



## Ski Spectacular Instructor Academy

Hosted by The Hartford Ski Spectacular  
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### Clinic Summary Notes

#### Clinic Topic: Borderline to Bragging Rights - Trevor Hildebrand

1. Use language that the student can comprehend and is common in the industry. Then, have the students create a story around the language you just used and build other critical language into that story. The more outlandish the story, the more they will remember!
2. Common skill deficiencies as we progress past the Beginner Zone:
  - CoM too far aft
  - Not finishing turns
  - Relying on a power wedge to control speed
  - Too much speed for skill development
  - Inability to read terrain and choose wisely where to turn
  - Leaning into hill for various reasons
3. We can resolve most of these deficiencies by building the skills necessary in lower terrain first, then choosing carefully to move up in terrain as noted in point 4 below. The root of these deficiencies stems from a **lack of rotational control**, and **inability to read terrain**. see more in points 3-4.
4. As we increase the intensity of our sliding devices' rotation (more rotation), we turn across the hill more thus slowing us down. Therefore, we spend less time braking with a power wedge, more control going into each turn, have less speed helping to keep us out of the back seat, and a focus on ending in a countered position with our upper body which opens the space to create angulation. But you must balance that with the other skills and the DIRTs concept too.
5. Reading terrain using guided discovery is a great way to get students to understand that turning on, sliding over, and finishing our turns on different aspects and features on the hill will alter our speed and energy consumption to accomplish the same goals. Students that really understand concepts surrounding the fall line progress much quicker than students that do not!
6. Are you moving up higher on the hill because you want to, the student wants to, the parents want to, or because it is the **RIGHT** thing to do?
7. **Considerations** for moving up in terrain or environment:
  - **Right Conditions:** Good Snow and Weather, for the time you will be on the run.
  - **Right Time:** Twice the amount of time you think you need.
  - **Right Traffic:** Right amount of traffic on run
  - **Right Energy:** Correlates to time: plenty of energy
  - **Right Confidence:** Make sure student feels confident on a warm-up run before heading up.

- **Right Skills:** Sliding well today, see below for more information.
- **Right Run:** Short blue, single consistent fall line, groomed, escape route.

*The instructor should have slid on the run within the last 24 hours and is confident of its characteristics. The instructor must know where to drop in, what line to take with the student, and where/when to exit the run.*

8. **Prerequisites** for moving up in terrain or environment:

- **Lifts:** If a new or faster lift, the ability to navigate it successfully
- **Stamina:** Ability to slide twice the distance of the targeted run (multiple consecutive runs) without a stop
- **Turns:** Ability to make short radius (less than 10' width) and varied turn size, rounded turn shape
- **Skills:** Sideslip down the fall line, sidestep up the hill, wedge christy, or parallel skiing
- **Speed Control:** Turns across/up the hill for speed control and doesn't rely on a wedge.
- **Adaptive Devices:** Only independent devices allowed - no tethers, sliders, etc.
- **Listening:** Listens and follows directions
- **Judgment:** Ability to and consciously avoids other people and objects on the hill
- **Varied Terrain:** Ability to slide in control over little bumps, hit sidehills, or other varied Terrain in area of access.

9. **Tactics** for moving up in terrain or environment:

- Break run into shorter sections with defined places to stop, only talking about the upcoming section.
- New Hills using Old Skills... Start with garlands or a single J-Turn to a stop to build confidence on being in the fall line and turning out of it in control - before going back to turns.
- Slide in front of the student and keep the verbal dialogue going so they will concentrate on you, and not look down at their skis/board or down the hill.

10. **Now What?**

- Slowly explore the mountain on easier blue runs when the considerations listed above are right.
- Continue to return to easier terrain to develop skills (New Skills on Old Hills)
- Work on parallel, and tasks that challenge the 5 fundamental skiing principles or 6 fundamental boarding principles.