



LPT Guide - Level 2 Professional Instructor (FULL - Five Day program)

How to use this guide:

This guide will provide you, the LPT, with a general timeline and outline to help keep you on task. It is not meant to be a step by step guide of how to run your course so understanding it throughout 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!

General Program Operations:

Be sure to refer to the LPT Program Ops Guide for a broad overview of general operations that pertain to all programs. The guide is in the Member Hub, same section as you found this manual (Trainer Manuals):

Program Overview:

Be sure to read the program overview for the Level 2, this is what your participants have read and will be expecting. It is also a must to review the e-learning content as well!

NOTE that as of 2025, the program overview reflects the 5 day Level 2 format.

[Level 2 Program Overview](#)

Essential knowledge:

Ensure you are thoroughly familiar and comfortable with the Ecosystem components, learning outcomes and ELearning . It's vital that you deeply understand and are confident in the content of these materials. Know your stuff!

The Approach:

Your approach to the Level 2 should match the Purpose and guide your participants toward the intended outcomes of the program by making them relevant in your approach. Your openness, curiosity, vulnerability, empathy, energy and enthusiasm for helping others will have more impact on the participants than most other things. Keep the pace up as best you can without skipping steps or missing learning opportunities. *More skiing is more fun!*

Using **The Adventure** Philosophy as your guide....ensure the five days consist of FUN SAFE LEARNING so that you and your participants will have a great time!

With the considerations of The Method in mind - keep a checklist of their intellectual, emotional and physical status throughout the day. Your biggest mission for the entire program is to create a fun, safe, learning environment where they are engaged and connected to you, the group and the activities!

Stepping from L1 to L2: (Fundamentals to Versatility)

As you get into the program, remember, this step in the pathway is where the broader ecosystem begins to come together. As Level 1's your participants have been exposed to some fundamentals, but may have had limited experience that would help them evolve their decision making and blending of the ecosystem components within real life lesson processes and all of the "unique" situations that can occur. Our job is to lay the groundwork and expose/ revisit concepts clearly, and simply in our teaching, training, discussions and assessments. The "versatility" of the Level 2 instructor requires the ability to mesh concepts together for fun, safe intermediate lessons.

Modeling and Labeling, Experience and Reflection

The participants in your program learn the most through:

- 1) Modeling (showing them) what to do and how to do it
- 2) Labeling (your descriptions) of what and why you are doing those things.
- 3) Experiencing it themselves through many opportunities to try it
- 4) Reflecting on the experience to deepen learning

As you go, check in repeatedly to ensure your teaching is understood - empowering them with knowledge and increasing their effectiveness involves both understanding as well as plenty of deliberate practice.

ON-GOING ASSESSMENT AND EVALUATIONS

Refer to the LPT Ops Guide for detailed guidance on ongoing assessment and evaluations.

L2 Learning outcomes:

Skills to create memorable ski experiences for novice ability to consolidate developing skills and confidence on blue and moderate off piste environments. Ability to offer skill development with some assistance.

Teaching

FUN

- Engage actively with Peers, Trainer and program activities
- Identify Challenge Zone for creating engaging learning activities
- Prioritize "mileage" and terrain play in teaching approach
- Recognize milestones in teaching approach

SAFE

- Apply safe class management strategies in teaching practice
- Choose terrain appropriate to students and the lesson situation
- Apply strategies to ensuring psychological and emotional safety
- Apply teaching activities within the appropriate challenge zone for students

LEARNING - Teaching

- Use the components of Adventure in teaching practice
- Use Adventure Builder concept and components
- Apply feedback appropriate to purpose and student needs
- Apply Assessment and Development feedback linking movements and purpose
- Apply progression up to basic drifted short turns
- Assess ski-to-snow performances of fellow participants with some assistance

Skiing

Skills to demonstrate versatility through a range of outcomes and situations. Speed is medium unless otherwise stated.

Short Turns - Versatility

- Short turns - Steered
 - Ability to maintain speed and consistent turn shape on blue groomed terrain
 - Turn shape requires some deflection of mass
- Short turns - Tactical
 - Ability to manage speed and turn shape on steep blue/black terrain
 - Turn shape requires some deflection of mass
 - (Drifted in, Steered out)

Medium Turns - Versatility

- Medium turns - Steered
 - Ability to maintain medium speed in a round turn on blue terrain
- Medium turns - Tactical
 - Ability to manage speed and turn shape on steep blue/black terrain
 - (Drifted in Steered out)
- Medium turns - ungroomed terrain
 - Ability to control and choose speed, path and performance in moderate unprepared terrain

HINT: Think about how you can use the challenge zone to maximize learning outcomes. The purpose of creating versatility in your students ability will help them with skill development and the “blend” of the skills.

- The skiing described uses a range of functional skiing in a variety of terrain situations that you should work with throughout.

- The teaching outcomes are largely focused around the skiing outcomes as the context. However, depending on conditions, competency of the group and so on, be creative with how you set up teaching practice and scenarios for the best learning possible.
- Use your expert skills as LTPs to provide a fun safe learning environment.

Day 1

By the end of the day today you should have:

- Connected with your group, building trust and rapport and setting the stage for learning.
- Previewed the program and how you will teach and assess, you are there to support - establish a learning environment right from the beginning!!
- Explored and used the Adventure Philosophy - Fun, Safe, Learning and the Adventure Builder concept.
- Familiarized them with the Skills concept of the “Technical Blueprint: A Purpose based approach” so they can understand how you are working with them and making decisions. This knowledge will help them in their own teaching.
- Debriefed the Day and reflected on takeaways and individual focus points for skiing and teaching based on the work done.

By the end of the day, your participants should have:

- Settled in to the program, and understand the process
- Recognized and reviewed the learning outcomes and expectations
- Been exposed to the foundational concepts through examples set by their trainer
- Received input on some aspects of their skiing and be formulating a development goal
- Felt included, heard and challenged
- A clear idea of where Day 2 will take them

Some ideas for Day 1: FUN SAFE LEARNING

Use the 8 Minute Activation! (every day)

Getting the day started:

- Use the first few runs to lay some groundwork, connect and begin to create your approach based on the group.
- Quickly begin to get the important concepts “in to play” in discussions so that their relevance is not lost.
- Reference the ELearning and that you and they will have lots of time this week to put the concepts into practice.
- With even a bit of teaching experience or reflecting on their Level 1, they should have some valuable insights that can be drawn on here.
 - Share some ideas - use your group to help you - ask questions opening and non-judgmentally - “How do you like to warm-up safely for your ski day and why”

- Help them see how this links to the Method and Adventure Builder concepts “right out of the gate”. FUN SAFE LEARNING is in all that we do!
- If you need to redirect - tell them what you do and why rather than trying to correct their answers or behavior - this is a teaching opportunity and a team building opportunity!
- This will give you a lead in to facilitating discussions about what they feel is fun, safe, learning and set some goals for the three days. **HINT: Student-Centered**

SKI IMPROVEMENT SESSION (most of the morning)

Fun Safe Learning and finding the Challenge Zone

Run a session with them to provide some input on skiing, get them warmed up and ready to go. Keep it lively, purpose driven and lightly technical. Choose purpose based on the relevant factors (snow, traffic, temperature...) and explain what and why you've chosen it. Typically, a medium turn approach is a great place to start, but adjust if necessary. Begin by encouraging them to not just participate in the lesson but to observe critically as a teacher themselves. Label and explain your thinking and decisions throughout.

The morning is your opportunity to:

- Describe and demonstrate assessment and development of skiing using the skills.
- Improve their skiing and understanding of skiing
- Expose how the Adventure Philosophy and Adventure Builder concept help keep you moving through the lesson
- Expose how the Technical Blueprint helps you stay organized from a technical standpoint. Help them get comfortable with the idea of Force and Balance and how it connects Interactions and Movements.
- Observe the skiing skills of the individuals in your group and begin to formulate a plan accordingly.

HINT: Modeling and Labelling your process is how they are going to see where the “goal line” is. Keep the process simple and effective so as to not lose them or miss learning opportunities. Your sessions are to improve them as skiers AND teachers.

Example:

- It all starts with a purpose (connect and create)
- Situation and student centered
- Goal setting
 - Try it (as long as it's safe)
- Assess
 - Consider the snow conditions, terrain and situation
 - Observe the ski-to-snow interaction
 - Think and link (how is SSI being affected by the movements?)
 - What skill(s) are at play? (edging, rotation, pressure control?)
- Develop (facilitate and feedback)

- What does the ski need to do for outcome to match purpose?
- How should they move to make the ski create the new action (skill development)
- Think **FORCE and BALANCE**
- Movement in relation to skill -> ski action in relation to ski-to-snow interaction
- Choose a fun approach in the challenge zone
- Celebrate milestones!
- Milage, feedback, variation and versatility (practice and play)
 - Reassess
 - Success?
 - Yes - expand versatility through play
 - Size, speed, terrain
 - No - More practice
 - Try again?
 - Check in on understanding? (ask questions, clarify)
 - Follow me?
 - Adjust Terrain?

CREATE TEACHING OPPORTUNITIES

At this stage on Day 1, teaching opportunities may be very light and high level. More resembling opportunities to speak and share than to teach directly. This will be up to your observations. If the group is strong and confidence and collaboration are solid, consider going deeper sooner.

If not, be sure to get involvement through asking questions like:

- Has anyone ever had to teach someone to turn quickly because of steeper terrain? If so, how did you do that?
- Does anyone have a favorite thing they have done with students to help them balance on the outside ski?

This can break the ice and get ideas flowing.

Having them assess public skiers inconspicuously can help “protect” fragile egos but keep practice in the day.

If you feel you can advance a bit more, check out “Day 2” below for some ideas....

Using the Technical Blueprint - Level 2

- Establish a clear and focused **Purpose**
- Start with the “first principles of skiing” - **Force and Balance**
- Build understanding of the thought process of, and how to use “**The Technical Blueprint: A Purpose Based-Approach**”
 - **Snow** => interaction => **Skis** => movements => **Skills (assess)**
 - **Skills** => movements => **Skis** => interaction => **Snow (develop)**
- Where as:
 - **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
- The Method describes how we do it - keep the intellectual, emotional and physical status of the participants on your mind and check in if needed. This will help guide you in the **challenge zone** to ensure you have fun, safe, learning.
- Your example, as always, should balance mileage, information, good explanations.

END OF DAY 1

Debrief and Reflection:

Leave enough time at the end of the day to hold a debrief of the day with everyone.

Review the “Effective Debriefing” notes in the Program Ops Guide for some hints on tactics for this important part of the day.

Looking back on the day, it is likely that you have already exposed them to activities and situations that have touched on every one of the learning outcomes for the program....this is a good thing!

- Encourage everyone to review the e-learning materials and on-line resources
- Ensure that anyone who hasn't done the e-learning completes it before tomorrow!
- Prime them with the plan for tomorrow.
- End on a high, encouraging note by sharing some of the milestones you observed today.

DAY 2

By the end of the day today, you should have:

- Revisited questions they may have from yesterday
- Highlighted successes from Day 1
- Continued to work with new concepts, understanding and ski performance
- Increased input, leadership and mini sessions from everyone.
- Some clear/ developing observations of strengths and weaknesses with each person.
- 1-2-1 check ins (throughout the day/ end of day)
 - Everyone should leave the day with a clear understanding of “where” they are. Refer to 1 2 1 guidance in [LPT Ops Guide](#).

By the end of the day, your participants should have:

- New tools in their toolbox for assessment and development
 - Multiple drills or tactics can be used for the same purpose

- Time to experiment and find out what works and what doesn't is part of the process. (this is part of developing versatility)
- A good understanding of cause and effect linked to the technical blueprint
- Practiced the logical process of the technical blueprint in practice sessions with their peers.
- Clarity on where they are in the progression towards Level 2. Where they will need to continue working and where they are "there".

Some ideas for Day 2:

With connections already established, you can get into your day a bit quicker. Blend skiing, with some review of yesterday to start off. Sometimes sleeping on it gives them time to formulate questions and learning does happen while we sleep - they might wake up "better" than the day before - so this can be a good time to reinforce the new movement patterns from yesterday!

Physical/ Intellectual/ Emotional - have each person remind themselves and others of their new concepts from Day 1. What are they working on adding and why? What is the function? How does it look when it works? This can set a positive mindset and let you hear their understanding.

Revisit the TBP and Force and Balance concepts, you may have to fill in the right terminology still.

- Based on conditions, vary the purpose through the day to both assess and work on these various aspects and to help them

PRACTICE AND PLAY

Yesterday, they began to be exposed to assessment skills, creating new relationships and understanding. Now is the time for practice! Review and practice before adding more! Create versatility in the skills you were working on yesterday and foster links between new situations to the same fundamentals

FACILITATION AND FEEDBACK

Using various approaches (feel free to repeat some of the Day 1 formats) increase the duration and number of people that each person works with through the day.

As per the learning outcomes, know what it is that you are looking for in how you set the practice up.

If you are developing the ability to "Use Adventure Builder concept and components" then you will need to provide a bit of time for them to work through a process. If focusing on their ability to "Assess ski-to-snow performances of fellow participants with some assistance" then be sure to focus your approach on that.

Provide feedback as the process goes on. Debriefs of their practice can be helpful for next steps in development and to highlight what is being done well (good examples for others to follow)

TEACHING PRACTICE IDEAS

- “Handing over the reins” is important for participants to start to take responsibility for their learning and to practice. Doing this carefully is important in order to not overwhelm or create a situation that offers challenge and learning, but is psychologically safe.
- REMEMBER that at this stage, with sometimes limited knowledge, feedback within the group can come across as overly critical or harsh in it’s delivery. Be aware of the dynamics in your group and plan accordingly.
- Often, working in small groups will create a safe environment for them to share, discuss and try ideas.
- Keep the consequences of making mistakes “low” in how you structure the activities.
- Provide specific "targeted" practice and goals. Examples:
 - 1) Linking Purpose and Movement
 - From here to the bottom of the lift, work with a partner...
 - Ask your partner what they are focused on in their medium turns from yesterday (purpose and movement)...
 - Follow them and identify when you see them do what they described.
 - Ride the chair together and review the movements, and the outcomes that they are looking for. How often did they feel it, how often did they not?
 - When you get back to the top with whole group, it is the job of the observer to describe to the group what they learned about their partner’s skiing focus (purpose and movement).
 - This can evolve into:
 - “show and tell” so that the observer can describe movements and purpose as their partner skis away. Or..
 - “Change it up” where they must now adjust the movement for a different purpose.....turn the medium turn into a short turn, or turn the steered turn into a drifted turn for example.
 - 2) Terrain Change
 - Have partners or small groups work together to address what they are working on in a different terrain situation than yesterday, steeper, flatter, etc...
 - Challenge them by setting limitations such as making sure they can ski the same speed or slower on steeper terrain, or perhaps faster on flatter terrain.

At this stage you are likely not working in full lesson “cycles” from assessment through development. Choose components to build up to the “full package”...you still have three days left.

Be sure to keep technical and tactical aspects in the practice. As you will notice in the Teaching outcomes, use of the TBP and group dynamics are important at Level 2.

END OF DAY 2

Debrief and Reflection:

Similar to Day 1, Leave enough time at the end of the day to hold a debrief of the day with everyone.

With two full days together, today's debrief might flow a bit more smoothly and may have more complexity to the discussion. Review and highlight successes and allow for some constructing of Day 3 through identifying where everyone wants more practice and where some of the questions are.

Keep this debrief light, you will also hold 1 2 1 chats with everyone today.

1 2 1

See notes on 1 2 1 in LPT Ops Guide

Day 3 and Day 4

As the program progresses, you will be adjusting to the needs of your group, so development from here should be based on the skill set of the group, achievement of the learning outcomes and your observations so far.

Considerations to keep everything on track:

- Where are the areas of greatest need for each person?
- What do you know, and not know about each participant? (where do you need more "intel")
- Have you been able to work with enough of the skiing outcomes to stay on track?
- What is the comprehension like in the group....can they "run with it" more, or do you need to provide more examples?
- What do you and each individual expect based on the 1 2 1 discussions you had on Day 2. These should be the focus.

Let them know that increasingly, you will have them leading sessions and working with one another in larger groups. You will also take opportunities to lead sessions yourself to dig into ideas that will help their understanding along the way.

The difference here, versus Day 1 and 2, is that you may no longer be adding new "content" and concepts, but rather expanding on the foundations that are already being addressed when necessary.

Provide examples often and keep things moving.

HINT: it can be easy for successive practice sessions by the participants to take on a feeling of each person being tested each time. Be sure to allow time for things that are working to be practiced....ski lots!

By the end of Day 4, brains and bodies can become tired, so pace yourself and allow space for practice and play. Constant addition of information and new things may be overwhelming.

Warm-ups: Intellectual, Emotional and Physical

Start your days with reflections and questions

- Reconnect with your team - how are they doing??
 - Adjust accordingly to group needs
 - Encourage more of the feedback to come from them
- Prime some questions and give them some chances to think and ask their own questions - seek mutual understanding - have the group participate in answers in the form of a discussion.
- Have the group lead warm up runs. Sharing what they are working on and how. This will help establish focus and get them involved with each other right away.

Day 3 and 4 Conclusions

- Review and reflect on the outcomes so far. What is being learned, what is now understood?
- Hold another 1 2 1 with each person on Day 4.
 - This should not be the first time you have checked in with them since Day 2, but is an opportunity to check in on evolution, understanding, what has changed, how they are feeling, etc.
 - Motivational, encouraging, constructive.
 - Be sure that if there is something holding them back from passing right now, that they understand what it is, what they need to add, and that you will create opportunities for them to practice and try this again tomorrow.

Day 5

- Keep the tone fun and light!
- Start the day with something from your toolbox that will add energy to the group. A fun, creative warm up that ignites the intellect, emotion and physical side!
- Warm up and get everyone engaged.
- Follow through on the agreements made in the 1 2 1 meetings. If someone needs more focus in an area, ensure they get it.
- If there is "work" to be done, get this going early, energy may not last long today and stress will rise regardless.

Closing the Day

- Thank them for their hard work and starting their own exciting Adventure with this profession
- Plan a meeting time for results and a meeting place - know your Resort details beforehand.
 - HINT: Remind them that the Level 2 is a big deal!
 - No matter the results of the pin - everyone should have had major development breakthroughs over the five days!

Results Presentation

- Ski Professional Achievement Milestones are important
 - Take this opportunity to celebrate their achievements!!
- Thank them, the resort, resort staff
 - HINT: Leave the place better than when you found it!
- See LPT Ops Guide for more guidance on this.

NICE WORK! THANK YOU!