OK, so skiing and riding is over in North Carolina for this season, but that’s not the case in other places. In fact, there is nothing out there like Spring Skiing or Riding. Bullet-proof surface in the morning, mashed potatoes in the afternoon, freezing at night. If the freeze is gentle or not long enough, maybe the morning snow will only have a thin layer that is frozen, creating a breakable crust — how fun. You will likely experience a huge difference in snow conditions between sun and shade as well as between steeps and flats. Also, you will not know how to dress due to big temperature changes during the day.

This brings up a question: should you just sit and wait until that perfect window comes when snow changes from frozen to wet before you go out on the slopes? Well, you do as you wish, but I would suggest you ski and ride from the moment lifts open to the moment they close. Endure the various conditions, improve your technique and get tougher. You can use the morning icy conditions for awareness and training, and then put it all into practice as you go through knee-high wet and heavy mashed potatoes. When you get back to the lodge, you will be a better skier/rider, (or else, you will be in a patroller’s room, or worse.) Sorry to scare you, but going through all that heavy snow is no joke. It could twist you up and knock you out. Also, pushing through heavy snow in the heat of the sun and overdressed from the morning cold, you will probably perspire, get dehydrated and weak.

But, you have been training for all this excitement all winter long and only perhaps a little refresher will be needed. (Surly you don’t expect to change your skills in the morning and feel ready for the afternoon.) The morning firm surface you can use for sharpening your technique (as you dull your edges.) Ski slope will quickly tell you if you are a heel-thruster or a skidder by the way you slide around. Also, if you listen out, the sound of scraping will tell you when you are doing what and how much. For example, if the top of your turn is quiet and the end is very loud, then most-likely you are performing “Z” turns, which will make your afternoon skiing not so pleasant. You probably do not have a good top of the turn (during which you should hear some scraping of the skis as well) resulting in excessive speed, which is bled by throwing the skis sideways, overloading the skis, and oversteering. This technique will not work in deep slush. The secret to success in deep slush is in the top of a turn. There is no
good end to a turn if the top is bad. If you are afraid of the fall line, you will want to get out of it as fast as possible, which will not work in heavy mashed potatoes. You cannot throw your skis around in that stuff, similarly to deep powder.

During your morning practice, focus on rounding your turns and maintaining dynamics. Try for the tails of your skis to roughly follow the tips. Don’t oversteer causing tails to slip out, and don’t over-rotate your upper body. Tail of the uphill ski should not erase the track of the downhill ski when finishing a medium to long radius turns. There should be no lateral pushing of the skis. Speed should not change drastically as a turn progresses. Your coat’s zipper should face down the hill. Another analogy would be to think that you have a flashlight in your belly button which should shine downhill and/or where your torso needs to go. It all kind of depends on the turn’s radius and slope’s pitch.

When thaw comes and snow changes to mush, expect that your technique will need to react to those new conditions. Since your travel will be slower, your angles and movements will need to be adjusted. This heavy snow is like heavy powder. It stands its ground on flat slopes. On steep terrain you can make a platform out of mashed potatoes, but expect for platforms to be soft and to slide down or perhaps give away when pressured. Basically – be ready for anything. And remember – momentum will be your friend, so keep moving down the hill. But, be gentle with flexion and extension. You do not want to excessively bury your skis, specially ski tips. But, stay dynamic and use side cut of your boards to your advantage.

One more thing that might help in performance on wet slopes is the knowledge as to what color of the surface means what. Grays usually indicate high water content. Prepare to sink deeper as you slow down when defrosted, and expect extremely slick and firm when frozen. Well-waxed boards are highly recommended in all Spring Skiing!

Our *Peak Performance* gazette is about to face some changes. I cannot wait to share them with you. For starters, you can download this and all previous issues from a dropbox. Go to www.dropbox.com/sh/wjrz16pzrpho63i/PQr004dmUj, click on the issue you want and then click “download.” Our next issue of *Peak Performance* will be July, and that one will begin our next phase, so look out for that. Not having a new gazette for two months does not mean you need to stop reading our publications. Our previous 48 issues are also posted on line with a complete index created by Gordon Carr. Just venture to www.mathsci.appstate.edu/~wak/ and look up the Index and all the previous issues of *Peak Performance* that are posted on the bottom of the page. They can be easily downloaded. Also, please, don’t hesitate to write me at Kosmalaw@bellsouth.net. Tell me about your spring riding, your cross-training, your plans for the next season and training visions. Reflect on this past season, ask yourself questions and then answer them. Here is one loaded question: Did the season bring you what you hoped for, why or why not? But, perhaps you might want to break this question down to shorter and easier to answer questions. Like:

- In view of your health status, were you able to go out on the hill enough times?
- When you did go on the hill, were you excited about being there?
- Is there anything that could have made you more excited about coming to the slopes?
- Did your skiing/riding performance improve; why or why not?
- Did you ski/ride with purpose?
- Did you interact with other instructors; why or why not?
- Did you enjoy your own sliding better then teaching guests; why or why not?
- Was your skiing/riding weather-dependent; why or why not?
- What did you enjoy the most at the mountain this last season?
- What got under your skin, so to speak, this winter at the mountain?
- What would you like to be changed that is related to your employment at your mountain?
- Did you attend any professional events this winter? Was that beneficial to you? Why or why not?
- Will you return to your post next season; why or why not?
- Do you plan to make a personal change based on this winter’s experiences; why or why not?

Peak Performance
Well, that’s enough for now. I am sure you have your own questions for yourself, and for others.

It was great skiing with you this winter season. I had awesome days on the slopes and was thankful for every moment. I am looking forward to crossing your paths and hearing from you soon again.

Don’t forget the huge holiday of EASTER on April 20.

With all the very best wishes to each one of you, Witold.

Main Course

April Showers Bring ...

By Gordon Carr
PSIA-E Alpine, Level II

…May Flowers, but they also bring an end to our 2013-14 Winter Season! The flowers better be good this year to match the great snow season we’ve had! I hope you have all had a personally satisfying teaching and skiing or riding year. As good as it may have been, you can do better…we can ALL do better. Watching our country’s Olympians “cross swords” with the world’s best should have made clear the two fundamental premises of any sport: 1.) There is always someone better than you; and, 2.) no matter how good you are, there is always room for improvement. So look at it this way…if our Olympic skiers and riders have room for improvement, surely we readers of this Gazette have a bit of space to move up the performance ladder in either skiing or riding AND in our teaching.

I think they are apropos so I’ll paraphrase several homilies: “If you don’t know where you are going, you’ll surely get there!” and “Sometimes 20 years of experience or practice are just 1 year repeated 20 times.” To put it more bluntly, if we want to improve our teaching and personal skiing or riding we must conceptualize a “roadmap” of our journey and that map or plan must be made of specific, objective, measurable goals arranged in a sensible sequence or progression. You really have to crawl before you walk and walk before you run. In a previous life when I submitted my very first written goals for personal skiing improvement (“I want to ski moguls better”) to the ski and snowboard school trainer, I got back a well meaning but terse… “You need to work on fundamentals of balance and stance first”. I have saved that very first training book as a reminder for me to “walk before you run”.

Importantly, your improvement plan must be written, saved, and referred to often, especially at the end of a season and at the beginning of the next. Without this written record, it is too easy to imagine that we improved and achieved our goal(s) more than actually happened. And at the start of next season in our excitement that the snow is flying once again, it is too easy to lose track of what we had been working on and what needs further focus in the new season.

Your written plan and the specific, measurable goals contained therein do not have to be complex rocket science. Use a relevant, specific goal which is countable and observable by someone else, hopefully your training mentor.
who has collaborated on identifying the goal. It can be as simple as “I want my left hand to hold firmly the pole grip at all times and not let that pole swing wildly like a pendulum because I am holding it with just the thumb and index finger” (one of my goals which took several years to achieve, I think I have corrected it”) As obvious as this behavior seems, I was not actually aware of doing this baton waving with the left pole until my mentor brought it to my attention and I then later watched a video of it…how could I have not felt such an action? But I didn’t. If that was not apparent to me, imagine the body positions or movements of which you might not be aware. And “why” was I doing such inefficient and useless pole waving? There is an answer, but I’ll save it for another article; the answer has relevance for discussion of many of our skiing and riding behaviors which are not the best technique or most efficient use of our energy. I chuckle when I think of this whole maggilla.

Usually our improvement goals should be tied to fundamental movements characteristic of expert skiing or riding. Remember most of these fundamentals are only a “home base” because experts are versatile and are frequently moving from these home base fundamental movements for tactical reasons. For example one fundamental is: both skis maintain snow contact at all times. Yet experts will do leaper turns when necessary, or hop turns in very steep narrow chutes where both the skis come off the snow and up into the air. Another specific goal: stance width remains constant throughout the turn and the ski tracks reflect constant distance between the skis. This is usually true unless the skier tactically uses a diverging step turn to alter her “line” like in racing or to avoid a bad patch of snow. But you get the idea; until we have mastered the fundamental movements, we have limited ability to alter ski action based upon tactical decisions. Last month, my article: Vim, Vigor, and Versatility enumerated some fundamentals of expert skiing; specific personal improvement goals can be derived directly from those statements and other descriptions of fundamental movements enumerated in our PSIA/AASI publications.

As I have written previously and ad nauseum in this Gazette, when traveling on our improvement journey it is valuable to have that special guide who is more knowledgeable and technically expert; someone who therefore has an idea of a way forward for us…someone who can keep the steps forward sequential and sensible. Try to ski with a mentor as often as possible, not that every run has to be “training”, but even on “let ‘er rip runs” your training mentor will notice things for later feedback. Somehow our on-going skiing and riding challenges are ever so obvious to those more technically advanced who ski and ride with us. That is a good thing. They see our performance…be comfortable and open enough to just ask them about their observations! It will help you to formulate specific improvement goals. Also, as is true in all sports; when you play with people better than you, you tend to perform up towards their level. So skiing or riding with those more advanced than you tends to help you ski and ride better and is a significant element of personal improvement. Usually the opposite of that is also true; we tend to ski or ride at the level of the gang we are on the trail with…and that might be less than our usual performance.

So now at the end of the 13/14 season and with the onset of April Showers, it is a great time to reflect on our past season’s performance. If we have carried forward a written performance improvement plan from last November, it is the time to evaluate our success, or movement toward success, at achieving personal goals. If you are new to our teaching and skiing or riding world, maybe after skiing with or observing some of our truly talented staff, you might want to begin a written training log to carry forward into next season. In any case having a written record of goals and actual achievement which you carry forward from year to year gives continuity to your improvement journey. I have found small, 3¾ by 4½ inch composition books are just the right size to record my goals and progress toward achievement (see photo at right). They are inexpensive and readily available at Walmart. An added bonus is that they (and a little golf scorecard pencil) fit nicely in a fleece or parka pocket and are convenient for reference during chair rides or when stopped at trailside.
Each year I review status of my efforts at achieving goals during the past season and write new goals for the coming season. Of course the goals are not “new” ones but rather a progression of previous goals only partially achieved. Also interestingly, as I slowly move up the improvement ladder (the operative word is “slowly”), I find what previously seemed a straightforward, simple goal evolves. What sometimes I understood as “do this” had prerequisite steps to master which were integral to the original goal but not clearly understood by me.

I’ll just say a few words about setting goals for improving your teaching performance. It would be great if we could set simple and measurable goals which centered on student outcomes. However, the generic education world is enmeshed in teachers’ evaluations being tied to student performance; and that is a can of worms I do not intend to open in this article.

What is easier to do is set personal teaching goals tied to behaviors which by implication, logic, and accepted wisdom in our winter sports field are tied to building trust and therefore to student outcomes. For example, a goal may be: I will learn every student’s name in every class no matter how large. Or: I will fore shadow the lesson goals for every class (e.g. know the equipment, initiate turns two different ways, stop 3 ways and ride the lift). Or how about this one: I will buy or obtain copies of the current PSIA/AASI Core Concepts for Snowsports Instructors and sport specific technical manuals, e.g. Alpine Technical Manual: Skiing and Teaching Skills, second edition and study the concepts of teaching snowsports distilled from decades of work done by dedicated experts? One of my personal teaching goals, which has been on my list for 8 or 9 years is: “talk less…move the class more” (We can’t talk students into balancing on skis while moving but we can talk `em to death). There are also relevant goals about teaching and trust building which are thoroughly covered in the PSIA/AASI Core Concepts manuals which I strongly suggest we all obtain and study and then study some more as I suggested above.

Anyway, planning your own improvement journey, setting specific performance goals, and then tracking your accomplishments can be an exciting process. Reviewing saved books from previous years can give you a boost when your current progress seems to have stalled. When you review even more books over the years, your personal journey becomes a great story and a good read. As I said at the conclusion of last month’s article:

**WANTING TO GET BETTER IS THE FIRST STEP ON THE JOURNEY!**
**SEE Y’ALL NEXT SEASON**

**Fear – It is Real!**

*By Witold Kosmala*

PSIA-E Alpine, Level III
Ski School Trainer

Fear is a topic for the entire life’s study. People study the topic of fear around the globe, and research is still ongoing. I do not feel like I could adequately deep down discuss topic of fear with scientists, like for example:

- What fear really is?
- Is fear actually a choice?
- Where does it go when we don’t feel it?
- What part of the brain is responsible for us feeling the fear?
- Why and how do we actually feel the fear?

But, in my opinion – fear is real, it comes when we think we don’t need it, it affects our performance, our thought process, our muscles, our body temperature, our behavior, our vision, our actions, and the list goes on and on. Fear will affect our sleep and overall health. Fear and worry are somewhat “friends,” but fear can be beneficial to us whereas worry is not. Maybe I have already stepped on our readers’ toes. If so, I am sorry, but these are my thoughts that you are reading, my sensations, which perhaps are not supported by scientific studies. It is like a sensation of moving a foot back when skiing, but back in relationship to what?
So, here are a few thoughts on fear in reference to skiing; in my opinion. I have been a ski instructor since 1985 (oops) and have skied many years prior to that. The biggest difficulty in teaching skiers is getting over the hurdle of their FEAR (and perhaps instructor’s as well). Skiers of any level will experience fear, some more then others, and some will just call it an adrenaline rush or something else. Our guests that come for a lesson might be acting out of their norm just when standing in line waiting for an instructor assignment. They may be perspiring just thinking about what they are to encounter. The worst of experiences will flash in front of their eyes and their speech might even be affected. (I had those assigned to me to teach, didn’t you?)

It can get worse if you do not “win” them over quickly. When on snow they will perform fearful movements which act against their success in skiing. They might be automatic human reactions to fear. Did you ever wonder why beginning skiers favor one side of their body? Is it perhaps because they are fearfully reacting to the slick surface? Look at the photo in which I am sliding down a slick ramp. One foot more forward of the other and not symmetrical, with arms raised. Definitely my feet are not side by side since my body feels like that arrangement would not give me the needed support. I am more in a position ski jumpers would use when landing, or snowboarders when navigating down the hill. If there was an instructor standing there telling me that this is not a correct stance when skiing (my ski boots form a very short “ski”), I would have hard time fixing it, mainly due to fear that toes might get caught or whatever else. In the photo I am in a defensive stance, fearful ski stance. If I practice this stance for a long time, I will have a big problem ever changing it. Wouldn’t it be nice if my body was never put in a situation which will result in an automatic bad stance, (according to skiing down the hill)?

Skiing can be described as an anti-intuitive sport, at least, at first. Out of all the possible moves a skier can make, where only a few of them would be appropriate for them to use at that particular moment, most will perform one that is NOT appropriate. Skiing is tough, and what makes it that is usually FEAR. Have you ever seen someone who looked down a slope and got so frightened that they forgot their name? “Hello, are you still there?” This can happen to many, at one time or another. Do you think they will use appropriate technique when going down a slope that scares them to death? I bet, not. Will they enjoy it?

So, what point do I want to make in this article? Actually it is very little, but, in fact, HUGE. Here it is – if our ski industry wants to flourish, in my opinion, we need to “make” skiers. Skiing is a wonderful and addicting sport, but not to those who fear it. It is hard to love an activity at which you are not that good, so steps need to be taken where new skiers will feel unthreatened and who will develop as few bad habits as possible. This means that there should be a place on the mountain which is NOT intimidating so defensive moves will need to be exercised from the very start, and there will be a knowledgeable instructor that can instruct them from the very beginning.

Most every ski area provides guests with a “beginning” slope and a competent ski school. But, is that really enough? Are those beginner slopes prepared for never-evers? Do these newcomers actually signup for the lessons
so that their fears can be erased and no bad habits formed? It is great for the ski areas to have an outstanding
program for kids so they can talk parents to a return visit to the mountain, but, I don’t think that’s enough.
Parents also need to have a great time on the slopes. It is a real hustle for parents to make a ski trip possible. Just
think about them taking time off of work and their kids out of school (all at the same time), all the travel, hotels,
ski clothing, ski equipment, food, lift tickets, lesson tickets, and then concern about potential dangers of the
sport. If parents do not find it worth their while, they will not come. Or, they will come very few times.

There are a number of ski areas taking steps to improving the newcomers’ experiences in the sense I described
above. Some have them in the plans for the future. I encourage you to read the article below, where terrain-based
learning is discussed. Also, see

http://www.burlingtonfreepress.com/viewart/20140212/NEWS05/140212001/Ski-resorts-turn-terrain-based-
teaching

Wouldn’t it be great to put teaching defensive moves on the back burner and work mostly with skills that
improve the performance? Wouldn’t it be great to work with people who do not perspire due fear and can
actually enjoy our great sport? Wouldn’t it be great to give ski patrollers less injuries to attend to? Wouldn’t it be
great to see your clients return to the mountain over and over again and ask for more lessons? How about
yourself, wouldn’t it be great to improve our own skills?

Terrain-Based Learning

By Holly Ramer
Associated Press

NORTH CONWAY, N.H. — Allison Willette’s first few skiing lessons left her with a sore butt and aching knees
but not a lot of skills. But one day’s worth of terrain-based learning made all the difference.

“Yesterday was probably the first day that I enjoyed it,” she said.

The instruction Willette got at Cranmore Mountain Resort is a new approach that uses sculpted zones to control
students’ speed and reduce fears and falls. Without worrying about sliding down the mountain out of control,
students can focus on building skills because the banks, berms and bumps naturally slow them down.

That means less emphasis on “snowplowing,” or pointing the skis into a wedge shape to slow down. Less time
learning to stop, more time learning to go.

“Back in the good old days, we used to get people into a wedge right off the jump, but the wedge was more of a
defensive posture, something to slow down and stop with,” said instructor Dave Bartlett. “But we were kind of
resisting the forces we’re working with.”

The new method puts the emphasis on shaping those forces, Bartlett said, getting students more comfortable
more quickly.

Willette, of Hadley, Mass., tried it out last month with her 8-year-old son. He had never been on skis; the few
times she had she’d always felt intimidated. Both made quick progress.

“It allowed you to physically feel what the turn should feel like, and then you just naturally push in the right
direction. So you kind of disengage your brain, and you can do it,” she said. “I learned quickly how to make
turns there, and I was able to apply that to the flatter field.”

Students start out on flat snow, getting a feel for their skis. The next zone is a mini-pipe, where they slide down
one side of a gentle, U-shaped slope and part way up the other. The slope is a bit steeper in the “roller” zone,
which is followed by a short section of trail with banks and berms that guide students through three turns. The
“traverse trax” zone includes eight turns and is the last stop before students head to the chairlift to try out a beginner trail.

Cranmore, along with Vermont’s Bromley Mountain and Jiminy Peak in Massachusetts, is one of three New England resorts that partnered with the consulting firm Snow Operating LLC to start terrain-based learning this year. Others that have adopted the approach in recent years include Breckenridge and Vail in Colorado, Northstar in California and Mountain Creek in New Jersey.

Kelly Coffey, training manager for the Breckenridge Ski and Ride School, said he has seen a marked improvement in his students, sometimes even before they actually try out the course. A family of four who took a lesson around Christmas were visibly nervous when they put on their skis, but by the time he finished explaining the zones, they were more relaxed.

“I could just see the tension in their bodies just flow out,” said Coffey, who also is a freestyle specialist for the Professional Ski Instructors of America. “From then on, I was able to get them to move a lot easier, and more gracefully, and we could progress more quickly. There were times I wanted them to turn, and they didn’t accomplish it, but they didn’t panic.”

Karen Dolan, director of Cranmore’s snowsports school, said she has seen many trends come and go during her 40 years in the industry, but she believes terrain-based learning has sticking power because it makes learning more fun. And boosting the fun factor makes it more likely that students will return – a key motivator for Cranmore and other resorts given that nationally, 85 percent of skiers never try it again after their first outing.

Mountain Creek saw its so-called conversion rate rise from 17 percent to 65 percent after implementing terrain-based learning. It remains to be seen whether Cranmore will see a similar increase, but Dolan said that kind of improvement would more than justify the $37,500 expense of building and maintaining the new terrain zones. In the meantime, the entire resort, including groomers, snow-makers, instructors and managers, is getting used to the new program.

“They all have to be part of this culture change and understand why we’re doing it. It’s everybody’s job to convert skiers and riders,” she said. “They’re here, marketing spent a lot of time getting them here, so let’s make sure that they’re having fun.”

First-time skiers and snowboarders can try terrain-based learning for free on March 9 at the three New England resorts if they register in advance. The promotion, limited to 150 people at each resort, includes equipment rental, helmet rental, a lesson and a beginner’s lift ticket.

In this photo taken Thursday Jan. 30, 2014 beginner skiers make their way to the terrain-based learning center for new skiers at Cranmore Mountain ski area in North Conway, N.H. Instead of teaching new skiers how to stop first, terrain-based skiing teaches new skiers skills with banks, berms, and bumps that naturally slow them down without sliding down the mountain out of control. / (AP Photo/Jim Cole)
Improving Skills on an Outside Edge of an Uphill Ski

By Witold Kosmala
PSIA-E Alpine, Level III
Ski School Trainer

1,000 steps drill discussed in the March issue of *Peak Performance* is a demanding drill often performed in a dynamic way by more advanced skiers. This drill can be used to cure many deficiencies, but at the same time, it involves numerous difficulties. Therefore, this drill makes it difficult to fix anything in particular since it is loaded with all sorts of issues. But, because of the blend and amount of difficulties involved, this drill will point out easily what aspects of skiing need improvement. Then a different drill might be more appropriate to do in order to make the desired corrections.

In my findings, the most common difficulty, which makes 1,000 steps so hard to perform is that a skier often does not have ability to balance and ski adequately on an uphill edge of an uphill ski. If this is not corrected, then there is really no need to even attempt 1,000 steps since there will be no success and no benefit coming out of it. Below, I present just a few drills that will improve your lateral balance and confidence of being on the uphill edge of an uphill ski, (which is at times the outside edge of the outside ski, like in skating down the hill.)

1. Do side-slips on both legs with a check, (or referred to as setting a platform, that is, coming to practically an abrupt stop, like in a hockey-stop drills.)
2. Do the same as above but only on the uphill ski.
3. Step up the hill sideways and focus on the uphill edge of the uphill ski.
4. Do the same as side stepping up, but hop up instead on both legs, and then on only the uphill leg.
5. Traverse the hill on both skis leaving clean tracks with no side-slip, like making Railroad tracks.
6. Traverse the hill on the uphill ski only, leaving one clean track with no side-slip.

7. Side step up the hill as you traverse the hill. Look at the illustration of the tracks left on the snow. Try not to loose much elevation. Since, as illustrated, right leg slides while left leg is lifted up and laterally moved uphill, the first red track is longer then the black.
8. Make turns far from side to side without losing much elevation in your turns. Look at the illustration on the right. The dots indicate real or imaginary brushes (not gates since you need to put one between your skis.) Note that the uphill ski has to firmly grip when approaching transition as to not loose ground by slipping out and skidding. Also, observe that the turn starts and ends evenly in the corridor marked by the outside brushes. There is no straight run anywhere in this drill.

9. Now do the previous exercise on one leg at a time as illustrated below. Note how firm the outside edge must be in the middle of a turn. You might experience more lateral move in this exercise then in the previous because you will need to move your entire body over the outside edge of the inside ski in addition to the weight of the other ski and boot. For that reason, you might want to keep the outside leg pretty close to the inside leg. Note that the illustration shows tracks of the skis and not how quickly weight is moved from one ski to the other.

10. Make steps up the hill right after the turn as pointed out in the illustration on the next page. In order to make the first step, you will need to place the uphill ski on a firm uphill edge while pushing off of a firm downhill ski. This is done before the middle of the corridor. Then, eventually gently roll the skis and project the body into the new turn. If the gate is far off to the side, you may even want your skis to be flat on the snow for a while before engaging the downhill edges. If you do it too quickly, you will not be able to make it all the way out to the next gate, or brush, indicated by a dot in the illustration.
11. Now, the drill below is quite different, even though it may seem practically identical to the previous drill pictured on the left. Finish your turn around a gate and travel to the center of the corridor. Then make your steps as given in the illustration. When you make the last step up with the uphill ski do NOT transfer your weight onto it. This means, do not move laterally your body when you make the last step onto the uphill edge of the uphill ski. This will result in a very quick edge change to the downhill edge of the uphill ski, making your turn extremely clean and snappy. Dots in the illustration indicate gates or brushes, or just imaginary gates or brushes.

12. On a green or blue terrain, point your skis directly down the fall line and dynamically skate down the hill. Keep the same rhythm going, like for instance one second on one leg and then one second on the other, and so on. You will notice that when you get going a bit faster, your skating will begin on the outside edge of the outside ski, and might even blend into a short-radius turn.

Now you are ready to tackle 1,000 and get something constructive out of that exercise. Good luck!
Beware of the Chair

By Bonnie Church

Did you know that sitting might be as bad for your health as smoking? One study claims that if you are over 25 years of age, every hour you spend sitting is as lethal as smoking one cigarette. That means 4 hours of sitting is like inhaling 4 cigarettes.

Though that fact might be debatable, this fact is not. The human body was designed for movement, not sitting in a chair or lounging on the couch for hours at a time.

It is estimated that Americans now sit for more than half of their waking hours. Prolonged sitting stops the production of vital enzymes and hormones needed to metabolize fat and keep blood sugar stable. It also exerts forces on the body that it's not built to accommodate. The result is, at best, muscle aches and stiffness; at worse an increased risk of diabetes, heart disease, cancer and early death.

To maintain your health, it is recommended that you do not sit without moving for more than 2 hours a day. ‘Moving through the day’ is not the same as vigorous exercise. Optimally, we need to break a sweat at least 30 minutes every day. ‘Moving through the day’ means periodically stretching, standing, fidgeting and walking.

Small changes can produce dramatic results. One study found that those who took short breaks to stretch or walk down the hall had smaller waists and leaner, healthier bodies than those who sat for long, uninterrupted chunks of time. They weren’t eating differently or exercising more. They were just standing up and moving more.

So let’s get started. It does not require fancy equipment or much thought. It just requires getting in the habit of standing up and stretching every so often. As a matter of fact you can start right now. Simply stand up and walk in place as you read the rest of this article. Better yet, walk to your friends’ desk and share this article with her. Let’s get started.

HERE ARE A DOZEN WAYS TO INCORPORATE MOVEMENT INTO YOUR LIFE

1. Rock in a rocking chair while watching TV.
2. Stand up, stretch and move during the commercials.
3. Skip the drive through at the bank. Park and go inside.
4. Wash your own windows, scrub your own tub.
5. Park as far from the door of the grocery store as possible.
6. Replace your office chair with a therapy ball.
7. If you have to stay seated for long periods of time, shift in your seat, rock, fidget and stand periodically.
8. Go to the playground with your kids and play!
9. Walk while you are talking on the phone.
10. Instead of meeting a friend for coffee, meet for a walk.

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11. Instead of sitting and reading a book, listen to an audiobook while walking.
12. Get a reliable pedometer. Calculate how many steps you are walking a day. Increase 500 a day until you are walking at least 5,000, ideally 10,000 steps a day.

**Bonnie Church, CNC, CTLC, CLC** – Bonnie is a wellness columnist for All About Women Magazine, a Certified Life and Wellness Consultant and certified Trainer for the TLS Weight Loss Solution. Bonnie has conducted wellness and motivational seminars throughout the US. She served as a writer/consultant for an internationally marketed weight loss system for kids. She recently co-authored, with Lydia Martinez, “Coach Lydia’s No-nonsense Guide to Getting Off your Butt, Out of your Rut and On with your life.” Please, visit [www.alifenow.com](http://www.alifenow.com) for more information.

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**Turn to Wisdom**

- You cannot win if you do not begin.
- The best way to be successful is to follow the advice you give others.
- Contentment isn’t getting what we want but being satisfied with what we have.
- Ability will enable a man to go to the top, but it takes character to keep him there.

**Thoughts for the Month**

- What does PSIA stand for? What is its Vision Statement? What is its Mission Statement?
- What color sunglasses should you use? How about goggles? Why that color?
- What is a “short turn” versus a “short radius turn?”

Elaborations on last month’s **Thoughts for the Month**.

**Question:** How would you compare 1,000 steps to wedge Christies?

**Answer:** In 1,000 steps tail of the inside ski stays close to the outside ski (anywhere between tail of the outside ski and its rear binding.) In wedge Christies ski tips stay close together. This means that pivot points are drastically different in these drills.

**Question:** What are main difficulties in performing dynamic 1,000 step drill and what progressions might you use to prepare the skier for better performance of 1,000 steps?

**Answer:** See page 9 of this gazette.
This and That

100% PASS!!!

Sugar Mtn. Ski School sent out 5 members for PSIA-E events and all 5 passed. Congratulations to everyone!!!

Those who passed PSIA-E, Alpine Level I certification exam (from the left) were Anastasiya Dariavach, Patrick Woodward, Richard Hodges (not pictured).

Those that passed PSIA-E Alpine Children’s Specialist I were (from the left): Tyler Goudy and Taylor Farfour.

100% ATTENDANCE!!!

Timothy Westveer had perfect attendance at Sugar this season. He skied everyday for 138 days straight. Timothy is one of our top-end ski instructors. Timothy – congratulations!!!

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END OF SEASON FUN ON BIG FEET!!!

SLEEPING ON AN EDGE

Can you call this a campground? Probably not. How about campwall? Nothing like sleeping on the edge. (They sleep on the edge; we ski and ride on the edge.) Three tents are suspended off a 4,000ft vertical cliff. Remember, what you bring in, you take out. That includes all the bathroom stuff. Good thing, you don’t have to worry about those camping above you.
Pet of the Month

Donkey Nanny, Lombardy, Italy.

“In the early spring shepherds drive huge flocks of livestock, here sheep, mules, donkeys, and goats from the Pre-Alpine hills to the plains of Lombardy, for grazing. The newborn lambs are carried in a custom made side saddle by the donkeys, and returned to their mothers at rest time.” Photo by E. Ispeth Kinneir