after a fall). I learned a lot at Snowbird and then moved on to Steamboat Resort, in Colorado.

At Steamboat, I found some great mentors and a schedule offering clinics before, during, and after work hours. Steamboat was a pretty great place to work, and if training alone paid the bills I might still be there. But, in the locker room there was one place I did not stop hearing about--it came up again and again as the highest paying ski school, with the best training, and the best opportunities. The place constantly being mentioned was Aspen. I was not sure if my level two pin could get me that far, but remarkably, I ended up teaching at Aspen Highlands the next season.

The Highlands is arguably the best skiing of all of the Aspen resorts, and hiring there is pretty competitive. In my first season, the resort only hired 5 new instructors, and yet my Central Division Level 2 had the power to make me one of the 5.

Everything I had heard about Aspen was true. It was a fantastic place to work with world class training (and world renowned trainers). Teaching at the Highlands gave me the opportunity to teach almost entirely high-level lessons and the training I received there helped me grow as an instructor and big-mountain skier. After a season at Aspen, I went home to Central Division to take the level 3 exam for what would be the third time, and I passed (Woohoo!).

Gaining my Level 3 certification caused my possibilities to shift again-- I now had an internationally recognized certification, and “a passport pinned to the outside of my uniform.” Generally, one can get work abroad with Level 2 and a working holiday Visa, but often with some age restrictions. Level 3 certification, however, often commands a sponsored Visa- which means a higher booking priority at the sponsoring resort as well. That summer, I started work at The Remarkables, in Queenstown, New Zealand.

Working in New Zealand was a transformative and incredibly fun experience. The schedule, the market I was catering to, and the day-to-day of it all was different from what I was used to in the western United States. Much like the Midwest, I began teaching multiple types of lessons each day, sometimes having two privates, and two separate groups, or just six separate 1-hour private lessons. I was able to make a connection with my guests and a change in their skiing, in a shorter amount of time.

Before I had left for New Zealand, I met a ski school director from the Nagano Valley of Japan and he offered me a job as a ski instructor. When the season ended in New Zealand, I flew to Japan. Working in Nagano was totally different from anywhere else I had ever been. The skiing on Honshu, the big island where Tokyo is located, is absolutely incredible. The amount of powder was awesome and it got to the point where it did not matter if it was going to snow that night, since tomorrow was going to be a powder day regardless. The work was inconsistent, but I was not overly bothered with that because there was bottomless powder nearly every day at the top of the gondola.

One day, as I unloaded from a chair at the top of one of the many resorts our school served- I paused for a moment to reflect. Eight years after failing my level one for the first time I was in Japan teaching skiing. Amazing right?

At 15, with my tray of French fries and a half season of teaching cubbies, I had no idea what a pin could do for me. With each step in the certification process, my goals and the available opportunities grew along with my teaching and skiing ability. The PSIA certification process sent me on a journey, and with each level of certification the path ahead became brighter. The education that comes along with working as a member of a ski school is often significantly more valuable than the tangible payment we receive. I have had the opportunity to learn from some of the most notable people in this industry.

At every resort where I taught, I learned something important, whether from trainers, or through the experience of working in a new environment. The experiences that I have had by traveling with my certification have been incredibly rewarding both professionally and personally. Eight years, nine PSIA exams, and four countries later (I am currently working at Perisher, Australia), I am now a fully certified instructor and able to give back as an Education Staff member for Central Division.

When I tried out for an Education Staff position, the selectors asked “what will you bring to the team that we don’t already have?” I pointed to my PSIA certification pin and began to explain the story of “the passport on my chest.”

I can’t wait to help others in the division realize the incredible power of their pin, and to hear the stories of their respective journeys.
During the 2019 PSIA-AASI Fall conference, I had the pleasure of talking with PSIA-AASI Penn State intern Joshua Pighetti at Denver International Airport. Although our discussion was based primarily on the differences between coaches and instructors, an article he later sent to me led me down a different path — storytelling and its role in children’s education.

As fate would have it, I was reading the Iliad, by Homer, at the time — hence, my Wikipedia research started with Greek philosophers such as Socrates and Plato. Although these philosophers did have interest in human nature and contemporary morals it was the famous story teller Aesop whose countless fables have now touched millions of children worldwide. Further research revealed Aesop, a slave, actually targeted adults. In the Renaissance era, Aesop’s fables were used as ethical guides — often used in sculpture, painting and other illustrative means. The use of Aesop’s Fables as a children’s educational tool was brought to light by Philosopher John Locke in the 17th century.

In “Some Thoughts Concerning Children’s Education” (1693), John Locke stated “Apt to delight and entertain a child ... yet afford useful reflection to a grown man, and if his memory retain them all his life after, he will not repent to find them there, among his many thoughts and serious business If his Aesop has pictures in it, it will entertain him much better, and encourage him to read when it carries the increase of knowledge with it. For such visible objects here talked of in vain, and without any satisfaction, whilst they have no ideas of them; those ideas not to be had from sounds, but from things themselves, or their pictures.”

In short, John Locke may have opened the gateway for many, including the Brothers Grimm, Mark Twain, Walt Disney, JRR Tolkien, Dr. Seuss, Mr. Rogers, The creators of Sesame Street and JK Rowling.

Putting most recent Historic perspective on storytelling, Catherine Heineken (in the conversation of 4-11-2018) stated “Prior to the 1960s teaching humanities was heavily dependent on storytelling by teachers. A teacher would give an account based on her own knowledge, reading and imagination.” In regards to teaching/coaching young athletes, the use of storytelling based on the CAP Model Stage Development may in fact be a useful tool.

Keith Caldwell, M.Ed quoted author Gail Goodwin in “Storytelling as a Pedagogical Tool” (Teaching Through The Arts 7-16-2012) “Good teaching is one-fourth preparation and three-fourths theater!” Keith Caldwell went on to state “Stories promote lively imagination on the part of the students. When students listen to a story, they create mind pictures, make inferences and predictions, and fill in the gaps. They, in a sense become involved in creating the story, thus forming a relationship with the narrative. When packaged as a story, the oral delivery of information promotes greater involvement than the written language.” Wow! Talk about a learning connection.

Research in hand, I realized I didn’t reside on the island “Once Upon A Time” Storytelling in Children’s Education

By Bradferd Miller

‘History’ is mostly ‘story’.” — Ken Burns
of storytelling alone. Storytelling has been an important and lasting component in my learning process. Lessons learned in education and life have provided valuable assets when the right occasions occur.

Perhaps Mark Twain’s Levity in “Pudd’nhead Wilson” with its underlying themes on human nature has played a part in my observations.

Frances Hodgson Burnett’s “The Secret Garden” presented insights to children’s development as Mary and Colin’s respective trials in overcoming fears and challenges seemingly morphed them into one character.

“To Kill a Mocking Bird,” by Harper Lee, dealt with the topic of race. Its main character, Atticus Finch, served as a model of integrity for lawyers. Wow, Storytelling may have touched me deeper than I thought.

The PSIA-AASI Children’s Instruction Manual contains key boundaries for effective storytelling. Piaget’s Stages of cognitive development, Maslow’s Hierarchy of Needs, and the CAP model provide needed information for successful story delivery. A few seasons ago, the Grand Traverse Ski Club had a treasure hunt where the first team in the lodge received a story from Uncle Brad. As I began to unfold our local Legend of “The Dog Man” to young athletes, they became more focused and began to contribute to the story which was intended to entertain while encouraging them to stay out of the off-piste forest.

After the story, a few athletes began to ask questions, specifically the younger ones. The next day, our director received several calls from parents concerning their child’s inability to sleep through the night. Although well intended, I had punted when it came to incorporating Piaget, Maslow and the CAP model in creating a safe environment. Storytelling, when used effectively, can use analogies such as the “Tortoise and the Hare.” When practicing skills, where slow movements are required, the role of the Tortise can facilitate setting the wax pocket for children in Cross-Country skiing. The writings of JK Rowling can lend analogies when describing trail markings. “Enter carefully the double black diamonds for that is where Lord Voldermort resides!”

Regardless of our student’s stage of development, storytelling can also provide motivation. By sharing personal experiences instructors can provide a foundation for goal setting, persistence and team work. As instructors, we have the ability to share our experiences with students which could inspire lifelong passions for our respective disciplines and the journeys that accompany them.

Most recently, I attended a presentation by Olympic Gold Medal winner Kikkan Randall where she provided the amazing account of her long journey to Olympic success. Kikkan spoke of her long-term strategic plan, race result highs & lows, team budget cutbacks and physical setbacks six weeks prior to the Olympics. As importantly, Kikkan spoke of her battle with cancer followed immediately by the NYC marathon where she ran an amazing 2:55. Through Kikkan’s narrative the audience emotions rose and fell, which included a few shed tears. For the several hundred coaches, competitors and young athletes in attendance Kikkan’s story became an inspirational outline which included a plan, effort, desire and teamwork.

Like a Homeric Odyssey, my conversation with Joshua Pighetti took me on a voyage I hadn’t expected. Storytelling has played an important role in the education of Children for thousands of years. As Instructors, coaches and athletes, sharing our experience through storytelling can provide a valuable tool when appropriately applied. In retrospect, we all have a story that can have a positive effect on our students, as Aesop, Twain, Tolkien and Rowling have done before us.

Brad Miller
PSIA-AASI – C Nordic and Children’s Education Staff; Member of the Nubs Knob and Grand Traverse Ski Snowsports Staffs.

“Dedicated to the memory of Charles ‘Chick’ Round, Shanty Creek Resort Ski Instructor/Storyteller extraordinary. Gracias. We will miss Chick greatly.”

“Story telling is the most powerful tool for putting ideas into the world.”
– Robert McKee
Me and My Shadow:
How the Sun and Chairs Can Change Your Turn Shape

By Ron Shepard

Skiing and riding can be paradoxical. We describe movements and outcomes with incredible precision, and yet within the realm of performance — outcomes can vary dramatically.

Take the “Short Radius Turn,” for example. These can be skidded or carved and still be dynamic — they can take long pathways or short ones, broad or narrow. How does one practice a short-radius turn and still account for all of the variables? One solution may be to change the movement pattern you are most familiar with, and practice another. The challenge with this is that the new movement pattern may feel awkward and foreign, making imprinting difficult.

A solution is to bring in an external cue — something that forces the new pattern. We know that moguls can represent a pattern change, and so can gates. Fortunately for those of us in the Midwest, where fixed grip chairs are plentiful, there is another pattern breaker than can add a whole new dynamic. It’s the sun, and the moving shadows from a chairlift.

Your gates are the “chairs” themselves — the large rectangles whose shadows are moving up, or down the hill. Think of them as two sets of gates- a dual slalom so-to-speak. We use a fixed-grip chair because the spacing and speed are most appropriate for the task.

You’ll ski the uphill-traveling set first, slaloming the shadows while anticipating not where the chair “is,” but where it will be by the time you get to it. The uphill traveling set of shadows often surprises the skier with its position, requiring an acceleration across the hill at transition. The resulting turn is broader—what is considered a “reaching” short radius turn as the skier stretches to clear the approaching chair shadow. The tracks you’ll leave have a decided laying-down “S” shape to them — be sure you have plenty of space between the chair shadow and the towers, and that you are conscious of the traffic around you.

When you’ve become comfortable with the uphill chairs, it’s time to start the chase — skiing the downhill traveling shadows. The turn that results from this set has edges that are “high to the side” and the skier (or rider, this can work for Snowboard and Tele too) stretches themselves down the hill to catch and pass the shadow. This side of the shadow drill tends to move skiers forward, and enhance projection down the hill. The
resulting tracks are elongated and narrower, barely visible at transition and emphasized at the apex—a stretched “S” comes to mind.

In both sets—uphill and downhill traveling shadows, it isn’t simply that the shadows are moving vertically—they also will shift left and right—due to the sag of the cable and the rise of the towers. Anticipating this change enhances your ability to see, sense, and predict where and when your turn will occur. Your adjustments will be nuanced, and intuitive—again, breaking patterns in our skiing or riding.

You might be amazed by the turns you find, and the clear difference that is evident in the tracks you’ll leave. More importantly, you’ll ingrain patterns and sensations that you can call upon, so that your Short Radius turns are not a “thing,” but rather a set of variations to suit the situation.

You’ve used “solar video” to assess your form—with chairlift shadows you now have a dynamic solar course. Put those rare sunny days on the slopes to good use this winter by changing your short radius turn shape variations.

December 2019

Boyne Highlands Resort Events

Greg Chmielecki, Kris Agnew, Floyd Soo, Mark Fisher, Chris Fisher, Sam Lartz.

Video Analysis & Review, with Education Staff Members.

Mini Academy Group Leader Kolby Knox; Participants: Joe Torres, Sue Campbell, Taylor Surface, Ron Liddell, Rob B., Herb Broughton.

Performance Skiing Group Leader Joel Dewey; Participants: Robbie Ortlieb, Mark Anderson, Bill Quinlan, Patt Pinchbeck, Gloria Irwin, Darryl Irwin, Jan Serota, Bill Bonkowski.
Boyne Highlands Resort Events

Telemark event Group Leader Brad Miller. Participants: Duane Miller, Kurt Garcia, Jay Finney and Matthew Kim.

Rider Rally Group Leader Chris Rogers. Participants: Elexi Anderson, Mike Ferrell, Matthew Katz, Chris Lausche, Kevin Ohlrogge, Rob Shaw, Jayson Spaulding and Max Withrow.

Group Leader Erika Meier. Participants: Karen Downing, Coco Griffiths, Candice Lomaka, Jerry Nardella, Larry Rubstorfer, Michael Koskus.

Snowboard Level One Group Leader Corey Schroeder. Participants James Haggerty and Kerry Pernick.

Alpine Level One exam Group Leaders Dan Moss and Jonathon French. Participants: Kris Liebau, Andrew Northrup, Marge Ricksecher; Doug Spence and Priscilla Sweet.

New Alpine Level Ones.
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2020 Issue 3 July 15, 2020
2020 Issue 4 October 7, 2020
2021 Issue 1 January 5, 2021

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All articles and photographs intended for publication in The Central Line should be submitted to the Editor.
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Boayne Highlands Resort Events

Race event Group Leader Ron Shepard. Participants: David Corcoran, Jamie Guilliani, “Sky King,” Dennis Parroit, Sara Serota, Mike Watson, Martin Webster, Tony Pencil.

Mini Academy Group Leader David Oliver. Participants: Ron Sarkozy, George Allen, Mac Jacob, Loren Osborne, Steve Faller, Jackie Holcomb, Ed Denewith, Jan Hanczaryk, Michael Hanczaryk, and Beth Bartelt.

SSD Group participants.

EIE Group Leader Gary Parish with participants.

Education Staff members.