

Basic Christie

Stem Christie

Greater Understanding

Mechanics and Training focus

Basic christie can related to a Snowplough

Basic christie is a really good snowplough with an edge change to parallel 'christie' after the fall line

Stem is can be related to a parallel

Is like a slow parallel with an opening into a snowplough at the initiation
A stepping stone from Basic to Parallel

Mechanics

Weight shift

Basic Christie and Snow plough

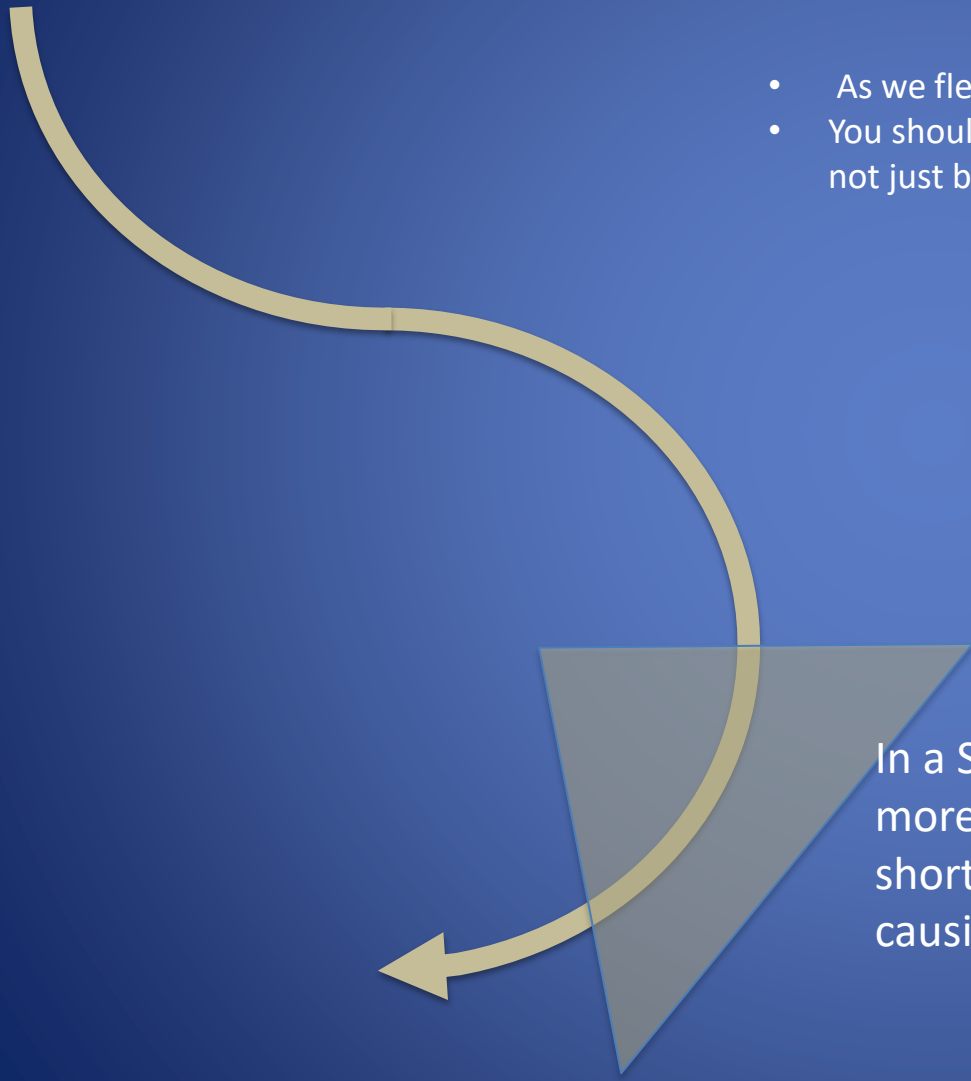
- More of a passive weight shift. Weight shift is after the fall line and is caused by the flexing of the outside leg which causes the upper body to tip out of the turn
- The matching of the skis is after the fall line

Stem christie

- Active weight shift,
- Weight shift is before the fall line. extending on the outside ski, active angulation to the outside of the turn.
- The matching of the skis is in or before the fall line and can should be achieved after the weight shift

Snow plough and BC at the fall line

- As we flex we are looking to create a stronger steering effect
- You should be promoting twist with stronger edge and pressure not just balance over the outside ski to balance against or on



In a Snowplough and BC the weight shift is more passive and is associated to the shortening of the outside leg at the fall line causing the “tipping out feeling’ or angulation

Stem christie

Weight shift before the fall line

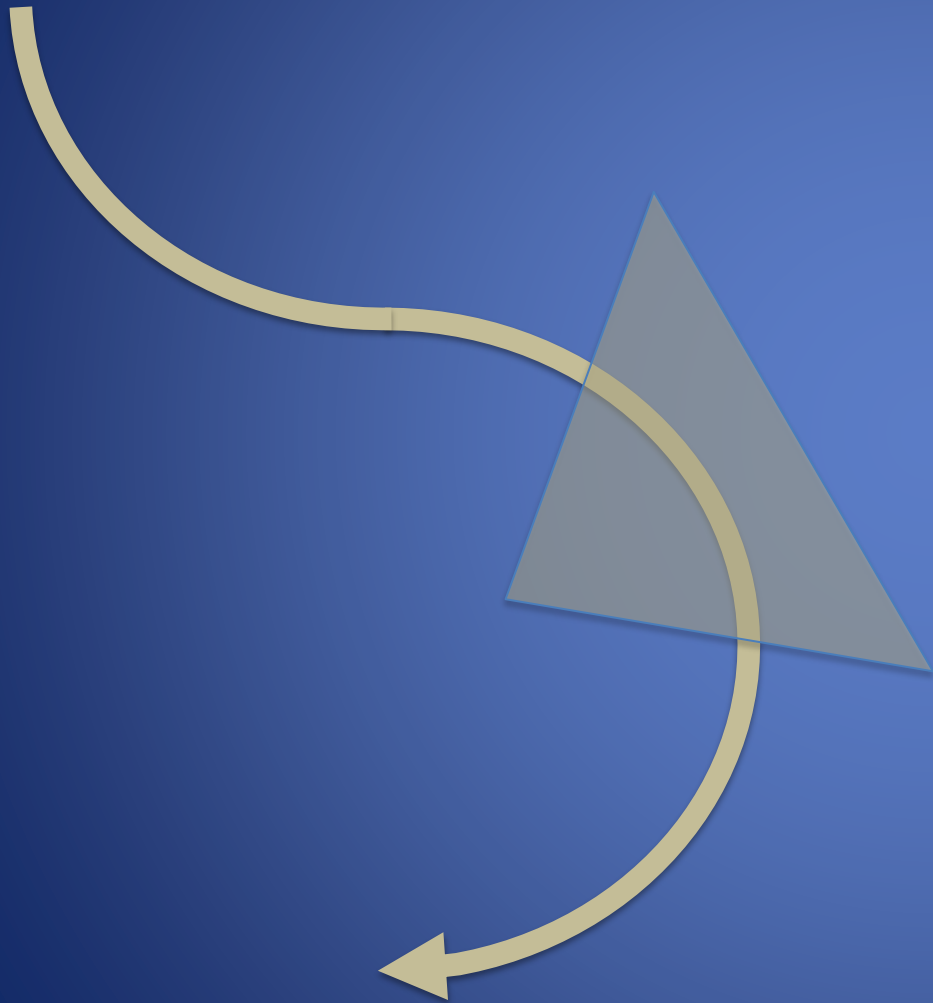
Stem Christie the weight shift is active and is associated to the extending onto the outside leg early through the transition and maintain angulation before the fall line

More speed is required in order to do an active weight shift to the outside ski before the fall line

This can be done earlier or later depending on the speed, student confidence or terrain steepness

Where the skis are matched in the turn will depend on the student.

The idea of this turn is a small stepping stone on the way to parallel. Therefore, as long as the skis are matched earlier than a Basic Christie, they are on their way towards a parallel turn.



Did you know?

If you need a to address pole plant in a stem christie remember

- In a stem christie, the pole is planted at the change of the edge of the inside ski
- For older or less athletic students it can be helpful to teach the pole plant after the stem Christie ,before teaching Parallel, planting the pole at the completion of the weight transfer.

What are we seeing at Exams

- Over complicating the intro to the lesson or lesson overview (Confused trying to teach in the overview)
- Poor understanding of the turn mechanics required for the question they are teaching (especially the order they are needed)
- Poor understanding of the the mechanics required for a specific part of the progression
- Over complicating tasks
(to go faster, let's make a smaller wedge, now follow my track and keep up)
- Not moving enough – over teaching
- Teaching us the importance of speed then doing the rest of the teach at a crawl (slow, single turn or even stationary)

Why are they doing these tasks so poorly

- First logical one is they simply didn't prepare
- First exam with Stem and Basic Christie included
- Some candidates seem quite prepared but fail anyway as they don't understand the mechanics
- Didn't practice these teaches enough compared to the more common teaches
- Didn't practice as the teach seemed quite simple
- Do not get real world experience at teaching these questions
- Rostering keeps the candidates on the beginner hill or away from this type of lesson level

Help them improve their Stem and Basic christie teaching during the pre-course

- Focus on these teaches for practice teaching during the pre-course.
- Don't make your sample lessons wordy or over complicated
- You need to show the building blocks of the method /progression
- After sample lessons are concluded you elaborate more deeply during discussion time
- Be thorough when doing the common problems
- When they have a practice teach, encourage KISSEM (keep it simple and specific encourage movement)

Help them improve their teaching during the season training

Indoor sessions

- Cover turn mechanics before MA
- Get them to write a lesson overview then halve the words they use then halve them again
- Do teacher training
 - Use no words teach stance
 - Sit on your hands and teach stance
 - Use less words to teach stance
- Get them to write the method they will use to teach Stem christie.
Now at each point of the progression get them to identify which mechanic is required (i.e. speed before weight shift)
- Encourage them to do lesson plans

Outdoor

- Encourage tutorial groups to teach each other
- Mark their own teaching with What, How, Why, VARK
- Helmet of truth Video (GoPro)

What can YOU do individually to help?

Have a think about what your exposure is to these Level 2 candidates specifically.

- (none) Not my circus not my Monkeys
- (designated trainer!)
- morning trainings only,
- day sessions
- pre courses
- MA trainer

How can YOU, as an individual, help them do these teaches better both on the hill with their students and in the exam situation

Make a list of things of things you can do to have an impact

- Recommend they practice teach in groups the Basic Christie teach and stem teach
- Look at their planning
- Advise and mentor if you can

Lesson planning is essential

Lesson plan

Subject:
Date:
References:

Mechanics of the lesson**Adaptations and variations****Presentation (how, what and why)****Progression Steps****Common problems and fixes****Class handling & terrain issues****Corrective exercises****Consolidation exercises**

Lesson plan

Subject:

Date:

References:

Mechanics of the lesson

Describe the difference between what the student is doing and what you are teaching them.

Adaptations and variations

Use this column to explore any adaptations or variations in your progression or lesson due to age or disability.

Presentation (how, what and why)

Use this column to help develop the actual content of what you will teach.

- What the student will do
- How the student will do it
- Why the student is doing the task

Progression Steps

Use this column to write out any progressional steps used in the lesson

Common problems and fixes

Use this column to write out when to expect problems and how to fix those common problems

Class handling & terrain issues

Use this column to describe how you will move the class around the hill and how you will line the group up.

Corrective exercises

e.g hand on outside knee turns

Consolidation exercises

e.g airplane turns