



THE Central Line

2021 ISSUE 1

The Official Publication of the PSIA-AASI Central Division

In Sync for the Times



EVOLUTION OF YOUR CENTRAL DIVISION | TEACHING FAMILY GROUPS | PRESIDENT'S UPDATE
ELECTION UPDATE | TEACHING IN A PANDEMIC | KEEP IT MOVING | THANK YOU TO CENTRAL DIVISION

Evolution of Your Central Division: Improving Its Effectiveness

By Rick Karr, Section – 6 Alpine Board Director, Alpine II, Children’s Specialist II, Freestyle I, Seniors I, Mad River Mountain Ski/Board School

Central Division’s Board of Directors have been working to improve the Board’s effectiveness for you, the member, in an evolutionary process.

The Board recently updated its bylaws and formally adopted a framework for nonprofit boards known as Policy Governance (PG). One important change is the consolidation of the Board structure from 16 to nine members over the next three years.

A move to Policy Governance was sparked by our national organization, under the leadership of PSIA-AASI National President and CEO Nick Herrin. Central Division is the last of the eight divisions to change its bylaws and adopt a Policy Governance model. Central Division is currently chartered under Michigan Act 162 Nonprofit organizations. As such, the maintenance of a board of directors is required for fiduciary gatekeeping and the organization’s well-being, plus the IRS requires nonprofit corporations to organize under a state charter.

Background and Basics of Policy Governance

Your board members have three primary legal duties, which a Policy Governance framework helps integrate effectively:

- **Care** – Paying attention to the organization’s activities and operations.
- **Loyalty** – Putting the interest of the organization before personal and professional interests.
- **Obedience** – Complying with applicable federal, state, and local laws. To adhere to the organization’s bylaws. To remain the guardian of the mission.

How does the Board work under Policy Governance?

The Board governs on behalf of Central Division members with the “big picture” in mind to determine direction/purpose of the organization; policies and priorities; monitor the organizational performance and impact; safeguard assets; select, monitor and support the CEO, including providing fiduciary oversight and board self-management.

Under policy governance, board members represent the community to the organization and the organization to the community. The CEO manages the staff and organization under the direction of the Board. The Board focuses on the END results which the organization is to achieve, and the executive – in our case the Executive Director — focuses on the MEANS to achieving the ENDS. The Executive Director follows the Central Division Board’s direction that is to cross the goal line, but stay inbounds.

A better model: Policy Governance for a Partnership

The purpose of the Board of Directors, on behalf of the members, is to see to it that PSIA-AASI-C (a) achieves appropriate results for appropriate persons (as specified in the Ends), and (b) avoids unacceptable

actions and situations (as prohibited in the Board of Directors-Executive Director Limitations policies). The Board of Directors will govern lawfully and will observe the principles of Policy Governance.

What opportunities does Policy Governance provide, to you the member?

The Board sets the goals of the organization and the ENDS for the “Executive Director,” who works to achieve these goals. In the past, the Board often had standing committees or ad-hoc committees working on areas such as marketing. Now, under PG, the board will form Task Forces to address various issues or opportunities which may often be under the direction of the Executive Director, to assist in accomplishing one or more of the ENDS. These task forces are limited in time and scope and may include not just Board Members but also members-at-large with unique experiences and skill sets. This is an opportunity for you to reach out to Board members, especially if you have skills that may benefit a task



Board of Directors Election Update

By Sally DeLange

PSIA-AASI Central Division — Welcome New Board Members

The Board is excited and looking forward to working with all new members of the board for the 2021/2022 Season. This is a continuing opportunity to work on our partnership with PSIA-AASI National.

Welcome to the New Board Members

- Sections 4 Alpine — Hunter Steinkamp
- Adaptive All — Jenny Eichner

There were 2 open seats for the 2021 election and 1 nomination for each open seat:

- One nomination for each of the following — Alpine Section 4, Adaptive All
 - These two seats were uncontested.
 - The Bylaws and Policies and Procedures documents governing our organization do not allow for write-in candidates in our elections, therefore these two nominees won their seats through the nomination process.
- Beginning in 2021, for the purpose of decreasing the number of Directors on the Board from its current composition of 16 positions to 9 and staggering the election of Directors, the changes needed are detailed in the Central Division By-Laws.

Please see “Section 2 - Composition,” at <https://psia-c.org/about-us/by-laws/>.



Thank you to all of the outgoing Members of the Board!

- Alpine Section 1 – Jon Wittman
- Alpine Section 2 – Chad Poepping
- Alpine Section 4 – Richard Wren
- Alpine Section 5 – Sally DeLange
- Snowboard Sections 4, 5, 6 – Phillip Howell
- Adaptive All – Bill Brooks

All your hard work and dedication are truly appreciated and you will be missed!!

As an outgoing Representative for Section 5 and the Board Vice President, I want to thank all of the Board Members that I have worked with over the last 6 years! It

has truly been a pleasure and a wonderful experience. I will miss being a part of such a great group of members and appreciate your trusting me with the Vice President position and being a Representative for Section 5! Thank you All! Sally

Please don't forget, even if you are not on the Board of Directors, there are many opportunities to participate and help shape the future direction of our Division:

- Share experiences by submitting articles for the Central Line publication
- Volunteer to participate on committees
- Introduce new ideas and participate in moving initiatives forward
- Advertise in the Central Line publication, on the PSIA-C Website and Facebook
- Submit and share photos in the Central Line, on the PSIA-C Website and Facebook
- 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 — <https://www.psia-c.org/calendar/>

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 — <https://www.psia-c.org/about-us/contact-us/>

Thank you to all the Members that participated in the 2021 Nomination Process! Looking forward to Next Season! Stay Healthy & Safe!





Teaching in a Pandemic:

How the Learning Connection Can Guide You Through Challenging Times

By Logan Price, PSIA Level 3 Alpine Instructor

The Coronavirus pandemic has had a deep and profound impact on nearly every aspect of our lives. How we socialize, learn, work, travel, etc., have all changed greatly in the last year. We have had to adapt our outdoor recreational pursuits (snow sports in particular) in many ways this season. For instance, instructors have had to adjust to wearing a mask while teaching lessons this season. Normally, as instructors, we lift our goggles when meeting students and greet them with a friendly hello and a warm smile.

After a busy holiday stretch of teaching, I recently took time to reflect on how I handled some of these new challenges. What I discovered was that PSIA-AASI's Learning Connection was the perfect tool to help me, and you, navigate safe passage through these uncharted waters.

People Skills

If you are familiar with the People Skills segment of the Learning Connection you know that it contains four fundamentals. Let's take a look at two of those fundamentals a little more closely.

1. **Develop relationships based on trust.**
2. **Identify, understand, and manage your emotions.**

As instructors, we need to develop relationships with our students so that they trust us both as teachers and guides as we take them on a snow sports journey of learning and growth. The stronger that relationship between instructor and student becomes the more trust a student has in their teacher. The best method for gaining the trust of your students is to ask plenty of questions and to be an active listener (talk less, listen more) during each of their responses:

- Take a couple of minutes to find out where your student is visiting from;
- Ask them how was their trip to the resort;
- Inquire as to with whom they might be travelling;
- Answer any questions they might have about their stay at the resort.

Then, share a little bit about yourself; how long you've been teaching, where you are from, etc. This will serve as a good ice breaker and help you to get to know your student and vice versa.

During the recent months, we have all experienced a wide range of emotions. As educators, it is important for us to identify, understand and manage our emotions and actions. Becoming more aware of your

emotions, both positive and negative, will allow you to manage those emotions effectively when we deal with students. Instructors need to bring enthusiasm and positivity to their lessons so that students feel like the lesson will be fun and rewarding. That can be a challenge to a snow sports professional who might be burdened by negative emotions. Experiment with techniques that allow you to compartmentalize your emotions as needed.

Teaching Skills

The Teaching Skills segment has six fundamentals. Here, we will utilize two of those fundamentals to guide the student's learning process.

1. **Collaborate on long term goals and short-term objectives.**
2. **Promote exploration, experimentation, and play.**

Collaborating with your student is always a key component for a snow sports lesson. Work together to build a plan for action and set reasonable objectives for the day. This season, ski resorts have experienced an increase in demand with more crowded slopes than in recent years. This is good for business but can present an element of risk within the learning environment.

In this instance, a short-term goal would be to conduct the lesson in a safe, low traffic area so that your student feels more comfortable with their surroundings. It is easy to get distracted on busy days and the unnecessary stimulation of noise and motion can hinder the teaching and learning process.

Depending on the length of the lesson, a one skill/fundamental focus is a good approach. Now, more than ever, it is imperative to keep the lesson experience fun and enjoyable. During the pandemic, we have all been adapting and learning new ways of doing things. Working from home, attending Zoom meetings, virtual school, etc. are just some examples of the new things brought forth by the pandemic. Remember that your student is here to be SAFE, have FUN, and to LEARN. Collaborating on a long-term goal is key. For example, gaining confidence on steeper terrain is a common request that students have of their instructors. To meet this goal properly may require time and patience on the instructor's part. Carefully mix simple, easy to understand technical knowledge with sound tactics for managing steeper terrain. Add in positive

feedback and encouragement and your students will be happily achieving their goals in no time.

Not to be forgotten is the importance of promoting exploration, experimentation, and play. Be cognizant of the fact that your student wants to have fun so keep the tone light. It has been a difficult year in a lot of ways. People are looking to recreate in the outdoors, get some exercise and have some fun with their friends. When teaching children, be sure to include fun games into the lesson.

Technical Skills

Technical skills often represent the core of a snow sports lesson. After all, students seek our knowledge and expertise to improve their skiing or riding technique. It is easy to get caught in the cycle of teaching something new on every run. Avoid this trap by mixing technical instruction with practice, feedback, and play. One method that could be useful is one run of instruction followed by two runs of practice and play. This allows the student plenty of repetition when learning new skills. The goal here is to convey accurate and relevant technical information so that the student has a clear understanding of the desired outcome.

When assessing the student, instructors must perform movement analysis to identify any ineffective skills or fundamentals that need to be addressed. The best method for on hill assessment is to utilize "observe, evaluate, and prescribe." Keep the focus specific to one skill or fundamental at a time. Implement the "skill, drill, hill" method of introducing the skill, then use drills to build accurate movement patterns, and finish with sliding down the hill and providing accurate and timely feedback to the student.

Summary

The Learning Connection is an effective relationship process that allows for communication and interaction within the confines of a snow sports lesson. Essentially, the Learning Connection brings together fundamentals of people skills, teaching skills, and technical skills which allows the instructor to correctly execute the lesson plan.

Logan Price is a PSIA Level 3 Alpine Instructor with a CS2 Credential. Logan is the Training Director for the Boyne Highlands Snow Sports Academy and an Examiner for the Central Division Education Staff.



A Midwinter's Night Dream

By Brad Miller, Director, Nub's Nob Winter Sports School, Harbor Springs, Michigan

Three months ago, I packed my bags and moved North towards The Mighty Mac to take on the most challenging job in my career and immerse myself in the top ski community in the Midwest. With new sensations bombarding me, surely I would enter the Utopic Lewis-Carroll-Like writing state that flowed freely when I was a 50-year old punk. Alas, I was stricken with a horrid case of “brain freeze,” otherwise known as writer’s block. I was in dire need of a break that would unleash my grade 5 writing skills once again, and a break is what I got.

“When gas engines first hit the market a lot of folk got taken out checking their fuel levels with a match.” – Wilbur T. McLane

At 1:30 a.m., on Jan 24, 2021, I wrangled my broke body* off the couch, grabbed my crutches and gimped to the rest room. On the way to relieve myself, the Sainted Mrs. Miller asked what I was laughing about. I told her I had just had the weirdest dream about racing lawn mowers. *“Oh, that’s nice. Our Nephew Little Brad races lawn mowers.”* she replied. I laughed a little more.

* From a fall while skiing.



For the love of Thor and Loki, I was so happy to be out of a hospital bed. Five nights in two different hospital beds, hooked up to narcotic drip lines and later receiving copious amounts of antibiotics introduced to drive out raging fevers brought on by my bodies own healing system which had left me wasted. That night’s sweat-drenched and narcotic free sleep, produced the most vivid dream I have ever had.

The Dream

Surrounded by swarm of tailgate partakers like that in the resort parking lot, a man in a plaid shirt hollered

out *“Crutch on over here, Son.”* Drawn by the addiction of a starting line, I crutched over to a dude in a plaid shirt inhaling a freshly ignited Marlboro Black. *“On the count of three the race begins. You got that!”* I protested about getting my rump kicked around an oval track, but to no avail. *“Hell Kid, you ain’t even going to make it to the track,”* Mr. Plaid Shirt replied. Sitting in front of me was a yellow rider with one wheel off and neatly placed on a number of parts and a gleaming white direction handbook. *“Three — Two — One — Vamos!”*

A cyclone of activity began as minions of plaid shirted people descended on to the mowers assembled at the start line. *“Hey Mister. You going to need that steering rod?”* I let him know he was more than welcome to it. Truth was I wanted to watch people create problems so they could relish in fixing them, even if their mowers didn’t run. Shortly, a kid no more than four feet tall sidled up to me and began to address a few simple issues going on at the start line. *“All Equipo Green needs to do is sit on the mower’s seat to engage a safety switch. Equipo Orange lacks fuel and needs to put their spark plug cap on. All you have to do is put your wheel back on and hook up your battery if you really want to race.”*

As I awoke from the bowels of a sweat drenched and drug-free sleep, I rejoiced at the sign sent from a tangent world. I began to place meaning to dream symbols. The color yellow may have represented caution and/or time to wake up and hit the head. The gleaming white handbook represented a reliance on text rather than hands-on expertise. The four-foot-tall kid represented the youthful voice of simplicity and logic. Dream interpretation in hand, it was time to enter Snowsports instruction with my new cosmic weapon.

With the exception of some human species hailing from Michigan’s big sister to the North and those on the glaciers of Norway, we enter our lives with the innate ability to walk with our feet as opposed to sliding on them. Nothing is more apparent than watching a first push-off, or better yet unloading from a chair. I began to wonder if I had ever asked a beginner what sensations they were feeling when this occurred. Some considerations:

- Remember and relate personal sensations. Sorry institutions of higher education, personal experience trumps all. Put the shiny white handbooks in your back pocket for reference and trust yourself;

- Ask for feedback. You’re seeing what’s happening, but your student is feeling what’s happening. Your student can discover helpful solutions when they talk through the sensations and processes; and
- Establish safety priorities as they relate to what you’re working on. Example: *“Keeping up with sliding skis helps with balance. Try pushing your knees towards the tips of your skis.”*

Go ahead now, pull the manual out of your back pocket to see what you covered from a technical standpoint. You might surprise yourself--after all aren’t manuals created from years of experience?

- You created a learning connection;
- You covered parts of the code and a technical fundamental or two.
- Use props, use distractions and use the power of humor to empower your student.
- What if you got your student turning around props by following you! *“Great Job Hilda, next stop is the Olympic podium!”*

Breakdown the lesson into a sales pitch. *“We got the knees to the skis and cone slalom nailed, Hilda. Work more confidence into your speed control and feel free to book another lesson.”*

As your writer, I strongly advise avoiding hospital nights hooked up to IVs and staring at hospital ceilings as that is not the best remedy for writer’s block. However, it did provide a good vision for better teaching practices.

After all, every great vision requires a journey that incorporates sacrifices.

Catch you on the flip side, Amigos!

Dedicated to the memory of Darren Acton and also to Debbie Evans, who was a very bright light in this world.

Coach Brad



K.I.M.

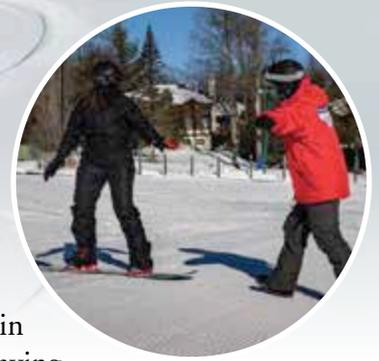
By Corey Schroeder

I know that I'm not saying anything that hasn't been said before, but in my opinion, youth aren't the same now as they were when we were young. I try to put myself in the "youth" category but I have a mirror in my house and somehow it tells me more truth than I would like to accept. When I was growing up, I remember my dad saying to me on multiple occasions "when I was your age..." Of course, this phrase would be welcomed by an eye roll or two. You might have rolled your eyes too just reading the phrase. I know that I did when I wrote it.

Ultimately, when I was your age has nothing in common with a child's level of understanding. When I was "their age," I had no idea what the internet was, and I wish that I did, cars didn't fly — I guess most still don't fly—so cross that one off. My learning style to a 10-year-old was different from the learning style of a 10-year-old now. I mention this because I sometimes see lessons being taught like its still 1995.

Why can't we all move on from this past idea of "this worked then, it must work now mentality"? I am lumping a lot of people in this category that don't belong there but you could change what you do, right? I know I can.

Civilization as a whole is changing. How we are communicating now versus a couple of years ago is a big changing point in everybody's lives. We are more likely to send a text message now than make a phone call. People in 2011 sent out a little over 2 times more texts as they made phone calls. By 2015, that number grew to over 5 times more texts than phone calls. That doesn't consider Snapchat, Facebook Messenger and any other form of communication that I still don't understand. This is just a small sample of only 5 years of advancement in communications. If I go back ever further, to the 1960s, there were a total of zero text



messages sent out — so, we've come a long ways in communication. Am I saying we need to text our students the directions instead of talking to them? Maybe. People generally remember only 10% of what they read and 20% of what they hear, so I guess, so maybe not. But that number increases to 30% of what we say and hear. **Have your students repeat back to you important points throughout a lesson.** But ultimately, people remember 90% of what they say and do. So get moving. We can talk about boots on breaks if you really think that is important to your lesson plan.

We see the use of acronyms all over in the ski/snowboard field. If you venture into a terrain park you will see the letters S M A R T on every park entrance in the country. It helps to identify that you need to Start small, Make a plan, Always look, that Respect gets respect, and Take it easy. These 5 letters set you up for a safer experience in the park. I have one that helps me when training instructors, **KIM. Keep It Moving.** It might not be the greatest thing in the world, but it isn't as offensive to some as KISS (Keep It Simple & Sweet). I have walked through beginner areas at many ski resorts across the state of Michigan and I have seen the look on some of the student's faces that showed they were less than thrilled. According to the NSAA, 8% of the skier visits across the country are beginners, and 82% of that 8% drop out; never to ski or snowboard again. If somebody wants to stand in the cold they would go ice fishing, it's a lot cheaper and you might get a free meal out of it. Keeping it moving doesn't just help with understanding, it helps keep people warm.

Our resort has partnered with Snow Operations to bring in Terrain Based Learning™. If you haven't heard

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Teaching Family Groups

By Lydia Roberts, Level III Certified Ski Instructor and Level II Certified Snowboard Instructor

In the past, snowsports instruction has typically been separated by age, ability and whether the students are using skis or snowboards. Instructors have rarely had the opportunity to teach a group of mixed ages or skills, except for the rare case of a family requesting a semi-private lesson. With the advent of Covid19, there is an increased reluctance to mix with strangers, so the family lesson or friends' lesson with mixed abilities has become more common. An instructor may even encounter a lesson with mixed platforms where the parent(s) are on skis, and the children are on snowboards or vice versa. Although these types of lessons may seem foreign to instructors, they can be very rewarding and have the added benefit of helping groups of students enjoy the mountain together, despite different skill levels. This article presents concepts and exercises to aid in teaching the family/friends — mixed ability/platform group lesson. First, let us begin with some definitions.

Definitions

Adult: student aged 16, or above; **Platform:** means of sliding on the snow (i.e., skis or snowboard)

Assessment

Before the lesson begins, it will be necessary to assess the age, ability, and platform(s) represented in the lesson. The mixed ability/platform lesson can be broken into three types, as shown in Table 1. Type A represents a group of different ages, with roughly the same abilities, using the same platform. This could also include an experienced adult skier who wishes to learn to snowboard with their novice child. Type B may be a parent(s) (Figure 1) who wishes to learn to assist their child on the same platform that they are experienced in using, or a group of friends, using the same platform, who wish to hang out together, explore the area, and get some pointers along the way, even though they have different abilities. Type C is by far the most challenging combination with mixed ages, abilities, and platforms! Examples of a Type C group could be a lesson introducing the terrain park to a group of skiers and snowboarders (Figure 2) or a family wishing to ski/ride together.

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Table 1

Type	A	B	C
Assessment:			
Ages: Abilities: Platform:	Mixed Similar Same	Mixed or similar Mixed Same	Mixed Mixed Mixed ski & snowboard
Example #1	All novice or similar abilities, same platform.	Intermediate or advance adult, novice children.	Family or friends with dissimilar abilities on different platforms: Terrain Park lesson.
Example #2	Experienced adult learning new platform with novice children on same platform.	Family or group of friends with different abilities on same platform.	Parent wishing to assist child while using different platform.
Primary Goal:	Fun as a group; ability to share experiences as a group while progressing individually.		
Secondary Goal:	Improvement in ability to progress to next level.	Adult gains confidence to assist children; Students apply exercises to their own ability level.	Members experience understanding of similarities and differences between platforms; make progress on their chosen platform.
Terrain:	As appropriate for least skilled member of the group.		
Assumptions:	At least 1 adult & 1 child.	No child is left to practice alone without adult supervision.	Instructor is familiar with and skilled in both platforms. Assistant in alternate platform is desirable.



*Figure 1:
Type B Lesson*

*Figure 2:
Type C Lesson*



Goals & Terrain

As in the traditional lesson, the goals of the group help set the expectations of the family/friends - mixed ability/platform lesson. In all three of these lesson types, the primary goal is to have fun as a group and share experiences, while progressing as an individual. Because the secondary goals are different, as shown in Table 1, the lesson plans and exercises will be different. Select terrain that is appropriate for the least skilled student in the group. The following assumptions are provided as baseline information regarding these three types of groups.

Assumptions

Type A groups include combinations of student ages with at least one adult and one child, or two or more children of significantly different ages (e.g. 4-year-old with a 12-year-old).

Type B groups may include taking the more advanced members on a more advanced slope at the end of the lesson, after dismissing the remaining students to continue to practice on the current terrain. Dismiss a child to a parent or adult guardian.

Type C groups require an instructor who is familiar with both platforms. An assistant on the alternate platform is justified for demonstrations, as it is not practical for the instructor to change platforms during the typical 1-2 hour lesson.

Lesson Plan Overview

Type A: Simultaneously present the lesson appropriately for each developmental age group. For example: children learn easily by imitation; adults may prefer a verbal explanation along with the demonstration. As a new skill is introduced to the children, it helps to relate it to a similar skill the adult already knows from their previous platform. For example: the concept of edging is used in both skiing and snowboarding; it is simply applied with a different part of the foot and movement of the lower leg – side to side vs. toe to heel.

Type B: Teach adults how to assist children by explaining to the adult the purpose of the exercise. Encourage the adults to participate in the same exercises. Show the adults how basic skills apply to their own more advanced movements. Incorporate the adults as part of games rather than as bystanders. Teach adults how to safely assist children on the lift and techniques for aiding a child on more difficult terrain. Consider whether it is feasible to take a portion of the class for a run on more advanced terrain after dismissing the rest of the class. Dismiss a child to the custody of a parent or guardian.

Type C: Choose the instructor's platform based on the least skilled student in the class. If possible, have an assistant using the alternate platform for demonstrations. Exercises should be skills-based with explanations on how similar skills are applied to the different platforms. Type C lessons can be very effective for introducing the terrain park, given at least intermediate skiing/riding proficiency on the part of the students. Type C lessons are also a great way for a family or group of friends with different abilities and on different platforms to enjoy learning together.

Challenges

One reason why Type A, B & C lessons have not been common in the past is that there are different challenges the instructor may face depending on the group type: In the Type A group, different ages may progress at a different pace and children may progress faster than the adult(s)! Complimenting movements and skills as they are being mastered, along with encouragement and positive feedback, are ways to give the student a sense of accomplishment at any level.

Sometimes, adults in the Type B group feel that they have to repeat everything to the child, so explain that

it is important for the child to receive instruction from only one person. Also in Type B groups, the less skilled students may get discouraged or the more skilled may become bored. The instructor can provide more challenging variations of the exercises for the more proficient students.

While working with the Type C group, it may be beneficial to temporarily split the group into "pods" based on platforms or skill levels to work on a specific exercise or to utilize different terrain, and then reconvene to discuss each pod's experience. The lesson would then continue as a group with another joint exercise. Unless the slope provides varying terrain, such as a mogul field alongside a groomed area, the "pod" approach is impractical without an assistant.

The following exercises are examples of specific ways to overcome these challenges and facilitate the family/friends - mixed ability/platform lesson. It is not an exhaustive list of exercises, but is offered to supplement to the instructor's own "bag of tricks."

Type A Exercises

(mixed ages, similar abilities, identical platforms)

Any exercise that is used for children can be related to adults with a short explanation.

Children may need more assistance with putting on equipment but should be encouraged to "do it themselves," including carrying their own equipment, as soon as practical. Poles are helpful for adults but typically are not used for children until more advanced lessons.

Getting up from a fall:

Snowboarders: use the same technique regardless of age: roll to front side, push up from knees.

Adult skiers:

1. Traditional method: Skis perpendicular to fall line, insert poles by hip on uphill side, downhill hand on pole grips, uphill hand pushes on baskets and climbs up pole as body lifts.



Figure 3: Squat and Lift (3a > 3b > 3c > 3d)

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Figure 4: Beached Whale (4a > 4b > 4c > 4d > 4e > 4f)

2. Squat & Lift: Step 1 (Figure 3a) - Skis perpendicular to fall line, separated hip width apart, downhill knee on snow (below uphill ski); Step 2 (Figure 3b) - lift uphill knee first by pushing with the hand or pole on the snow on the uphill side; Step 3 (Figure 3c) - lift downhill knee while leaning forward to achieve the squat position; Step 4 (Figure 3d) - use both legs to stand up.
3. Last Resort: Release one ski, stand up and reattach ski.

Child skiers:

1. Beached whale (Easier for children, but some adults also find this method successful):

Step 1 (Figure 4a) – lie on the side of the body with knees bent; Step 2 (Figure 4b) – keeping the knees bent, roll onto stomach; Step 3 (Figure 4c) – lower feet to snow with ski tips pointed uphill on each side of the body (if this is uncomfortable, roll back to side and attempt Squat & Lift instead) ; Step 4 (Figure 4d) – push up on knees; Step 5 (Figure 4e) – place one ski flat on the snow, followed by the other ski; Step 6 (Figure 4f) – stand upright.

2. Squat & lift: see Figure 3 above
3. Assisted: Instructor may find it expedient to lift the child as a last resort, but learning to get up on their own is preferred.

Type B Exercises for Both Skiers and Snowboarders (mixed ages, mixed abilities, identical platforms)

Follow the Leader: Child follows parent or vice versa. If the child is leading, the instructor skis/rides downhill alongside the child to ensure proper speed control and terrain choice. (Figures 5a & 5b)

Chair Lift riding: The instructor initially demonstrates for several runs, then the parent may try if they desire. It is helpful for the child to ride on the side where they can grab chairlift supports as they sit. If snowboarding,



Figure 5: Follow the leader (5a)



Figure 5: Follow the leader (5b)

the child should be on the instructor’s toe side and, if also possible, on the side of the chair that puts the chairlift supports on the child’s toe side. Follow the resort’s recommendations on assisting the child loading and unloading.

Type B Exercises for Skiers

Reverse wedge: Parent performs a reverse wedge in front of child performing a regular wedge. Instructor (while watching traffic) calls “go”, “stop”, “go” and “hug” with child & parent responding accordingly.

Pole Control: (Figures 6a & 6b) This exercise is useful on longer hills to keep the child from accelerating downhill. This is also much preferred to the traditional approach of the child positioned between the skis and leaning back against the parent with no shin boot pressure. It is also a lot easier on the parent's lower back! The instructor demonstrates for one run before coaching the parent. Parent holds basket end of their own pole(s) and places handle grip end in front of child. Child holds pole shaft(s) with palms down. As parent makes a wedge turn, they simultaneously gently steer the child with the pole(s) around the turn until they are both facing across the hill. The instructor skis below the parent/child combination to select terrain and maneuver around other skiers/snowboarders.



Figure 6: Pole control (6a)



Figure 6: Pole control (6b)

Type B Exercises for Snowboarders

Hand-hold: With today's concern about maintaining social distance, this is a good exercise for the instructor to assist the parent in coaching their child. Show the parent the position of standing downhill while facing their child with hands cupped, palms vertical, and thumbs up. (Figure 7a) The child places their hands, palm down, into the parents's hands. (Figure 7b) (This position allows the parent to assist the child and prevents the child from grabbing onto the parent's thumbs.) It can easily be done for a heelside sideslip or a slow heelside traverse with the parent in boots (in the practice area). The sideslip and slow traverse can also be done with the parent positioned uphill of the child, so the child can gain confidence riding toeside. IF the parent has sufficient proficiency on their own snowboard to feel comfortable assisting their child in performing a heelside traverse, it can be also be done riding together in the same direction across the hill, stopping, and then traversing in the opposite direction. (Unless the parent rides regular and the child goofy, or vice versa, traversing requires the parent's ability to ride switch.) The purpose is to stabilize the child to reduce the frequency of "slams." The child should be discouraged from leaning on the parent for support. Using the hand-hold technique while completing turns is considerably more difficult and is most likely beyond the parent's ability. The hand-hold exercise is also more challenging for the parent to perform with a heavier child, so it may not be appropriate for older/heavier youth depending on the strength and stature of the parent.



Figure 7: Snowboard hand-hold position (7a) (7b - inset)

continued on page 14

Type C Exercises (mixed ages, mixed abilities, mixed platforms)

(Note that the Type B exercises under the heading “Type B exercises for both skiers and snowboarders” also work well with the Type C group.)

Terrain Park: Intermediate skill level for all participants is assumed. The following exercises can be performed on both skis and snowboards:

Practice outside the park:

Before introducing fun boxes:

Positioning: For skiers - the body should be neutral with slight shin boot pressure. For snowboarders — “A-frame” stance, without upper body twist.

Line in the snow: Practice lining up and sliding along a line drawn down the fall line in the snow.

Before introducing jumping:

Landing on eggshells: Practice small hop (flex knees, push down) to get air, then absorb landing with flexion (on eggshells); check for and correct upper body twist (when airborne, skis or board will twist to align with upper body); caution against “hucking” (throwing arms into the air) to gain lift, as this can affect positioning and landings.

Before introducing more advanced park moves:

Switch skiing/riding: Introduce or review skiing/riding switch. (Narrow reverse wedge turns for skiers, progressing to scissored parallel turns.) (Switch traverse for snowboarders, progressing to switch turns.) Remind students of the importance of looking in the direction of travel.

Jump 180: Starting with a traverse, hop and rotate to switch position while continuing to look and travel in the original direction. (It is easier to rotate tips of skis or nose of snowboard downhill.)



Figure 8: Park Smart

Entrance to the park - Introduce “Park Smart”:

Park etiquette and “Park Smart” (Figure 8) concepts apply to all ages and platforms.

Inside the Park

Definitions:

50/50 vs. crooked grind vs board-slide: 50/50 - skis/board travel parallel to the long axis of the feature; crooked grind – skis/board travel somewhere between parallel and perpendicular (typically 45 degrees) to the long axis of the feature; board-slide – skis/board travel perpendicular to the long axis of the feature.

Ride on vs. gap on features: gap-on features are more advanced and require air to mount the feature.

Introduce ATML: Approach, Take-off, Maneuver and Landing refer to the same part of the feature regardless of whether the skier/rider is on skis or a snowboard.

Dance floor, Fun boxes: If possible, start with a ride-on dance floor or a fun box that is at least hip width wide for all your students. Begin with 50/50:

For skiers: skis should be flat (slightly edged skis will gradually spread, possibly resulting in doing the splits).

For snowboarders: the board should be flat (an edged board will most likely slide out from under the rider.)

On subsequent passes, introduce “hop on/hop off” for takeoff and landing. Introduce crooked grind and board-slide for more advanced students while others continue to practice 50/50 on the same feature.

Small rollers & jumps: Start small, review line up & positioning, ride over to get “feel” of a jump. On subsequent passes, add “pop” by pushing down at takeoff.

Rails: This would be considered to be an advanced level lesson for classes with a mixture of skiers and snowboarders.

Rail Board-slides: Practice board-slides on the fun box before attempting on a short rail that is close to the ground.

Rail 50/50's: Limited to snowboarders

Other Type C Lessons

Parent(s) on skis, child on snowboard: Assumes at least intermediate proficiency on the part of the parent/adult.

Skier guided snowboard turns: Parent's skis straddle small child on a tethered snowboard. (Figure 9) On a very gentle slope, the parent gently uses the skis to tip the snowboard to enable slight turns from the fall line.



Figure 9: Skier guided snowboard turns



Figure 10: Follow the leader, mixed platforms

Follow the leader: Parent leads, child follows & vice versa. Instructor on snowboard rides below the child. (Note that a heelside traverse on a snowboard will be more of a sideslip for a novice snowboarder with some horizontal movement, while a toeside traverse on a snowboard can accomplish much more horizontal

movement. Allow for this in choice of terrain and slope usage.)

Parent(s) on snowboard, child on skis: Assumes at least intermediate proficiency on the part of the parent/adult.

Follow the leader: Generally, it is easier for a child on skis to follow or lead a parent on a snowboard than for a child on a snowboard to follow a parent on skis. (Figure 10)

Lift Riding: Child should load on the parent's toe side.

Friends' lesson: (See Figure 2) This lesson with mixed skill levels and platforms is more of a "tips & pointers" and "refining skills" lesson. It assumes that all participants are intermediate or above in ability. The instructor should be experienced in both platforms. It is helpful to have an assistant using a different platform from the instructor to demonstrate the exercises on the other platform. Focus on how improving fundamentals can improve skiing/riding performance at all ability levels. Relate the exercises to the similarities between skiing fundamentals and snowboard performance concepts, and provide more difficult variations for the more skilled skiers/riders. Choose terrain suitable for the least skilled member of the group or temporarily break apart into "pods" to utilize more difficult terrain for more advanced students (The "pod" approach works well using an assistant, if an advanced and intermediate run merge further down the slope for a convenient place to reconvene.) Explore the mountain. The following exercises, presented in the guided discovery format, can be performed on both skis and snowboards:

Pressure turns: Students experiment with making turns by applying fore/aft and side-to-side pressure at the different phases of the turn: initiation, shaping and finishing.

Edge change timing: Students experiment with changing edges before and after crossing the fall line.

Edge release garlands: Students traverse with edging and then flattening their edge angle. Experiment with fore/aft pressure on an edged vs. flat ski or snowboard. (Forward pressure on the edge will turn uphill; forward pressure on the flattened edge will turn downhill.)

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Surface spins with edging: Turn uphill, change edge, apply pressure to rear/tail of the ski/snowboard until tip/nose is pointing downhill to complete the spin. If the first turn is clockwise looking down, repeat in the counterclockwise direction and vice versa. This exercise refines awareness of pressure and edge control.

Surface spins with rotary motion: Turn uphill by rotating the hips and shoulders uphill, look over shoulder in the direction of a turn to continue the rotary motion, and complete the spin. Skis/board should be flat with little edging. Combine with edging for a more advanced exercise.

Pivot turns: Start with a side slide with minimal edge, skis or board across the fall line, rotate lower body until skis/board point the opposite direction across the fall line with the upper body continuing to face downhill. This is a useful exercise in preparation for moguls.

Wind-ups: Start with an edged traverse, rotate upper body downhill while maintaining edge, release edge and allow lower body to align with the upper body. Wind-ups are also useful in preparation for freestyle maneuvers such as air 180's.

Group lessons with mixed abilities and platforms can be FUN and productive for both students and

the instructor. These lessons allow families to learn together, for parents to learn techniques to aid and encourage children, and for groups of varying abilities/platforms to explore the mountain together while improving individually. In a unique way, these lessons fulfill the old adage: "The family that skis/rides together, stays together!"

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Lydia Roberts teaches Skiing & Snowboarding at Wilmot Mountain, in Wisconsin. She is a Level III Certified Ski Instructor and a Level II Certified Snowboard Instructor. She has been teaching skiing since 1970 and snowboarding since 1989.

Thank You to the Central Division Membership

By Ron Shephard

Sometimes a simple "Thank You" is enough (although sometimes it begs the question "for what?").

In our case, it is "Thank you for your continued membership and support." As I write this, PSIA-Central has just surpassed the mark for our historic "regular" membership count. That means that despite the pandemic, despite an uncertain winter and economy, despite the fears and frustrations of a continually changing set of rules — you maintained your membership

in PSIA-AASI. **Over 3,400 showed us that you value your professional credential and your investment in ski and snowboard education.**

You helped us to adjust and adapt. Our new Level Is helped us bring about a process that was more welcoming, an "onboarding" approach that introduced the organization, the divisions, our partners and our resources. Even among our education staff, responses to the new Hybrid Level I process have continually been appreciative for the expanse of information — so often we heard members and staff remark-
"I learned something new today during a level I-awesome."

continued on back cover



President's Update

By Richard Wren, outgoing President, Central Division

As an organization, we have made some mega strides in the past few years, and with the added challenges of the global pandemic the strong will survive and that is what we did.

Through tough work, many hours on calls and Zoom meetings, face to face engagements with our Board of volunteer members under the guidance of outside consultants, we have painstakingly gone through the process of developing, passing and implementing a new and refreshed set of contemporary by laws and policy and procedure documents utilizing Policy Governance that will foster this organization smoothly into the future.

We changed our management structure, to become more aware, engaged, and adept at serving the needs of members and schools. Along with the implementation of new bylaws, we have changed our Board composition, to match the change in management and become more forward thinking and strategic.

Our operation teams including our Executive Director and discipline Administrators along with the Education and Certification Committee have taken an in-depth look at our

clinics and education processes, brought in new products and programs and revised our existing products and platforms for education and certification. **These updated offerings keep us vital and relevant to the SnowSports industry and offer new opportunities and progress to our membership.**

This great team was also challenged with finding ways to keep our membership engaged and motivated throughout the pandemic and created new educational opportunities such as new virtual training and exam processes that fit within recommended guidelines in order to stay “open” and operating. We stayed afloat and strong in the face of a national crisis, and distinguished ourselves as an agile and adaptive organization. With your support and desire to remain engaged, we actually thrived in the face of a national pandemic.

As I look back at my presidency, I’m proud to reflect upon the many changes we have made as an organization, and I have only highlighted a few! I’m proud to have served with a cohesive and engaged team, to have achieved so much in just a few short years, and to have the memories of service I have had the great honor to provide. As I return to the membership, I look forward to the continued progress and outreach of the future Board — our ship is pointed in the right direction and we have many frontiers yet to cross.

See you on the Snow, If I can keep up!!!

force and gain experience with the Board's activities.

Consolidation of the Board of Directors

With the update of the bylaws the Central Division Board will evolve from 16 Directors to nine. This is another effort to increase the Board's effectiveness for the members and helps to reduce costs to the organization resulting from two annual meetings. The Board worked with an outside consultant, who presented research and the benefits of reducing the Board size. A task force composed of Board members analyzed, reviewed, and debated what size of the board should be, how elections should be represented, and other related matters for several months during 2020.

Beginning in 2021, for the purpose of decreasing the number of Directors on the Board from its current composition of 16 positions to 9 and staggering the election of Directors, the changes needed are detailed in the Central Division By-Laws.

Please see "Section 2 - Composition," at <https://psia-c.org/about-us/by-laws/>.

The table below provides a snapshot of the changes for your understanding. What is key is for you — our members — to participate in future elections. For such elections, please take time to review all Board candidates and vote if you are a qualified member.

Central Region Board of Directors Consolidation Comparison		
	Prior to 12/2020	After 1/2021
Board Seats	16	9*
Composition by Disciplines	(12) Alpine; (2) Board; (1) Adaptive; (1) Nordic	(6) Alpine; (1) Board; (1) Adaptive; (1) Nordic
Sections	6 — No geography changes	6 — No geography changes
Directors	(2) Alpine per Section; (2) Board Sections (1,2,3 & 4,5,6); (1) Adaptive - all Sections; (1) Nordic - all Sections	(1) Alpine - per Section; (1) Board - all Sections; (1) Adaptive - all Sections; (1) Nordic - all Sections
Voting for Director Board Seats	Only voted in your Section for the Certification Discipline you held	All members may vote for each Director in each Section or Discipline
Number of Board Directors one member can hold concurrently	Only 1 - seat	Only 1 - seat
Alpine candidate living in one Section with a snow sports affiliation in a different Section may select to run in either Sections.**	No	Yes
Length of Directors Term	3 years	3 years
Maximum Number of Consecutive Terms	2	2

*Existing Board Members will serve out their full terms and seats will be consolidated from the 16 to 9 over the next three years. **Once a candidate declares a Section, they can only run in the Section they declare and cannot run in a different Section until the next occurring election in the candidate's declared Section.

of this, it is worth looking into. But ultimately, your resort doesn't have to spend the kind of money it is going to take to set up and to build this type of a process. You can alter your lesson plan to eliminate any down time. You can talk to the students as they are performing tasks, ask them about what they are feeling. You will be able to find out the level of understanding by listening to their answers, which may lead you to more practice time or to the next step quicker than you might have before.

Pay attention to your surroundings. There are all kinds of natural rollers, banks, and dips that can be used to your advantage. When I first started teaching

I spent more time pushing students out of a low spot on our beginner hill. As I grew older I learned to use this weird spot on the hill to my advantage. Instead of fighting the hill I would use it to help initiate a heel to toe turn. Once I "figured" this out, the lesson plan went smoother. The students went from standing around in a low spot of the hill waiting for me to push them out, to turning. They were accomplishing a riding task that is fairly necessary to the success of a future snowboarder.

Corey Schroeder is a Central Division Education Staff member. He is the Terrain Park Manager at Boyne Mountain. Corey enjoys sunsets.

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Sally DeLange	Executive Vice President
Phillip Howell	Education Vice President
Emily Newland	Secretary/Treasurer
Brooks Lillehei	ASEA-C Representative to ASEA
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Steve Faller & Chad Poepping	Alpine Section 2
Andrea Brown & Jae McKeown	Alpine Section 3
Richard Wren	Alpine Section 4
Emily Newland & Sally DeLange	Alpine Section 5
Rick Karr & Joann Larson	Alpine Section 6
Brooks Lillehei	Snowboard Sections 1, 2, 3
Phillip Howell	Snowboard Sections 4, 5, 6
Bradferd Miller	Nordic All Sections
Bill Brooks	Adaptive All Sections

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Telemark Administrator:	John Fay
Cross-Country Administrator:	Zeke Fashingbauer
Alpine Administrator:	Greg Chmielecki
Snowboard Administrator:	David Seelbinder
Children's Administrator:	Shawn Ryan
Senior's Administrator:	Carlton Guc

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Snowsports School	
Directors Committee:	Luke Williams
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PUBLICATION CALENDAR

ISSUE	ARTICLE & AD SUBMISSION DEADLINE
2021 Issue 2	May 5, 2021
2021 Issue 3	July 15, 2021
2021 Issue 4	October 7, 2021
2022 Issue 1	January 5, 2022

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To ensure the most effective representation, PSIA-AASI Central Division members should contact their Section Representative to share concerns or opinions on the policies, procedures or content of The Central Line. Materials that have been provided by persons not writing as PSIA-AASI Central officials are the responsibility of the author and are not necessarily endorsed by PSIA-AASI Central Division.

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Educational Staff member Floyd Soo leading a group in a synchronized skiing drill at Marquette Mountain.



Education Staff member Jay Stadler carving at Trollhaugen Outdoor Recreation Area, in Wisconsin.

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You helped us to deliver — the Virtual Level 2 Alpine process has helped us to bring about a “leveling among our education staff, and caused members to reflect upon their teaching presentations and ski demonstrations. Members became far more self-aware as they produced their submissions- we know this because you told us so.

You got tech savvy — both online, where Central served up education to members across the nation, and Central members attended online education from any of the seven other divisions and from United States Ski and Snowboarding. And, you became Tech savvy in respect to our virtual Tech/M.A. (Technical/Movement Analysis) sessions — which members repeatedly reported were both challenging and fun (not often something we hear about in an exam module). The Tech/M.A. module is receiving accolades from both members and education staff, specifically because it allows for review- the ability to slow down the action, and point out cause-and-effect relationships relative to the skills and fundamentals.

To survive the pandemic, we had to be agile, ready for change — to invent new products and approaches. We had to train our education staff online, we had

to develop and deliver new products in several disciplines. Our board met virtually as well, and this helped us to minimize both the costs and the risks of in person meetings. We’re grateful to our education staff members who stepped up to the challenge of creating those new products and formats, and to the board for long hours and hard work over countless on-line meetings.



Like you, we’re eager for 2021-2022 to bring about some return to normalcy — perhaps getting back on snow and sliding together, sans masks or social distancing — but know that we’ll never be the same organization. We’ve grown too much and come too far as a result of the education brought about by a virus. ***We’re saddened by the loss Covid-19 brought to our nation, but grateful for what we gained, and we are appreciative of you, our members, for sticking with us through these tough times.***