

Student-Centered Learning means:

If they enjoy their day - you will enjoy yours! The opposite is not necessarily true 😞

How to use this guide:

This guide serves as an outline for Trainers, helping you stay focused during your course. It is not a step-by-step guide of how to run your course so understanding the Purpose of the program is essential. The exact approaches you use to achieve the learning outcomes are going to be determined by the participants in your group, the conditions, and the ski area layout. This is critical and in line with a student-centered approach to fun, safe, learning.

To ensure that you are prepared to deliver the best program possible, it is incumbent on you to “know your stuff”, have a good understanding of the requirements of the program and possess a toolbox to deliver it with. Then, use your experience, knowledge and creativity to bring it to life!

The Big Mountain Level 2 5 Day course is an introduction to skiing, teaching, and guiding in Big Mountain Terrain, with an emphasis on moderate off-piste conditions. The learning outcomes define the endpoints for your teaching and coaching. Off-piste environments introduce different demands than groomed trails, requiring new understanding, shared language, and essential skills to manage risk while accessing the rewards of the terrain.

Your role is to establish the vocabulary, concepts, and on-snow practices that allow candidates to progress with confidence and to translate that progress into effective guest experiences

The course should improve candidates off-piste ski competencies and equip candidates with the essential vocabulary, knowledge, and teaching skills for guiding guests on their first off-piste adventures. Candidates are expected to demonstrate the same level of teaching proficiency as required for the Alpine Level 2 on groomed piste, with added expertise in off-piste techniques. This includes the ability to safely introduce and navigate off-piste terrain, while ensuring their guests develop confidence and competence in new skiing environments.

Links to essential documents:

Ensure you are thoroughly familiar and comfortable with the following documents, as they contain essential information needed to successfully deliver this program. It's vital that you, as a professional, deeply understand and are confident in the content of these materials. Know your stuff! You will find all of the below in the Member Hub.

<https://campus.psic.pro/login.php>

L2 BM Overview	What the participants will have read
LPT General Operations Guide	Overview of general operations for all programs
The Adventure	PSIC Fun, Safe, Learning Philosophy
The Method	Managing emotions and the challenge zone
Technical Blueprint	PSIC Technical assessment & development approach
Evaluation forms	How to enter and submit participant feedback

Top Line Priorities

Fun Safe Learning
Positive teaching/guiding development through participant time on task activities
Exposure to ALL of the learning outcomes
Create connection and relevance between the outcomes and the terrain situations you would use them in (Purpose)
Provide clear development plans for each participant

The Approach

Above all, guide participants toward the learning outcomes by using situation based experiences that make the outcomes relevant and real (Purpose). Your openness, curiosity, vulnerability, empathy, energy, and enthusiasm will often have more impact than any single technical input.

Use The Adventure Philosophy and The Method as your guide to create fun, safe learning across the full 5 day block. Keep a simple internal checklist of each participant's intellectual, emotional, and physical status throughout the day. These factors shift constantly and should inform your pacing, terrain choices, and how you communicate. The mission for the

entire program is to create a fun, safe learning environment where participants are engaged and connected to you, the group, and the activities.

More skiing is more fun, and the structure of this program should model what “fun and versatile” looks like in advanced coaching. That’s what you should be modeling.

How participants learn best: modeling, labeling, experience, reflection

Participants in this program learn most through:

- Modeling: showing what to do and how to do it
- Labeling: describing what you are doing and why
- Experiencing: giving them many chances to do it themselves
- Reflecting: helping them think about what happened so learning sticks

Check in repeatedly to confirm understanding. Make your decision making visible and name the “why” behind choices. Empowering them involves both understanding and deliberate practice.

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Learning Outcomes

HINT - Ensure all the participants have the Prokit App. An easy way to view the learning outcomes on their phone! <https://prokit.psic.pro/>

Participants MUST have an intimate understanding of each of the Learning Outcomes by the time they complete the course. The learning outcomes are the foundation of the course, bringing them to life in real applications. They define good skiing and teaching!

The below learning outcomes expose skills to create memorable ski experiences for Intermediate skiers looking to explore and develop skills and confidence in groomed terrain and moderate off piste environments.

Skiing — Versatility

Speed is medium unless otherwise stated

Short turns — Drifted	Ability to CONTROL speed, direction and flow on moderate groomed and off-piste terrain.
	Turn shape may require some deflection of mass — situation specific.
Short turns — Hop turns	Ability to CONTROL speed and ELEVATION on Steeper terrain.
	Turn shape requires very limited time spent above the fall line.
	Turn shape requires minimal deflection of mass.
	Speed is slow.
Medium turns — Steered	Ability to MAINTAIN speed, direction and flow on low angle off-piste OR Moderate ungroomed terrain.
	Turn shape requires some deflection of mass.
Features and Entrances Steeper Terrain Purpose based skills to negotiate features and entrances	Vertical side slip — ability to manage speed and direction down the fall line.
	Diagonal side slip — ability to manage speed and direction across the fall line.
	Rolls and drops — ability to control snow contact, air and balance appropriate to the feature.

Teaching

FUN
Engage actively with Peers, Trainer and program activities.
Prioritize “mileage” and terrain play in teaching approach.
Recognize milestones in teaching approach.
SAFE
Identify hazards in the big mountain environment.
Apply safe guiding techniques and strategies.
Apply a basic decision-making framework (probability/consequence risk matrix).
LEARNING
Develop an understanding of Alpine Terrain (Entrances, bowls, couloirs, chutes, steps)

Apply progression up to drifted short turns in off piste terrain.

Apply tactical development approaches in moderate off piste Alpine terrain.
(Speed control skills and tactics, Vertical and diagonal side slip)

Apply Assessment and Development feedback linking movements and purpose
(with some assistance)

The Big Mountain Program

One of the most significant distinctions between the Alpine Pathway and the Big Mountain Pathway (BMP) lies in the terrain utilized. The BMP predominantly operates in an Alpine off-piste environment, demanding a heightened level of versatility and adaptability from participants.

Navigating the off-piste terrain, particularly in high alpine environments, introduces a variety of challenges and hazards. As professional coaches within the BMP, there's an imperative need for continual diligence in class management, risk mitigation, and decision-making. These environments require not only technical skills but also a strong emphasis on tactical awareness and strategy.

Furthermore, the terrain in the BMP serves as an objective benchmark, aligning seamlessly with the PSIC's purpose-based philosophy. In these settings, the ability to tactically adapt often holds equal importance to technical prowess,

Equipment - Skis

Recommended Skis: Over 85mm underfoot.

In Alpine off-piste terrain, wider skis offer enhanced maneuverability and stability. They react more smoothly than narrower "front side" skis, making them easier to control progressively—for example, reducing the risk of catching an edge during side slipping, decreasing the likelihood of bouncing out when entering corners or couloirs, and facilitating easier navigation through choppy snow and powder. Their larger surface area provides increased flotation, offering a significant advantage in powder snow.

Terrain Examples

WHISTLER

- Goats gully & Gun Barrels – Good for skiing in tight funneled areas, simulates a chute or couloir.
- Bagel bowl – good for steep skiing particularly skiers right, easy exit back to Peak to Creek if not going to plan.

- Side of the saddle – particularly skiers left – steep with an easy traverse back to the saddle.
- Skiers left in Kaleidoscope – short and easy to get back to run.
- Low roll – great for ramping up entrances – move up the cornice to make it more difficult.
- Very top of little whistler, progressively bigger cornice on the skiers right.
- Sun Bowl – wind lips.
- Skiers right of Croc Rock.
- Seppo's, in the right conditions you can use the rock rolls at the top to simulate a steep entrance.
- Whistler Bowl easier entrance and easy way to Surprise.

BLACKCOMB

- Jersey Bowl – steep and short.
- Secret Bowl, Secret Chute
- Very bottom of the couloir (cornice and safe, easy in and out)
- Heavenly Basin – steep rock roll on skiers left at the top.
- Staircase, The bite – Lots of short steps sections to practice trannies
- Top of 7th to Showcase, Old t-bar line and into Prime Rib.

Steeps:

Short Turns Versatility - The Gateway to Steep Terrain

Developing short turn ability and versatility is the primary focus of the BM Level 2 course. Speed control is our main concern in steep terrain. The urgency to transition skis across the fall line intensifies with the steepness of the terrain. This is because skis pointing downhill in steep terrain accelerate rapidly, and managing this acceleration is essential. The short turn provides the most appropriate turn to accomplish this goal of limiting the time the skis point downhill. Variations and the utility of the short turn present us with a progressive means to control our speed.

Terrain characteristics closely dictate the appropriateness of each technique. For extremely steep and narrow environments, where the need for both speed and descent control is required, the hop turn can be a fitting option. As the steepness gradually decreases, techniques such as drifted edge sets come into play. Steered short turns become applicable when the primary goal shifts from speed control to that of speed maintenance.

This section emphasizes various short turns tailored to meet the demands of different situations.

Short turns - Drifted

We as skiers assemble turns that range from side slipping to carving and everything in between. That everything in between constitutes the drifting continuum. Steep terrain necessitates a thorough understanding and use of this drifting continuum, sometimes even requiring the extreme measure of sideslipping.

Drifted short turns cover a wide spectrum, where drifting refers to the ski's action on the snow, characterized by an oversteering mechanism. This means the ski's tails scribes a longer path than its tip. The extent of oversteering needed varies not just from one slope to another, but also from turn to turn, and within a single turn. Typically, a steering angle is established at the beginning of a turn, setting up the potential for a directional change, which is then achieved through progressive edging.

Focus on developing the necessary understanding and skills to enhance your learners' proficiency in their short turn repertoire. Address the key elements of short turns as dictated by the situation, learners, and objective.

Key technical aspects to consider to improve short turn proficiency may include:

- Efficient and effective leg turning.
- Utilization of the skis design characteristics to enhance turning - torque.
- Dynamic balance - maintaining a perpendicular aspect to the slope (fore-aft).
- Commitment to the outside / downhill ski.
- Planting and dragging of the ski poles.
- Upper and lower body independence / separation / anticipation / counter rotation.

Key drills or exercises to improve short turn proficiency may include:

- Pivot Slips / Braquage
- Linked Hockey stops
- Snowplow Wedlen / Power plows

Tactics understanding and utilization to improve short turn proficiency may include:

- Complete every turn well out of the fall line.
- Stay low and close to the snow.
- Start by slide slipping a few times (firmer snow).
- Start with a hop downhill (softer snow).

Short turns - Hop

When discussing the hop turn at the BM Level 2, we're not demanding the ability to reorient the skis to a complete 180-degree angle from turn to turn while airborne. The goal is to tightly control speed and descent by enabling the skis to rapidly move into, through, and across the fall line. For this to be achieved, it's necessary for the skis to release from the snow (some form of hop), enabling the rapid reorientation and decent control.

The initial focus in candidate development should be the ability to free the skis from the snow, minimizing friction for quicker turn transitions. Expect variations in technique, with the primary emphasis on achieving functional outcomes—function precedes form. Starting with tail hopping introduces a straightforward external cue for the skis. Additionally, timing elements like pole planting and leg turning play significant roles in refining these skills. This approach not only facilitates faster transitions but also orientates the skier perpendicular to the slope at the start of the turn where the apparent angle of the slope greatly increases.

Key Strategy: Encourage candidates to pull their skis back and lift the tails, rather than leaning forward with their mass. It's quicker and easier to move the smaller mass (the legs), against the larger mass of the upper body (the ballast).

A more advanced and situation specific technique is the peddling hop turn. Which is particularly useful when in tight situations i.e. a narrow chute. The pedaling movement pattern outlined below provides effective mechanics for the skis release from the snow; enabling frictionless reorientation.

To enhance hop turn proficiency focus on the following movement pattern, emphasizing the importance of timing and coordination for overall effectiveness:

- Plant the pole firmly at an angle that provides maximum support.
- Begin the turn by extending the uphill leg.
- At the same time, lift the downhill ski, pivoting its tip down the hill.
- Aim to swing the skis around as far and as quickly as possible, minimizing speed gain and reducing the vertical distance descended down the slope.

HINT: Mastering this technique requires viewing it as a singular, fluid motion rather than discrete steps. Continuous practice is essential for achieving proficiency and ensuring effective application in tight skiing scenarios.

Alpine Terrain: Bowls, Couloirs, & Chutes

Medium Drifted Turns - low angle alpine terrain

Alpine off-piste environments feature bowls, couloirs, and chutes, with low-angle, moderate versions of these terrains potentially suitable for BM Level 2 candidates. As with any terrain, the specific conditions and the surface layer significantly influence the decision on its appropriateness for training.

Typically, chutes and couloirs are best navigated using short turn techniques due to their steep and narrow nature, requiring precise control for speed management. Bowls often provide the opportunity to widen the turn radius, enabling the use of medium to longer turns. Adopting a more flowing approach to speed maintenance, through medium turns, in the expansive environment of a bowl, tends to be a more effective and suitable strategy.

Entrances: Accessing Alpine Terrain

Entrances serve as both the gateways and guardians to a wealth of Alpine terrain opportunities. Successful navigation of these entrances are often rewarded with some of the finest skiing experiences the mountain has to offer. Entrances often represent the most technically challenging and hazardous section of a run; experience, understanding and a variety of techniques are required to safely and effectively tackle the complexities and risks they present.

At Level 2, we introduce vertical and diagonal side slipping as the main techniques for navigating entrances. Side slipping is highly effective for speed and descent control, particularly suited to the often short but steep nature of entrances.

Vertical Side Slipping

Vertical side slipping, executed directly down the fall line, is remarkably effective at controlling speed, trajectory, and descent, particularly useful in navigating narrow entrances that demand a direct fall line approach. Enhance participants' proficiency in managing lateral drift by focusing on the development of adjustments in the skis' positioning and their orientation relative to the fall line.

The key to effective vertical side slipping lies in manipulating the angle at which the skis are positioned in relation to the exact trajectory of the friction force from the snow. By

developing participants' skills in subtly yet accurately adjusting the skis' fore-aft positioning, rotational movement, and edge angle, they can aptly manage the direction of descent.

PRO TIPS:

- The "falling leaf" exercise is excellent for developing both feel and accuracy in ski control.
- Using the uphill pole drag as an external force can stabilize the upper body and enhance rotational control of the skis.

Diagonal Side Slipping

Diagonal side slipping, executed both forward and backward, adds a dynamic element to the vertical side slip discussed above. This directional aspect is particularly useful for controlling descent within the confines of slipping, while also serving a directional requirement. The techniques needed for diagonal side slipping closely resemble those of its vertical counterpart. Once mastered, the diagonal side slip can be executed with significant speed, requiring only minor adjustments to modulate speed by turning uphill. Incorporating a proficient, dynamic side slip into a skier's skill set provides substantial versatility in alpine settings.

Some examples of applications and utility of dynamic side slipping:

- Seamlessly transition from turn to slip, and slip to turn to scrub speed.
- Control speed in a traverse.
- Setup alignment and speed for features
- Creation of steering angle without a change of direction.
- Ability to drop into a lower traverse line in a controlled fashion.
- Navigation of tight spaces where ski length is longer than width of feature
- Setup maneuver to transition to switch.

Rolls and Drops

Within the scope of the Level 2 BM program, it's important to understand that this component serves as an introduction to rolls and drops. At no time should candidates be placed in situations beyond their competency level.

The big mountain environment is littered with features categorized as rolls and drops. These aspects provide opportunities that are either essential for accessing certain terrain or simply enhance the enjoyment and concept of terrain play. Within the context of this course we are focused on developing an understanding of and the ability to control snow contact, air and balance appropriate to small features.

Key aspects you may want to consider:

- Inspection.
- Popping.
- Landing.
- Run out.
- Snow density.

Powder / loose snow

Heading only, needs to be fleshed out. You got this... hopefully you have powder or soft snow to work with 😊

General

Your primary focus should be guiding individuals towards achieving the learning outcomes. However, imparting additional details can enhance mobility and overall competency in the Alpine environment. The following points serve as some examples..

- Kick Turns & half kick turn if appropriate snow.
- Frog Hops.
- Jump Turns (full 180 with no vertical descent).
- Putting on skis in soft snow.
- Shutdowns (gentle, speed management strategies)
- Straight Lines.

Risk Management

Anxiety and fear.... Heading only, needs to be fleshed out.

Duty of care:

Duty of Care refers to the legal obligation of an instructor to maintain a reasonable standard of care while teaching and accompanying clients. This responsibility starts at the beginning of the lesson and concludes at its end. It encompasses the legal duty to

safeguard the clients' safety and well-being throughout the session. Ensure candidates understand the legal obligation of this responsibility.

To ensure instructors, coaches and guides fulfill their duty of care adequately in the Alpine Environment a decision-making framework is utilized. This framework enables professionals to make informed decisions, and manage the safety and well-being of their clients effectively.

Decision Making Framework:

Navigating the off-piste terrain, particularly in high alpine environments, introduces a variety of challenges and hazards. As Instructors, coaches and guides in the Big Mountain environment there's a need for risk mitigation, and decision-making practices.

Effective decision-making in these settings is continuous and must be underpinned by a systematic approach to evaluate and make informed choices. This process is fundamentally based on assessing the probabilities of various outcomes and understanding the potential consequences of each decision.

Instructors and guides must prioritize safety by employing a structured decision-making framework that considers both the likelihood of events and their possible impacts. This approach ensures that participants can experience big mountain skiing while minimizing risks associated with off-piste exploration.

Safe learning outcomes:

Apply a basic decision-making framework (probability/consequence risk matrix).
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Probability and Consequence:

Probability and consequence are the fundamental principles of the risk assessment framework. Probability refers to the likelihood of an event occurring, while consequence measures the severity of the impact if the event does happen.

To accurately determine probability, it's crucial to first identify and assess all potential hazards. Alpine terrain hazard assessment requires experience. Develop the candidate's understanding and knowledge in this domain.

For effective hazard assessment, specifics of the situation, the person's and skills required all need to be taken into account.

Situation	Person	Skills
Equipment Environment	Psychological Physical	Tactical Technical

Each category plays a role in evaluating the appropriateness of proceeding with an activity, ensuring decisions are informed and tailored to specific circumstances.

Situation: Equipment and Environment

- Weather
- Snow conditions
- Visibility
- Appropriate equipment for the situation
- Familiarity of the run / feature
- Chance of fall and the consequence of a fall
- What is the worst case scenario in this situation

Person: Physical and Psychological state of learner

The risk associated with each individual in a group is influenced by their physical and mental condition, skill level, knowledge, and experience.

- Energy level, activation level, fatigue
- Physical fitness level
- How confident are the students/group
- Group dynamics, do I have a split, is it manageable
- Is this the best time of day to try this? Nothing new after 2pm.

Skills: Tactics and Technical Development.

- Level of skill required for this terrain
- Level of skill of the guests/students
- Have the skills been acquired before entering the terrain
 - Short turns, hop turns, side slip
- Understanding and knowledge of tactics and techniques

Go, no go

1. Are the guests/students ready for this?
2. Are they prepared adequately?
3. Do they know what to do?

Effective modeling

A number of things to keep in mind to ensure you are modeling effectively.

Adventure builder example structure:

- CONNECT:
 - With the Mountain (terrain)
 - With the People (where are they at)
 - Let the Mountain guide you. Make it relevant
- CREATE:
 - PURPOSE - situation and context
 - The Why
- FACILITATE:
 - Do it - experience it
 - Assess the performance in comparison with the PURPOSE (technical and/or tactical)
- FEEDBACK:
 - Change something to Improve the PURPOSE
 - TACTIC
 - SKILL
 - MOVEMENT to effect a change in purpose
- PRACTICE:
 - The CHANGE
 - Tactic / Skill / Movement / Cue / Timing / Analogy
- PLAY:
 - Vary it, adapt it, create with it
 - Change terrain
 - Mileage
 - Consolidate it

Assess and Develop through “A Purpose Based-Approach” Technical Blueprint.

Snow > interaction > Ski > movements > Skills.

- **Snow** describes the situation, terrain and conditions.
- **Interactions** describes the purpose (given the situation and purpose).
- **Skis** refers to what the skis must do to create the desired purpose.
- **Movements** are how we get the ski to move.

- **Skills** are rotational control, edging control and pressure control.

A few more random thoughts to help you think about things...

Connection, community, foundations

Creating connection early is the priority. Make it clear that your complete focus is to help them, and their job is to help each other. Set the tone: you are here to work as a team. Build a sense of community. Community is a pillar of the PSIC.

“The mountain guides us.”

This is a development course. Use the entire mountain. Stoke curiosity early through exploration and terrain play. Keep the group skiing a lot, but slow things down when skill development and understanding require it. Appropriate terrain does not mean dangerous terrain.

Practical delivery cues:

- Talk on chairs. Keep on snow talk to one or two key concepts at a time.
- Set expectations early: you will ski lots, and not everyone will speak at every stop.
- Build trust and rapport within the group from the first hour.

Preview the program:

- Introduce learning outcomes: what they are, what they are not, and how they guide the process.
- Emphasize that outcomes are driven by purpose.

Introduce Force and Balance as the common thread:

Skiing is getting the snow to push on us and balancing against that push
Force and Balance!

Every element of ski technique can ultimately be evaluated in terms of how it affects our
interaction with the snow.

Introduce versatility and adaptability:

- Versatility: having a toolbox of skills for predictable situations.
- Adaptability: applying those skills to less predictable situations to achieve effective outcomes. This matters in off-piste environments.

Model purpose based language:

How you speak about skiing becomes how they speak and think about skiing. When you describe your own skiing, speak in outcomes and purpose, not in isolated movements.

Example: "I am working on flow in steep terrain and keeping momentum between turns," not "I am working on this move at this part of the turn."

Choose the right entry point:

Based on conditions, select an entry point that grows from purpose and the situation at hand. Tougher conditions call for more simulated terrain experiences, but remember this is Level 2: introduction to Big Mountain. Appropriate exposure does not mean exposure to danger.

Build understanding as well as performance:

Look for chances to lay groundwork in their mental model:

- Purpose in the Technical Blueprint: what we need the ski to do to create the desired outcome
- Force and Balance: how tipping and twisting (skills) and COM and BOS integrity influence how the snow pushes on the ski
- Skills: rotational control, edging, pressure control as tools to manipulate outcomes

Coach the "straight goods":

Avoid the pitfall of translating skiing into an overload of movements. Guide them toward what they need the ski to do, then use movement as a tool to get there.

Start with ski snow interaction and purpose before jumping to detailed movement fixes.

By the end of Day 1, aim for:

- They are impressed with how much they skied.
- They understand that your coaching decisions are purpose based.

- They have been introduced to the three skills: rotational, edging, pressure.
- They have experienced a variety of outcomes aligned with the Level 2 outcomes, based on conditions.
- You have debriefed the day with clear takeaways and individual focus points, framed as what to add to improve outcomes.
- Each person has identified at least one success and one focus area.

Ongoing assessment and evaluation

Ongoing assessment is based on the learning outcomes. Be transparent that you are supporting development and assessing progress throughout the program. Facilitation and feedback should be positive, constructive, and continuous.

If feedback is only given at the end, it has been a test, not ongoing assessment.

Participants should not be able to identify when the assessment happened. Training and assessment should be inseparable, with many practice opportunities.

Timing notes:

- If success is achieved early, great. Use the remaining time to train, develop, and expand range while balancing mileage and avoiding overload.
- If success is achieved late, also great. Your job is to help them across the finish line through strong coaching, smart terrain choice, and purposeful practice.

Results presentation

Professional achievement milestones matter. Take time to celebrate their progress, thank the participants, and thank the resort and resort staff. More details are in the general operations documentation.