

2005-2006 CASCADE SKI SCHOOL CLINIC DEFINITIONS

Last year as we staggered through preseason clinics, we spent time working on Movement Analysis. Since we taught only a couple of weekends last year, it means we have really not taught for a couple of years. This year I would like to repeat the training we did working with the guidelines from the Visual Cues to Efficient Body Movement Patterns and Visual Cues to Inefficient Movement Patterns listed in the back of our Progressions. These are great teaching tools that are not used as much as I would like by the less experienced instructors. Remember we will have 2nd year instructors that have only a day or two of “live” teaching under their belts and questionable info retention from last preseason.

Other areas in need of attention are goal setting for outcomes of specific classes and class planning to that end. Precise demonstrations will need attention and as always, terrain selection.

Just as in last year’s preseason clinics, as groups work through the clinics, I would like clinic leaders to keep working **Movement Analysis** tasks into their lesson plans. Once instructors see what’s going on with their students they should have an easier time adapting their lesson plans to suit the class needs. In keeping with the “Stepping Stones Concept” I would like every instructor on staff to have at least three exercises for each, Turning, Edging, Pressure Control, and Balance at each level of the progression. As the M.A. skills develop, an instructor can benefit from a bigger bag of tricks.

As always, we want these clinics to be **FUN** and move at a quicker pace. Since we didn’t get to ski or ride much last year I would like to keep things moving as much as possible without turning clinics into free ski and free ride adventures. Use class handling skills and formats that promote more skiing and less talking. Try working in 2 to 3 minute time chunks to keep things moving. Be efficient and brisk. I **expect** clinic leaders to redirect instructors who do not ski, ride, and teach within Cascade or national guidelines. If they don’t show current knowledge, try to help them individually. You should also identify them to me so that extra coaching can be provided. Please do not allow instructors to reassign themselves to your group. I try to rotate groups to different instructors every week so a different point of view is presented. You should only have the instructors listed on your class card in your class. If everyone follows the schedule they will see several different clinic leaders, not just their favorite one.

Goal setting is also important. Goals for the run, the day, the clinics, and the season should be discussed. Clinicians should be aware of and include the instructors goals in the clinic plan. Instructors should be aware of this sharing of information and be prepared to do the same with the customers. Please use the last few minutes of your allotted time to summarize the material you have covered.

SKIING & RIDING. All Days. Please use this opportunity to make suggestions to improve individual instructors skiing skills. Please pay particular attention stance and balance. Consider partnering, group movement analysis, line rotations, etc. I will defer specific content to the assigned instructor, but I would like some instruction by the class members to occur. **This is a great subject to work Movement Analysis tasks into.**

Please talk about conservative grading at this level. All day sessions as noted.

DEMONSTRATIONS. All days. Please, all clinic leaders and instructors need to execute all demos precisely. Instructors should take pride in their ability to do excellent demos. From Level 1-8 for skiing and 1-6 for snowboard. Work on both primary maneuvers and exercise demos. **Please practice them on the appropriate terrain.** Please try to balance more and less active maneuvers to keep your group interested. **This is also a great subject to work Movement Analysis tasks into.**

TEACHING. Day 2. Clinics should be designed to improve teaching and class handling skills at the appropriate level. At each level, the discussion might include the specific blend of skills. Which ones are more dominant and how best to teach them. Clinics should also address skiing model outcomes for levels 1-6. Please prepare short teaching assignments for each instructor. Then analyze and offer a positive critique. Specifically, work on **precise, concise explanations** and **good demos on the appropriate terrain.** **Don't be afraid to call B.S. on misinformation.** Get them on the right (ATS or STS) track. It may be impossible to get everyone in the group to teach in a class. Do your best. Mark down teaching assignments on the grade sheets so the next clinician can pick up from that point. Focus on stance and balance, movement analysis, and terrain selection. I want **everyone** to be out front. Also, please discuss conservative grading of students. Remember, they are graded at their "on demand performance" level. All day.

ASSORTED SKILLS. On the last Sunday. An opportunity to work on a variety of skills. Some teaching, some riding, some Movement Analysis, some other ??? stuff. Fun!!!

CHILDREN'S CLINIC. Additional specialty training for new and less experienced instructors. Half day .

Preseason group rosters will stay the same for the first two weeks, becoming more specific as necessary on week three. We will keep accurate attendance records.

WEATHER NOTE: If a lack of snow causes schedule changes, the schedule will be adjusted by starting with the next week's assignments. Example= If we can't go Dec. 4, the schedule will start with the Dec 11 schedule. I would then reassign staff for the following weeks.