

Level 1 Exam Tips and Tricks

1. The exam is one day only skate and classic. Bring skis you have trained on and are most comfortable with. You can use our rentals!
2. Study manuals, videos, standards
3. Practice, practice, practice skiing a lot and got through all the gears (techniques)! Know how to do the following.
 - a. Classic Gears
 - i. Sidestep
 - ii. Herringbone
 - iii. Diagonal Stride
 - iv. Diagonal Stride uphill
 - v. Double pole
 - vi. Kick Double Pole (generally not asked to teach)
 - a. Skate Gears
 - i. Diagonal Skate
 - ii. V1
 - iii. V2
 - iv. V2 Alternate
 - v. VO
 - vi. Double Pole
 - b. Downhill controlling momentum
 - i. Staying in the tracks downhill
 - ii. Half Wedge in track
 - iii. Wedge
 - iv. Wedge Christie
 - v. Parallel or Hockey stops (generally not asked to teach)
 - vi. Step turns or Skate turns
 - c. 15 min continuous ski, (skate and classic)
 - i. Pace yourself, not about speed but showing off your best skiing!
 - ii. Do Not Stop, stopping is a failure
 - iii. Show versatility, i.e. change your gears based on terrain, snow conditions and your conditioning.
 - d. When practicing think about to following skills and performance criteria (Right out of your Level1 checklist):
 - i. **Push off** - Manage ski and pole push off to create forward motion
 1. Flexes and extends the ankles, knees, hips to create forward Movement from the lower body
 2. Flexes and extends in the core, shoulders, and elbows to create forward movement from the upper body
 3. Coordinates arm swing with leg swing to create rhythm and continuous forward motion
 4. Generates forward movement from both upper and lower body push off
 5. Classic – Initiates deliberate flexion and extension downward to engage Kick Pocket and create a platform to push off
 6. Skate – Flexes and extends downward and laterally to create a platform (edge of Ski) to push off
 - ii. **Weight Transfer** - Control the Center of Mass over the Base of Support (Fore/Aft) and side to side
 1. Moves CM to new ski (BOS): extends the push off leg as it briefly leaves the snow
 2. Lands on the new ski with flexed ankle, knee and hip
 3. Coordinates flexion and extension in the arms and lower body
 4. Maintains an athletic body position: Neutral back, relaxed shoulders, flexed ankles, knees, hips, CM over feet
 5. Skis with a consistent slow to moderate tempo and intensity
 6. Classic – Transfer weight to new ski just before the moment feet pass or later
 - iii. **Glide** - Glide on one ski
 1. Balances and glides on each ski with ankle flexion and CM moving over the BOS
 2. Increases follow through of arms and pole release as glide increases
 3. Coordinates arms and leg recovery movements in a rhythmic fashion resulting in forward motion

- iii. **Downhill** - Controls speed and change of direction on downhills
 - 4. Controls momentum, changes direction, and comes to complete stop using rotation, edging and pressure control
 - 5. Upper body rotation is less than lower body rotation when changing direction
 - iv. **Versatility** - Show Versatility in beginner terrain
 - 1. Applies Duration, Intensity, Rate, Timing (DIRT) to XC fundamentals to maintain forward movement
- 4. Practice, practice, practice teaching. Make lesson que cards for each of the following **Beginner** topics you might be asked to teach in skate or classic. Plan on short 5 – 10 min with 4 – 6 steps in your progression.
 - a. Skills:
 - i. Weight Transfer
 - ii. Push Off
 - iii. Glide
 - iv. Downhill
 - v. Versatility
 - b. All classic and skate techniques in section 3 above (except as noted do not teach)
 - c. Incorporate Teaching/Learning cycle in each progression:
 - i. Welcome and Introduction
 - ii. Assess Student
 - iii. Determine goals and plan experiences
 - iv. Create experiences for Learning
 - v. Guided Practice
 - vi. Reassess
 - vii. Review and Preview
 - d. Incorporate Technical Model Performance triangle in each one
 - i. Athletic Stance
 - ii. Fundamental movements
 - iii. Timing (very rudimentary)
 - e. Focus on one skill at a time, do not mix
 - e. Simple progression ideas
 - i. **motor learning skills** steps:
 - 1. Static – in place basic movement
 - 2. Simple - drill basic movement in appropriate terrain
 - 3. Complex – build on drills by adding complexity in steps
 - 4. Practice – ski it in different situations to integrate into skiing
 - ii. **Four Rules of One** Do *one* thing at a time and then build on it.
 - 1. Pick one Focus (Skill or technique)
 - 2. Show and explain *one* thing
 - 3. Have Students do one thing
 - 4. Have Students Ski one thing
 - iii. Practice every chance teaching this way to your students before the exam
 - iv. In example Skill: **Weight Transfer Classic** (expanded version for clarity, keep it shorter and in a form that works for you!)
 - 1. **Intro/Assess/Goals** - "I assume we have done Introductions and I have assessed the students and made my goal to start with Weight Transfer in Classic"(focus picked by examiner). Remember to include something about safety !
 - 2. **Create Experiences #1**
 - a. **Static** "Marching in place"
 - b. Show and explain One Thing what you want them to do
 - c. Have Students do that One Thing
 - d. Reassess (**Movement Analysis**) if they are doing that one thing, if so move on to e. if not repeat a.
 - e. **Simple** "March in track with a slight downhill slope with a clean runout letting pols drag behind"

- f. Show and explain One Thing what you want them to
- g. Have Students do that One Thing
- h. Reassess (**Movement Analysis**) if they are doing that one thing, if so repeat move on to i or repeat e.
- i. **Complex #1** "start with a flexed athletic Stance, extend one leg while keeping the other flexed instead of marching"
- j. Show and explain One Thing what you want them to do
- k. Have Students do that One Thing
- l. Reassess (**Movement Analysis**) if they are doing that one thing, if so repeat move on to m. or repeat i.
- m. **Complex #2** "start with a flexed athletic Stance, extend one leg while keeping the other flexed Add toes Knees and nose aligned over each ski as you land on it"
- n. Show and explain One Thing what you want them to do
- o. Have Students do that One Thing
- p. Reassess (**Movement Analysis**) if they are doing that one thing, if so repeat move on to q. or repeat m.
- q. **Practice Ski** in different terrain,
- r. **Wrap up Review and Preview** "Do you feel more balanced on one foot now than when you started? Great! practice that as a warm up when you go out alone and next time, we meet we will work that into an awesome diagonal stride! "

It's important that your mini progression is your own and it will make it easier to remember under pressure. You can keep a note card in your pocket to look ahead of teaching it, the examiner will give you time some time to get your thoughts together and select the appropriate terrain. The examiner may ask you to wrap it up before you are finished with the progression, if he has seen enough to save time, that is not a bad thing, so don't freak out!

You guys have got this, you know how to teach you just got to push the PSIA buttons. Make it easy for the examiner to pass you! Be yourself and have fun with it! Make a mistake own it and move on or make an adjustment to your progression, just like you would if a student did not get. If an examiner asks you a question think about it closely, he probably is trying to check for understanding and giving you a chance to correct yourself or convince him that you got it down. Do not make it harder on each other by asking a lot of questions when you are playing a student, just go along with the Progression and try to do what the person being examined tells you! Remember they are under the gun to perform so do not break their concentration. You will generally not make points in an exam by pointing out shortcomings by someone being examined, quite the contrary you might get docked points as a non-team player. Be on your best behavior and support each other.