



Ski Spectacular Instructor Academy

**Hosted by The Hartford Ski Spectacular
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Clinic Summary Notes

Clinic Topic: Trainers Reset: Refresh Your Presentations, Content, and Delivery!, Christina Bruno

1. What are the qualities of a good presenter?
 - i. Engage your audience: share a funny, yet tasteful story, pose a question to the group to engage their knowledge base, ask others to share a relevant story or experience.
 - ii. Keep eye contact: if presenting in a room, scan the room and make contact with as many people as possible. On snow-make sure your audience is not looking into the sun, establish initial eye contact before putting goggles on.
 - iii. Speak clearly: Make sure buffs or face masks are removed when appropriate, talk away from loud noises and distractions.
 - iv. Know your subject: make sure you have sufficient depth in your subject matter and are confident in the material, bring note cards for important facts, use outlines, handouts as needed.
 - v. Learn to optimize time: time management is crucial, keep people moving on snow but understand the flow of lift lines, traffic, etc. Use chair lift rides when possible (sometimes the social break is just as important). Outline your activities and time, allow for discussion and play.
 - vi. Use strong images and examples: Use pictures or graphs for indoor presentations and stories or vivid examples for on-snow.
 - vii. Arouse curiosity: ask open ended questions, use guided discovery-based activities that allow for experimentation, play, and creativity.
 - viii. What is your process? Discover what sets you up for success the most. Is it writing a detailed clinic outline, having notecards, practicing your content, or brainstorming with a peer? Understand how you perform best and set yourself up for success.
2. What are the training topics you plan on giving this season? What are required clinics? Do you have availability for fun or playful clinics outside of the required?
3. Can you create mentorship opportunities within your clinic? There is often varied experience within a group, utilizing your experienced instructors.

4. Fundamentals and Standards. Can you tie in the fundamentals throughout your clinic, can you pick one of the adaptive national level 1-3 standards that the clinic directly relates to? Can you give your attendees a checklist of fundamentals to have during the clinic to begin to recognize relationships?

5. Multi-Disciplinary training opportunities: focus on the fundamentals, more alike than different, allows for MA opportunities.

6. Corrective feedback should:

- i. Timely
- ii. Positive
- iii. The right amount of feedback
- iv. Focused
- v. Use different teaching methods, VAK, etc.

2. Non-judgmental Language:

How to give good feedback? 3 key points in any feedback / coaching conversation:

1. The Situation – Describe the exact situation in discussion
2. The Behavior – Describe the specific behaviors observed
3. The Impact – Describe how their behavior has impacted others

When you structure feedback logically in these three steps, the instructor/student will understand what you're commenting and why you have brought it to attention. Just as importantly, they'll learn how to do things better next time.

Additional Resources: [Fundamental Mechanics of Alpine Skiing Across Adaptive Disciplines](#)

SNOWBOARDING FUNDAMENTALS	ALPINE SKIING FUNDAMENTALS	FUNDAMENTAL DIFFERENCE
Control the relationship of the center of mass to the base of support to direct pressure along the length of the board.	Control the relationship of the center of mass to the base of support to direct pressure along the length of the skis.	Despite our fore-aft movements being biomechanically different, this still applied perfectly.
Control the relationship of the center of mass to the base of support to direct pressure across the width of the board.	Control pressure from ski to ski and direct pressure toward the outside ski.	Because of snowboarders' sideways orientation on the board, we move laterally across the board's width and create pressure edge to edge.
Regulate the magnitude of pressure created through the board/surface interaction.	Regulate the magnitude of pressure created through ski/snow interaction.	We changed "snow" to "surface" to include other sliding surfaces, such as boxes, rails, logs, cement, etc...
Control the board's tilt through a combination of inclination and angulation.	Control edge angles through a combination of inclination and angulation.	We added <i>tilt</i> terminology and debated if we needed to include both inclination and angulation. "Banking" doesn't have the same negative connotation in snowboarding as it does in alpine skiing, yet it's still important to differentiate between the two for the desired outcome.
Control the board's pivot through flexion/extension and rotation of the body	Control the skis' rotation with leg rotation, separate from the upper body.	We continued to use pivot as it relates to the board and rotation as it relates to the body. Where the alpine fundamental promotes upper and lower body separation at the pelvis and femur bone, the snowboarding fundamental additionally uses spine rotation in several applications. Riders can also accomplish pivot with flex and extension movements of the knees and ankles.
Control the twist (torsional flex) of the board through flexion/extension and rotation.	N/A	Twist was added as the sixth snowboarding fundamental because we can actively twist the board with distinct movements, whereas, in alpine skiing, twist is created as a result of another movement.