



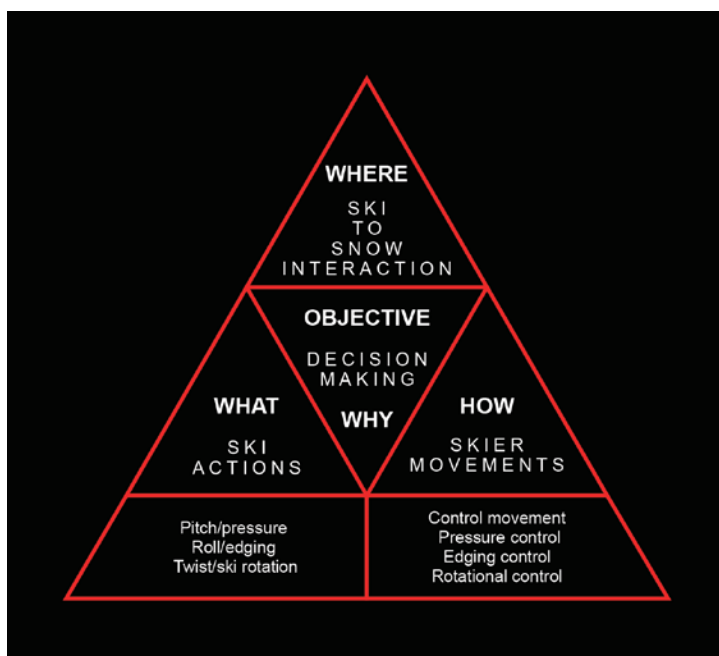
Skills Framework in Action (v1.2)

Purpose:

The purpose of this document is to assist members in the observation, assessment, and development of their students' abilities through the application of the CSIA Skills concept. Please refer to the complete Skills Framework document—an in-depth resource outlining the components of alpine skiing—for more information on this topic.

Rotation, edging, and pressure control are the three interactive Skills producing an outcome for the skier. The success of this interplay is evaluated against a predetermined objective agreed to by the student and instructor. The **Skills Framework Triangle** (Figure 1) is a visual representation of the essential elements of 'The Skills Framework' and how the elements interact to produce a ski-to-snow outcome; an objective guide that supports the observation, assessment and development of skiing ability.

The skills framework triangle follows a logical flow from the center triangle (the decision-making section) to the top of the triangle (the ski-to-snow interactions) and then towards outer triangles (ski actions and skier movements). The iterative process of "circling the triangle" is a continuous progression throughout the lesson, returning to the top of the triangle and perhaps even to the center several times to reflect on the objective outcomes and the success of the development choices.



Movement through the Skills Triangle is guided by the following line of questioning:

- 1) What do you want to happen?
- 2) What must the ski do to accomplish it?
- 3) How must the skier move to make the ski do it?

By following this iterative process, the teacher will move through the Skills Framework Triangle with a logical flow, guiding the development of the skier's abilities.

The Skills Framework Triangle provides clear objectives for the ski run and a methodical approach to evaluating the skiing outcome (or execution). Focusing on the result of the ski-on-snow interactions, understanding the ski actions associated with that outcome and the movements required to produce such ski actions provides the information necessary to assess and develop the skier's performance.

The Decision-Making Process:

The decision-making process itself is continuously being evaluated and refined to meet the needs of the changing environment in the open sport of skiing.

At the center of the model are the objectives of the ski run: the desired outcome of a task at hand, part of the 'Create an Experience' aspect of the Collaborative teaching approach. These objectives can be categorized into four main areas; turn shape, turn size, speed, and performance. Consideration of these areas adds understanding and specificity to the ski run objectives. It is also important to consider the terrain and snow conditions when prescribing the desired outcome, as these elements will greatly influence the interaction of the skis on the snow. This decision-making process is dynamic; as the situation and environment change, the goal of the process may be adjusted accordingly.

Ski to Snow Interactions:

Once the criteria for achieving the objective are established, the instructor can use the remaining sections of the Skills Framework Triangle to evaluate the outcome (ski-to-snow interaction), what the skis need to do (ski actions: pitch, yaw, and roll), and how the body must move to achieve those desired actions (skier movements). The combination of these elements ultimately circles back to affect the ski-to-snow interactions.

Ski-to-snow interactions refer to:

- The effects of the skis and their forces and the effect of both on the snow.
- A comparison of the desired result to the actual result. Ski-to-snow interactions relate directly to the skiing objectives for a given run.
- A kinesthetic feedback mechanism to facilitate priming and reflection.
- Targeted links between learning and an expected or desirable outcome.

Ski Actions:

Ski actions refer directly to the skis as the vehicle and are described using the three axes of rotation: yaw, roll and pitch. These axes relate directly to the control skills of rotation, edging, and pressure. Regardless of preferences in ski technique (which vary widely), the combination of these ski actions and force distribution relate directly to the ski-to-snow interactions and ski performance. The actions of the skis will determine the outcome; however, many movement combinations can produce the same ski actions.

Skier Movements:

Countless movement combinations can control the ski actions and produce the desired ski-to-snow interactions (outcome). The movements of the skier are directly linked to the control skills. The art of ski teaching rests in developing new movement patterns to affect performance. As ski teachers gain experience, the ability to assess these movement patterns will increase.

Using the sequential “system” in a counter-clockwise direction can help a teacher prioritize and organize their observations. Conversely, when developing skiers, a teacher can work in the other direction, first prescribing a movement pattern that will affect the ski and, therefore, creating a new or different ski-snow interaction and outcome.