



***Special Olympics***

**ALPINE SKIING COACHING GUIDE**

Planning an Alpine Skiing Training & Competition Season



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### Goals

Realistic yet challenging goals for each athlete are important to the motivation of the athlete both at training and during competition. Goals establish and drive the action of both training and competition plans. Sport confidence in athletes helps to make participation fun and is critical to the athlete's motivation. Please see the Principles of Coaching Section for additional information and exercises on goal setting.

### Benefits

- Increases athlete's level of physical fitness
- Teaches self-discipline
- Teaches the athlete sports skills that are essential to a variety of other activities
- Provides the athlete with a means for self-expression and social interaction

### Goal Setting and Motivation

#### Developing Self-Confidence through Goal Setting

Accomplishing goals at competition through repetition in settings similar to the competition environment will instill confidence. Setting goals is a joint effort between athletes and coaches. The main features of goal setting are:

1. Goals need to be structured as short-term, intermediate and long-term.
2. Goals need to be viewed as stepping stones to success.
3. Goals must be accepted by the athlete.
4. Goals need to vary in difficulty — from easily attainable to challenging.
5. Goals must be measurable.
6. Goals need to be used to establish the athlete's training and competition plan.

Athletes with or without an intellectual disability may be more motivated by accomplishing short-term goals than long-term goals; however, do not be afraid to challenge athletes. Include athletes in setting their personal goals. For example, ask the athletes, "What is your focus for this training session?" This opens the door for discussion of the goals for the day. Awareness of why the athlete is participating is also important when setting goals. There are participation factors that may influence motivation and goal setting:

- Age appropriateness
- Ability level
- Readiness level
- Athlete performance
- Family influence
- Peer influence
- Athlete preference

#### Performance Goals versus Outcome Goals

Effective goals focus on performance, not outcome. Performance is what the athlete controls. An athlete may have an outstanding performance and not win a contest because other athletes have performed even better. Conversely, an athlete may perform poorly and still win if all other athletes perform at a lower level. If an athlete's goal is to concentrate on the race line and skiing faster through a course, the athlete has greater control in achieving this goal than winning. However, the athlete has even greater control of achieving a goal if the goal is to race following the correct line. This performance goal ultimately gives the athlete more control over his/her performance.



### Motivation through Goal Setting

Goal setting has proved to be one of the most simple and effective motivational devices developed for sport within the past three decades. While the concept is not new, today the techniques for effective goal setting have been refined and clarified. Motivation is all about having needs and striving to have those needs met. How can you enhance an athlete's motivation?

1. Provide more time and attention to an athlete when he/she is having difficulty learning a skill.
2. Reward small gains of achievement in skill level.
3. Develop other measures of achievement outside of winning.
4. Show your athletes that they are important to you.
5. Show your athletes that you are proud of them and excited about what they are doing.
6. Fill your athletes with self-worth.

Goals give direction. They tell us what needs to be accomplished. They increase effort, persistence and the quality of performance. Establishing goals also requires that the athlete and coach determine techniques for how to achieve those goals.

### Measurable and Specific

Effective goals are very specific and measurable. Goals stated in the form of "I want to be the best that I can be!" or "I want to improve my performance!" are vague and difficult to measure. It is positive sounding but difficult, if not impossible, to assess whether they have been reached. Measurable goals must establish a baseline of performance recorded during the past one or two weeks for them to be realistic.

### Difficult, but Realistic

Effective goals are perceived as challenging, not threatening. A challenging goal is one perceived as difficult but attainable within a reasonable amount of time and with a reasonable amount of effort or ability. A threatening goal is one perceived as being beyond one's current capacity. Realistic implies that judgment is involved. Goals based upon a baseline of performance recorded during the past one or two weeks are likely to be realistic.

### Long- versus Short-Term Goals

Both long- and short-term goals provide direction, but short-term goals appear to have the greatest motivational effects. Short-term goals are more readily attainable and are stepping stones to more distant long-term goals. Unrealistic short-term goals are easier to recognize than unrealistic long-term goals. Unrealistic goals can then be modified before valuable competition time has been lost.

### Positive versus Negative Goal Setting

Positive goals direct what to do rather than what not to do. Negative goals direct our attention to the errors we wish to avoid or eliminate. Positive goals also require coaches and athletes to decide how they will reach those specific goals. Once the goal is decided, the athlete and coach must determine specific strategies and techniques that allow the goal to be successfully attained.

### Set Priorities

Effective goals are limited in number and meaningful to the athlete. Setting a limited number of goals requires that athletes and coaches decide what is important and fundamental for continued development. Establishing a few carefully selected goals also allows athletes and coaches to keep accurate records without becoming overwhelmed with record keeping.

### Mutual Goal Setting

Goal setting becomes an effective motivational device when athletes are committed to achieving those goals. When goals are imposed or established without significant input from the athletes, motivation is unlikely to be enhanced.

### Set Specific Time Lines

Target dates provide urgency to an athlete's efforts. Specific target dates tend to eliminate wishful thinking and clarify



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which goals are realistic and which are not. Timelines are especially valuable in high-risk sports where fear often promotes procrastination in learning new skills.

### Formal versus Informal Goal Setting

Some coaches and athletes think that goals must be set in formal meetings outside of competition and require long periods of thoughtful evaluation before they are decided upon. Goals are literally progressions that coaches have been using for years but are now expressed in measurable, performance terms rather than as vague, generalized outcomes.

### Goal Setting Domains

When asked to set goals, athletes typically focus on the learning of new skills or performances in competitions. A major role of the coach is to broaden the athlete's perception of those areas, and goal setting can be an effective tool. Goals can be set to enhance fitness, improve attendance, increase intensity, promote sportsmanship, develop team spirit, find more free time or establish consistency.

### Goal Setting

Setting goals is a joint effort between the athlete and coach. Following are the main features of goal setting:

#### Structured into short-term and long-term

- ♦ Stepping stones to success
- ♦ Must be accepted by the athlete
- ♦ Vary in difficulty – from easily attainable to challenging
- ♦ Must be measurable

#### Short Term Objective

- ♦ Learning to ski in a fun environment.

#### Long Term Goal

The athlete will acquire basic skiing skills, appropriate social behavior and functional knowledge of the rules necessary to participate successfully in Alpine skiing competitions.



## Assessing Goals Checklist

1. Write a goal statement.
2. Does the goal sufficiently meet the athlete's needs?
3. Is the goal positively stated? If not, rewrite it.
4. Is the goal under the athlete's control?
5. Does the goal focus on the athlete's actions and no one else's?
6. Is the goal an actual goal, and not a result?
7. Is the goal important enough to the athlete that he/she will want to work toward achieving it? Does he/she have the time and energy to do it?
8. How will this goal make the athlete's life different?
9. What barriers might the athlete encounter in working toward this goal?
10. Is the goal skill based?



## Essential Components of Planning an Alpine Skiing Training Session

Each training session needs to contain the same essential elements. The amount of time spent on each element will depend on the goal of the training session, the time of season the session is in and the amount of time available for a particular session. The following elements need to be included in an athlete's daily training program. Please refer to the noted sections in each area for more in-depth information and guidance on these topics.

- |  |
|--|
| <ul style="list-style-type: none"><li><input type="checkbox"/> Warm-ups</li><li><input type="checkbox"/> Previously taught skills</li><li><input type="checkbox"/> New skills</li><li><input type="checkbox"/> Competition experience</li><li><input type="checkbox"/> Cool-downs</li><li><input type="checkbox"/> Feedback on performance</li></ul> |
|--|

The final step in planning a training session is designing what the athlete is actually going to do. Remember when creating a training session using these key components, the progression through the session allows for a gradual buildup of physical activity.

1. Easy to difficult
2. Slow to fast
3. Known to unknown
4. General to specific
5. Start to finish



Principles of Effective Training Sessions

<b>Initiative</b>	<b>Outcome</b>
<b>Keep all athletes active</b>	Athlete needs to be an active participant
<b>Create clear, concise goals</b>	Learning improves when athletes are aware of what is expected of them
<b>Give clear, concise instructions</b>	Demonstrate – increase accuracy of instruction
<b>Record progress</b>	You and your athletes chart progress together
<b>Give positive feedback</b>	Emphasize and reward things the athlete is doing well
<b>Provide variety</b>	Vary exercises – prevent boredom
<b>Encourage enjoyment</b>	Training and competition is fun – help keep it this way for you and your athletes
<b>Create progressions</b>	Learning is increased when information progresses from: <ul style="list-style-type: none"> <li>• Known to unknown – discovering new things successfully</li> <li>• Simple to complex – seeing that “I” can do it</li> <li>• General to specific – this is why I am working so hard</li> </ul>
<b>Plan maximum use of resources</b>	Ensure that athletes have equipment that is appropriate for their ability level and up to current safety standards
<b>Allow for individual differences</b>	Different athletes, different learning rates, different capacities





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### Tips for Conducting Successful Training Sessions

- Assign assistant coaches their roles and responsibilities in accordance to your training plan.
- When possible, have training stations prepared before the athletes arrive.
- Introduce and acknowledge coaches and athletes.
- Review intended program with everyone. Keep athletes informed of changes in schedule or activities.
- Have a weather contingency plan.
- Keep drills and activities brief so athletes do not get bored. Keep everyone busy with an exercise, even if it is rest.
- Make sure you keep fun as an element of your training session.
- Summarize the session and announce arrangements for next session.



### Tips for Conducting Safe Training Sessions

Though the risks can be few, coaches have a responsibility to ensure that athletes know, understand and appreciate the risks of Alpine skiing. The safety and well-being of athletes are the coaches' primary concerns. Accidents may occur if coaches forget to take safety precautions. It is each coach's responsibility to minimize the occurrence of injuries by providing safe conditions for training and competition. Athletes must be made aware of the risks associated with Alpine skiing.

- Establish clear rules for behavior at the first training session, and enforce them:
  - Listen to the coach.
  - Ask the coach before you leave the training session.
- Establish appropriate communication with training venue, including ski patrol.
- Warm up and stretch properly at the beginning and end of each training session.
- Make sure athletes have access to water to drink.
- Make sure medical services are available.
- Train all athletes and coaches on emergency procedures.
- Make sure certified technicians are available to make adjustments to equipment.
- Choose a safe area. Do not practice in areas that are not properly prepared for training.
- Practice on slopes that are appropriate to the skill level of your athletes.
- Train to improve the general fitness level of your skiers. Physically fit skiers are less likely to get injured. Make sure your training sessions are active.



### Alpine Skiing Attire

Selection of proper clothing for Alpine skiing training and competition should be based on safety and comfort first and function second – and all at affordable prices. It is important that warmth and comfort come before style and fashion. The winter season is characterized by many extremes in weather and the “wind chill” factor. Movement in Alpine skiing increases the effect of the cold. The two most important principles of dressing for skiing are to maintain body heat and keep dry. Clothing and accessories should be combined to provide warmth and protection from moisture, wind, cold and sun. The amount of still air trapped in the clothing determines how warm the skier will feel. Layering clothing will provide more trapped air and increase warmth. It has been stressed to dress properly for cold days; however, it is equally important to dress appropriately on warmer or spring-like days. Overdressing may cause undue heat fatigue; therefore, on warmer days dress with lighter layers.



### Under Layers

#### Long Underwear

The best long underwear is made of either capinene or polypropylene. These are both synthetic fibers that allow the moisture to evaporate from the skin while keeping the skier warm even during vigorous exercise.

#### Socks

Two pairs of socks, preferably thin microfibre ski socks. The thin sock allows for air circulation inside the boot to keep the feet warm and dry. The second pair of socks is to change into at mid-day. This will keep the feet dryer and warmer and help prevent frostbite.

#### Turtleneck Shirt

A turtleneck shirt is the most practical ski shirt because it is snug at the neck and wrist, which is good for maintaining body heat. A turtleneck can also be used to cover the lower face on cold days.



### Sweaters

Appropriate winter clothing in layers will provide warmth and options if the weather changes. Fabric that allows moisture to wick away from the body is recommended (not cotton).

### Outer Layers

#### Ski Pants

Stretch ski pants worn over long underwear provide warmth and give support to the legs. The pants should be snug, yet allow for a full range of motion in the legs. If stretch ski pants are hard to find at a reasonable price, consider warm-up or wind pants over long underwear.

Insulated ski pants provide additional warmth and protection on cold days. Bib-overall ski pants provide extra warmth and are great for keeping athletes dry.





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### Jackets

Jackets protect the torso from wind, moisture and heat loss. There are many good moderately-priced, waterproof jackets on the market today made with Gore-Tex and insulated with fiberfill or Polarguard. A hip-length jacket is most practical for comfort and skiing movements, and a hood provides further protection in cold, windy or wet conditions.



### Gloves or Mittens

Gloves or mittens that are specifically designed for Alpine skiing are essential. The hands are the first part of the body to get cold, and having cold hands is not conducive to successful skiing. Mittens are warmer, but gloves are more versatile.



### Helmets

A helmet appropriate for Alpine ski racing shall be required on all athletes and coaches in official training and competition for all ability levels. Helmet selection should be made with the help of a knowledgeable Alpine coach or ski shop employee. Ski helmets are safety equipment and must fit properly to protect an athlete from head injury.

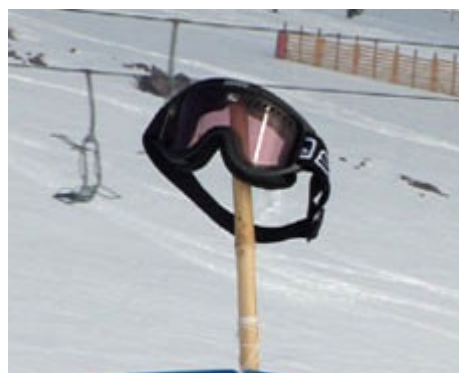


### Hats

A hat that covers the head and both ears should be worn to retain body heat.

### Goggles

Goggles protect the eyes from the glare of the sun reflected off of the snow and should be worn at all times. Goggles also block the wind and improve visibility when it is snowing. Goggles should be worn when athletes are training or competing in gates, because they provide proper eye protection. Polarized goggle lenses offer the best eye protection.



### Accessories

#### Vest

During cold weather a vest can supply an extra layer, and during mild weather it may replace a ski jacket.

#### Ski Mask/ Neck Warmer

A ski mask/ neck warmer can help keep chin, nose and cheeks dry and warm. On extremely cold days a face mask or neck warmer up to the goggles must be worn to prevent frostbite.

#### Sunscreen

Sunscreen helps prevent windburn and sunburn as it blocks out harmful rays either directly from the sun or reflected from the snow.

#### Rain Gear

Rain gear may be necessary if the athlete lives in an area where rain during the winter is common. A hooded rain jacket and pants may make a difference in comfort while keeping the athlete dry.



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### Alpine Skiing Equipment

Alpine skiing requires the type of sporting equipment below. It is important for athletes to be able to recognize and understand how equipment for the specific events works and impacts their performance. Have your athletes name each piece of equipment as you show it and give the use for each. To reinforce this ability within them, have them select the equipment used for their events as well.

### Ski Boots

Ski boots that hurt can spoil the ski experience, cause injury and prohibit success in the sport. Modern ski boots require one pair of thin ski socks. It is strongly recommended to have ski boots fitted by a qualified boot fitter. It will increase the athlete's performance and enjoyment of the sport and help prevent injuries. When helping the athletes put their boots on at the hill, pull out the tongue of the boot to prevent having to jam the foot into the boot. If possible, have the athletes put their ski socks on when they arrive at the hill to prevent them from being wet with perspiration; this will help keep the feet warm and dry. Boots that have good flex (forward bending) motion are recommended.

Bend the knee and ankle forward, pressing the lower leg against the tongue of the boot. The boot should bend or "flex" while keeping or holding the heel in the heel pocket. This forward action of the legs and ankles is necessary for good balance and good skiing. Make certain the bindings are adjusted properly to the boots on the skis.



### Skis

The ski length will vary with the ability and size of the athlete. Skis should be at the athlete's chin height. If the athlete is weaker, has poor motor skills and/or is a beginner, a slightly shorter ski is recommended. Every ski has four characteristics that determine how it will perform for different people with different needs:

- ♦ *Length* affects the stability of the ski and its ability to turn. A longer ski will be more stable at higher speeds, while a shorter ski turns more easily.



- ♦ *Camber* is the bend or “bow” in the ski when the two bases are put together. The function of camber is to distribute the weight of the skier along the entire running surface of the ski.
- ♦ *Sidecut* is the dimension of a ski whereby the width of the tip and tail is wider than the middle of the ski.
- ♦ *Flex* is the springy resistance of the ski on snow. A stiff ski is more difficult to flex than a soft ski. Heavier and stronger skiers need stiffer skis than lighter skiers.

NOTE: In selecting skis, it is important to get advice from experts. One pair of skis is NOT suitable for all types of skiing and racing.



### Bindings

Bindings hold the ski boots to the skis and allow a skier to come out or off of the skis if in trouble. Binding adjustments should be set by a qualified technician. The settings are determined by the athlete’s weight, ability level and type of ski. Always have the binding settings checked at the beginning of each season and periodically throughout the season.







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### Poles

The most important consideration for poles is their length. They must be the proper length for each skier. For proper sizing, turn the pole over so that the tip is facing up. Grab the pole under the basket. With the elbow bent, the skier's arm should be parallel to the ground. Poles may be important for timing and balance.





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Teaching Alpine Skiing Skills



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### Warm-up

A warm-up period is the first part of every training session or preparation for competition. The warm-up starts slowly and gradually involves all muscles and body parts. In addition to preparing the athlete mentally, warming up also has several physiological benefits.

The importance of a warm-up prior to exercise cannot be overstressed. Warming up raises the body temperature and prepares the muscles, nervous system, tendons, ligaments and cardiovascular system for upcoming stretches and exercises. The chances of injury are greatly reduced by increasing muscle elasticity.

Most skiing exercises work on strengthening the stomach and leg muscles, as well as overall flexibility. Several categories should be considered and incorporated into your fall dry-land training program.

#### Warming Up:

- ♦ Raises body temperature
- ♦ Increases metabolic rate
- ♦ Increases heart and respiratory rate
- ♦ Prepares the muscles and nervous system for exercise

The warm-up is tailored for the activity to follow. Warm-ups consist of active motion leading up to more vigorous motion to elevate heart, respiratory and metabolic rates. The total warm-up period takes at least 25 minutes and immediately precedes the training or competition. A warm-up period will include the following basic sequence and components.

Activity	Purpose	Time (minimum)
Slow aerobic walk/ fast walk/ run	Heat muscles	5 minutes
Stretching	Increase range of movement	10 minutes
Event specific drills	Coordination preparation for training/competition	10 minutes

### Aerobic Warm-Up

Activities such as walking, light jogging, walking while doing arm circles, jumping jacks and directed free skiing. In Alpine skiing, many of these exercises can be implemented on snow, at the bottom and/or top of the slope.

### Walking

Walking is the first exercise of an athlete's routine. Athletes begin warming the muscles by walking slowly for 3-5 minutes. This circulates the blood through all the muscles, thus providing them greater flexibility for stretching. The sole objective of the warm-up is to circulate the blood and warm the muscles in preparation for more strenuous activity.

### Running

Running is the next exercise in an athlete's routine. Athletes begin warming the muscles by running slowly for 3-5 minutes. This circulates the blood through all the muscles, thus providing them greater flexibility for stretching. The run starts out slowly, and then gradually increases in speed; however, the athlete never reaches even 50 percent of maximum effort by the end of the run. Remember, the sole objective of this phase of the warm-up is circulating the blood and warming the muscles in preparation for more strenuous activity.



### **Directed Free Skiing**

Directed free skiing allows the athlete to warm up, on snow, by taking several ski runs prior to skill specific training or competition. This circulates the blood through all the muscles, thus providing them greater flexibility for stretching. Again, the sole objective of this phase of the warm-up is circulating the blood and warming the muscles in preparation for more strenuous activity.

### **Stretching**

Stretching is one of the most critical parts of the warm-up and an athlete's performance. A more flexible muscle is a stronger and healthier muscle. A stronger and healthier muscle responds better to exercise and activities and helps prevent injury. Coaches should encourage a regular stretching routine for all athletes throughout the entire season to maintain flexibility. Please refer to the stretching section for more in-depth information.

### **Event Specific Drills**

Drills are activities designed to teach sport skills. Progressions of learning start at a low ability level, advance to an intermediate level and, finally, reach a high ability level. Encourage each athlete to advance to his/her highest possible level. Drills can be combined with warm-up and lead into specific skill development.

Skills are taught and reinforced through repetition of a small segment of the skill to be performed. Many times, the actions are exaggerated in order to strengthen the muscles that perform the skill. Each coaching session should take the athlete through the entire progression so that he/she is exposed to all of the skills that make up an event.

### **Specific Warm-up Activities**

#### **Dry-land**

- ♦ Arm circles (small to large, large to small)
- ♦ Jumping jacks/ star jumps
- ♦ Ring around the pole
- ♦ Using poles to help athletes stretch, i.e., range of motion

#### **On-snow (without skis)**

- ♦ Arm circles (small to large, large to small)



- ♦ Jumping jacks/ star jumps



- ♦ Ring around the pole
- ♦ Using poles to help athletes stretch, i.e., range of motion

**On-snow (with skis)**

- ♦ Arm circles (small to large, large to small)



- ♦ Using poles to help athletes stretch, i.e., range of motion
- ♦ Trunk twists



- ♦ Quadriceps stretch with ski up





- ◆ Side lunges



- ◆ Skating
- ◆ Tag games



## Stretching

Flexibility is critical to an athlete's optimal performance in both training and competition. Flexibility is achieved through stretching. Stretching follows an easy aerobic jog at the start of a training session or competition.

Begin with an easy stretch to the point of tension, and hold this position for 15-30 seconds until the pull lessens. When the tension eases, slowly move further into the stretch until tension is again felt. Hold this new position for an additional 15 seconds. Each stretch should be repeated four to five times on each side of the body.

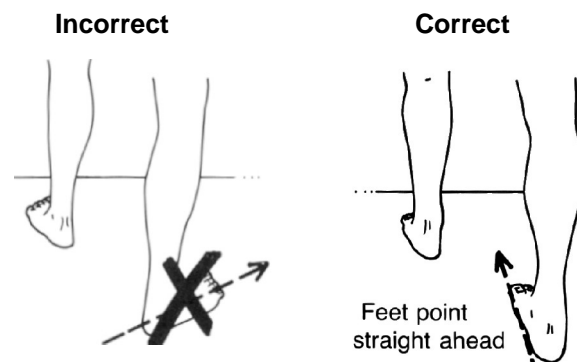
It is important to continue to breathe while stretching. As you lean into the stretch, exhale. Once the stretching point is reached, keep inhaling and exhaling while holding the stretch. Stretching should be a part of everyone's daily life. Regular, daily stretching has been demonstrated to have the following effects:

1. Increase the length of the muscle-tendon unit
2. Increase joint range of motion
3. Reduce muscle tension
4. Develop body awareness
5. Promote increased circulation
6. Make you feel good

Some athletes, such as those with Down Syndrome, may have low muscle tone that makes them appear more flexible. Be careful to not allow these athletes to stretch beyond a normal, safe range. Several stretches are dangerous to perform for all athletes, and should never be part of a safe stretching program. Unsafe stretches include the following and are NOT to be included in any program:

- Neck Backward Bending
- Trunk Backward Bending
- Spinal Roll

Stretching is effective only if the stretch is performed accurately. Athletes need to focus on correct body positioning and alignment. Take the calf stretch, for example. Many athletes do not keep the feet forward, in the direction that they are skiing.





## Upper Body

**Chest Opener**



- With partner, place one hand/arm on your partner
- Turn chest, facing outward, away from your partner
- Feel stretch in chest
- Repeat with other arm

**Arm Circles**



- Swing arms forward in large circles
- Repeat going forward and backward

**Chest Stretch**



- Place hands behind head
- Slowly push elbows out away from head, towards the back
- Feel stretch in chest





### Side Stretch



- Bend to one side with or without hand over head
- Feel stretch in side
- Repeat on other side

### Shoulder Stretch



- Take elbow into hand
- Pull to opposite shoulder
- Arm may be straight or bent
- Repeat with other arm

### Shoulder Shrugs



- Raise top of shoulder to ear
- Relax shoulders downward



### Neck Stretch



- Roll the neck from shoulder to shoulder with chin touching body at all times
- Do not perform full circles as they may hyperextend the neck
- Tell athlete to roll neck to right, center and left. Never have the athlete roll neck backward.





## Low Back & Glutes

**Downward Facing Dog**



- Kneel, hands directly under shoulders, knees under hips
- Lift hips until standing on toes
- Drop heels to the ground
- Alternate rising to toes on one leg, while keeping the other foot flat on the ground

**Hip Stretch**



- Stand and place hands on low back
- Push hips forward
- Tilt head back

**Forward Bend**



- Stand, arms outstretched overhead
- Slowly bend at waist
- Bring hands to ankle level without strain





## Lower Body

### Calf Stretch



- Stand facing forward, toes pointed forward
- Place one leg out in front
- Bend forward leg slightly
- Bend ankle of back leg

### Calf Stretch with Bent Knee



- Same as Calf Stretch but;
- Bend both knees to ease strain

### Standing Hamstring Stretch



- Place one leg out in front (with partner/coach holding athletes heel, toe pointing up), bending knee of opposite leg with heel flat on ground
- Legs are not locked
- Sit back on your heels



- As your athletes' flexibility increases, try this stretch, on skis, with the tail of their ski in the snow



### Standing Straddle Stretch



- Spread feet shoulder width apart
- Bend forward at hips
- Reach down along the legs toward the ground until you feel the stretch

### Side Groin Stretch



- Stand with feet flat on the ground
- Lean body to one side, bending knee slightly
- Keep opposite leg straight
- Repeat with other leg

### Step Ups



- Place one foot onto support, with bent leg
- Push hips in, toward support





### Standing Quad Stretch



- Stand with one foot flat on ground
- Bend knee of other leg, reaching foot toward buttock while grasping ankle with hand
- Pull foot directly toward buttock
- Do not twist knee
- Stretch can be done standing alone or balancing with partner or fence/ wall
- If pain occurs in knees during stretch and foot is pointing out to the side, point foot back to relieve stress

### Standing Hip Flexor with Skis



- Stand with one ski flat on ground and holding on to a partner
- Reach one leg back and put tip of ski into the snow behind you, keeping leg straight
- Push down slightly to feel stretch in Hip Flexor (front of hip)
- Repeat with other leg
- Stretch can be done in ski boots if the athlete does not feel comfortable on skis



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## Stretching - Quick Reference Guidelines for On and Off Snow

### **Start Relaxed**

Do not begin until athletes are relaxed and muscles are warm

### **Be Systematic**

Start at the top of body and work your way down

### **Progress from General to Specific**

Start general, then move into event specific exercises

### **Easy Stretching before Developmental**

Make slow, progressive stretches

Do not bounce or jerk to stretch farther

### **Use Variety**

Make it fun – use different exercises to work the same muscles

### **Breathe Naturally**

Do not hold your breath – breathe, stay calm and relaxed

### **Allow for Individual Differences**

Athletes start and progress at different levels

### **Stretch Regularly**

Always include time for warm-up and cool-down

Stretch at home



### Alpine Skiing Training

As a coach, you need to become familiar enough with your athletes to know how each athlete learns and develops. The coach must incorporate all aspects of how the athlete learns in the development of a season plan so that the athlete can achieve success within the sport. The coach should know the athlete's physical abilities, including but not limited to: strength of limbs, endurance, range of motion and ability to balance. The coach should know the athlete's cognitive strengths/ weaknesses, including but not limited to: information retention, spatial awareness, following commands, information processing and social skills. Analysis should also determine the athlete's learning preferences (visual, auditory, kinesthetic), which will dictate your teaching style (command, task, reciprocal, group, guided discovery). After becoming aware of these abilities, you will be able to construct a training plan to best fit the needs of the athletes.

### Dry-Land Training

Dry-land training may mean any pre-on-snow training that an athlete may participate in, such as: football (soccer), athletics, cycling, etc. Dry-land training is important because it may greatly enhance an athlete's ability to train and compete on snow.

Alpine skiing is a demanding sport, and athletes will benefit by being in good physical condition to compete successfully and safely. Alpine skiing requires, in addition to a basic combination of endurance and strength, a high capacity of quickness and action/reaction endurance. Through proper training, the athletes improve their physical, psychological and mental efficiency.



## Dry-Land Training Drills

### Balance and stance

Good balance and stance provides the ability to perform a skilled movement pattern. For Alpine skiers, it is very important to improve eye/foot coordination. Balance is the ability to keep your body in an equilibrium position. In skiing, this position always changes and requires constant repositioning of the body to get back into balance.

### Walking the line (can include a balance beam)

- ♦ Place a 3-meter-long rope on the ground or on the gymnasium floor so that it is straight and tight.
  - Athletes will walk along the rope, stepping in a manner where the shoe is directly over the rope. Arms may be extended outward for balance.
- ♦ Place a 3-meter-long board, with approximately 5-10 centimeters (cm) width, on the ground or on the gymnasium floor.
  - Walk along the board in a balanced position.
- ♦ On a balance beam 10-20 cm off the floor/ground:
  - Walk along the beam in a balanced position.

### Relay drills (serving tray)

- ♦ With four athletes on a team, teams will compete against each other in relay drills.
- ♦ Each team will have a tray with four cups of water on the tray.
  - Each team member will run or fast-walk 20 meters out and back, then pass the tray to the next team member. Each cup must be at least 2/3 full when each athlete finishes; if the cups are not 2/3 full, the athlete will have to go again. First team with all members successfully crossing the mark wins the race.

### Dry-land race course simulation with ski poles

- ♦ On a hill with a gradient of 30 degrees or less, set a 20-gate slalom course or a 15-gate giant slalom course. Make sure there is a start and a finish line.
- ♦ Athletes will be divided into two teams. Each athlete will start on the proper command and run through the course with ski poles in their hands. Each athlete will be timed, and the team with the lowest total time will win.

### Hopping the line

- ♦ Using the same three items as utilized in **Walking the Line**:
  - Athletes will hop over the item once.
  - Athletes will hop over and back.
  - Athletes will repeatedly hop over and back.

### Sport Activities

- ♦ Football (Soccer)
- ♦ Tennis
- ♦ Volleyball



### **Agility and Quickness**

Agility and quickness are closely related with coordination, strength, flexibility and balance. It has been found that strength leads to an increase in the speed of muscle contraction; it has also been shown that there is a correlation between flexibility training and strength training to improve quickness. The ability of the body to change directions quickly and smoothly, while maintaining balance, is very important in ski racing.

### **Agility Ladder Drills**

- ♦ Place a ladder on the flat ground.
  - Athletes will fast-walk, stepping one foot in each ladder space.
  - Athletes will run, stepping one foot in each ladder space.

### **Side Step Drill**

- ♦ Athletes face forward and run at an angle to the left or right.
- ♦ Athletes may cross one leg over the other and repeat this exercise while running sideways.

### **Shuttle Run Drill**

- ♦ On a field or in a gym, mark from a starting point 5, 10, 15 and 20 meters.
- ♦ Athletes will run out from the starting point, touch the 5-meter mark, run back and repeat this movement out to each mark and back.

### **Hopping the line**

- ♦ Same exercise as defined above, in Balance and stance.

### **Stair Walking/Running**

- ♦ Designate stairs in a stadium or ice rink that may easily be run up and down.
  - Athletes will first walk up the stairs and walk down (20-25 stairs).
  - Athletes may run up the stairs and then walk or run down.
  - Athletes may run up the stairs and then hop down.
  - This exercise may be repeated 10-12 times.

### **Endurance**

Endurance is the ability to carry out a given amount of work during a prolonged period of time without deterioration in the quality of performance. Endurance is an important facet of athletic performance in skiing simply because actions are repeated over and over. Athletes should exercise vigorously 20-30 minutes at least two to three times a week.

### **Hill Climbers**

- ♦ On a hill with a gradient of 30 degrees or less, mark out 50 meters.
  - Athletes will first fast-walk up to the 50 meter mark and back down.
  - Athletes will then run up the hill and walk back down.
  - Athletes will then run up and down the hill.
  - While running, the athletes should repeat this exercise a minimum of ten times.



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### **Distance Running**

- ♦ Run a distance of 3 kilometers.
- ♦ Run a distance of 5 kilometers.
- ♦ Run a distance of 10 kilometers.

### **Fartlek Training**

- ♦ Fartlek Training is an exercise that combines walking, jogging and running for periods of time.
  - As an example, athletes will walk for two minutes, jog for three minutes, run for one minute, jog for one and a half minutes, walk for one minute.
  - This sequence of exercises should be repeated so the entire training session is at least 30 minutes total time.

### **Mountain Biking and Road Biking also train endurance.**

### **Action/Reaction**

In action/reaction movement or training, quick changes of direction or body position are required. Action/Reaction also incorporates quickness, agility and balance.

### **Red light, green light**

- ♦ This is simply a game of stop and go. Athletes are lined up, facing forward. The coach instructs the athletes “green light” to go and “red light” to stop. The successful athlete has the quickest reactions to the command.

### **Tag games**

- ♦ In a specific area, as an example 50 meters by 50 meters, one athlete starts out as “It” and tries to tag one of the other athletes.

### **Whistle drills**

- ♦ In whistle games, athletes may be instructed to jog forward, backward or to one side based on the direction given by the coach. When the coach whistles, the coach will give an arm signal as to the correct direction. Athletes must watch and jog the entire time.

### **Start Gate Drills**

- ♦ A start gate will be set up and used on either dry land or snow. Athletes should use ski poles. On the correct start command, the athlete will quickly move forward out of the start gate and on to the first gate.



## Alpine Skiing (On-snow) Drills

### **Garlands**

Drill used to help an athlete work on a specific part of the turn. The athlete works on a turn in only one direction, moving into the fall line and out in the same direction while moving across the hill. This drill can be used to work on the initiation phase or the completion or finish of the turn.

### **Thumpers**

Drill used to help flatten the uphill ski. The athlete will ski across the hill in a traverse and continuously thump the uphill ski on the snow, keeping more weight on the downhill ski.

### **Squash the grape/orange**

Drill used to get more ankle flex while skiing. Imagine a grape or an orange between the ankle and the front of the boot, and ask the athlete to “squash the grape/orange.”

### **Sideslip**

Edge release so the skis move down the hill with the skis perpendicular to the fall line of the hill. This can be done with an edge set so the skis move down the hill; then, with the movement of the knees into the hill, the edges set and the skis stop moving down the hill.

### **Bunny hops**

While skiing across the hill, the athlete does small hops to get more motion and action while moving.

### **Falling leaf**

While doing a sideslip down the hill, the athlete moves forward so the sideslip goes in a forward motion and then backward so the athlete slips backward. The forward and backward motion simulates rocking back and forth, while the skis skid forward and backward.

### **Frog jumps over the log**

To get an active initiation of a turn, the athlete imagines he/she is a frog and makes a jump or a rising motion “over the log” in the direction of the new turn.

### **Funnel Turns**

The athlete starts out doing long radius turns and gradually shortens the radius until he/she is doing short radius turns. It helps to have the athlete count 1-2-3-4 for a couple of turns, then 1-2-3 for a couple of turns, then 1-2 for a couple, until he/she is counting 1 – 1 – 1 – 1.

### **Hourglass**

The athlete starts out making long radius turns and gradually shortens the radius down to short radius turns, and then gradually increases the radius to long again.

### **Leapers**

While in the initiation phase of the turn, the athlete jumps into the turn, then gradually flexes for the finish of the turn and leaps into the next turn.

### **Crab-walk**

In a wedge position, moving down the fall line, the athlete will move one knee into the wedge to edge that ski and flatten the other ski, then do the same with opposite sides. The tips of the skis should stay in the fall line while the skier moves from side to side, without turning.



## On-snow Training

### Beginner Skier

The ability level of the beginner skier ranges from an athlete who has no experience with the sport to an athlete who can perform controlled linked turns on a novice course. The beginner skier will start to ski on the flat terrain in a controlled learning environment and progress to the easiest slope on the mountain. Typically the beginner skier will compete in the 10 Meter Walk, Glide and Super Glide, whenever appropriate.

### Skill Progression – Beginner Skier

<b>Your Athlete Can</b>	<b>Never</b>	<b>Sometimes</b>	<b>Always</b>
Put on equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Walk in ski boots	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Walk in ski boots on snow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Walk on skis on snow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Side step	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Perform a Straight run/ Straight wedge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wedge turn or flat ski turn to a stop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ride on a lift (lift awareness)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Perform controlled linked turns on the easiest terrain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Totals</b>			





## Put on Equipment

Athlete learns to put on equipment: clothing, accessories, helmet, boots, skis and sometimes poles (depending on the athlete).

### Teaching Points – Put on Equipment

1. Coach introduces all equipment to athletes before going out onto snow.
2. Coach assists athlete, as necessary, with putting on appropriate clothing.
3. Coach assists athlete, as necessary, with putting on helmet.
4. Coach assists athlete, as necessary, with putting on ski boots.
5. Coach assists athlete, as necessary, with stepping into the binding, before going out onto snow.
6. Coach ensures that all equipment fits the athletes properly, with the assistance of a qualified equipment technician.
7. Coach checks athlete for a balanced and centered stance.
8. Coach introduces flexion and extension of the knees and ankles.
9. Coach may introduce ski poles to the athlete, when necessary.

### Faults & Fixes – Put on Equipment

Error	Correction	Drill Reference
Athlete puts ski boots on wrong feet.	Teach the athlete to put ski boots on correct feet.  Teach athletes to identify left and right ski boot.	Boot buckles are on the outside of ski boot.  Put different colored stickers on each boot.
Equipment does not properly fit the athlete (too big or too small).	Get help from qualified equipment technician when fitting athlete.  Check that excess clothing is positioned properly inside of ski boot.	Yard Sale Game
Athlete is not in a balanced, centered stance.	Position the athlete so that the center of mass is over the center of the foot.  Consult a boot fitting specialist.	
All beginner skiers do not need ski poles.	An athlete who needs additional physical support may benefit from the use of ski poles.	
Athlete cannot flex or extend the knees and ankles in the ski boot.	Check boots for appropriate flex.  Check to see if the athlete can flex and extend the knees and ankles without ski boots.	



## Walk in Ski Boots

Athlete can walk independently in ski boots.



### Teaching Points – Walk in Ski Boots

1. Coach identifies if an athlete feels comfortable walking independently in ski boots.
2. Athlete can stand on one foot while wearing ski boots.
3. Athlete can climb stairs while wearing ski boots.
4. Athlete can hop while wearing ski boots.
5. Athlete can walk on snow in ski boots.
6. Athlete can carry skis while walking on snow in ski boots.

### Faults & Fixes – Walk in Ski Boots

Error	Correction	Drill Reference
Athlete does not feel comfortable walking independently in ski boots.	Check for balanced stance. Provide assistance until the athlete feels more comfortable.	Walk with the athlete until he/she feels comfortable walking in ski boots.
Athlete has difficulty walking on snow in ski boots.	Check for balanced stance. Provide assistance until the athlete feels more comfortable. Identify athlete's hesitation, as it may slow his or her learning progress.	Walk with the athlete until he/she feels comfortable walking in ski boots.  Build trust between the coach and the athlete.



### Walk on skis on snow

Athlete can walk independently (forward, backward and in a circle) on skis on flat terrain. Once your athlete completes this task, he or she may be able to train and compete in the 10 Meter Walk event for athletes with lower ability levels as outlined in the *Official Special Olympics Rules for Alpine Skiing*.



### Teaching Points – Walk on Skis on Snow

1. Athlete can step into the binding, on snow.
2. Athlete can walk independently on one ski on flat terrain.
3. Athlete can walk independently on one ski, forward, on flat terrain.
4. Athlete can walk independently on one ski, backward, on flat terrain.
5. Athlete can walk independently on one ski, in a circle, on flat terrain.
6. Athlete can walk independently on two skis on flat terrain.
7. Athlete can walk independently on two skis, forward, on flat terrain.
8. Athlete can walk independently on two skis, backward, on flat terrain.
9. Athlete can walk independently on two skis, in a circle, on flat terrain.
10. Athlete can train for the 10 Meter Walk event.
11. Athlete can compete in the 10 Meter Walk event.



**Faults & Fixes – Walk on Skis on Snow**

<b>Error</b>	<b>Correction</b>	<b>Drill Reference</b>
Athlete cannot step into the binding on snow.	Provide assistance to athlete as needed.  Check for excess snow on the bottom of the ski boot.  Check if the binding is positioned to accept the ski boot (released).	Hold onto coach's ski pole, arm, back, etc., for balance  Teach the athlete to scuff the bottom of his/her ski boot.
Athlete cannot walk independently in one ski.	Provide assistance to athlete as needed.	Red Light/ Green Light on one ski  Tag on one ski  Duck, Duck, Goose  Follow the leader
Athlete cannot walk independently in two skis.	Provide assistance to athlete as needed.  Have the athlete go back to walking independently in one ski.	Red Light/ Green Light on two skis  Tag on two skis  Duck, Duck, Goose  Follow the leader
Athlete loses balance and falls.	Check for balanced stance.  Determine why the athlete may have fallen; correct as necessary.	Fall down and get up drill (Yard Sale)  Follow the leader
Tips or tails of skis cross.	Check for balanced stance.  Provide tip clamp if necessary.  Make sure equipment fits properly.	



### Side step

Athlete can step sideways with skis perpendicular to the fall line of a hill. Athlete side steps from flat to easiest sloped terrain.



### Teaching Points – Side Step

1. Athlete can step sideways on a flat terrain.
2. Athlete is introduced to skating on skis (edge awareness) on a flat terrain.
3. Athlete is introduced to terrain change.
4. Coach introduces the athlete to the fall line of a hill.
5. Athlete can step sideways up the easiest sloped terrain with skis perpendicular to the fall line of a hill.
6. Have the athlete repeat this practice while facing in the opposite direction.

### Faults & Fixes – Side Step

Error	Correction	Drill Reference
Athlete cannot skate on a flat terrain.	Teach the athlete to begin skating on one ski.  Teach the athlete how to herringbone.	Follow the leader  Tag
Athlete cannot hold an edge while side stepping up a hill.	Teach the athlete how to engage the edge of the ski.	Moving knees and ankles into the hill
Athlete slides forward/ backward while side stepping up a hill.	Teach the athlete how to stay perpendicular to the fall line of a hill.	Walk sideways up the “stairs.”  Demonstration of fall line



### Straight run/ Straight wedge

Athlete moves the skis into the fall line and slides down, on skis, the easiest terrain in a balanced, centered stance. Athlete performs the same action in a small wedge (skis are in a converging position in which the tips are closer than the tails). Once your athlete completes this task, he or she may be able to train and compete in the Glide event for athletes with lower ability levels as outlined in the *Official Special Olympics Rules* for Alpine Skiing.



### Teaching Points – Straight run/ Straight wedge

1. Athlete side steps 10-15 side steps up the easiest terrain.
2. Athlete can move the skis into the fall line from a side step position (perpendicular to the fall line).
3. Athlete maintains a balanced, centered stance with hands out and forward, while sliding to a natural run-out.
4. Athlete flexes and extends the knees and ankles while sliding.
5. Athlete can vary the size of the wedge to control speed while sliding, when appropriate.
6. Athlete can move the skis out of the fall line to control speed while sliding, when appropriate.



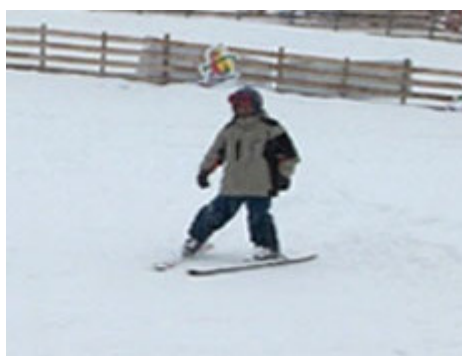
**Faults & Fixes – Straight run/ Straight wedge**

<b>Error</b>	<b>Correction</b>	<b>Drill Reference</b>
Athlete cannot control speed of skis.	Start the athlete lower on the easiest terrain, and repeat exercise.	
Athlete cannot move the skis into the fall line.	Coach should stand in front of the athlete to help as he/she moves into the fall line.	
Athlete cannot maintain a wedge while sliding.	Maintain the shin/ boot contact.	Squash the grape/orange
Athlete crosses ski tips while in wedge.	Maintain the shin/ boot contact. Use a tip clamp on the skis.	Squash the grape/orange
Athlete cannot flex or extend the knees and ankles.	Check equipment. Start the athlete lower on the easiest terrain, and repeat exercise. Check to see if the athlete is in an athletic position through the movement.	



### Wedge turn to a stop or Flat ski turn to a stop

Athlete develops fundamental skills (balance, rotation, edge and pressure) necessary to change direction out of the fall line while on the easiest, most gentle terrain. Athlete learns to control speed by utilizing turn shape.



#### Teaching Points – Wedge turn to a stop

1. Starting in a shallow traverse, in a wedge position, the athlete will turn up the hill to a stop.
2. Starting in a shallow traverse in the other direction, in a wedge position, the athlete will turn up the hill to a stop.
3. With success, the athlete will repeat this maneuver while gradually starting closer to the fall line each time.
4. Starting in the fall line, with skis in a wedge, the athlete will steer the skis while moving until he/she is across the hill, out of the fall line, in one direction.
5. Starting in the fall line, facing the other direction, with skis in a wedge, the athlete will steer the skis while moving until he/she is across the hill, out of the fall line, in that direction.

#### Teaching Points – Flat ski turn to a stop

1. Starting in a shallow traverse, with skis parallel, the athlete will turn up the hill to a stop.
2. Starting in a shallow traverse in the other direction, with skis parallel, the athlete will turn up the hill to a stop.
3. With success, the athlete will repeat this maneuver while gradually starting closer to the fall line each time.
4. Starting in the fall line, the athlete will direct the skis across the hill while moving out of the fall line, in one direction.
5. Starting in the fall line, facing the other direction, the athlete will direct the skis across the hill while moving out of the fall line, in that direction.





**Faults & Fixes – Wedge turn to a stop or Flat ski turn to a stop**

<b>Error</b>	<b>Correction</b>	<b>Drill Reference</b>
Athlete turns too far into the turn and slides backward.	Use cue words to instruct the athlete when to stop the turn.	Use a ski pole for the athlete to ski around.
Athlete gets out of a wedge position.	Use cue words or visual aids to instruct the athlete.	Pizza slice
Athlete cannot stop.	Review straight run procedure and re-introduce wedge to a stop.  Move athlete down to a gentler slope.	
Athlete continuously falls over.	Check for balanced, centered stance.  Make sure the athlete's feet are at least hip width apart.	Ski with a basketball-size ball between the knees.
Athlete can turn in one direction only.	Start the turn on the weaker side using a shallower traverse.	



### Riding a ski lift (ski lift awareness)

There may be a variety of ski lifts offered at ski areas around the world. At this level the athlete will use the ski lift that accesses the easiest terrain



### Teaching Points – Riding the ski lift (ski lift awareness)

1. Have your athlete watch other skiers using the ski lift so that he/she becomes more familiar with the process.
2. Simulate, with your athlete, lift procedures (getting on and getting off of the ski lift) and etiquette.
3. Communicate with the lift operators that your athlete is a new rider on the ski lift, and allow them to help your athlete.
4. When possible, the coach should ride with your athlete on the ski lift.
5. While on the ski lift, reiterate to your athlete the process of getting off of the ski lift.

### Faults & Fixes – Riding the ski lift (ski lift awareness)

Error	Correction
Athlete is afraid of heights.	Coach must redirect the focus of the athlete.
Athlete forgets to get off of the lift.	Assist the lift operator, as appropriate.
Athlete falls off the ski lift.	Assess the situation and ensure the safety of the athlete.  Review lift procedures with your athlete.



### Controlled linked turns on easiest terrain

Athlete can link turns, controlling speed and turn radius, on easiest terrain. Once your athlete completes this task, he/she may be able to train and compete in the Super Glide event for athletes with lower ability levels as outlined in the *Official Special Olympics Rules for Alpine Skiing*.



### Teaching Points – Controlled linked turns on easiest terrain

1. Athlete can link a turn in one direction to a turn in the opposite direction with a slight rising motion toward the new turn as both skis are steered into the fall line; when appropriate, allow for a controlled stop.
2. Athlete's hips should remain centered over the ski, while the center of mass moves slightly to the inside of the turn.
3. Athlete can link turns with rhythm, flow and control from turn to turn.



**Faults & Fixes – Controlled linked turns on easiest terrain**

<b>Error</b>	<b>Correction</b>	<b>Drill Reference</b>
Athlete cannot perform the maneuver consistently on the terrain.	Review and apply previously learned skills throughout progression.  Implement fundamentals in your teaching progression.  Practice the maneuver on easier terrain.	Add a new twist/ keep the fun in fundamentals.
Athlete turns better in one direction than the other.	Practice turns in the weaker direction.  Assess the reason for the weakness on one side.	Garland Drill  Strength training on weaker side  Modify equipment to compensate for weakness on one side.
Athlete locks edge on one side, which does not allow for smooth turns.	Center of mass must be over center of skis.	Flatten uphill ski – Thumpers  Put a beach ball/balloon between the knees and “don’t pop the balloon.”



### Novice Skier

The ability level of the novice skier ranges from an athlete who can perform controlled linked turns on a novice course to an athlete who can perform Christie-type linked turns (skidded turns) on an intermediate course. The novice skier will refine his/her beginner skills on the easiest slope on the mountain.

#### Skill Progression – Novice Skier

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<b>Your Athlete Can</b>	<b>Never</b>	<b>Sometimes</b>	<b>Often</b>
Perform controlled linked turns on a novice course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develop necessary fundamental movement patterns through each turn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ski the easiest terrain on the mountain in control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vary turn shape and size	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Perform Christie-type turn (skidded turn)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Perform Christie-type turn (skidded turn) on intermediate course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Totals</b>			

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**Controlled linked turns on a novice course**

Athlete can ski on the easiest terrain, making rounded turns in both directions with rhythm and flow from turn to turn. Speed is under control for the entire length of the trail.





**Teaching Points – Controlled linked turns on a novice course**

1. Athlete can make rounded turns in both directions.
2. Athlete maintains speed control while turning.
3. Athlete can maintain speed control while turning as slope degree changes.
4. Athlete can maintain control while turning in a variety of snow conditions.
5. Athlete can understand moving between gates from red to blue.

**Faults & Fixes – Controlled linked turns on a novice course**

<b>Error</b>	<b>Correction</b>	<b>Drill Reference</b>
Athlete cannot maintain speed control while slope degree changes.	Lack of edge control while terrain changes. Edging drills to enhance edging. Work on turn completion.	Hockey stops  Count slowly to 3 while athlete is turning.
Athlete cannot make rounded turns.	Provide visual cues to promote rounded turn shape.	Use cones or halved tennis balls as turn guides.
Athlete cannot maintain balance in adverse (icy/soft) conditions.	Review balanced, centered stance position.	



### Develop fundamental movement patterns through the turn

Athlete moves the center of mass smoothly through the turn in the direction of the new turn to initiate the new turn.  
Athlete is able to skid the skis through the end of the turn.



### Teaching Points – Develop fundamental movement patterns through the turn

1. Athlete can move center of mass in the direction of the new turn.
2. Athlete flexes ankles as the skis move through the turn.
3. Athlete makes rounded turns.
4. Athlete transfers weight laterally from one ski to the other during the turn.

### Faults & Fixes – Develop fundamental movement patterns through the turn

Error	Correction	Drill Reference
Athlete leans back.	Athlete needs ankle flex. Boots are too stiff.	Squash the grape/orange
Athlete steers too far around.	Coach assists the athlete with verbal cues to start the next turn.	
Lack of weight transfer.		





### Ski the easiest terrain on the mountain under control

Athletes are able to ride the appropriate lift independently and ski all of the easiest terrain available. They will maintain rounded turn shape and speed control while skiing independently, if disability permits.



### Teaching Points – Ski the easiest terrain on the mountain under control

1. Athlete can ride all appropriate lifts independently if/when appropriate.
2. Athlete can consistently make rounded turns on easiest terrain.
3. Athlete can stop immediately when needed.
4. Skiing the easiest terrain on the mountain is obviously in the comfort zone of the athlete.

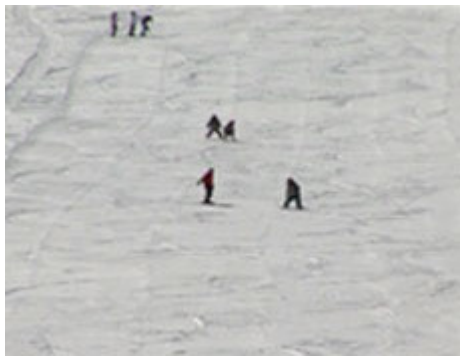
### Faults & Fixes – Ski the easiest terrain on the mountain under control

Error	Correction	Drill Reference
Athlete cannot ride lift independently.	Coach gives cues to initiate loading and unloading.  Practice with coach in chair behind.	Use one-word loading/unloading cues.
Athlete cannot make rounded turns.	Coach cues when to finish one turn and start the new turn.	Use cones or red dye in the snow as visual aids to initiate and indicate the path of rounder turns.



### Vary turn size and shape

Athlete can perform long, medium and short radius turn. Athlete is able to execute different shaped turns with a smooth transition.



### Teaching Points – Vary turn size and shape

1. Athlete can perform long, medium and shorter radius turns.
2. Athlete can maintain speed while changing radius of turns.
3. Athlete can ski around cones, gates or other obstacles as necessary.

### Faults & Fixes – Vary turn size and shape

Error	Correction	Drill Reference
Athlete over –rotates, making it hard to get the new turn started.	Short radius turns	
Athlete cannot do short radius turns.	Athlete is working on terrain that is too steep for the maneuver.	Skating on flat or easiest terrain
Athlete picks up speed in his/her descent down the hill.	Athlete needs to work on edge management while turning.	Sideslip with a stop



### Perform a Christie-type turn (skidded turn)

Athlete can move from a wedge turn to a skidded turn in both directions.



### Teaching Points – Perform a Christie-type turn (skidded turn)

1. Athlete can do a traverse across the hill in both directions.
2. Athlete can do a forward sideslip in both directions.
3. Athlete can ski comfortably on the easiest terrain on the hill.
4. Athlete can do a wedge turn with a traverse at the end of the turn.
5. Athlete can do a wedge turn with a forward sideslip at the end of the turn.

### Faults & Fixes – Perform a Christie-type turn (skidded turn)

Error	Correction	Drill Reference
Athlete cannot hold an edge doing a traverse.	Athlete cannot stay on edge. Athlete is not in a balanced stance.	Coach stands below the athlete and moves the knees into the hill.  Coach stands below the athlete and tries to pull the athlete down the hill, while athlete tries to hold position on the hill.  Bunny Hops
Athlete cannot do a forward sideslip.	Athlete is leaning into the hill. Athlete learns edge release.	Garlands



**Perform Christie-type linked turns (skidded turns) on an intermediate course**

Athlete can perform skidded turns on intermediate terrain through gates on the same hill.



**Teaching Points – Perform Christie-type linked turns (skidded turns) on an intermediate course**

1. Athlete can perform Christie-type turns on intermediate terrain.
2. Athlete can maintain rounded turn shape while skiing on a course.
3. Athlete is comfortable with increased speed of the intermediate terrain.

**Faults & Fixes – Perform Christie-type linked turns (skidded turns) on an intermediate course**

Error	Correction	Drill Reference
Athlete skis at each gate.	Round out each turn by setting up for turn earlier.	Use cones or brushes as turning gates.
Athlete is not ready for intermediate course.	Go back to easier terrain or same hill with no gates and solidify skills.	Linked Christie-type turns on appropriate terrain
Athlete goes back to using a wedge, with no movement.	Athlete is on terrain that is too steep.  Athlete should spend more time on gentler terrain and work on skills.	Linked Christie-type turns on appropriate terrain



### Intermediate Skier

The ability level of the intermediate skier ranges from an athlete who can perform Christie-type linked turns (skidded turns) on an intermediate course to an athlete who can perform controlled open parallel turns on an intermediate course. The intermediate skier will continue to refine his/her skills on more difficult terrain.

#### Skill Progression – Intermediate Skier

<b>Your Athlete Can</b>	<b>Never</b>	<b>Sometimes</b>	<b>Often</b>
Perform Christie-type linked turns on an intermediate course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Refine fundamental movement patterns through the turn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Change radius of turns to suit snow conditions and terrain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Perform controlled open parallel turns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Perform controlled open parallel turns on an intermediate course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Totals			



**Perform Christie-type linked turns (skidded turns) on an intermediate course**

Athlete can maintain Christie-type turns in both directions through an intermediate course. Speed control is maintained for the entire length of the course for safety.



**Teaching Points – Perform Christie-type linked turns (skidded turns) on an intermediate course**

1. Athlete can maintain Christie-type turns on varied terrain.
2. Athlete can vary the size or radius of the turn to maintain consistent speed.
3. Athlete can maintain consistent speed doing Christie-type turns on different pitches.
4. Athlete moves center of mass in the direction of the new turn.

**Faults & Fixes – Perform Christie-type linked turns (skidded turns) on an intermediate course**

Error	Correction	Drill Reference
Athlete cannot maintain Christie-type turns.	Use edge control to maintain skid during the turn  Maintain turn completion	Garlands  Hockey Stops
Athlete cannot maintain consistent speed.	Athlete uses a breaking wedge for speed control.	Garlands  Falling Leaf



### Refine fundamental movement patterns through the turn

Athlete can move his/her center of mass through the turn in the direction of the new turn.



### Teaching Points – Refine fundamental movement patterns through the turn

1. Athlete moves center of mass down the hill in the direction of the new turn.
2. Athlete skis with shoulders parallel to the slope of the hill.
3. Athlete maintains speed control through turn.
4. Athlete maintains balanced stance, with ankles flexed and hips over center of boot, through each turn.



**Faults & Fixes – Refine fundamental movement patterns through the turn**

<b>Error</b>	<b>Correction</b>	<b>Drill Reference</b>
Athlete uses upper body rotation to finish the turns.	Work on edging skills.  Work on moving the body in the direction of the new turn at the beginning of the turn.	Sideslips  Sideslips with body facing down the hill  Falling Leaf
Athlete does “Z” turns.	Athlete should decrease emphasis on the end of the turn and braking.  Work on turn initiation.	Popcorn turns  Frog jumps over the log  Count to 5 (out loud) through each turn.





### Change radius of turns to suit snow conditions and terrain

Athlete can vary the size of the turns to maintain control while skiing on various terrains and/or in a variety of snow conditions.



### Teaching Points – Change radius of turns to suit snow conditions and terrain

1. Athlete can perform long, medium and short radius turns.
2. Athlete can ski on a variety of terrain pitches at consistent speed.
3. Athlete can maintain balanced stance in multiple snow conditions.

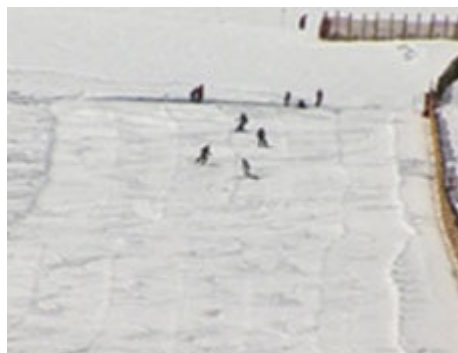
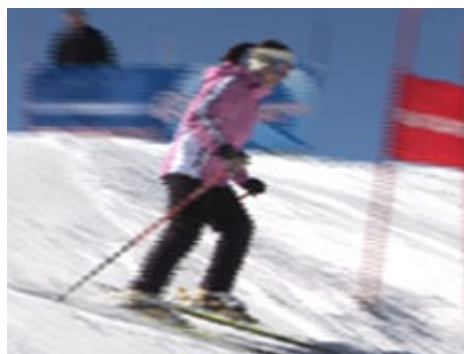
### Faults & Fixes – Change radius of turns to suit snow conditions and terrain

Error	Correction	Drill Reference
Movement patterns change on steeper terrain.	Reinforce edging skills on less steep terrain.	Sideslip Falling Leaf
Speed control is lost doing short radius turns.	Athlete should maintain edge control Practice on less steep terrain.	Hop Turns Skating on flats or easy terrain Skating into short radius turns on easy terrain
Athlete is not able to change the radius smoothly.	Athlete gradually reduces radius of the turn.	Hourglass Funnel turns



### Perform controlled open parallel turns

Athlete can ski with skis parallel throughout the turn on intermediate to beginning advanced terrain.



### Teaching Points – Perform controlled open parallel turns

1. Athlete can keep parallel ski relationship throughout the turn and from turn to turn.
2. Athlete can maintain consistent speed on varied pitches.
3. Athlete maintains balanced stance throughout the turn.
4. Athlete uses pole swing to initiate turns.



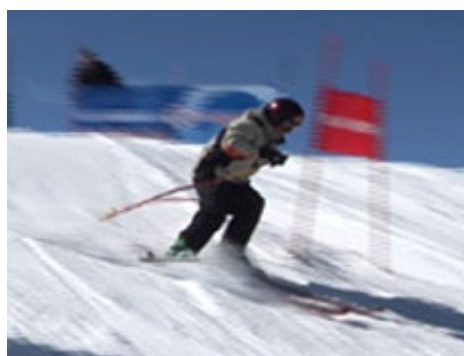
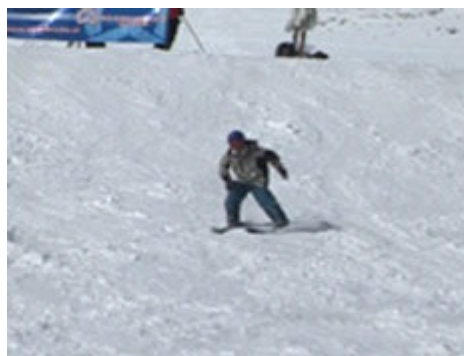
**Faults & Fixes – Perform controlled open parallel turns**

<b>Error</b>	<b>Correction</b>	<b>Drill Reference</b>
Athlete reverts to breaking wedge to control speed.	Develop edging skills on easier terrain.	Boot skiing on easiest terrain Sideslip in vertical corridor Sideslip with clean stop
Athlete does “Z” turns to control speed.	Work on turn initiation.	Garlands Count to 5 for each turn from beginning to end.
Athlete leans to the inside of the turn.	Athlete needs to develop strong inside half, with shoulders parallel to the hill.	
Athlete swings the wrong pole.	Traverse with pole swing on downhill side.	Mark poles; coach calls out markings at appropriate time.
Athlete swings pole at the wrong time or not at all.	Practice.	Garlands Traverse with pole swings With coaching, athlete shouts “pole” at appropriate time for pole swing.



### Perform controlled open parallel turns on an intermediate course

Athlete can maintain skis parallel and balanced stance using fundamental movement patterns while on a course.



### Teaching Points – Perform controlled open parallel turns on an intermediate course

Athlete can keep parallel ski relationship throughout the turn and from turn to turn while on the course.

1. Athlete projects his/her core in the direction of the turn, to flow downhill while on the course.
2. Athlete can maintain good hand position, up and in front, to enhance balance and good body position.
3. Athlete can maintain speed control on varied terrain.
4. Athlete can push out of the start gate.
5. Athlete can get into a tuck position for skiing over flats and through the finish.



**Faults & Fixes – Perform controlled open parallel turns on an intermediate course**

<b>Error</b>	<b>Correction</b>	<b>Drill Reference</b>
Athlete reverts to wedge to control speed.	<p>Athlete needs more work on gentler terrain.</p> <p>Develop edging skills on gentler terrain.</p> <p>Athlete needs more time free skiing on steeper terrain.</p>	<p>Boot skiing on easiest terrain</p> <p>Sideslip in vertical course</p> <p>Sideslip with clean stop</p> <p>Falling Leaf with pivot turn on mild intermediate terrain</p> <p>Garland on steeper terrain</p>
Athlete does “Z” turns to control speed.	<p>Work on turn initiation.</p> <p>Return to easier terrain to work on skills.</p> <p>Athlete needs more time free skiing on steeper terrain.</p>	<p>Count to 5 (out loud) for each turn from beginning to end.</p>
Athlete leans to the inside of the turn.	<p>Athlete needs to develop strong inside half, with shoulders parallel to the hill.</p>	<p>Traverse with proper stance</p> <p>Pole drag with both poles on the snow, hands in front, always within sight</p>
Athlete drops inside hand or both hands while turning.	<p>Practice holding hands in proper position.</p>	<p>Hold poles horizontally (like a tray) and keep them horizontal.</p>



**Advanced Skier**

The ability level of the advanced skier is an athlete who can perform controlled open parallel turns to an athlete who can perform controlled dynamic parallel turns on an advanced course. The advanced skier will refine his/her intermediate skills on the most difficult terrain.

**Skill Progression – Advanced Skier**

<b>Your Athlete Can</b>	<b>Never</b>	<b>Sometimes</b>	<b>Often</b>
Perform consistent open parallel turns on an advanced course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increase and decrease speeds on difficult terrain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carve turns in a variety of shapes and snow conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Perform dynamic parallel turns on an advanced course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Totals</b>			



### Perform consistent open parallel turns on an advanced course

Athlete can ski on more advanced terrain with skis parallel throughout the turn.



### Teaching Points – Perform consistent open parallel turns on an advanced course

1. Athlete can maintain parallel ski relationship while on more advanced course.
2. Athlete can take an efficient, effective line through a course.
3. Athlete can maintain fundamental movements (centered stance, core moving in the direction of the new turn, hands in front) necessary to ski in control on advanced terrain.



**Faults & Fixes – Perform controlled open parallel turns on an advanced course**

<b>Error</b>	<b>Correction</b>	<b>Drill Reference</b>
Athlete cannot maintain speed control on steeper terrain.	Athlete works on edging skills on gentler terrain, before going to the steeper terrain.	Garlands on steeper terrain Leapers Crab Walk Hop turns to short radius turns on gentler terrain
Athlete skis at the gate and finishes the turn after the gate.	Athlete works on developing a correct line/path of travel through the gates.	Use cones or brushes (or whatever you have to work with) as turning gates.
Athlete sits back, using upper body rotation through the turns.	Check to see that athlete is aligned properly. Boots are too stiff. Review proper movement patterns.	Review hand position, stance. Athlete holds object in hand and doesn't let it out of his/her sight.





### Increase and decrease speeds on difficult terrain

Athlete can ski on more advanced terrain with skis parallel throughout the turn.



### Teaching Points – Increase and decrease speeds on difficult terrain

1. Athlete can maintain consistent speed on varied degree of slope.
2. Athlete can push out of the start gate to accelerate the start.
3. Athlete can use edges to increase or decrease speed when necessary.
4. Athlete can do a proper tuck position for straightaways and going through the finish.
5. Athlete can skate over flat terrain.



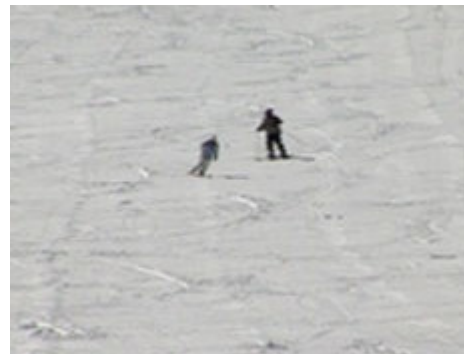
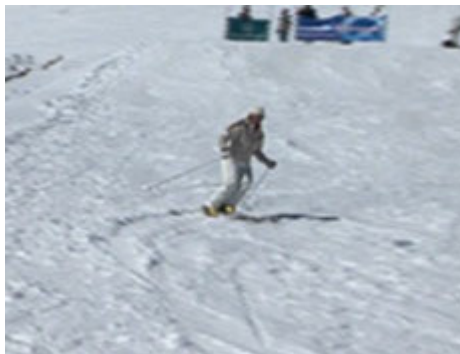
**Faults & Fixes - Increase and decrease speeds on difficult terrain**

<b>Error</b>	<b>Correction</b>	<b>Drill Reference</b>
Athlete skids skis to decrease speed on steeper terrain.	Work on edging skills.	Garlands to promote strong finish of the turn with good edge engagement Crab Walk
Athlete cannot get into a proper tuck position.	Athlete practices getting into the tuck position in front of a mirror.	Toe touches with a squat
Athlete cannot skate smoothly.	Athlete works with shorter skis to get the motion before trying it with his/her own skis.	Do skating move in boots.



### Carve turns in a variety of shapes and snow conditions

Athlete can ski on more advanced terrain with skis parallel throughout the turn.



### Teaching Points – Carve turns in a variety of shapes and snow conditions

1. Athlete can do carved long, medium and short radius turns.
2. Athlete can manage turn shape and speed control in a variety of snow conditions.
3. Athlete can smoothly transition between differing turn size and shapes as dictated by terrain or changes in pitch.



**Faults & Fixes – Carve turns in a variety of shapes and snow conditions**

<b>Error</b>	<b>Correction</b>	<b>Drill Reference</b>
Athlete cannot pivot the ski.	Athlete is not in balanced stance. Athlete is not centered. Check alignment.	Athlete pivots from a straight run to an edged ski in the fall line, perpendicular to the slope (to a sideslip in a corridor).
Athlete skids the skis in a turn on one side or the other.	Athlete should work on weaker side. May be disability related.	Garlands to work on edge control on weaker side One-ski turns
Athlete cannot make smooth transitions from short to medium to long radius turns.	Develop fluidity in turn.	Funnel Hourglass Turns to a cadence (counting, singing, etc.)
Athlete cannot maintain speed control.	Work on consistent turn shape.	Maintain same-speed medium to short radius turns on steep to flat terrain.



### Perform dynamic parallel turns on an advanced course

Athlete can ski on more advanced terrain with skis parallel and on edge throughout the turn in most all conditions and terrain.



#### Teaching Points – Perform dynamic parallel turns on an advanced course

1. Athlete shows dynamic stance while racing on an advanced course.
2. Athlete is able to carve turns through the gates.
3. Athlete is able to do short radius turns.
4. Fundamental movements are consistent throughout the turns from top to bottom.

#### Faults & Fixes – Perform dynamic parallel turns on an advanced course

Error	Correction	Drill Reference
Athlete has inappropriate range of balance.	Athlete must maintain centered position.	Ski on one ski on intermediate terrain. Skate down intermediate terrain.
Athlete scrubs (reduces) speed.	Work on turn shape. Develop more efficient and effective line/path through the course. Work on turn initiation.	Work on “J” turns on steeper terrain. Skate down the hill. Use cones or brushes to develop more effective line through the course.
Athlete fatigues on short radius turns.	More dry-land training. Review proper movement pattern.	Pivot turns to short radius turns More skating for longer distances Boot skiing



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## Cool-Down

The cool-down is as important as the warm-up; however, it is often ignored. Stopping an activity abruptly may cause pooling of the blood and slow the removal of waste products in the athlete's body. It may also cause cramps, soreness and other problems for Special Olympics athletes. The cool-down gradually reduces the body temperature and heart rate and speeds the recovery process before the next training session or competitive experience. The cool-down is also a good time for the coach and athlete to talk about the session or competition. Note that cool-down is also a good time to do stretching. Muscles are warm and receptive to stretching movements.

<b>Activity</b>	<b>Purpose</b>	<b>Time (minimum)</b>
Slow aerobic jog	Lowers body temperature Gradually lowers heart rate	5 minutes
Light stretching	Removes waste from muscles	5 minutes



### **Modifications and Adaptations**

In competition, it is important that the rules not be changed to suit athletes' special needs. There are, however, approved Alpine skiing aids that do accommodate the athlete's special needs and are permitted in the rules. Also, coaches can modify training exercises, communication methods and sport equipment to assist athletes in achieving success.

#### **Modifying Exercises**

Modify the techniques and skills involved in an exercise so that all athletes can participate. For example, a skier with one leg may use the same movement patterns, but will not be able to do a wedge/pizza. Or, an athlete skiing in sit-down equipment will use the same tactics, but only those parts of his/her body that will move, to make the turns happen.

#### **Accommodating an Athlete's Special Needs**

Use the sound of a bell or voice commands for visually impaired athletes.

#### **Modifying Your Communication Method**

Different athletes require different communications systems. For example, some athletes learn and respond better to demonstrated exercises, whereas others require greater verbal communication. Some athletes may need a combination – to see, hear and even read a description of the exercise or skill.

#### **Modifying Equipment**

Successful participation for some athletes requires equipment modifications to suit their particular need. Some athletes may need to have a toe clip that holds the tips of the skis together. An athlete with difficulty with balance may need to use outriggers to maintain a balanced stance. Because of a substantial disability that does not allow the athlete to walk unassisted, he/she may need to ski in sit-down equipment.

#### **Adaptations**

More specific adaptations for Alpine skiing are listed below.

##### **Outriggers**

Used for athletes who have difficulties with balance in motion.

##### **Mono-skis or bi-skis**

Used for athletes who do not have the use of their legs. Many bi-skis can be tethered as needed for those athletes who cannot ski the bi-ski independently. Mono-skis can be skied independently.

##### **Toe clips**

Used for stand-up athletes who may have difficulty holding their skis together. In training, coaches can use other adaptive equipment, such as hoola-hoops and tether lines, during training to teach particular movement patterns; however, these assistive devices must not be used in competition.

#### **Orthopedic Impairments**

Leg braces may be used for athletes needing the support. Often the stiffness of the ski boot is enough to hold the athlete erect and give the athlete adequate support while skiing.

#### **Auditory Impairments**

Use a flag or hand signals for start. It is imperative that the starter knows the auditory impairments of any athlete in order to meet the needs of the athlete.



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### **Visual Impairments**

A visually impaired skier must have a guide while skiing. The guide will wear an orange bib and ski in front of the athlete while on the race course. The guide will give signals, either by voice command or using voice activated radios.





***Special Olympics***

**ALPINE SKIING COACHING GUIDE**

Alpine Skiing Rules, Protocol & Etiquette



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### Teaching Alpine Skiing Rules

The best time to teach the rules of Alpine skiing is during practice. Please refer to the official *Special Olympics Sports Rules* for the complete listing of Alpine skiing rules. As a coach, it is your responsibility to know and understand the rules of the sport. It is equally important to teach your athletes the rules that enable them to compete in Alpine skiing. A coach must maintain current copies of the official *Special Olympics Sports Rules* and also The International Ski Federation - Fédération Internationale de Ski (FIS) ICR (*The International Ski Competition Rules*) which can be found at [www.fisSKI.com](http://www.fisSKI.com).

### Divisioning

It is important that you as a coach learn and understand the rules and procedures of divisioning before attending competitions. Understanding the divisioning process will have a direct impact on your athlete's performance. The fundamental difference between Special Olympics competitions and those of other sports organizations is that athletes of all ability levels are encouraged to participate, and every athlete is recognized for his/her performance. Competitions are structured so that athletes compete with other athletes of similar ability in equitable divisions. Historically, Special Olympics has suggested that all divisions be created so that the variance between the highest and lowest scores within that division does not differ by more than 10 percent. This 10 percent statement is not a rule but should be used as a guideline for establishing equitable divisions when the number of athletes competing is appropriate.

Coaches are critical in helping competition management teams make divisioning work. Divisioning works best when coaches submit preliminary scores. This helps athletes get into the proper division as well as gain additional competition experience.

#### How Divisioning is Implemented

An athlete's ability is the primary factor in divisioning Special Olympics competitions. The divisioning of an athlete is determined at the competition. Divisioning is determined by gender, age and ability. Alpine skiing uses the following two-stage process:

Stage 1: Determining appropriate ability levels (Beginner, Novice, Intermediate and Advanced)

- ♦ A visual assessment by a knowledgeable Special Olympics race official in the competition venue based on the pre-registered ability level of each athlete.
- ♦ The fastest clean timed run (no Disqualification- DQ) determines the athlete's ability level.
- ♦ An athlete may be moved from his or her pre-registered ability level, without a fastest clean timed run, at the determination of the knowledgeable Special Olympics race official.

Note: Once an athlete is in the appropriate ability level, as determined by the knowledgeable Special Olympics race official, progress to Stage 2 for determining appropriate divisions.

Stage 2: Determining appropriate divisions

- ♦ Gender
- ♦ Age
- ♦ Ability level as determined in Stage 1

Note: It is recommended whenever possible that athletes be divisioned in each discipline (10-Meter Walk, Glide, Super Glide, Slalom, Giant Slalom and Super-G) being held at the competition. If time constraints don't allow this, it is recommended that the athlete is divisioned in Giant Slalom.

Ideally, competition is enhanced when each division accommodates three to eight competitors of similar ability. In some cases, the number of athletes within a competition will be insufficient to achieve this goal.



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## Protest Procedures

Protest procedures are governed by the rules of competition and may change from competition to competition. Only rules violations can be protested. Judgment calls made by officials or divisioning decisions cannot be protested. The protest must be written, cite a specific violation from the rules and state why the coach feels the rule was not followed.

Check with the competition team prior to a competition to learn the protest procedures for that competition. The protest period is time sensitive. Coaches should be aware of the impact on their athletes and competition time schedule.

The role of the competition management team or jury is to enforce the rules. As a coach, your duty to your athletes and team is to protest any action or events while your athletes are competing that you think violated the official Alpine Skiing Rules. It is extremely important that you do not make protests because you and your athlete did not get your desired outcome of an event. Filing a protest is a serious matter that may impact a competition.



## Alpine Skiing Protocol & Etiquette

The following are rules that are to be applied to all people on the slopes:

- ♦ Always stay in control and be able to stop or avoid other people or objects.
- ♦ People ahead of you have the right of way. It is your responsibility to avoid them.
- ♦ You must not stop where you obstruct a trail or are not visible from above.
- ♦ Whenever starting downhill or merging into a trail, look uphill and yield to others uphill from you.
- ♦ Always use devices to help prevent runaway equipment.
- ♦ Observe all posted signs and warnings. Keep off closed trails and out of closed areas.
- ♦ Prior to using any lift, you must have the knowledge and ability to load, ride and unload safely.

### During Training

#### For Coaches

- ♦ Arrive at training facility 15 minutes before the scheduled start time.
- ♦ Come prepared to coach. Know and understand the rules.
- ♦ Ensure that athletes are wearing appropriate clothing and have proper equipment before training begins.
- ♦ Ensure that athletes participate in warm-ups, stretching and drills.
- ♦ Have a copy of an up-to-date medical for every athlete.
- ♦ Treat all athletes in the same manner.
- ♦ Speak calmly when giving instructions or corrections.
- ♦ Call Alpine skiers by their first names.
- ♦ Answer the athletes' questions in a respectful and reassuring tone.
- ♦ Treat others as you would wish to be treated: Please be considerate of other skiers and/or snowboarders on the hill.
- ♦ Set rules and expectations for all athletes and coaches.
- ♦ Respect nature: Don't throw trash on slopes; don't ski in closed areas.

#### For Athletes

- ♦ Come prepared and on time to training.
- ♦ Notify coach if not able to attend training.
- ♦ Wear appropriate clothing and have proper equipment.
- ♦ Give your best effort.
- ♦ Treat others as you would wish to be treated: Please be considerate of other skiers and/or snowboarders on the hill.
- ♦ Notify coach of illness or injury.
- ♦ Be supportive of your fellow athletes.
- ♦ Respect nature: Don't throw trash on slopes; don't ski in closed areas.



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## During Competition

### For Coaches

- ◆ Know where athletes are during the competition.
- ◆ Get score sheets and other paperwork done on time or early.
- ◆ Review all competition rules and procedures.
- ◆ Attend all coaches' meetings.
- ◆ Encourage your athletes to compete to the best of their ability at all times.
- ◆ Practice the Honest Effort Rule.
- ◆ Ensure that athletes are wearing appropriate clothing and have proper equipment before competition begins.
- ◆ Ensure that you are properly prepared by having the following:
  - Start lists
  - Bibs
  - Competition schedule
  - Radio/ cell phone
  - Lift tickets
  - Emergency/ Injury Plan
- ◆ Have a copy of an up-to-date medical for every athlete.
- ◆ Treat all competition staff with respect. Remember, they are also volunteers.
- ◆ Maintain a calm demeanor throughout the competition.
- ◆ Never use foul language or raise your voice in an angry tone.
- ◆ Thank the competition staff and officials.
- ◆ Set rules and expectations for all athletes and coaches.

### For Athletes

- ◆ Come prepared and on time.
- ◆ Notify coach if not able to compete.
- ◆ Wear appropriate clothing and have proper equipment.
- ◆ Give your best effort.



### **Sportsmanship**

Good sportsmanship is both the coach's and athlete's commitment to fair play, ethical behavior and integrity. In perception and practice, sportsmanship is defined as those qualities which are characterized by generosity and genuine concern for others. Below we highlight a few focus points and ideas on how to teach and coach sportsmanship to your athletes. Lead by example.

#### **Competitive Effort**

- Put forth maximum effort during each event.
- Practice the skills with the same intensity as you would perform them in competition.

#### **Fair Play at All Times**

- Always comply with the rules.
- Demonstrate sportsmanship and fair play at all times.
- Respect the decision of the officials at all times.

#### **Expectations of Coaches**

1. Always set a good example.
2. Instruct participants in proper sportsmanship responsibilities and demand that they make sportsmanship and ethics the top priorities.
3. Respect judgment of contest officials, abide by rules of the event and display no behavior that could incite fans.
4. Treat opposing coaches, directors, participants and fans with respect.
5. Develop and enforce penalties for participants who do not abide by sportsmanship standards.
6. Demonstrate a high standard of sportsmanship.

#### **Expectations of Athletes**

1. Treat fellow competitors with respect.
2. Encourage competitors when they make a mistake.
3. Respect judgment of officials and abide by rules of the competition.
4. Accept seriously the responsibility and privilege of representing Special Olympics.
5. Define winning as doing your personal best.
6. Live up to the high standard of sportsmanship established by your coach.

#### **Remember**

- ♦ Sportsmanship is an attitude that is shown by how you and your athletes act on and off the slopes.
- ♦ Be positive about competing.
- ♦ Respect your opponents and yourself.
- ♦ Always stay under control even if you are feeling mad or angry.



## Alpine Skiing Glossary

Term	Definition
Absorption	Flexion/extension movements of the body to absorb and even out the pressure variations on the skis that result from the dynamics of the turn or terrain variations.
Aerobic Training	Training to improve the cardiovascular (oxygen transport) system. Exercise sustained for three minutes or longer. It is the fundamental basis for most forms of physical conditioning; examples are running, hiking and bicycling.
Alpine Racing Disciplines	10-Meter Walk, Glide, Super Glide, Slalom, Giant Slalom and Super G events.
Anaerobic Training	Training to improve the body's energy system that functions at a level of intensity so high that oxygen can no longer be converted to energy rapidly enough; thus the body must rely on stored energy. Requires a maximal effort of up to one minute duration. Examples are slalom skiing, sprints and athletics.
Angulation	Creating lateral angles with the knees, ankles, hips and upper body to balance or turn on an edged ski.
Arc	The track of a turn remaining on the snow.
Banking	Inclining or leaning the entire body to put the ski on its edge.
Bi-ski	A bucket suspended over two skis, in which the athlete, without use of his/her arms and legs, sits. A bi-ski may be tethered by a qualified stand-up skier.
Carved Turn	A turn where the tail of the ski follows in the track of the tip of the ski.
Center of Mass	That point of the body where, for analysis of the dynamics of movement, all of the body's mass may be considered to reside. Usually this point is in the region of the navel; as the body flexes and assumes different postures, the center of mass moves around. Also called center of gravity.
Christy Turn	A turn during which the skis skid at the same time on corresponding edges. (Corresponding means either both left or both right edges, as viewed by the skier.)
Counter Rotation	The movement of twisting the torso and legs in opposite directions concurrently.
Cross-Over	Moving the body's center of mass forward and over the skis in the direction of the new turn.
Crud	Varied snow conditions that exist on tracked powder snow or ungroomed spring snow.
DIN	The setting on your ski bindings that indicates the force required to release the your ski boot.
DNF	Did Not Finish
DNS	Did Not Start
DSQ or DQ	Disqualified
Edging	Placing the edge of the ski at an angle to the snow surface.





## Special Olympics Alpine Skiing Coaching Guide Alpine Skiing Rules, Protocol & Etiquette

Term	Definition
Extension	Any movement resulting in an increase of a joint angle (i.e., the angle between two adjacent parts of a limb).
Fall Away Turn	Turns made on a side hill.
Fall Line	The imaginary line down a slope, where gravity and terrain would allow a ball to roll down the hill. Skiers achieve their greatest speed when in the fall line.
FIS	The abbreviation for Federation International de Ski, the organization that regulates all international amateur ski competition.
Flex Pole	A plastic gate that is hinged at snow level.
Flexion	Any movement resulting in a decrease of a joint angle.
Fundamentals	Basic components of good skiing.
Footbed	An insole or orthotic placed inside a ski boot that helps to align the foot, ankle, knee and hip for a balanced stance.
Forerunner	A skier who skis a race course before the competitors do, in order to determine if the course is safe and ready for competition.
Garland	A series of short turns across a hill in one direction.
Gate	A pair (Slalom) or two pairs (Giant Slalom or Super-G) of poles holding gate flags that establish an imaginary line across which a skier must pass on a race course.
Glide	Skiing on as flat a ski as possible.
Groomed	Snow that has been mechanically prepared.
Guide	A trained skier who communicates information to a visually impaired skier.
Inclination	Banking or leaning the entire body to put the ski on its edge.
Initiation Phase of a Turn	The movement in the direction of a new turn that prompts edge change.
Inside Ski	The ski closest to the center of the turn.
Isometric Exercise	Muscle contraction using resistance and no joint movement.
Isotonic Exercise	Dynamic muscle contraction involving joint movement; i.e., calisthenics.
Jury	The officials principally responsible for ensuring that the race is fair and safe for all competitors.
Line	The path taken through the gates.
Long Radius	Turns as in Giant Slalom and Super-G.
Mono-ski	A bucket suspended over one ski, with a shock absorbing system, in which the athlete, without use of his/her legs, sits.
Open Gate	A gate that is set horizontal to the direction of the course.
Outrigger	A crutch type support (also known as a "Canadian Crutch") with a small ski on the end, for skiers needing additional support for balance.
Outside Ski	The ski farthest from the center of the turn.



Term	Definition
Pole Plant	Used as a timing device in a turn.
Pressure	Management of the appropriate weight distribution on the ski.
Race Line	The fastest path taken through the gates.
Referee	A member of the jury.
Rise Line	The imaginary line, in the fall line, above the turning pole in a race course; it is used by coaches to determine turn shape.
Rotation	Lower body function of the legs and feet that determines the turn shape appropriate to the terrain.
Short Radius	Small turns as in slalom turns.
Side Cut	The design of a ski in which the waist (middle) of the ski is narrower than the tip and the tail.
Sideslipping	The movement of parallel skis sliding perpendicularly down the hill by releasing the edges and flattening out the skis.
Skidded Turn	A turn where the tail of the ski does not follow in the track made by the tip of the ski.
Ski Flex	The bending of an edged and pressured ski.
Slalom	A race where the skier goes in and out of poles (gates) planted in the snow.
Snowplow Turn	See Wedge Turn.
Speed Events	Downhill or Super G.
Start Wand	The device in the starting gate that is located about knee level that activates the timing equipment.
Static	Skiing position that lacks movements.
Stubbies	Cut-off slalom or flex poles used for training drills.
Tactics	The line chosen to ski through a gate or over varying terrain.
TD	Abbreviation for Technical Delegate, who is the head of the jury. This person makes certain that the race is safely and properly conducted.
Technical Events	Slalom or Giant Slalom.
Technique	The choice made among the movement options available to accomplish a given goal.
Tether	A ropelike restraint used as a safety measure. The action of managing a skier with a 12- to 20-foot line.
Terrain Course	A course designed to have many of the terrain components found in free skiing, such as bumps, rolls, jumps, ducking poles and offset ripples.
Traverse	Skiing across the hill from one side to the other on an edged ski.
Tuck	The aerodynamic position that Downhill and Super G racers use to achieve more speed.
Turning Pole	In a gate, the inside gate pole around which the racer skis.
Wax Room	A place set up by coaches and parents where athletes can work on their skis.



## Special Olympics Alpine Skiing Coaching Guide Alpine Skiing Rules, Protocol & Etiquette

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<b>Term</b>	<b>Definition</b>
Wedge	A position of the skis on the snow where the tips are close together and the tails are fanned out.
Wedge Turn	Also called the snowplow turn. Its an elementary turn with the skis in a wedge position where the tips of the skis are closer than the tails.

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