

Notes for NZSIA Level 2 Teaching Exam

Hongyi Wang

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1 Wedge-to-parallel: Basis

1.1 What-Why-How-Skill Area

WHAT:

1. Skis will match into parallel at the end of the turn.

WHY:

1. Open up more terrain.
2. Will have more control through grip.

HOW:

1. Steering of the inside ski comes from the legs.
2. Upper body remains stable.

SKILL AREA:

1. Outside ski balance.
2. Steering.

1.2 Relevant Drills

Need to mention a higher speed and smaller wedge.

1. Stationary rotation against poles.
2. Imagine pointing the way with little toes.
3. Outside pole drag.

1.3 Course Conduction

2 Wedge-to-parallel: Advancing

2.1 What-Why-How-Skill Area

WHAT:

1. Inside ski will match earlier in the turn.

WHY:

1. More control on steeper terrain.
2. More natural and less fatigue.

HOW:

1. Weight need to be shifted to the outside ski earlier in the turn.
2. Steering the inside leg need to happen earlier.

SKILL AREA:

1. Outside ski balance.
2. Steering.

2.2 Relevant Drills

1. Outside pole drag.
2. Touching outside knee.

2.3 Course Conduction

3 Wedge-to-parallel: More Grip

3.1 What-Why-How-Skill Area

WHAT:

1. Skis have increased edging in the second half of the turn.

WHY:

1. More grip.
2. Increase control.

HOW:

1. Tipping of ankles and knees increase.
2. Make sure upper body remains stable.

SKILL AREA:

1. Outside ski balance.
2. Edging.

3.2 Relevant Drills

1. Stationary edging exercise, side slip.
2. Imagine pouring water from the boots

3.3 Course Conduction

4 Parallel: Weight Shift

4.1 What-Why-How-Skill Area

WHAT:

1. Skis are parallel the entire way through the turn.

WHY:

1. Open up more terrain.
2. easier to control speed.

3. More natural position

HOW:

1. Use extension of the new outside leg to help shift weight early.
2. Opening the knee joint to maintain a centred stance.

SKILL AREA:

1. Outside ski balance.
2. Active stance and balance.

4.2 Relevant Drills

1. Imagination of paddling
2. Tapping inside ski.

4.3 Course Conduction

5 Parallel: Rotation

5.1 What-Why-How-Skill Area

WHAT:

1. Skis are parallel through all turns consistently.

WHY:

1. Open up more terrain.
2. Better speed control.
3. More natural.

HOW:

1. Use ankles and knees to flatten ski.
2. Simultaneously rotating of legs, the same rate.

SKILL AREA:

1. Steering.

5.2 Relevant Drills

1. Robinhood.
2. Check'in turns.
3. Follow my track.

5.3 Course Conduction

6 Pole Swing and Pole Plant

6.1 What-Why-How-Skill Area

WHAT:

1. Pole swing and touch.

WHY:

1. Rhythm and timing to your skiing.
2. Can be used to aid grip.

HOW:

1. Outside arm remains stable at the right position, create pole touch with wrist in the transition phase.
2. Include the arm a little with pole swing.

SKILL AREA:

1. Outside ski balance.
2. Timing.

6.2 Relevant Drills

1. Traverse with pole touch and weight shift.
2. Follow my track.

6.3 Course Conduction

7 Parallel: Varying Turn Sizes

7.1 What-Why-How-Skill Area

WHAT:

1. Ski will create different turn sizes.

WHY:

1. Build skier's confidence.
2. Open up more terrain.
3. Ski more safely in busy areas.

HOW:

1. Legs needs to adjust rate of rotation in order to create different turn sizes to match terrain.
2. Maintain centered stance in order to steer skis effectively.

SKILL AREA:

1. Steering.
2. Rate.
3. Active stance and balance.

7.2 Relevant Drills

1. Counting in turns.
2. Follow my track.
3. Hockey stops.

7.3 Course Conduction

8 Parallel: Dynamic

8.1 What-Why-How-Skill Area

WHAT:

1. Ski will have increased edge angle at the top of the turn.

WHY:

1. To create more ski performance.
2. To be able to go faster and have control.

HOW:

1. Use ankle and knee joints tip into the new turn.
2. Encourage a lower stance to access edging movements.

SKILL AREA:

1. Edging
2. Active stance and balance.

8.2 Relevant Drills

1. Stationary edging with pulling poles.
2. Imagine pouring water from the boots.
3. Railroad tracks.

8.3 Course Conduction

A Tips

Some subtle but critical points are also considered in the rating. The main idea is to make this lesson **SAFE** and **FUN**, and then let students to learn as much as possible. Here are some points that need to be delivered in the lesson:

1. Reiterations of SAFETY.
2. CELEBRATE.
3. TALK SHOW FEEL. Ask about feeling.
4. ADAPT to the slope condition.
5. ASK questions. 1. Want. 2. Self analyse. 3. Review. 4. Feeling. 5. Feedback.

B Course Conduction

The course can be conducted within the following framework

1. Greeting and ice breaking. **ASK** what can students do. Check the skiing ability. **SKIING 1**.
2. **ASK** what they want to learn. Negotiate the goal. Talk about **WHY**. **SKIING 2** and follow.
3. **ASK WHAT** is different. **TALK** about **HOW** to do it 1. Demo towards students. **SKIING 3**.
4. **ASK** about review and feeling. Give feedback. **TALK** about **HOW** to do it 2. Follow and **SKIING 4**.
5. **ASK** about self analysis and rating. **Lift**.
6. **ASK** about drills. **TALK** about what why how of the drill. **SHOW** the drill. **SKIING 5**.
7. **ASK** about review and feeling. **SKIING 6**.
8. Review with questions. Preview.