

BI-SKI LEVEL 1-3

The bi-ski, based on its' design, is an edging tool. Since we are dealing with an edging tool, the primary skills will be introduced in a slightly different order than our Alpine Brethren would follow. As always, balance is the skill that is addressed first. Edging will be introduced early in the lesson in level 2. Pressure will come in to play at level 3 with rotary skills coming in at level 4. In order to stay with the principles of the ATS, we will need to introduce angulation early as the primary means of edging the ski. Regardless of the disability, a bi-skier with hand-held outriggers will be able to angulate to some degree.

Level 1:

Flat land drills should concentrate on establishing balance within the ski, while maintaining the skiers' center of mass over the base of support.

Balance: Emphasize a proper skiing stance throughout all of your flatland drills.

Edging: For drills in the lateral plane, emphasize keeping the shoulders level with the snow and the head up.

Pressure: Fore-aft movements should be complemented with a corresponding movement of the outrigger position fore and aft.

Rotary: Minimal at this level.

Level 2:

We are looking for our student to make their first straight run and their first turns.

By emphasizing the proper drop and block body position, the student will be able to better control their lateral movement in order to maintain a neutral position in the straight run.

To teach the student's first turn, have the student drop their inside hip to the side of the desired turn while blocking the lateral motion of the upper body with the inside outrigger. The dropping of the inside hip, together with the blocking of the upper body will create angulation at the students' hips, which will cause the bi-ski to edge and create a turn. By teaching angulation as the primary edging technique early in the lesson, your student now has one of the fundamental skills needed for all levels of bi-skiing.

Balance: Emphasize a proper, centered skiing position. When making the first turns, emphasize keeping the shoulders level with the snow.

Edging: Only a small amount of angulation is necessary for the student to make their first turn.

Pressure: The student should maintain a neutral fore-aft position.

Rotary: The student should look in the direction of travel and/or to the center of the turn, although rotary movements are still minimal.

Level 3:

At this level, we teach our students to link their wedge equivalent turns in the fall line as well as exploring different size turns. Turns at this level, as well as all levels of bi-skiing, should be made without stopping at the neutral position between turns. Speed control is maintained through turn shape.

Balance: Emphasize keeping the center of mass over the base of support. The shoulders should continue to stay level with the slope when turning.

Edging: Emphasize maintaining the amount of angulation necessary to edge the ski. The amount of angulation necessary will be dictated by the terrain and the desired turn shape.

Pressure: Introduce a small amount of flexion and extension.

Rotary: minimal, the student should look in the direction of travel and/or to the center of the turn.

BI-SKI LEVEL 4-6

Level 4:

Here we teach our students to control their speed by turn shape and by skidding at the completion of the turn. We want our student to develop more confidence at higher speeds with a greater ability to control their turn shape and speed. We also want to improve their awareness as to the amount of angulation necessary to ski varying terrain. As speed increases and skidding emerges, it will be necessary to introduce rotary skills as appropriate for the terrain and as necessary to help regulate the skid through the control phase of the turn.

Balance: Body position starts to become more critical with increasing speed. Emphasize keeping the shoulders level with the slope and the head up.

Edging: The amount of angulation will be dictated by the terrain and desired turn shape.

Pressure: Increase the amount of extension and flexion used in the initiation and completion of the turn.

Rotary: Introduce countering at the completion of the turn to help prevent overturning. It may also be necessary to introduce the first phase of opening the door with the outrigger to help control the skid as well as for initiating the next turn. The outrigger movement at this level should be no more than a turn of the wrist toward the next turn. The amount of movement will depend on the size of turn the skier is making and the amount of skid that is being generated. The more skid a student generates, the more the outrigger will need to be opened to control the skid and initiate the next turn.

Level 5:

At this level our student should be exploring higher up the mountain while experimenting with varying turn shapes and terrain. We want to work on improving their ability to appropriately apply edging through angulation, as well as pressuring skills, to help shape their turns. Rotary movements will need to be further developed as the student encounters steeper terrain for speed control.

Balance: Emphasize keeping the center of mass over the base of support and keeping the shoulders parallel with the slope and the head up.

Edging: Angulation will be increased due to steeper terrain.

Pressure: Introduce a greater amount of extension to help initiate the turn as well as a greater amount of flexion throughout the control phase of the turn.

Rotary: With steeper terrain, rotational movements will become more important to drive the ski into a tighter turn. Introduce the second phase of opening the door with the inside outrigger. At this level, the outrigger should be turned to point in the direction of the center of the next turn with a slight reach. Emphasize the proper amount of countering as dictated by the terrain and the desired turn shape. As the student counters, the inside outrigger should move back with the downhill shoulder.

Level 6:

At this level, we teach our student to have an active crossover with a slight projection in to the new turn. We want to work on moving their head and upper body toward the center of the new turn through a combination of countering and angulation. The student should be comfortable with varying terrain changes and a variety of turn shapes.

Balance: Emphasize keeping the center of mass over the base of support and keeping the shoulders parallel with the slope and the head up.

Edging: Angulation continues to increase with steeper terrain.

Pressure: Emphasize utilizing the amount of fore-aft pressure that is required for the terrain and the type of turn desired.

Rotary: Increase the students' reach when opening the door to help achieve the active crossover and projection of the head and chest into the next turn. Countering continues to increase with steeper terrain.

BI-SKI LEVEL 7-9

Level 7:

Our student should be comfortable negotiating any green, blue, or less challenging black terrain and adjusting speed and turn shape as required. Practice short radius turns for speed control on steeper terrain. Continue to improve the students' upper/lower body separation and increase the projection in to the next turn. Introduce bumps and off-piste skiing.

Balance: Emphasize keeping the center of mass over the base of support and keeping the shoulders parallel with the slope and the head up.

Edging: The amount of angulation will be dictated by the amount of edging necessary to negotiate the chosen terrain with the turn desired.

Pressure: The amount of flexion and extension will depend on the type of turn and the terrain. The student should be able to regulate the amount necessary to accomplish the desired turn.

Rotary: Increase the students' reach when opening the door. The student should be projecting the head and chest toward the center of the next turn. Countering should become automatic and self regulated as needed for the terrain and type of turn.

Level 8: Skier should be able to ski short and long on green, blue and easier black terrain. Practice maintaining speed control and turn shape in the fall line in blue and easier black bumps as well as off-piste. Skier should be encouraged to blend the appropriate skills as necessary for the terrain at hand.

Level 9: Student is proficient skiing in all types of terrain at varying speeds. Encourage exploration and improvement of dynamic skiing in all environments. Student should work to refine the timing, intensity, and variety of tactics used to negotiate varying terrain on the mountain.