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Inhoud

From good to great : Psychosocial aspects in the training of snow sports instructors

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Polen feedback workshop

Andorra feedback workshop

Andorra learning bij sensations

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Duitsland Kids on snow and move smart

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INTERSKI
2019
PAMPOROVO

FROM GOOD TO GREAT

PSYCHOSOCIAL ASPECTS IN THE TRAINING
OF SNOW SPORTS INSTRUCTORS

An international, cross-border cooperation for the further
development of basic attitudes of instructors and trainers
in snowsports education and instruction.



 **ÖVSI**
ÖSTERREICHISCHER VERBAND DER
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SPEAKER:

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(Germany/Deutschland)

Ski instructor and member of the German IVSI team in Japan in 2017, France 2013 and Austria 2005. Business Coach and Consultant for Organisational Development.

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Jakub Grzymala

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Ski instructor, business coach, entrepreneur, translator, NLP master. Member of Polish congress teams since 2000.

The lecture focuses on the psychosocial aspects of ski-teaching as this is a big lever that makes our work more effective and satisfactory. Both for instructors and clients.

This is considered from three perspectives:

1. Individual: relevant intrapersonal processes such as body-mind-interaction (Andrea)

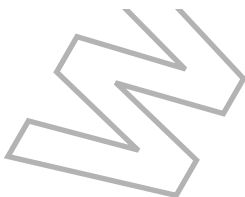
2. Group: relevant interpersonal processes such as group dynamics (Norbert)

3. Coach: relevant attitudes of the ski instructor or trainer (Jakub)

A person who wants to leave his or her comfort zone and develop beyond the current "I am" or "I can" needs an optimal balance between security and challenge.

This ambivalence occurs in the individual person in internal body-mind-processes which are determined by needs, past experiences and reality construction. This ambivalence is reflected in the dynamics between the different group members. We explain important group dynamic models that can support the instructor in taking best decisions by observing social processes in the group. The aim is to enhance traditional teaching process, improve motoric learning and the social well-being experience in the group.

To walk the talk, it is necessary to develop or transform the instructors attitude. Therefore, we finally show examples how good coaching influences every day training situations.



OUR THESIS:

We are doing a GOOD job if we give perfect explanations and demonstrations in the right terrain, if we deliver brilliant motion analysis and corrections, and if we use unique methods and tasks in our work. A good job turns into a great job if we do all this well and additionally help people stay within their psychological comfort zone and coach them so they can go beyond the limits of their physical comfort zone.

▣ Sounds easy?

It is, actually – if we consciously consider some relevant neurobiological and social aspects. This is what we are going to talk about today.

We are Andrea, Norbert and Jakub. We met at Andrea's workshop at the last IVSI Congress in Japan two years ago and quickly found out that we were on the same wavelength when it comes to the question of what it takes for people to fully realize their potential in snow sports lessons.

And by that we don't mean technology and methodology in the narrow sense of the words. We are interested in the intrapersonal and interpersonal connections and the way in which a snow sports instructor can utilize them for optimal effect.

▣ This results in the structure of our lecture:

Andrea will talk about the neurobiological basics – i.e. the intrapersonal factors.

Norbert will then discuss the interpersonal factors, the topic of group dynamics.

And Jakub will conclude with answers to the question of what the snow sports teacher should do and avoid doing so that people can fully develop their potential.

We believe that these aspects are highly relevant if we want to offer not only good, but great snow sports lessons.

Explanation, demonstration and motion analysis are fundamental building blocks – but in order to fully reach the human being, we need profound know-how of neurobiological and group dynamic aspects and a professional attitude corresponding to that of a coach.



Neurobiological aspects

Facts that influence us – without us being aware of them

My main interest is in the area of interaction between people. This is where I come from and this is the area in which I work as a management consultant and coach. As a result, I have become more and more interested in neurobiology as neurobiological facts have a great influence on the interpersonal level. The more I learn about that topic, the more I am convinced that it is not enough to focus only on social skills and theories, neither in management education nor in snow sports education. If we want to raise the quality of what we do to a new level, we need to understand what happens between our body and our brain, mostly at an unconscious level.

What happens when the brain perceives a threat?

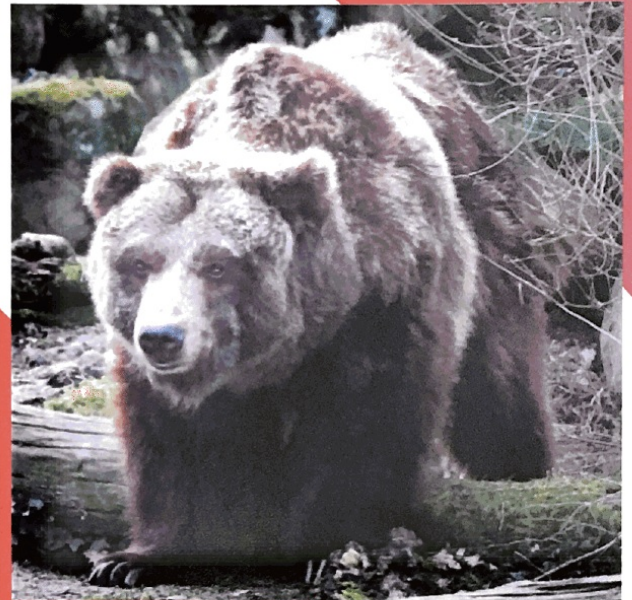
Amygdala hijack

Why are neurobiological aspects relevant to our work in the snow? Let me start with a short story: Imagine running in the woods at dawn, alone. After a mile or two, you suddenly face a large figure... you can't identify exactly what it is, but somehow it looks like a bear.

At this point, your thinking mind instantly goes dark and the emotional floodgates open even before you know it.

Your muscles tense up, your heart rate goes up, and maybe your organism starts sweating.

Even before your prefrontal cortex (where thinking is located) can sort out this perception and consciously decide whether it's a dangerous grizzly or a harmless shape you are facing, the amygdala – a small almond-shaped object that is part of the limbic system which plays a central role in remembering whether something should be



approached or avoided – activates an unconscious, strong excitation that quickly and indiscriminately decides between the three possible emergency reactions which are fight, flight or freeze.

In other words: The limbic system (of which the amygdala is a part) can process stimuli before conscious awareness sets in.

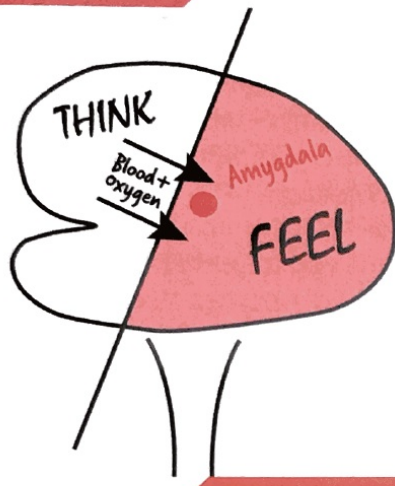
We call this an "amygdala hijack", meaning that the amygdala takes command.

The amygdala follows a simple pattern: approach or avoid.

When a person encounters a stimulus their brain will either tag the stimulus as "good" and engage in the stimulus (approach), or the brain will tag the stimulus as "bad" and will disengage from the stimulus (avoid).

This approach-avoid response is a survival mechanism designed to help people stay alive





by quickly and easily remembering what is good and bad in their environment.

Social neuroscience shows us that the brain uses similar circuitry for interacting with the social world. When a human being senses a threat, the resources available for overall executive functions in the prefrontal cortex will decrease. The result is literally less oxygen and glucose available for those brain functions involved in linear, conscious processing. People are more likely to react defensively to stimuli. Small stressors are more likely to be perceived as large stressors.

Due to the overly vigilant amygdala, tuned more to threats than rewards, the threat response is often just below the surface and is easily triggered.

In the case of a real grizzly, most probably everybody would give an avoid-response. In many other situations, different people will react differently.

We must be aware that it is not important whether a situation is actually and objectively threatening. When person A subjectively experiences a situation as uncontrollable and frightening, the program starts running. Person B might well be standing next to A and experience the exact same situation in a completely different way, remaining calm and in full possession of their cognitive abilities – wondering why person A is freaking out.

Factors that guide action in social interaction

■ The SCARF Model (source: David Rock, Neuroleadership Institute)

What does the story of the bear and the amygdala hijack have to do with us as ski instructors?

We're not telling you this to keep you from putting a group in a challenging situation.

We are telling you this because this pattern can also occur in "ordinary life", for example during a ski, snowboard or telemark course, in an attenuated form. It doesn't always need a bear to put a person in a state of emergency.

The human need for security is well known, because for millions of years we have been protecting ourselves from unpredictable dangers.

With the development of our civilization, our human needs system has also evolved and in addition to real survival needs, today we also differentiate between factors that guide action in social interaction. There's a lot of research on that. Based on studies, Dave Rock has developed a model that describes the five most relevant needs in the context of social interaction. What are these five factors?



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▣ Certainty – the need of our brain to predict the near future.

Our brain is a pattern-recognition machine that constantly tries to predict the near future.

Without prediction, the brain will expend dramatically more resources, involving the more energy-intensive prefrontal cortex, to process moment-to-moment experience.

This is like a flashing printer icon popping up on your desktop when there's a paper jam – the flashing cannot be ignored, and until the jam is removed it is difficult to focus on other things.

▣ Relatedness – being “in” or “out” of a social group.

Relatedness is a driver of behavior in many types of teams, from sports teams to organizational silos: People naturally like to form “tribes” that let them experience a sense of belonging.

In the absence of safe social interactions, the body generates a threat response also known as feeling lonely. This explains why one feels better at a party knowing three people rather than just one.

▣ Status – is about relative importance, pecking order and seniority.

Some research shows that a reduction of status resulting from being left out of an activity lights up the same regions of the brain as would physical pain.

One's sense of status goes up when one feels “better than” another person. In this instance, the reward circuitry is activated, which in turn increases dopamine levels – and dopamine is the lubricant for any kind of learning process.

▣ Autonomy – the perception of having things under control and of having choices.

The degree of control that organisms have over a stress factor determines whether or not the stressor changes the functioning of the organism.

This means that a stress trigger does not always have the same effect on everyone, but that the feeling of autonomy of the individual person is decisive for how much or how little the stressor impairs the organism.

▣ Fairness – perception of fair exchanges between people.

Fair exchanges are intrinsically rewarding whereas unfair exchanges generate a strong threat response. This sometimes includes activation of the insular cortex, a part of the brain involved in intense emotions such as disgust. People who perceive others as unfair do not feel empathy for their pain and, in some instances, will feel rewarded when unfair others are punished.

Each of these five factors (or domains) can be “triggered” both positively (approach) and negatively (avoid). We can imagine a continuum from minus x to plus x on which our experience can take place from moment to moment. In our role as trainer, teacher, coach we have a big influence either way – we can easily send out avoid or approach signals. In this context, our inner attitude plays a much bigger role than anything else. Jakub will talk about that in more detail later.

▣ What does that mean for us, in the snow?

If we want our participants to achieve their full potential, we must ensure that they are emotionally and mentally in their comfort zone – because only then will they be able to move beyond their physical comfort zone. In general, one could say: A person needs an “optimal set” consisting of comfort zone and challenge and an “optimal oscillation” between a sense of security and freedom.



Take-home messages up to this point:

- 1 Our system, which consists of an interplay of perceptions resulting from external and internal processing, follows a simple pattern: approach or avoid.
- 2 In stressful situations the midbrain / amygdala takes command and triggers a fight, flight or freeze reaction.
- 3 Stress is not only caused by objective external dangers, but also by social factors - SCARF.

We know the factors that have a relevant influence on the learning process of a snow sport student:

- ⇒ There are external factors like weather, snow conditions, terrain.
- ⇒ There are interaction factors like group dynamics, behavior and attitude of the instructor or trainer.
- ⇒ And there are individual, internal factors: one's own physical condition and internal processes like body-mind processes.

The external factors are not covered in this lecture. Interaction factors will be covered by Norbert and Jakub later.

And I will now focus on other internal and individual-specific processes:

Internal body-mind processes

This is all about the question of what we as teachers should avoid and what we should specifically promote so that our learners can reach their potential and learn in a good way in our courses – regardless of whether it's a snow sports course or an instructor training.

What we are not looking at here are the processes between brain and muscles and what it takes to trigger muscle contraction.

Brain research and the adjoining discipline of embodiment give us countless research results that are interesting for our work. At this point I will focus on two aspects:

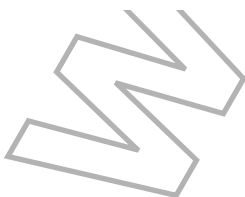
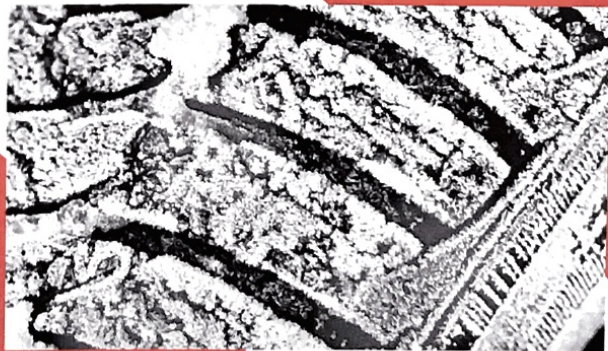
- ⇒ The fact that our brain constructs reality.
- ⇒ The realization that there is "two-way-traffic" between our head and our body.

I will briefly touch upon these two aspects and explain what this means for our work as snow sports instructors or trainers.

We construct our own reality

There is for example our visual sense with which we create our reality. What do you see here in this picture? A crust of bread? A field? Or a snow-covered car tire? Yes, in real, actual reality it is a car tire. But in your reality, it can easily be something different.

We do construct our reality not only by our sense of vision but also on a holistic level. Have you ever come across people who had diarrhea during a whole week of snow sports training, telling you that



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their knees turned so wobbly facing a mogul slope that they could have melted like a scoop of icecream in the sun... while others in the group were bursting with self-confidence and welcomed the mogul slope as a nice challenge? Be aware that this difference isn't just due to motor skills!

Imagine you are dreaming of a difficult test you are afraid of - you wake up sweating, you are breathing fast and your heart is pounding like mad. Have you ever experienced anything like this? The body reacts

to the stress - regardless of whether the stress occurs in the waking state or in a dream. Later in the night you dream of your lover snuggling up to you, embracing you and kissing you passionately - and again ... your body reacts as if you were awake. The reason is that our brain does not distinguish between real reality and our ideas. It doesn't take more than imagination for the brain to perceive stress in one case and love or sexual arousal in the other, and to send the corresponding signals to the organism.

What does that mean for our work?

We have to ensure that people have access to their positive resources and approach their respective challenges with positive thoughts and connotations. Any kind of bad joke, threat or sarcasm will lead them in the wrong direction.

Two-way-traffic between mind and body

The classical view is based on the simple idea of learning that stimuli and events act on an organism from the outside, perceived by the senses, and that the brain triggers a reaction in the body. This is the classical top-down-approach.

This view is not wrong, but it is definitely not complete, since it does not include the (often subtle, but also very tangible) effects of the physical condition on the mind or the processes in the brain.

As an athlete, you know the "top-down approach" well, for example from mental training: you can promote motor activity or muscle activity by simply imagining a movement. Or you imagine a giant slalom course mentally and your organism simulates this activity. The connection from your head (mind) to your extremities works well.

Much less we use the reverse direction, the "bottom-up approach", where communication starts from the body.

Embodiment researchers assume that it is not only emotions and cognitions that influence the

body, including gestures and facial expressions, but conversely that body states or postures have a massive impact on our emotions and thoughts. It is believed that the state of the body has a direct influence on the processes that occur in the more highly developed parts of the brain. Put simply, when we think or feel something, something happens all over our body. And vice versa, we can influence our thinking and feeling through physical changes of state. Charles Schulz already knew this when he created this Peanut Strip in the 1960s. The message is: As I go, so I feel - and as I feel, so I go.



What does this mean for our work?

First: We can positively influence the way our clients or participants deal with emotional stress by simply getting them to change their posture.

Second: We shouldn't only operationalize the top-down approach (I explain and demonstrate, you listen and follow), but also the bottom-up approach by letting people first experience a movement, then focus their attention on the relevant body perceptions and let them verbalize what they felt and did in a third step.

This is "Do - sense - describe" instead of "describe - do - get cognitive feedback".

Be the facilitator who creates situations where people can learn from their own experience.



Summary

- 1 If you're facing a grizzly, your amygdala will most likely take command - we call this an amygdala hijack. But sometimes smaller events are enough to trigger this response - for example your mother-in-law's surprise visit.
- 2 While thousands of years ago the majority of our needs were for survival, today we also have social needs - which can trigger the same processes in our organism. There is a model named SCARF which describes this topic well.
- 3 It is not decisive whether the trigger is a real, perceptible and objectively bad phenomenon. Our brain constructs its own reality. The decisive factor is how much significance we give to a phenomenon - based on which an approach or avoid response is triggered.
- 4 And interestingly, there is oncoming traffic in our body-mind system: the influence not only works top-down, but also bottom-up.
- 5 Therefore we can, for example, influence our emotional state with our posture - as Charly Brown already knew 50 years ago.

Sources:

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Goleman, Daniel (1996): Emotional Intelligence: Why it can matter more than IQ

Levine, Peter (2010): In an unspoken Voice. How the Body Releases Trauma and Restores Goodness.

Rock, David (2008): SCARF - a brain-based model for collaborating with and influencing others

Schulz, Charles M.: Peanuts

Storch, Maja / Cantieni, Benita / Hüther, Gerald / Tschacher Wolfgang (2010): Embodiment - Die Wechselwirkung von Körper und Psyche verstehen und nutzen

Group dynamics

Improving the learning experience by observing group dynamic processes

In her presentation about „Psychosocial Aspects in the Training of Snow Sports Instructors“, Andrea has addressed those aspects that happen on the psychological level, that is to say in the individual him- or herself. I will now focus on the social aspects, that is on the interactions between individuals, all the while taking into account the effects of these interactions on the individual members of a group.

For a number of reasons, I have a particular affinity for my topic today, „group dynamics and their influence on learning“:

On the one hand, I have been leading sports groups for a long time, as have most of you here. On the other hand, I have been engaged, as a group dynamics coach, in the systematic observation of groups

and their behaviour for many years, advising teams with a focus on improving their performance.

Today, I would like to share with you my insights into how to systematically observe group processes with the aim of improving the learning progress in skiing. I will derive from this concrete ideas on how to apply these findings to ski tuition.

Following up on what Andrea has told you, let me call to mind the SCARF neuroleadership model and its key message:

■ **If you are left out of a social activity, this feels like real physical pain in our mind, meaning that the same regions of the brain are activated.**

None of us would even think about teaching a student something new when they are in pain (for example



because of a boot bruise or „shin bang“) or under particularly difficult conditions (for example, in freezing cold weather). But there are socially difficult situations (which are painful, too) that occur in our ski groups every so often and are sometimes even caused by the group leaders themselves.

The three models below show you how group behaviour can be observed:

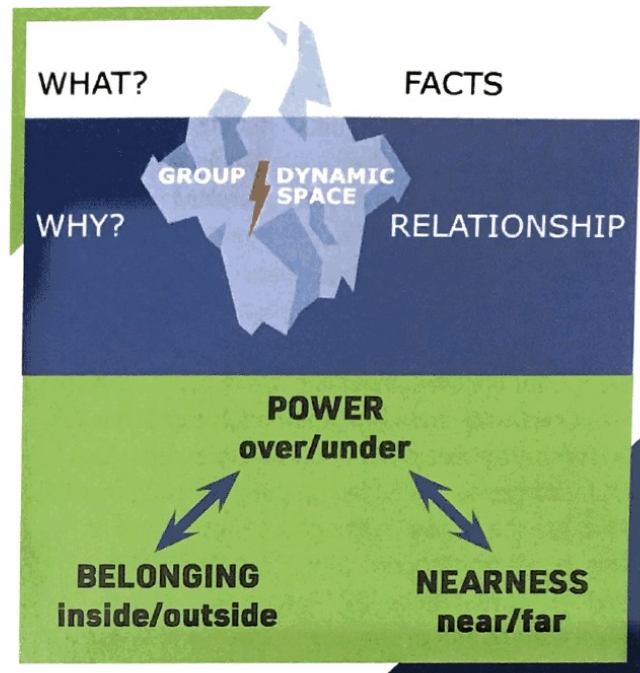
- ① the Iceberg model
- ② the Group Dynamic space model
- ③ Rank Dynamic model by R. Schindler

Many of you will be familiar with the first model, the Iceberg model. I am using it here to prepare the mental ground for the other two models. Remember: about one-ninth of an iceberg is visible above the surface, the rest is submerged in water.

If we now look at the the group here having a discussion, we could easily assume that the group members are limiting their debate to technical, factual issues (the visible part above the surface). But according to the Iceberg model, there is a relationship level too, that is negotiated at the same time in any discussion. In order to make this part of the iceberg below the surface easier to observe, it helps to use the Group Dynamic Space model developed by Antons, which describes this relationship level using the three dimensions of power, belonging and nearness. We will see later in my presentation that these dimensions also influence each other.

Let's start with the dimension of Belonging

Humans are social beings by nature because they depend on their fellow human beings from birth. A sense of belonging is therefore a vital dimension, especially whenever we start working with a new group.



- ⇒ What are people faced with as members of a new group?
- ⇒ How do YOU feel when you take on a new group?

Most of the time, we will be preoccupied with our expectations and fears.

For example:

- ⇒ Will the group meet my needs?
- ⇒ Will I fit in, will I be able to integrate?
- ⇒ How do I have to behave in order to fit in?

The SCARF domains of Relatedness and Certainty use very similar notions.

Everybody who faces a new situation is preoccupied with these and similar expectations and fears and will look to the group leader for guidance. In this initial phase, leaders have a very big influence on groups and are laying the foundation for the future working climate in the group.

I suppose you have all come across ski groups whose leaders have consolidated their power, which is taken for granted by all, right from the



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start. We know that there are great ski instructors – or should I say great skiers – who demonstrate their technical proficiency from the outset. This makes the group members stand in awe of their instructor, makes them more dependent on him or her and will probably increase their fear at the same time. Because if performance is the prime commodity traded in a social environment, this is likely to be perceived by some as a threat for the dimension of belonging. In sports groups, there is another well-known phenomenon that comes under this dimension. It is mostly an unconscious one: categorisation based on people's equipment. Who are the fastest in the group – what kind of skis, boots or other equipment are they using... and where do I come in? If group leaders then start making fun of someone's gear (and I have experienced this myself), then they have certainly done their bit to make people feel insecure even in this initial phase, because their student's sense of belonging is challenged and becomes a matter of using the right kind of equipment.

Here, some examples of how to create a sense of security and belonging:

- ⇒ Getting to know each other by name
- ⇒ Finding out who knows whom and how well – this gives social orientation
- ⇒ Actively encouraging contact between different group members during the initial phase
- ⇒ Sharing ideas on how to spend the time together
- ⇒ Putting the group/the WE first

This way, the group is giving itself a mandate. The group leader could also ask about people's skills and experience for moving about in the high mountains in winter. This is probably not an appropriate opening question to put to a kids' group, but it is interesting for adults to know whether there is a paramedic or mountain rescuer etc. on board.

All of the above will make the group members less dependent on their leader and give them a sense of security and belonging.

And by the way, we are all familiar with rituals that promote a sense of belonging and security from good kids' tuition, like starting and finishing lessons together, giving the group a name, choosing a group symbol, and so on.

What I just said about creating a sense of belonging shows you that the different dimensions of the group dynamic space cannot be separated from each other, as I said at the beginning. That is why there has been a lot of talk about the dimension of power already in this part of my presentation. Let's take a closer look now:

The dimension of Power-closely linked to the Autonomy domain in the SCARF model

Human beings have a basic need to help shape social situations and to make a contribution to shared labour and leisure.

For our purposes, it can therefore be useful to jointly define, for example, technical skiing objectives for the whole group and thus give the entire group orientation for the week. We all know that if the ski instructor pays close attention to all group members and doesn't just teach a „run-of-the-mill“ programme, this will have a positive impact on the group's motivation. In other words, a participatory approach with shared objectives is often useful for enhancing motivation (basically, this is sport psychological motivation work in the classical sense).

Of course, participation can play an important or even decisive role for the way we socially interact with others.

Various member countries have, in recent years, included aspects of participation and involvement





in their methodological concepts. Among others, Germany sets a good example of how important it is to take body perception seriously and work with it (Andrea with the FB concept „in order to ski like you, I had to make these changes to my skiing“, or Austria with their WIR concept of perception, inner view, reflection, or Canada with their concept of „give a task and ask a specific question“).

Interestingly, it is a challenge for many group leaders to put these concepts into practice.

Together with international colleagues, we have developed the hypothesis that the group leader's fear of power loss could be at least partly responsible.

It is certainly not easy and often even embarrassing for us to reflect on our loss of power, or our often unconscious need for power. All the more so because power often has a „function“,

like stabilising our self-esteem, compensating our weaknesses, making us feel secure.....

It can therefore be extremely useful to come to terms with one's own emotions as a leader. This helps us to better understand our actions as group leaders and to further develop them.

In the section on belonging, I mentioned that leaders of new groups are automatically ascribed a lot of power. This power can be used with very different effect: for the further self-aggrandizement of the leader, or for creating a framework that allows all group members to develop their best potential.

The dimension of Nearness

Group dynamics are also about who is close to whom and whether the level of closeness is considered appropriate. If nearness levels differ within a mixed group (I am in the group with my friends versus I don't know anybody in the group), it makes social orientation a lot easier if we define at the very beginning who knows whom and how well they know each other. Just imagine that two people are cracking jokes all the time (in their own lingo), while you yourself are new and don't even know they are friends - this makes it difficult for you to join in.

The dimension of nearness is also important because a leader might look after all group members more or less equally, or might favour „teacher's pets“ very early on. This often makes the other group members feel „invisible“, which brings us back to the SCARF model and its dimension of Fairness.

Again, nearness is linked to the dimension of power. If nearness leads to close relationships within the group, these relationships will have more influence on group dynamics than an individual person.

Keeping the following questions in mind during their work will give instructors a better understanding of the social interactions in their group.



2. GROUP

Let me sum up the Group Dynamic Space model:

➤ Belonging:

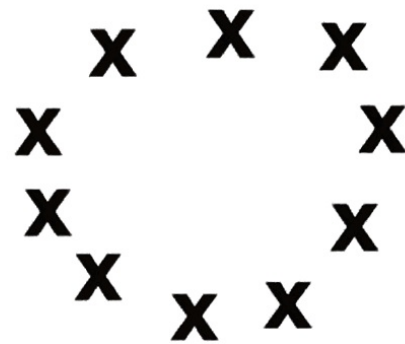
People who feel they don't belong perceive this as threatening. The mind experiences social exclusion as physical pain.

➤ Power:

Opportunities for participation and involvement increase motivation. Power demonstrations of the instructor help him/herself more than his students.

➤ Nearness:

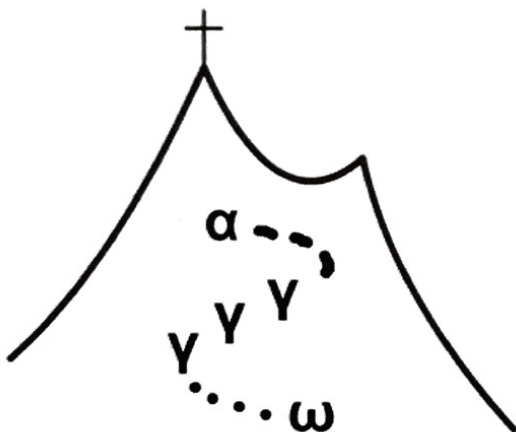
Balanced attention by the instructor promotes a good learning climate in the group.



first many suggestion
but no following

then

one person brings a topic
– which is followed



α ... is leading into the direction
of the topic

γ 's ... follow the initiative of α

ω ... brings in the ambivalence
elated to the topic

➤ Our third model is the Rank Dynamics Model

by Viennese group therapist Raoul Schindler (1923 – 2014). He is one of the relevant personalities of Austrian group dynamics science. The terminology of his model, such as the term alpha male, have become part of our everyday language. But his model has much more to offer leaders than mere terminology so I will introduce it here.

Let me say at this point that the model uses the same dimensions as the group dynamic space model, with the focus on the dimensions of power and belonging.

I will now use this sketch to explain Schindler's model for observing group dynamics as graphically as possible.

So please imagine all the x-es are so many people who come together as a group for the first time to spend time together. Often, there are some initial suggestions on what to do. Also, it often takes some time for a suggestion to be accepted



by several group members who take the initiative for a topic. Schindler calls the topic G. The person who leads the topic takes the rank of alpha in this phase of the process.

In our case, the alpha person is leading the initiative to climb a mountain.

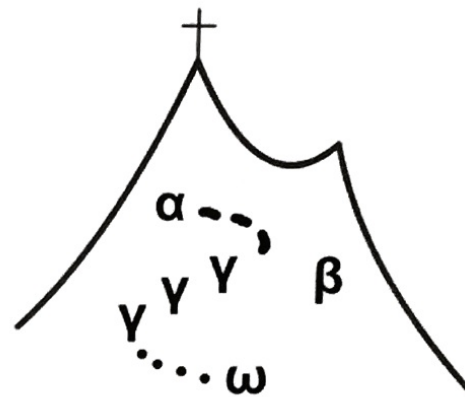
The gamma people follow the initiative led by alpha, some happily, some rather tentatively. The omega person brings up the rear. Of course, omega is not necessarily last in actual reality, but is the most reluctant person to join in the climb. Omegas personify the element of ambivalence in the group. In other words, the person that verbally expresses resistance to the current group initiative or makes this resistance visible in their behaviour (our omega person), is important for expressing a need on behalf of a small part of the group. In ski groups, manifestations of resistance can take the form of holding back, withdrawal, silent opposition or turning up late for class. Sometimes, group members will roll their eyes every time an omega person asks a question or raises a concern. People who remain omegas too long will be marginalised and are in danger of losing affiliation with the group.

Let me take this opportunity to specify a few terms that are used differently in everyday language. These terms are „alpha male (or female)“ and „black sheep“.

■ About alpha and gamma

In his social group model, Schindler does not define alpha as the strongest person, contrary to the common idea of alpha animals in a chicken yard. Rather, alpha persons are those who best meet the needs of the other group members at a given point in time, which is why the others follow him or her.

This means there is strong interaction between alpha and gamma persons. Also, in Schindler's model the alphas can change depending on the situation. This is a sign of healthy group dynamics.



**β ... on an emotional level
rather independent.**

Often brings in specialist knowledge.

■ About omega:

Omega, often called the black sheep, is not trouble personified. If you think of the actions of individuals in terms of their significance for the group, omega stands for a small part of a group. Therefore, it doesn't make things easier to kick out the omegas as they will only be succeeded by a new person who expresses ambivalence on behalf of the group. If you get rid of group members by more or less subtle means, or threaten their sense of belonging, this can even turn into a threat scenario for the whole group. Rather, it can be useful for the leader to find out about the specific needs that omega contributes for a small part of the group. I have often seen omega opinions giving important impetus to group development.

2. GROUP

In most groups, there is yet another position:

■ The position of beta:

Emotionally, he or she is relatively independent with regard to the current initiative and can therefore be a good expert adviser for the group.

Since betas aren't so emotionally involved in the matter, they are able to observe better and contribute more from their relatively uninvolved outside position. For Schindler, good group leaders are those who can assume any rank or position in the group as required by the situation. Therefore, I should emphasise that it is absolutely unnecessary for a ski instructor to always lead from an alpha position. On the contrary! I would invite you to experiment with different ranks and, above all, to adopt a beta position again and again.

From a beta position, you are able to keep an eye on the emotional state of the entire group. I consider

this extremely relevant for security reasons. What do I mean when I say security in this context?

⇒ A beta position lets me observe who in the group is in danger of losing their sense of belonging. It often happens that of all the people in the group, it is the omegas who sustain a physical injury.

⇒ After this description of the complex interpersonal processes between the group members, and between the group members and their leader, I want to emphasise that a theoretical understanding of Schindler's rank dynamics cannot be more than a stimulus for personal development. The personal growth of group leaders requires constant re-considering of their own position in the group.

The slide below sums up the most important points of the model:

Alpha is not in this position because of personal qualities - but in the interplay with the needs of the Gammas.

Leadership isn't limited to Alpha - on the contrary, it helps to change rank: for example, leading in Beta can be useful for observing group dynamics.

If lead is rigid in Alpha - it will be more difficult to recognize the Omega needs.

Omega expresses something for a small part of the group (it is helpful to be able to hear it and to include it in your own planning).

**My closing slide is an invitation for reflection:
Imagine you are having lunch with your group in the middle of your ski week. Now consider which of the two communication scenarios should prevail:**

You as the group leader at the centre of the conversation, or communication sustained by all members of the group?

In my opinion, the group is doing fine if in the course of a ski week, everybody contributes to communication and different people keep the group dynamics going.

How we use our position of power is greatly dependent on us as group leaders: we can use it to

increase our own power and feel superior, or to empower our group members.

In our lecture group, we also talked about what could induce instructors to give this slightly different working climate a chance.

Let me refer back to the basic idea behind the presentation: a better learning experience for our students (by providing a social framework that keeps them in their psychological comfort zone) on the one hand, and a huge learning opportunity for us ski instructors, on the other hand.

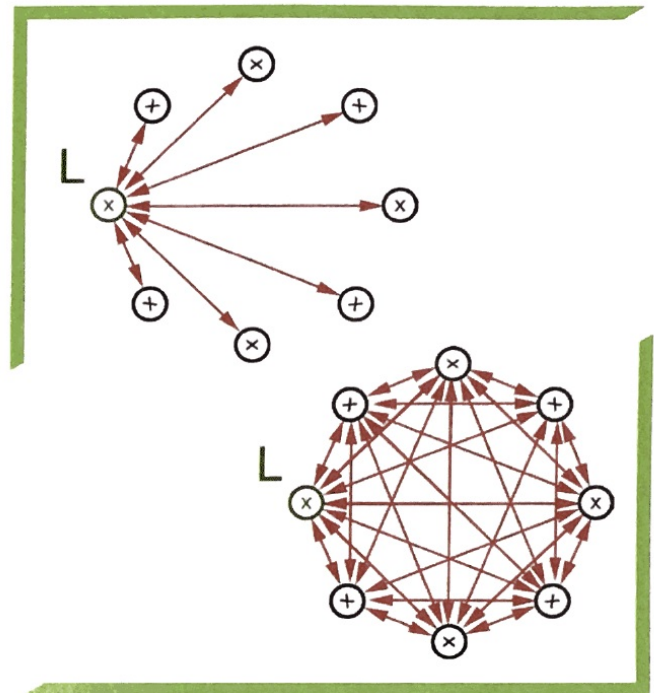


An opportunity to learn what?

- ⇒ to observe and understand groups;
- ⇒ to be able to assume different ranks within a group,
- ⇒ and thereby, to enlarge your own social scope for action;
- ⇒ and to realize that it is not always necessary to be the driving force yourself, but that processes can be supported together.

Finally, let me bring up a topic that is especially important to me as the father of two daughters. In recent years, it has been part of my job to deal with the issue of sexual assault in sports; I have also been taking part in a joint effort to introduce preventive measures in this sphere. For me, a participatory group climate is one of the most valuable preventive aspects, an atmosphere that is conducive to the autonomy of every individual and of the group as a whole. Sexual harassment in sports groups thrives best on a breeding ground that is well described by this coach's imperative: „it's my way or highway“.

My statements should encourage you all to actively contribute to a new culture that prevents any such incidents.



That said, I will now pass the floor to Jakub and the coaching part of the presentation. Jakub will provide the direct link between many of these ideas and the participants.

Summary

- 1 The social surrounding has a deep influence on our learning possibilities. If you are left out of a social activity, this feels like real physical pain in our mind, meaning that the same regions of the brain are activated.
- 2 Opportunities for participation and involvement increase motivation. Power demonstrations of the instructor help him/herself more than his students.
- 3 Balanced attention by the instructor promotes a good learning climate in the group.
- 4 As a group leader it is valuable to have a second look at the black sheep of the group. What needs does he /she represent for the group.
- 5 A participatory group climate is one of the most valuable preventive aspects against sexual harassment, an atmosphere that is conducive to the autonomy of every individual and of the group as a whole. Sexual harassment in sports groups thrives best on a breeding ground that is well described by this coach's imperative: „it's my way or highway“.

Sources:

Raoul Schindler: Das lebendige Gefüge der Gruppe. 2016
 Oliver König, Karl Schattenhofer: Einführung in die Gruppendynamik. 2018

Turning a good instructor into great coach

What should we, as snow sports instructors, do to enable people to develop their full potential, knowing how big an effect body / mind connections, group dynamics and attitudes have on an effective learning process?

➤ **Firstly**, make sure people are in the comfort zones: the issue is extensively covered by Andrea and Norbert. The "attitude guide" will hopefully help you in achieving that.

Attitude guide is of course an oxymoron; we believe that people will not change their attitudes just because they have read a guidebook on it.

But as coaches we also know we may be wrong, given powerful neuroscientific and group-dynamic

evidence, some people may find it useful and may be open to change.

So here it is;

It is built around SCARF model by David Rock and presented by Andrea in the first part of a lecture, referring to the main factors driving human behavior in social context. It describes the activities we should endorse (approach): marked in green and the activities we should discourage (avoid): marked in red.

The Model that you see is a tool that could help the instructor remember about SCARF principles better and connected with coaching allow for a fantastic ski lesson.

I would like to concentrate on this in the next part of this article. I deeply believe that coaching makes learning process more enjoyable and effective.

The following insights are based on 24 years of ski instructing and a 20 year coaching career.

Coaching – what is it ?

I define coaching as assistance in achieving desired results or solving problems by setting into motion the talents and strengths of a coached person/ persons by asking right questions, expressing empathy or even by mere presence.

Naturally we need to coach differently during individual and group lesson, during ski course for beginners and for advanced skiers or training for future ski instructors. The good news is that principles described here work in all cases.

How to use coaching ?

When you have achieved the level of a good instructor, you are a master of;

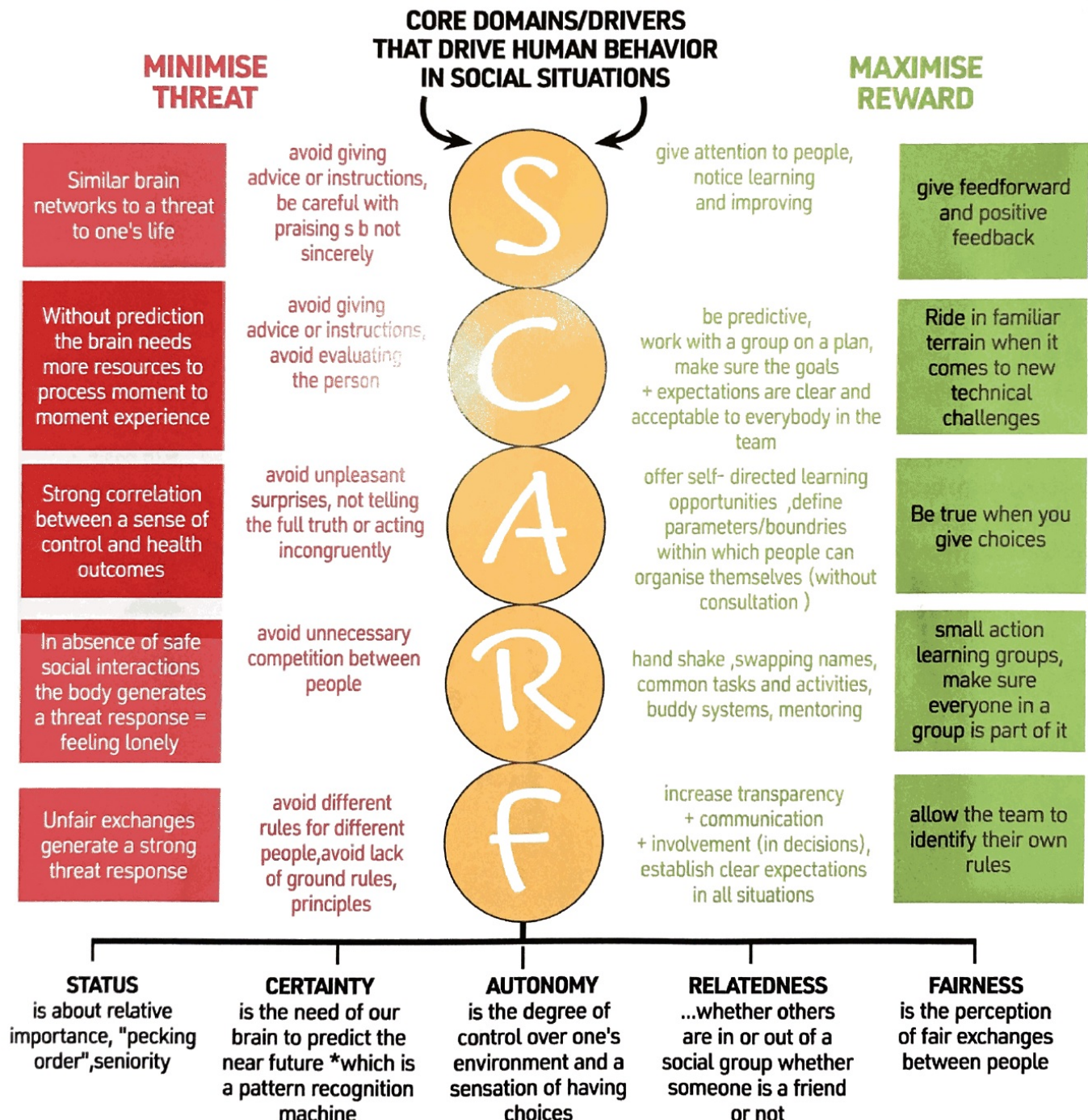
- ⇒ Explanation
- ⇒ Demonstration
- ⇒ Terrain
- ⇒ Motion Analysis



The approach-avoid response is a survival mechanism designed to help people stay alive by quickly and easily remembering what is good and bad in the environment (Amygdala!)

Framework that captures the common factors that can activate a reward or threat response in social situations.

Several domains of social experience draw upon the same brain networks to maximise reward and to minimise threat as the brain networks used for primary survival needs



3. COACH



- ⇒ Correction (or Feedback)
- ⇒ Relevant Methods and Tasks

What happens then? How can you move on and become an inspirational facilitator and guide, in other words become an excellent ski coach?

By applying coaching principles and tools you turn:

- ⇒ Instructing **into Coaching**
- ⇒ Authority **into Partnership**
- ⇒ Lecturing **into Engagement**

There are a large number of coaching tools and principles, in this article I will present just a few examples which, in my opinion, are the most effective.

1 Serve your clients (And make them smile by doing a great job)

However important tools and models are, you should start a lesson on a lighter note. Always start with a smile, a warm greeting and introductions. Following greetings a warm-up is the good occasion to have a bit of fun and get to know each other better. We all know those teambuilding exercises, for example there is a good guidebook by Andrzej Mrowicki and Dariusz Nawarecki devoted exclusively to them. Then

we need to ski a lot and have good time together. I show my dedication to doing the job well and my willingness to **serve** the clients in the first place. They must feel that I care for their needs and for each individual. I believe empathy is not always a God's gift but you can learn to become more empathic.

2 Form a contract

The basis for coaching session is a contract defining the rules of working together. This ensures the total confidence and trust which is important with individual and group coaching.

The contract in ski lesson I take as understanding and acceptance of boundaries we should not cross and limitations of a participant or the group and the coach.

Make sure the contract in group lesson is genuinely accepted by everybody, everything is said loud and clear.



3 Set the aims and objectives by defining the goals and setting intentions

Here we need to observe the differences between future instructors and recreational skiers.

Of course in case of future ski instructors, goals

seem to be set clearly in advance, they want to obtain the paper, official permission to work and formal confirmation of their teaching abilities. However when we look closer, even in such groups goals differ significantly. For example, some of them focus on gaining technical skills, others might need more methodological tools, others desire to gain experience in ski teaching.

In case of ski school clients the choice of goals could be even wider. People look for technical skills, just fun in skiing, good company, safe guidance during their adventure.

The setting and understanding the goals (by the clients themselves and the instructor/coach) is critical for understanding real intentions (intention is more than a goal). Intention helps to realize what we are here for. Intentions are often hidden under the surface of our privacy zone. If we bring intentions to fore, inevitably new energy will appear.

To achieve that, I talk to my clients in gondolas and on lifts, asking for their story, also telling mine, if they're interested. This conversation continues through our time together, of course with respect for people's needs for privacy. The more I am open and ready to talk, the more I learn from people. At the end of the day, 2 or 3 I know what they are here for and how can I serve them best.

Why setting and understanding goals and intentions is so important can be explained by a famous business joke: "if you do not know where you are going to, you will get there".

4 Be an invisible leader – pacing and leading

This means that you are not always at the front, not the hero of the day. It is the client who should come first and share opinions: which could be different from yours.

I have this methodology in mind especially with clients who have high ambition and reasonable skills.

I start with giving them time and place to express their techniques and theories – listening carefully what is in it for myself – maybe new interesting exercise or some new teaching skill. Then we drill down – exploring in more detail a particular element of skiing – inviting to cooperation the whole team if we are in a group. We try different exercises, encourage input from everybody. All the time I have in mind that we are here to fulfill the needs of my clients and discussions and exercises should lead to a goal (as the very discussions are usually not the goal). That goal is very often improving skiing technique with intention to impress the audience. My role is to direct discussions and exercises gradually into fulfilling this goal along with the goals of the team. Being a kind of invisible leader.

5 Promote teamwork – reinforcement of the learning process.

The good news is that the most effective teams are composed of varying personalities. Just like groups of people usually are! These differences are beneficial, because members of the team assume different roles in the team, that are often complementary.

We want people to mix and collaborate, communication and collaboration allows for synergies



3. COACH

to come to the surface. Synergies in action allow for additional value in the team. More value than the sum of values each individual can create.

How to achieve this?

Here is Robert Dilts' prescription ;

Let the team ask themselves following questions:

- ⇒ **Resonance** – What is the same? Where do we connect?
- ⇒ **Synergy** – Where are we different? How can those differences complement one another?
- ⇒ **Emergence** – What new can come through our interaction ? What else becomes possible?
He calls it a „generative collaboration“.

6 Use feedforward – alternative method of mistake analysis and competence development

It is critically important, how you give comments. Giving just negative feedback is highly ineffective. People love appraisal and hate judgment. Use feedforward;

Difference between feedforward and feedback is concentration on solutions instead on problems. Feedforward is looking into the future while feedback is about the past.



Feedforward is usually well taken by students and clients as it has no element of judgment and no negative emotions arise. It creates space for improvement and students receiving it do not waste energy looking for excuses.

As Marshal Goldsmith says – it is easier to show to the people things they can do better than prove them wrong.

We should not skip feedback completely but use both methods according to your best judgment of the situation

Norbert gave an example of practical feedforward on snow – very much along SCARF and coaching principles:

- ⇒ Assuming that people learn better when knowing more about their movement, give skiers awareness exercises exploring critical parts of movement;
- ⇒ Explore the functions of movement by going into extremes
- ⇒ Let them decide if it is useful for their skiing and if not, research further

Let participant describe own experience / movement with own words. This has two positive effects:

- ⇒ awareness grows by finding words for a body experience
- ⇒ coach/trainer gets a picture of the participant and can thus build next steps.

7 Avoid your own agenda

Apart from a lot of good things you should do, there are a couple of things you need to avoid on the path to becoming a great coach;

I call them **“Too much’s”** – the risks of every coach/instructor . (It is of course natural and ok wanting to be liked , wanting friends , expecting results etc. – the problem starts when we go out of

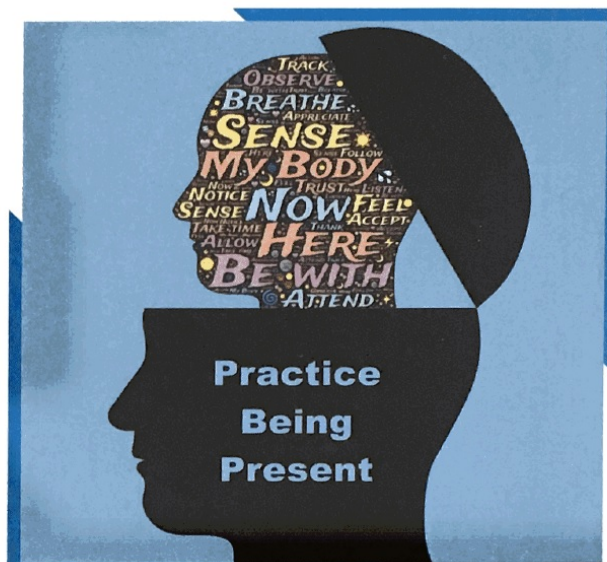
balance and those desires become the main driving force of our activity as instructors/coaches, when we forget that our primary role is to serve our clients):

- ⇒ wanting to be liked (desperately),
- ⇒ wanting friends (desperately)
- ⇒ proving your skills (sports skills or coaching skills by newborn coach),
- ⇒ wanting results (not conforming to a client's wishes and maybe with wrong judgment),
- ⇒ needing students/income (desperately)
- ⇒ wanting to heal yourself.

8 A bit of anxiety is good! Accept it!

A small dose of anxiety is beneficial and natural. It means that you care about how you do your job. Too much is harmful, like most things in life. The best practice in dealing with too much anxiety is to accept it (great lesson to coaching from zen philosophy).

Recognising emotional state our students are in is very important and a key to managing it. I am referring here to bottom up and reverse connection between mind and body that Andrea



described and group dynamics influencing emotional state of individuals described by Norbert.

Assuming that every kind of turn requires different "state" or let us call it a "feeling", managing emotional state during turns can be a great learning tool. Be it with the help of music or breathing exercises or other.

Conclusion

- 1 We need to become great coaches and develop our clients during enjoyable, outstanding and memorable snowsports lessons
- 2 To make this possible, we believe that ATTITUDES MUST CHANGE!
- 3 Let us take example of good universities, schools, businesses who use coaching, thus making learning/teaching more effective and creating more satisfaction and wellbeing for both instructors and clients.
- 4 If every course for future instructors had in the schedule a couple of hours led by an experienced coach, if every ski teaching manual included a section devoted to understanding how humans learn, group dynamics and elements of coaching principles, life on the slope would be much easier..

Sources:

Belbin, Meredith (1993): *Team roles at work*; Dilts, Robert (2003): *From Coach to Awakener*; Eichelberger, Pawlowicz (2014): *Życie w micie*; Goleman, Daniel (1996): *Emotional intelligence*; Krool, Robert (2005): *Citius, Altius Fortius*; Mrowicki, Nawarecki (2008): *Narciarstwo rekreacyjne, Atlas Ćwiczeń*; Regojo, Cecilio (2010): *Systemic management*; Steinhouse, Robbie (2010): *How to coach with NLP*

Feedback Formulier Interski 2019

Deelnemers	Dominique, Marjolein
Datum	18 maart 2019 10.30
Lecture/Workshop	Workshop BASI/Groot Brittanie: Reviewing (teaching teachers)

Inhoud	
<p>De workshop gaat over een trainer die een leraar/trainer reviewt, terwijl deze andere leraren traint.</p> <p>De groep werd in 2 delen gesplitst, een "klasje" van 6 actief participerende deelnemers die een training kregen van de leraar/trainer en de overige deelnemers als observanten.</p> <p>Het "klasje" kreeg trainingsopdrachten, welke met de trainer uitgebreid en op diep niveau werden geëvalueerd. Dit wordt gedaan door de deelnemers vragen te stellen over hun afdaling. Vragen als "hoe ging het, wat voelde je, wat deed je waardoor je een bepaald gevoel kreeg, wat ging er niet goed, wat kun je anders doen om te zorgen dat het beter gaat, aan welke beweging ga je de volgende afdaling werken"? Belangrijk is om tijdens de evaluatie goed door te vragen. Wanneer een deelnemer niet goed kan uitleggen wat hij voelt of welke beweging hij maakte/gaat proberen uit te voeren, kan de trainer hem helpen door goede vragen te stellen. Na de evaluatie kan de leraar nog aanwijzingen of feedback geven en tijdens de evaluatie kan hij bijsturen. Met de persoonlijke aandachtspunten gaan de deelnemers een aantal runs oefenen, waarna ze opnieuw worden bekeken en de bekeken run weer wordt geëvalueerd.</p> <p>Tijdens de trainingssessie wordt hierdoor heel sterkt de autonomie van het leren bij de deelnemer gelegd. Reflectievragen worden in de evaluatie gebruikt en het leren vindt plaats door de ervaring en de reflectie. Door diep door te vragen tot de deelnemer zelf met het juiste antwoord komt, eventueel met feedback aangevuld, ontwikkelt de deelnemer zelf actief nieuwe kennis. Dit bekijft daardoor beter dan wanneer het door de trainer wordt aangedragen.</p> <p>Gedurende het hele proces kijkt een opleider/trainer/reviewer mee. Aan het einde van de trainingssessie/les wordt de hele sessie geëvalueerd door de reviewer. Dit door vragen te stellen aan de deelnemers en deze feedback terug te koppelen aan de trainer van het groepje. Ook aan de trainer worden vragen gesteld en de antwoorden worden weer bij de deelnemers getoetst op herkenbaarheid. Doel is om inzicht te krijgen in wat goed is gegaan en wat verbeterpunten zijn voor de trainer die voor de groep stond. Er wordt ook in deze evaluatie diep doorgevraagd. Belangrijk is dat tijdens de review/ evaluatie iedereen open staat voor feedback en hier eerlijk mee om gaat. Het is aan de reviewer om dit proces te begeleiden. Dit proces zorgt ervoor dat ook de trainer van het groepje leert tijdens deze trainingsvorm.</p> <p>Deze vorm is goed in te zetten om leraren te trainen in het lesgeven.</p>	
Tips	
1	Laat de les die je geeft aan leraren door die leraren weer evalueren
2	Dit levert feedback op voor de trainer die voor de groep stond
3	Zorg voor een open en eerlijke sfeer tijdens de review



Feedback Formulier Interski 2019

Deelnemers: Joris, Daphne, Marc, Robin

Datum: 21-03-2019

Lecture/Workshop: *Alpine clinic for adults*

Inhoud:

In Korea kleine mensen en smalle, korte pistes.

Competitief ingesteld en belangrijk wat andere mensen van je vinden.

Daarom doet met erg zijn best om mooi en dynamisch te skiën, gezien de omstandigheden meestal korte bochten.

Kenmerkend voor Koreaanse skitechniek:

- (erg) lage positie
- Armen breed
- Heup en bovenlichaam super stil
- Kantten vanuit enkel/knie
- Ski's gesneden wegsturen en terug laten komen

Opbouw:

- 1) Stokken laag vasthouden, super lage positie
- 2) Stokken klemmen tussen je heupvouw
- 3) In val-lijn glijden en dan vanuit je enkels/knieën ski's sturen
- 4) In val-lijn glijden en dan telkens 1 ski naar buiten sturen en terug laten komen

Wat kunnen we ermee? (tips)

- Oefening 2 uit de opbouw is goed voor trainen heupdiscipline
- Super leuk om eens met je cursisten te doen, vereist wel behoorlijk niveau van coördinatieve vaardigheid.



Feedback Formulier Interski 2019

Deelnemers: Joris, Daphne,

Datum: 18-03-2019

Lecture/Workshop: *What are the differences between the role of a pilot and the role of a passenger in alpine skiing?*

Inhoud:

4 fasen, per fase meer steilheid en snelheid

Fasen:

1. Ploegbochten
2. Vorm naar parallel waarbij voor de bocht uitgestemd wordt
3. Schoolse bochten
4. Lange en korte bochten gesneden

Vanaf fase 1 in de uitstuurfase de buitenski belasten in ploeg en dus taillering van de ski benutten. Ook na ploeg traverse (welke bij lange bochten terug komt).

Fase 4 lange bochten, met rustfase in traverse om goed in positie boven nieuwe buitenski te komen.

Fase 4 actief indraaien door samenwerking van onderuit (voeten/enkels/knie) en bovenlichaam (voerinwaarts hoog). Afsluitend korte bochten race/slalom

Tips:

1. De koppeling tussen het onderwerp (verschil piloot en passagier) werd niet heel duidelijk gemaakt. Sterker kunnen maken als hij thema meer gekoppeld had. Bijv enerzijds dit is als passagier en anderzijds dit is piloot.



SLOVENIA (Aantekeningen Edwin)

thema: carving en korte bochtbochten

Principes

Basis is ski effectief benutten, dus buigen door belasten van de voorkant van de buitenski met een vlakke voet druk maken. Rebound benutten, en afzet naar voren met de binnenski, wissel, heup naar voren, hoog laag, dan vooral buitenski belasten.

Stokinzet is draaipunt.

Schouders wijzen recht vooruit

Buitenarm naar voren brengen, met rug van je hand naar voren, duim naar beneden, pink omhoog.

3 typen bochten

clean carving

in slippen en uit carven

race, zelfde zonder hoog laag (cross-under)

Oefeningen

1 Belasten van de buitenski

2 Binnenski hiel lift

3 Binnenski crossover ski lift

4 Kayakslagen met stokken

5 Stokken voor je ronddraaien, majorette





Feedback Formulier Interski 2019

Deelnemer(s)	Jac. Bovens
Datum	18 maart 2019
Lecture/Workshop	Simple Tools – Effective training – Alpine workshop POLAND What's the Focus? Teaching, Technical, Marketing, etc. Teaching with the use of simple, easily accessible gear which builds up the lesson's attractiveness. Specific methods and styles used (interactive, informational, etc.). Practical exercises with the use of simple tools in the form of games and activities.

Inhoud:

Kanten/dalbeendruk/parallelle skivoering m.b.v. elastische band:

1. achter de heup, uiteinden in de handen, strekken arm richting buitenbeen/schuin naar voren. Door de ervaren weerstand ontstaat meer natuurlijk buigen, zwaartepunt ligt binnen de buitenski en de noodzaak van werken met core stability wordt ervaren. Parallelle skivoering is in deze fase hier nog minder interessant.
2. Dat ligt hierbij al anders: band net *boven* knieholte, *kruisen* vóór de knieën; armactie als bij 1.
3. Ski's uit, elastische band onder skischoenen, inklikken, uiteinden heuphoogte in handen; armactie als bij 1: tegen weerstand band het buitenbeen kanten (harder duwen). Lange en korte (kortere) bochten.
4. Variatie in terrein (verzwaren) bij beheersing 2 en 3.

Tenslotte: Oefening stokken van ongeveer 50 cm lengte, voor de veiligheid aan de uiteinden tennisballen bevestigd. Oefeningen tijdens skiën middellange bochten: overpakken achter rug, voor borst, reiken naar buitenbeen, draaien stok met polsbeweging li/re voor je (bocht naar rechts -> draaien naar links en v.v.).

Tips:

1. Gebruik effectieve en 'simpele' trainingsvormen met bijbehorende hulpmiddelen.
2. Veel variatie, veel skiën, let op haalbaarheid -> succesbeleving.
- 3.

Deelnemers	Daniel, Marjolein
Datum	19 maart 2019 10.30
Lecture/Workshop	Workshop Andorra: Learning by sensation

Inhoud

De methode "Learning by sensation" kan de instructeur gebruiken om een deelnemer te trainen. Het is hierin belangrijk dat de deelnemer feedback geeft op wat hij voelt. In deze methode probeer je de deelnemer te helpen deze feedback te geven door het gevoel concreet te beschrijven.

Zo kun je bijvoorbeeld de mate van opkanten kwantificeren voor een deelnemer, van 0-geen opkanting, 1-een beetje opkanting, 2-matige opkanting, 3-gemiddelde opkanting, 4-veel opkanting, 5-volledige opkanting. Als je dat met de handen verduidelijkt heeft de deelnemer een beeld van de stand van de ski's. Tijdens de run kun je de deelnemer dan vragen op te letten op de mate van opkanten tijdens de afdaling. Ook kun je hem vragen op te letten wat er met de kantkhoek gebeurt tijdens het bochtverloop.

Hetzelfde kun je doen door bijvoorbeeld de druk die op de binnenski of buitenski wordt gegeven te kwantificeren in percentages. De deelnemer kan dan gevraagd worden te letten op hoeveel druk hij geeft of juist te streven naar een bepaald percentage druk tijdens de afdaling. Al deze zaken maken dat hij een bewuste koppeling tussen het gevoel en de uitvoering gaat leggen.

Houdt tijdens de training de focus op het gevoel. Je kunt daarbij de deelnemer laten focussen op het gevoel in een specifiek lichaamsdeel, bijvoorbeeld de voet. Als hij eenmaal het gevoel heeft ervaren en weet hoe hij dat bereikt, kan hij dat zelfde gevoel ook proberen te bereiken tijdens eigen afdalingen.

Tips

1	Leg relatie tussen het gevoel en de uitvoering door het concreet te maken
2	Laat de cursist feedback geven op wat hij voelt en ervaart
3	Geef cursist opdrachten om tot een bepaald gevoel te komen, wat hij daarna in zijn beweging kan inslijpen





Feedback Formulier Interski 2019

Deelnemers: Joris,

Datum: 19-03-2019

Lecture/Workshop: *Client engagement and satisfaction*

Inhoud:

- 4 uitgangspunten
- 1 bewegen uit enkel, knie, heup
- 2 rotatie uit voeten/benen
- 3 lateraal bewegen
- 4 timing and coordination

Learning contract

- 1 initiation
- 2 acquisition
- 3 consolidation
- 4 refinement
- 5 creative variation

Task

Reflect

Understand

Vary

Tips:

1. Het idee van het learning contract spreekt mij wel aan. Met de klant afspreken wat je gaat doen, commitment creëren en de klant mede verantwoordelijk maken voor het resultaat.



INTERSKI PAMPOROVO 2019

LEARNING BY SENSATIONS



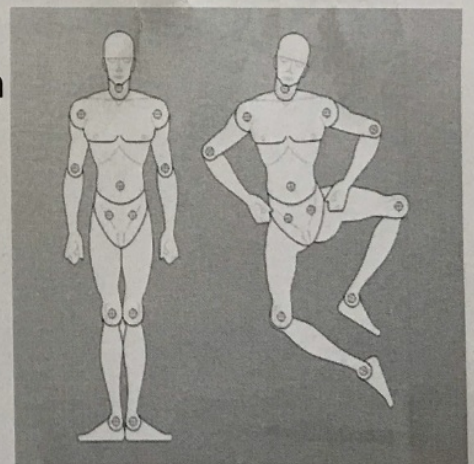
ANDORRA

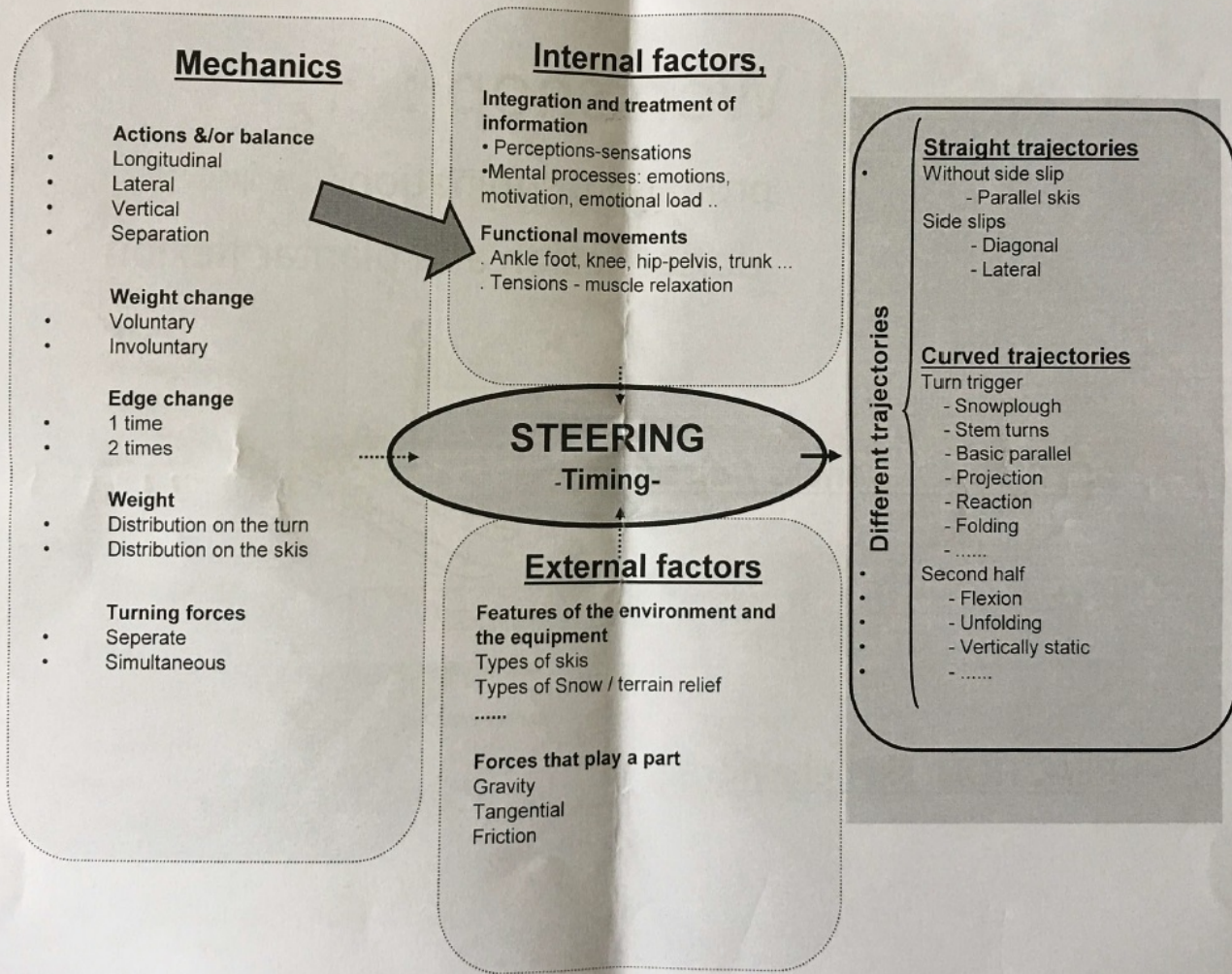
Introduction:

The teaching of alpine skiing technique has been well researched around the world from a technical point of view: BASIC MECHANICS

At the workshop we want BASIC MECHANICS to be the starting point for the teacher and not just the end point.

We will present a method (comparable with any other discipline) where we will focus on the student and their sensations.

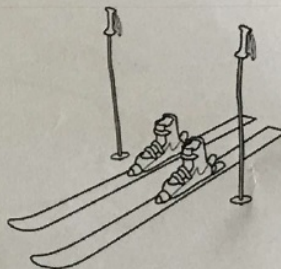




Workshop :

pronation, supination,
dorsal flexion and plantar flexion

- **ACTION: Awareness / discovery**



- **REACTION: ski behavior**



Mechanics

Actions
Weight change
Edge change
Weight
Turning forces

+

Trajectories

Straight line
Curved turns

=



Mechanics

Actions
Weight change
Edge change
Weight
Turning forces

+

Trajectories

Straight line
Curved turns

+



=



An example of a method to develop
ACTION and **REACTION** focused on
pronation(edging with the outside ski)

General considerations:

For both the **action** (awareness / discovery), and the **reaction** (behaviour of the skis)

1. The instructor should focus on the **sensations** that the student feels in that specific functional movement
2. Start teaching on "**easy slopes**" for the pupil (it helps them to concentrate on their own sensations)
3. Teach at a **manageable speed** for the student (same as last point)
4. Teach in **medium / large radius turns** where the student is comfortable (same as last point)
5. After each exercise, **constant feedback with the student** on the **sensations** that they have noticed (focused on the functional movement that we want to study)

How to find the feeling in the **action**

In this example we focus on pronation (eversion)

Suggest turns
With these types
of tips

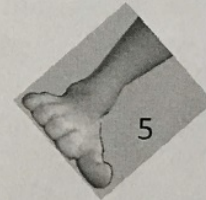
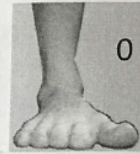
- If you were to "paint" or "number" the sole of the foot (darker / or a higher number where you most notice / feel where you are pressing, how would you paint/number it?
- Would you paint or number equally the right foot and the left?
- Would you paint or number equally the beginning of the turn and the end of the turn?
- How would you paint or number in changes of snow ??
- How would you paint or number in irregular terrain?
- How would you paint or number on different gradients?
- Can you feel your toes?
- Can you feel the arch of your foot ??
- Try to notice and feel what your companion is noticing .



Practice exercises of this type until we see that the student is noticing and feeling the sole of his foot while skiing, otherwise we cannot go on to the reaction phase

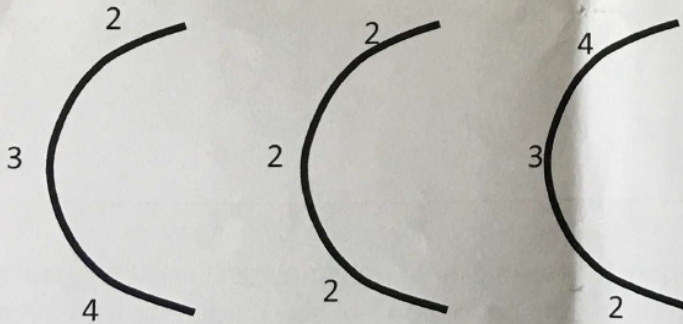
How to find the feeling in the **reaction** (pronation)

If a flat foot is 0 and 5 is a maximum
edge



Let's make turns and from your feelings you talk about "your" numbers

Let's make turns where I will tell you the numbers you have to use



- What incidence has it on the Track direction
- Which number are you most comfortable with? why?
- ???



CANADA (aantekeningen Edwin)

4 references see youtube, google

1. maintain balance through use of joints
2. turn is led by lower body and ski design
3. separation/angulation to provide grip
4. coordinated movement patterns direct the forces and momentum

Ik vind het een moeilijker reference. Ik snap het idee, maar de zinnen helpen je niet als instructeur.

width of stance...

In Canada willen ze ook een vloeiende lead change, veel uit onderkant werken!

krijg je automatisch angulation

kantwissel voor lead change naar dal vallen

korte bochten door beweging van onder uit (pivot), vloeiend, en dus minder actief als bij ons, waar hoog/laag ook een rol speelt.

Er wordt ook focus gelegd op het initiëren van bochten vanuit knikken in de heup

Dat werkt wel goed. Beginners in de vallijn rechtuit laten gaan en dan heup knikken. Dan vallen de bochten vanzelf er in.

Heupstand alpine vs heupstand telemark

Bochtverloop = pivot -> slide -> edge

Grip via angulation

Oefeningen

Van ploeg naar telemark bocht

1 ploegbochten op telemark

2 ploegbocht met traverse in telemark

3 ploegbocht en op vallijn naar telemark

4 telemark stance vroeg in de bocht.

Oefening 123 lead change - tot 3 tellen tijdens je lead change

Slepen met je dalstok om angulation te krijgen.

Oefening met wissel op je tenen korte bochten en lange bochten

Lezing

Canada hanteert "reflective learning"

task reflect understand vary

Task : Geef iemand een taak (zonder technische uitleg)

Reflect : bespreek met elkaar wat er gebeurde, en ervaren werd.

Understand : bespreek de techniek, en waarom je het doet

Vary : Oefen door in verschillende variaties

Criteria level 3 + 4 instructors.

learning contract - zorg dat je met de leerling(en) een afspraak maakt wat er geleerd moet/wil worden en zorg dat je aan dit doel werkt.

situation: terrain assisted - kies het juiste terrein bij de leerdoelen en de progressie daar in.

skiing objectives

motor skill development

Voorstanders van weinig woorden, en meer focus op doen.



CANADA (Aantekeningen Aranta)

(Pieter heeft nordic methodiekboek Canadezen gekregen)

Theorie door guy

Refelective learning:

Task - reflect - understand - vary - task

Decision making for instructors

- Situation (snow conditions, safety, terrain assisted, learning environment)

- Learning contract (goals experience physiological psychology)

- Skiing objectives

- Motor skills development

Speed management

Gliding not defensive but offensive

Direction change

Motor skill development

Aanleren oefenen toepassen verfijnen variatie

Initiation - acquisition - consolidation - refinement - creative variation

Praktijk:

Task:

Radius

Speed

Performance

Plus wat opdracht is

Ploegbochten achterste been naar achteren

Zelfde maar ook voorste been naar voren

Aan elkaar

Guided discoveries

4 references

1. Use all joints to maintain balance oefening: 3 keer naar achter

Use 'angulation' to control speed

2. Turn is lead by lower body and radius of ski

Oefening ski's over kant laten lopen alpine

Pivoting steil terrein korte bochten

Of inslippen/uitsnijden

Of over kant laten lopen

3. Separation upper and lower body gives angulation and increases grip by creating angle

Oefening lead change beide hielen op

(Lateral movement instead of up down)

4 bochten vloeiend en aaneengesloten

Oefening Edgechange before lead change

Youtube Technical reference canada

Feedback Formulier Interski 2019

Deelnemers	Daniel, Cornel, Rosa, Marjolein
Datum	20 maart 2019 10.30 uur
Lecture/Workshop	Workshop Ierland: Learn it, Live it, Love it

Inhoud

Loose the drill, get the skill.

Gebruik de oefeningen om vrijheid in beweging te creëren en te leren voelen wat er gebeurt. Daardoor ontwikkel je je (of de student zijn) skills verder. Het gaat niet om HOE de oefening wordt uitgevoerd. Deze pas je aan aan de student, de omgeving en de situatie. Daaruit ervaar je (of de student) het gevoel en dat ga je (of de student) inbedden in het echte skien. Bouw de oefening af en integreer de beweging in het gewone skien.

Het uiteindelijke goed is om skiers te ontwikkelen, die zich gemakkelijk kunnen aanpassen aan de sneeuw/helling en aan veranderende omstandigheden. Ieder met zijn/haar eigen bewegingspatroon.

Daarnaast werd er gefocust op de combinatie van de intrinsieke focus (intrinsieke feedback, feedback die je uit je lichaam terug krijgt) en de extrinsieke focus (extrinsieke feedback, feedback die je uit de omgeving terug krijgt).

Oefeningen die gebruikt zijn om dit te ervaren zijn de baby dolphin en het optillen van de buitenski in de bocht waarmee je ervaart dat je naar binnen kunt vallen/leunen.

Tips

- | | |
|---|--|
| 1 | De persoonlijke stijl van de cursist staat centraal |
| 2 | Loose the drill, get the skill; de oefening is een middel om de skill verder te ontwikkelen, geen doel op zich |
| 3 | Kom uit de comfort zone om tot nieuwe vaardigheden te komen. |







Deelnemers	Mark / Marjolein
Datum	20 maart 19
Lecture/Workshop	Ireland Lecture: flowing with mindfulness, mindful ascending for flowing descending

Inhoud

Check iasisnowsports.com for manual (onderaan homepagina, links onder, downloadable)

Speaker: Derek Tate → working dissertation “can developing the skill of focused attention for alpine ski instructors foster more flow experiences?” and discussing dissertation process and findings so far. Dissertation expected to be finished summer 2019

Make good use of your lift rides with your guests. Use focused attention as a common element.

Understand Mindfulness: there is a lot of misunderstanding. It is 1st about you paying attention: purpose, present moment and non-judgementally and 2nd about being adaptable; having a flexible state of mind so you are actively engaged in the present, noticing new things.

Understand Flow: it is about a mental state of mind.

- Researched qualitative
- It is more experienced by skilled people
- More experienced when engaged and stretching performance
- Self-consciousness disappears, especially in sports performance
- Time seems to disappear or distorts in different ways
- People like flow “it is like being on drugs ;-)”

When flow is experienced there is often a peak performance and it is mindset more than physical

Research of flow is important. You can use it to make the experience of instructors being teached more enjoyable and then they'll be more likely to continue the educational program.

The specific interventions are developed to help develop the skill of “focused attention” during ascending with the goal of fostering flow when descending. Here during the liftride several meditative and communicative activities can be used.

The participants and method of the study were discussed as well as lessons learned so far. This type of training can be done alongside any other training (technical/methodical) and it can be integrated in the other training in such a way that there is a link between the liftriding activities and the performances that follow. Participants have a greater understanding of mindfulness and flow and they are more aware of flow and when they experience it.

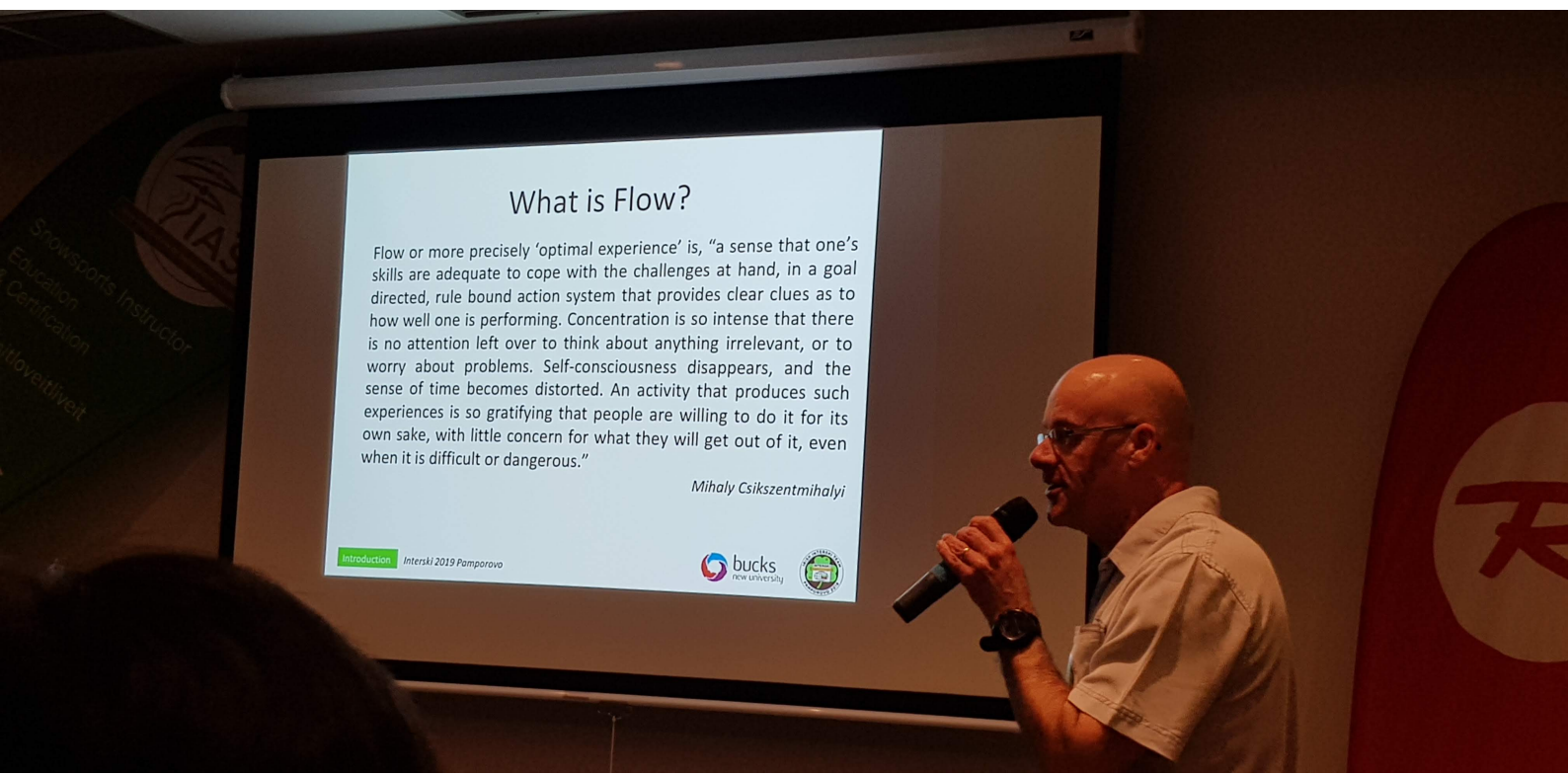
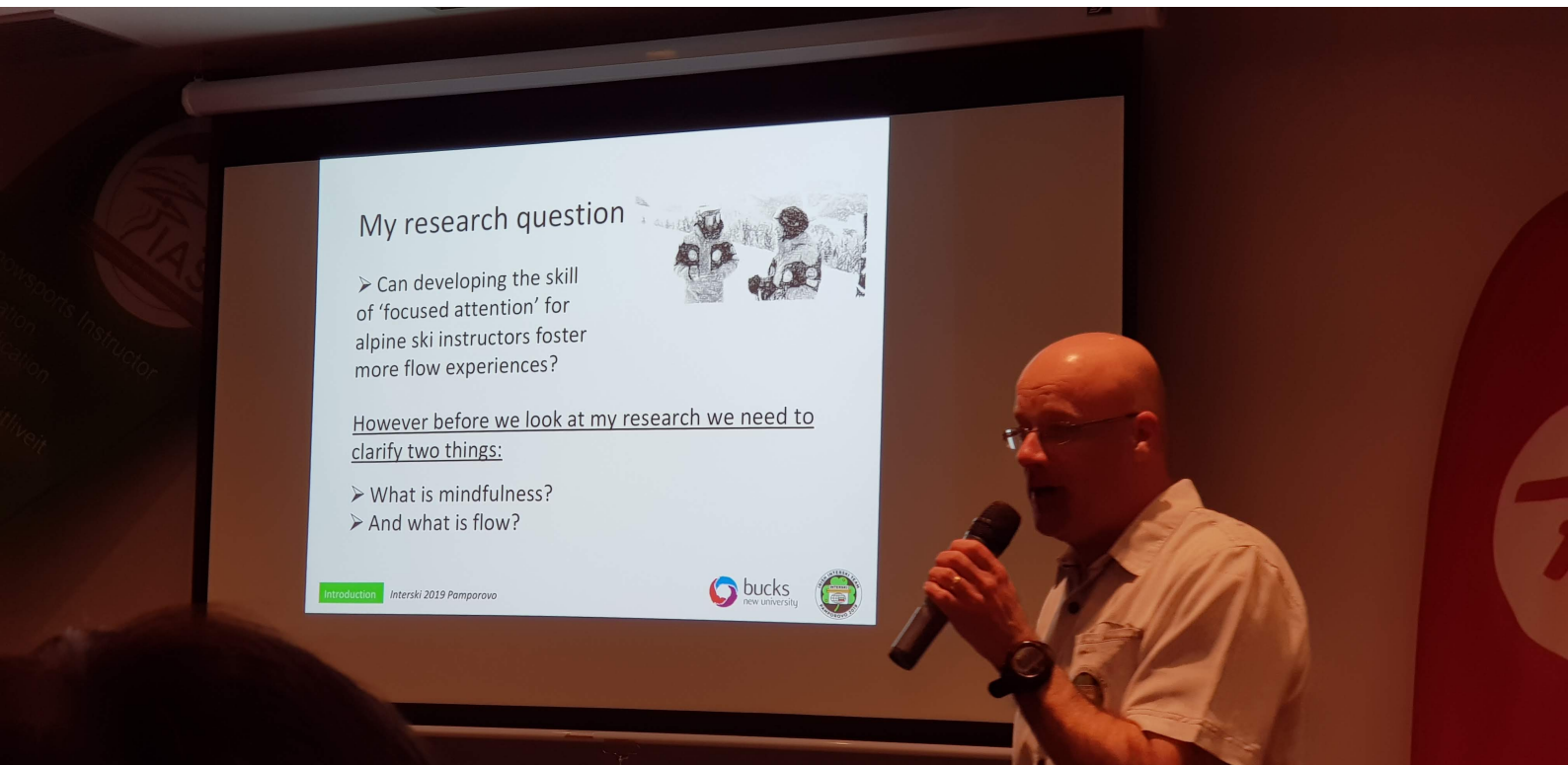
The study is not finished yet. Conclusions will be expected during the summer of 2019.

It is interesting to think about the fact that we are using the lift riding time to formally train our instructors. There are potential benefits to be found.

Also: see pictures of PPT sheets.

Tips

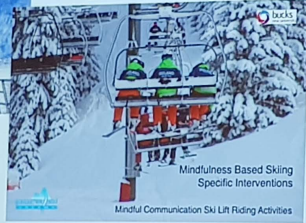
- | | |
|---|--|
| 1 | Gebruik de tijd in de lift om op formele manier of informele manier te trainen |
| 2 | Mindfulness en communicatieopdrachten tijdens de lifttijd kunnen helpen om om gefocuste aandacht te creëren. |
| 3 | Gefocuste aandacht kan prestaties helpen te verbeteren tijdens de afdaling. |



The Mindfulness Based Skiing Specific Intervention (MBSSI)



- The MBSSI was developed during my second year of the MAPP course through an iterative process using the year 2 modules and assignments.



- Both sets of activities have been designed to help develop the skill of 'focused attention' while ascending with the goal of fostering flow while descending.

The Research Interski 2019 Pamporovo



What goes up
must come down

Interski 2019 Pamporovo

What is Mindfulness?

Two Definitions

"Mindfulness means paying attention in a particular way: on purpose, in the present moment and non-judgmentally."

Jon Kabat-Zinn

"Mindfulness is a flexible state of mind in which we are actively engaged in the present noticing new things."

Ellen Langer



Interski 2019 Pamporovo



Why seek more Flow?

Why is this research important?

By creating more flow (Csikszentmihalyi, 1975, 1990, 1997) experiences for ski instructors training for and taking their exams there is potential to increase their overall enjoyment and well-being which in turn could lead to them passing this on to their guests – the general skiing public.

Interski 2019 Pamporovo



Flowing with Mindfulness

Mindful ascending for flowing descending



Derek Tate, Ireland

Interski 2019, Pamporovo – future.snowsport
March 2019



Future opportunities

- Does your training organisation 'formally' train your snowsport instructors in how to use lift riding time either as part of/during an individual instructors training sessions or as an integral part of the lessons they deliver for their guests?
- The potential benefits for instructors **and** the guests they teach could include:
 - Improved focused attention skills
 - Being more 'in the moment'
 - Reduced anxiety
 - Better communication skills
 - Increased enjoyment during lessons/training
 - More FLOW experiences during performance
 - Greater satisfaction after lessons/training



Conclusion

Interski 2019 Pamporovo



What is Flow?

Optimal Experience vs. Optimal Performance

In a lot of literature there is little apparent difference between these two states but **optimal experience** (flow), while having many of the same characteristics as **optimal performance** (the zone), may or may not be associated with an athlete's best performance.

The word 'experience' is related to the mental aspect (or mindset) while the word performance takes into account the physical aspect as well. It has been suggested that entering a flow state is a precursor for optimal performance.

Introduction Interski 2019 Pamparovo



MBSSI Communication Activities

- Five communication lift riding activities for use while with others:

1. Mindful Listening (deep)
2. Mindful Conversation (thoughtful content)
3. Mindful Questioning (Appreciative Inquiry)
4. Mindful Talking (language)
5. Mindful Companions (choice?)



Interski 2019 Pamparovo



The Method cont.



- Questionnaire data will be analysed using SPSS software.
- Interview data will be analysed using thematic analysis with the assistance of Quirkos software.
- Training log data to be evaluated in conjunction with above.
- Dissertation to be written over the spring/summer 2019.

The Research Interski 2019 Pamparovo

Going forwards

- The Irish Association of Snowsport Instructors (IASI) will be introducing mindfulness based training into it's education of snowsport instructors.
- IASI will also be 'formally' training it's instructors how to make great use of lift riding time both through meditative and communication activities.
- The new IASI manual now has chapters specifically about mindfulness and flow and these constructs have been woven into the skill acquisition model (The Diamond Model of Skill Acquisition).
- For more info and to read these specific chapters go to <https://www.iasisnowsports.com/iasi-manual-part-v>

Conclusion Interski 2019 Pamparovo



MBSSI Communication Activities

- Five communication lift riding activities for use while with others:
 1. Mindful Listening (deep)
 2. Mindful Conversation (thoughtful content)
 3. Mindful Questioning (Appreciative Inquiry)
 4. Mindful Talking (language)
 5. Mindful Companions (choice?)



Interski 2019 Pamparovo



The Method

- Completing the Dispositional Flow Scale (DFS-2; Jackson & Eklund, 2002) long version (36 item) before and after training period (Nov 18 and Mar 19).
- Using the MBSSI activities via their smart phone both on training camps and during own time.
- Using the MBSSI activities in every day life and keeping a training log.
- Six participants to take part in 40 minute interviews (after Interski).



MBSSI Meditative Activities

- Five meditative lift riding activities for use while on your own or when in your 'own space':

1. Mindful Breathing
2. Breathing Anchor
3. Mindful Hearing
4. Mindful Observation
5. Gratitude Ride



The Research Interski 2019 Pamporova



The participants

The participants for this research study are the 10 members of the Alpine Demonstration Ski Team.



So what has been learned so far?

- From the training so far it is evident that the participants have all engaged with the MBSSI activities to greater or lesser degrees.
- The MBSSI training can easily be run alongside other training (technical, tactical etc.) and indeed be integrated into the other training so that there is a link between the lift riding activities and the performances that follow.
- The participants all have a much greater understanding of both 'mindfulness' and 'flow'.
- The participants are much more aware of flow and when they experience it.

Preliminary findings

Interski 2019 Pamporova



Follow up

- Please note that my dissertation will be completed in August 2019.
- The dissertation itself and any subsequent papers published will be made available to any organisations that are interested in including this kind of training within their future snowsports instructor education programs.



Please get in touch with:
Derek Tate
derek@paralleldreams.co.uk

Conclusion

Interski 2019 Pamporovo



References

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Interski 2019 Pamporovo



Credits

Benefits image: <https://www.freepik.com/free-photos-vectors/background> Background vector created by starline - www.freepik.com

Get in touch image
https://www.freepik.com/free-vector/illustration-touch-screen-hand-gesture_2606127.htm

Mindfulness image <https://www.freepik.com/free-photos-vectors/abstract> Abstract vector created by vilmosvarga - www.freepik.com

All photos taken by Derek Tate and © Parallel Dreams



Special thanks goes to the members of Ireland's Alpine Demo Team who are the participants of this research study.





Feedback Formulier Interski 2019

Deelnemer(s)	Jac. Bovens
Datum	20 maart 2019
Lecture/Workshop	New Zealand

Inhoud: Structure with versatility. <https://interski.nzsia.org/ski-team-2019/on-snow-workshop-structure-with-versatility/>

Look at how Skillful Versatility will allow us to move our instructors and our instructor's guests into a successful future in snowsports.
 Look at how we are skiing and coaching within the NZSIA, to create consistency, and skillful versatility, that can then go around the globe.
 How through a clear technical framework we are developing consistent and skilful versatility for instructor and students.
 To understand us we need to consider the NZ Mountains and Ski Areas.
 Show you how we develop our technical material to give structure in any situation.
 Look at the importance of understanding the forces of skiing, and the need to control the relationship between the Centre of Gravity (CoG) and the Base of Support (BoS)

Because of Our conditions we need to:

- Adapt – e.g. we have to be adaptable because every ski area is different, and the same “teaching progression” might not work as well at each resort.
- Be Skill/Output Based – e.g. the snow will change from day to day, so we need to focus on skills to get down rather than manoeuvres.
- Be Skill-based with Achievement – e.g. we might only have students for 2hrs, so in that limited time frame we need to create a sense of achievement that will keep them coming back.
- Connect with All Ranges of Skiing and Ages – e.g. control of CoG applies to Freeski as much as performance skiing

Tips:

1. Forces in our philosophy – right from the start of our teaching we incorporate the idea that there are “forces” and you can call these what you will, but a skilful skier needs to learn to balance/use these forces.

Control of CoG Essential – Centre of Mass, or Centre of Gravity, you decide what to call it, but it is important that it's path is controlled.

Relationship between CoG and BoS – this is essential to create flowing skillful performances.
2. 3 phase turn – initiation, control, completion or build, work, release or initiation, shaping, finishing or 1st, 2nd, 3rd or start, middle, end.
3. Movement Descriptors – some people might know this as DIRRT – it refers to the Duration, Intensity, Rate, Range and Timing of any particular movement.

Feedback Formulier Interski 2019

Deelnemers: Joris, Daphne,

Datum: 20-03-2019

Lecture/Workshop: *structure with versatility*

Inhoud:

Nieuw Zeeland; sterk wisselende condities maken dat de instructeurs flexibel moeten zijn en aanpassen aan de gegeven omstandigheden. Vanuit de opleiding willen ze de leraren een duidelijke structuur meegeven waarbinnen ze flexibel de lessen aan kunnen bieden. Gericht op skills drills: kun je in elke situatie op verschillend (eigen niveau) aanbieden.

Technische structuur als leidraad voor de leraar

Ongeacht type bocht altijd 3 fasen

- Initiation
- Control
- Completion

Gekozen skill voor deze voorbeelden = release the pressure and move into next turn

4 movements

1. Verticaal bewegen
2. Lateraal bewegen
3. Voor-/achter bewegen
4. Roteren

Er is vrijheid (freedom) and versatility (dus niet afgebakend)

Tips:

1. Niet veel verrassends, wel goed om te zien hoe zij het inrichten en waarom het (voor hen) zo belangrijk is om de vrijheid binnen de structuur te hebben: veel wisselende omstandigheden in verschillende gebieden (zowel in steilheid pistes, als sneeuwkwiteit, etc.)



NZ (Aantekeningen Edwin)

Thema : 4xCs les aspecten

Instructeur heeft focus op de student en is qua les gefocust op doel student.

De opbouw en de condities tijdens de les worden door de instructeur bepaald en bepalen de mate van succes :

Build or Destroy

De 4C's

Concentratie

Confidence

Control

Commitment

Concentratie

1e voorwaarde om te leren is concentratie.

Zorg voor concentratie bij student via oefeningen die dat vragen, zorg voor een omgeving zonder afleiding.

De instructeur kan op diverse manieren zorgen voor concentratie. Dat kan door via de omgeving (wel/geen afleiding, hogere moeilijkheidsgraden) en via typen opdrachten, die focus vragen. Te complex maakt concentratie moeilijk, simplicity creates concentration

3xS

Simplicity, Situation, S....

CONFIDENCE

Vertrouwen opbouwen is essentieel voor vooruitgang.

Verschillende aspecten spelen een rol.

Mensen willen het goed doen in een groep,

En ook de fysieke positie in de groep maakt dan bijvoorbeeld veel verschil. Zit je voor in een groep, of midden, of achter, moet je op andere zaken concentreren.

Te weinig vertrouwen is niet goed, maar ook te veel is niet goed.

CONTROL

Gaat vooral over beheersen van emoties. Beheersing van emoties is moeilijk, vraagt zelfbeheersing. Kleine progressies laten maken

Voorkom te grote jubelstemmingen, door de oefeningen gelijkmatig op te bouwen. Jubelstemmingen bij de ene leerling, terwijl een andere nog in de put zit, maakt het voor de laatste nog slechter.

COMMITMENT

Succes hebben met je lessen levert commitment. Het levert terugkerende klanten en mensen die graag door willen met wintersporten. Is dus essentieel voor de industrie.

Elementen van een les, in deze volgorde van prio

- 1) fun
- 2) safety
- 3) achievement

Oefeningen

Leuk om oefeningen te bedenken die

concentratie vergen, of meerdere vaardigheden tegelijk vragen

1 close follow

2 close follow wisselen van positie

3 2 lijnen peloton skiën, op korte afstand van elkaar

Eigen opties

synchroon ski variaties en vormen

handen anders dan voeten



Feedback Formulier Interski 2019

Deelnemer(s)	Jac. Bovens
Datum	20 maart 2019
Lecture/Workshop	Finland

Inhoud: Korte workshop: holistische benadering.	
De Finnen hechten aan een ontspannen start. Opening (les, training) mag bij voorkeur ludiek zijn. Lachspieren ook losmaken. We leerden om te beginnen een vloek (Perkola! Dwz: al naar gelang de intonatie vloek, verwensing of uiting van teleurstelling) en een verzachtende kreet (Yoni!, ook multi-interpretabel op geleide van intonatie). Lachsalvo's all over!	
Daarna skiën. Geen specifieke oefeningen of training, wel veel skiën met elkaar in tweetallen. Eerst goed kennismaken. Empathie kweken. De basis is: de mens is een psycho-socio-somatische eenheid, te onderscheiden, maar niet te scheiden.	
Voorbeeld lerarentraining: altijd een 'topper' met een 'rookie'. Leren met en van elkaar, veel respect voor ieders individuele niveau. Spelen met elkaar en met het terrein.	
Tips:	
1.	
2.	
3.	

Deelnemer(s)	Jac. Bovens
Datum	19 maart 2019
Lecture/Workshop	Swedish view on how to get more people to enjoy snowsports.

Inhoud: Learning techniques and educational material.

De Zweden richten zich enerzijds op de skileraren ("How can we as ski educators create a lifelong skiing passion for our ski instructors?") en anderzijds – uiteraard – op de cliënt.

Skileraren:

- Streven naar gepassioneerde en (zeer) competente skileraren. Competentie staat hier voor kennis, kunde en attitude. Stimuleren van zelfreflectie en zelfbewustzijn over persoonlijk niveau lesgeven en ski-instructie.
- Beschrijving van skitechniek zo eenvoudig mogelijk. Gebruik van concepten en terminologie zo mogelijk buiten het jargon om. Het gaat dan om beschrijving van externe krachten, gewrichtsbewegingen, karakteristieken van sneeuw, materiaal en de interactie daartussen.

Cliënt:

Krijgt toegankelijke vormen voorgeschoteld op basis van bestaand concept (Zweden heeft voor de leerstijlen van Kolb – experiential learning - gekozen als basis). Natuurlijk leren en leren van reflectie op beweging.

Opmerking: deze workshop was aangepast aan het actuele niveau van de deelnemers, vooral gericht op de interactie tussen ski en sneeuw op steilere hellingen.

Tips:

1.	Veel skiën, niet veel praten, breed aanbieden
2.	Nog meer oog voor terrein en dat nog kritischer uitbuiten
3.	http://interski2019.net/congress-activity/lectures-and-workshops/



Feedback Formulier Interski 2019

Deelnemers: Joris, Daphne, Marc

Datum: 20-03-2019

Lecture/Workshop: *Advance ski clinic for adults*

Inhoud:

Zwitserland heeft weinig gevorderden/volwassenen lessen. Om meer volwassen de skischool in te krijgen hebben ze een programma uitgewerkt.

1. Performance carving
2. Improve your technical skills
3. Backcountry

Toepassing is meest geschikt voor privélessen.

Opbouw

- Intro knowhow question - we need technical key points
- Different exercises and skills
- oefenen; Go skiing to see the improvement (different circumstances) > challenging

Klanten moeten technisch onderbouwing kunnen begrijpen. Maar dit ook kunnen toepassen (connection with movement). Knowhow question - for understanding.

Nu gekozen thema:

Weight movement insturen bocht. Links-rechts over je ski's. Aangestuurd vanuit je bergski. Soort van strekken bergbeen (afzetten). Extend outside leg. Daardoor direct druk op je nieuwe buitenski en vroege instuurfase.

oefening; aardig snelheid al vroeg druk op outside ski dat je "semi ploeg hebt" dan pas bijstuiven

Focussen niet per se op een skivorm (bijv. Lange bochten), maar op een key point (= bewegingsvaardigheid)

Tips:

1. Ski als een Zwitser!



SWISS (aantekeningen Edwin)

thema: types of telemarkers

De Zwitsers willen met een systeem van typerende Telemark types een les systeem opbouwen waarbij iemand les krijgt toegespist op de vaardigheden die hij zoekt, en dat je op persoonlijk vlak ook kan inspelen op de achtergrond waarom iemand telemarkt en waar zijn passie ligt.

Zodoende kan een passende les worden gerealiseerd, op maat, en met de leerling centraal.

Diverse types, waarvan men zich nu afvraagt of dit een goede representatie is.

O.a.

traditionalist

racer

freerider

freestyler

backcountry freedom seeker

Het levert meer variatie in les

Speelt in op gevoelens

Er kunnen belevenissen om heen worden gebouwd

En er kan op een hoger niveau les worden gegeven.

Kan ook een week zijn, waar iedere dag een ander type als basis voor de lesdag wordt genomen.

Vraagt een veelzijdige instructeur

Oefeningen

body carve (handdrag)

monomark met tiefentlastung

switch

heup op de sneeuw

Basis telemark positie

1 1 schoenlengte afstand

2 centrale verdeling gewicht

3 Voorste voet volledig belasten, achterste teen en bal van voet

4 knie en enkel gebruiken voor binnenski kanten

5 positie vasthouden door lichaamsspanning

ZWITSERLAND (aantekeningen Aranta)

4 dagen

Elke dag experience 1 thema

Offpiste /moguls:

Lead change/kantenwissel initiation of turn let the snow push up the legs

Laagste punt van de bocht is bij kantenwissel

Oefening randje piste

Oefening elkaar bekijken waar ben je als laagste

Standoefening met stokken zeep

Zelfde ogen dicht

Zelfde op piste

Ballon lek prikken

Monomark

4 criteria:

1 minimaal 1 voetslengte

2 spread the weight between legs

3 inside the skiboot: whole foot, bal voet

4 te behouden met de knieën en de heupen, de knieën en de heupen moeten altijd

Deelnemers	Marjolein
Datum	21 maart 2019 10.30
Lecture/Workshop	Workshop Argentinië: Neuro Science

Inhoud

Helaas was deze workshop meer een on-slope discussie dan een daadwerkelijke workshop.

Er is een stuk uitleg gegeven over neuro science, waarbij het feit dat je minder goed presteert als je bent afgeleid door zaken als angst, nervositeit en honger centraal stond. Ook is er gesproken over het feit dat ons lichaam automatisch altijd wil zorgen dat je veilig bent. Als er dus iets gebeurt waardoor jij je in je onderbewustzijn onveilig voelt, zal je onderbewustzijn daar altijd in eerste instantie een reactie op geven die je in veiligheid brengt. Het zgn. Fight, flight, freeze principe.

Er werden 3 centrale onderwerpen gegeven waarover in 3 groepen van 12 personen gediscussieerd moest worden:

1. Performance = Potential – Interference
2. Correct or educate?
3. Fight, flight, freeze principle

In de lift heb ik met een andere deelnemer over de 3 principes gediscussieerd. We waren het vrij snel eens dat:

1. Het belangrijk is om interferences (honger, kou, angst, andere afleidingen) te bespreken en te proberen op te lossen om tot het volle leerpotentiaal te komen
2. Opleiden een groter leereffect heeft dan alleen corrigeren
3. Het fight, flight, freeze principe iets is om rekening mee te houden en dat de onbewuste reactie op “gevaar”/“onveiligheid” besproken moet worden om het een plek te kunnen geven en zo de negatieve impact op het leerrendement te verkleinen.

De discussies hadden in mijn groep weinig tot geen relatie tot het skiën. Onze groepsleider wilde vooral weten wat voor oplossingen er zijn om blokkades bij deelnemers naar boven te krijgen en op te lossen. Helaas is er in onze groep uiteindelijk niet een concrete conclusie uit gekomen.

Tips

- | | |
|---|---|
| 1 | Kijk goed tijdens de training naar je deelnemer zijn lichaamstaal. Als dit duidt op afleiding of angst, probeer dit uit te vragen en bespreekbaar te maken. |
| 2 | Angst en andere afleidingen staan een optimaal leerproces in de weg. |
| 3 | Probeer “interferences” te minimaliseren om het leerrendement te optimaliseren. |



Feedback Formulier Interski 2019

Deelnemers	Marjolein
Datum	21 maart 2019 13.30
Lecture/Workshop	Workshop Germany (telemark): The use of the Alpenstock

Inhoud

In deze workshop hebben we kennis gemaakt met de Alpenstock of Lurk (?) als hulpmiddel bij het telemarken.

De Alpenstock wordt gebruikt in plaats van skistokken. Het heeft zowel technische en didactische mogelijkheden en kan ingezet worden als een marketing instrument.

Eerst hebben we de Alpenstock op de juiste manier leren gebruiken. In welke positie houd je hem, hoe pak je over (er zijn 3 hoofdmanieren, maar alles wat goed voelt voor de deelnemer is goed). Wat het effect op de balans en stabiliteit tijdens het telemarken is van dichtbij inzetten, verder af inzetten, het inzetten in een schuinere hoek hebben we ervaren.

Ook zijn met de Alpenstock verschillende oefeningen te verzinnen. Zo kan de Alpenstock met 2 personen gebruikt worden om stabiliteit te geven tijdens uitstap oefeningen, oefeningen voor de juiste stance, oefenen met achteruit skiën. Oefeningen waarbij de Alpenstock wordt rondgedraaid voor het lichaam zorgen ervoor dat de focus van het maken van de bocht wordt verlegd op de stok. Daarmee merk je dat de bocht vaak automatisch beter geskied word. Oefeningen waarbij de Alpenstock boven het hoofd wordt rondgedraaid helpen de stabiliteit en balans te verbeteren. Ook kan de Alpenstock gebruikt worden om het bovenlichaam tijdens de afdaling rustiger te houden en rotatie tegen te gaan. Vooral stond fun met de Alpenstock voorop.

De Alpenstock als marketing tool is ook besproken. Wat je merkt wanneer je met de Alpenstock aan het telemarken bent, is dat mensen kijken, interesse hebben en je benaderen met vragen. Dit geeft de mogelijkheid om telemarken als sport onder de aandacht te brengen.

Tips

1	De Alpenstock kan gebruikt worden voor verschillende oefeningen, individueel en in duo's of trio's
2	De Alpenstock zorgt voor een betere balans en minder rotatie
3	De Alpenstock kan gebruikt worden als marketing instrument



Deelnemer(s)	Jac. Bovens
Datum	21 maart 2019
Lecture/Workshop	Move Smart (Beweg dich Schlau)!

Inhoud:
Workshop (practice)

Learn and experience skiing with 'move smart' with Felix Neureuther.

The program: 'kids on snow and move smart! with Felix Neureuther' would like to encourage children to workout and to be active in nature also winter. Accordingly, 'move smart! with Felix Neureuther' fits into our teaching philosophy as an extension, seamlessly – it is not an independent course concept. 'Move smart!' tasks are 'PLUS' tasks (difficult learning environment) for varied and exciting skiing lessons.

– Coordinately demanding tasks solve deadlocked movement patterns

– Targeted use of 'Moving you smart!' – Tasks increases your ability to absorb

The tasks are assigned to different categories. These categories help to keep the tasks in mind and should encourage ski instructors to create additional tasks on their own.

The categories focusing, counting, combining and remembering require more conscious cognitive performance. Thus the executive functions working memory, inhibition and cognitive flexibility are trained.

The categories balancing, coupling, reacting and juggling train the brain rather unconsciously through their coordinative claim. The Coordinative Capabilities: Rhythmization, coupling, orientation, reaction, balance, conversion and differentiation are improved.

In addition to many exciting, tricky and funny tasks and different variations, we offer a variety of tips and tricks for easy application in ski lessons.

GOAL

Motion or physical activity increases the blood flow and leads to forming new synapses to the brain, which can affect the performance of the brain. This allows thought processes (cognitive information processing) to run faster, correlations to be recognized more quickly and movement coordination to be improved. Through the successful combination of motion and thinking, failures and difficulties in learning could possibly be overcome and thus daily life for children could be mastered more stress-free. The aim is to improve coordination and cognitive skills in the ski course and beyond.

'Move smart!' should not be a guide to a better life, but an aid and motivation for children and adolescents to move and at the same time to develop the brain. It should be fun and bring joy in the movement. " Felix Neureuther.

Tips:

1. <https://www.dvs-interskideutschland.de/Kongresse/Lectures-Team-GER>

2.

3.





Kids on snow & move smart! with Felix Neureuther

Presented by
Ben Sittel & Kevin Zieke



Lufthansa

CASCO
Die Helm-Manufaktur



maloja



OLYMP



INTERSKI
DEUTSCHLAND 



„Move smart! is not supposed to be an instruction for a better life, but can help and encourage children to do more sports and at the same time to further develop their brain. It is supposed to be fun and will let children experience the joy of movement“

Felix Neureuther

Targets of move smart!

- Support mental and physical performance
- Strengthen the ability to concentrate
- Initiate additional thinking processes
- Convey the ability to manage stress
- Apply a healthy lifestyle



→ **Ski schools transfer
the concept into the snow**

INTERSKI-Kongress 2019 Pamporovo

move smart! with Felix Neureuther

- Scientific base
- Practical application
- Marketing potential



Scientific base

Motion supports blood flow in the brain



Image: welt.de

Additional exercises increase brain activity

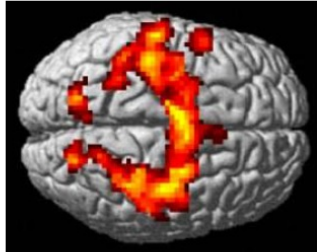


Image: Uni Giessen

Favors the formation of synapses

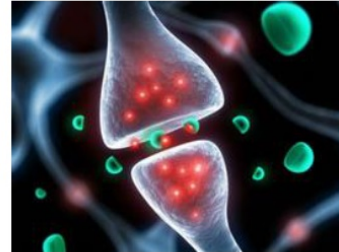


Image: Uni Freiburg

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Executive functions

- Executive functions support conscious / intentional cognitive achievements
- Steering of own behavior considering external circumstances

- ✓ Inhibition of behavior and attention
- ✓ Cognitive flexibility
- ✓ Working memory



- This can be influenced by playful training – also in the snow!

Coordinative skills

- Coordinative skills train the brain in a rather subconscious way through the coordinative challenge
- Commonly considered as the «sporting equivalent» to the central nervous system
- Sport science differentiates between the following coordinative abilities:

- | | |
|-----------------|-------------------|
| ✓ Rhythmization | ✓ Balance |
| ✓ Coupling | ✓ Differentiation |
| ✓ Orientation | ✓ Adaptation |
| ✓ Reaction | |



INTERSKI-Kongress 2019 Pamporovo

move smart! with Felix Neureuther

- Scientific base
- Practical application
- Marketing potential



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Let's play

1. Switch position of rabbit and hunter
2. Rabbit is running away from the hunter
3. Hunter is running after the rabbit



Let's play

- | | |
|---|--|
| B | Jumping up and down on your right foot |
| G | Jumping up and down on your left foot |
| R | Jumping up and down on both feet |
| Y | Jumping from left to right and right to left |



Practical benefits during ski lessons

- Increasing concentration and attention
- Setting new stimuli
- Release locked movement patterns
- Loosen muscular tensions
- Fun



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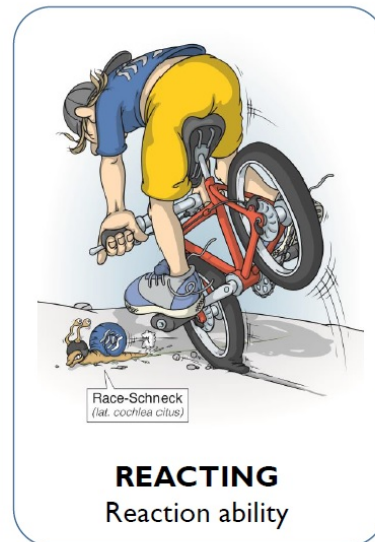
Effective application during ski lessons

- No stand-alone course concept
- Seamlessly integrates in any course structure
- Supports versatile skiing lessons



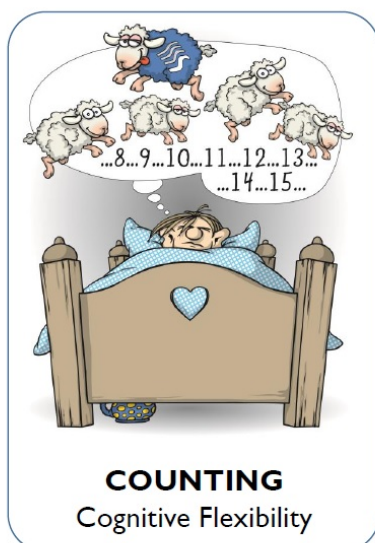
**Simple application
by using verbs**

Verbs with Coordinative exercises



INTERSKI-Kongress 2019 Pamporovo

Verbs with Cognitive exercises (Executive functions)



move smart! with Felix Neureuther

- Scientific base
- Practical application
- Marketing potential



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Implementation in public schools

- Fit4future initiative with the goal to make kids ready for the future
 - ✓ Sport and motion
 - ✓ Brain fitness
 - ✓ Healthy diet
 > move smart!
- 600.000 children in 2.000 schools
 - ✓ Barrels with sport and play equipment
 - ✓ Activity days and workshops for teachers
 - ✓ Scientific support from TU Munich
- Nationwide sponsors and press relations
- Famous ambassadors from different sports



INTERSKI-Kongress 2019 Pamporovo

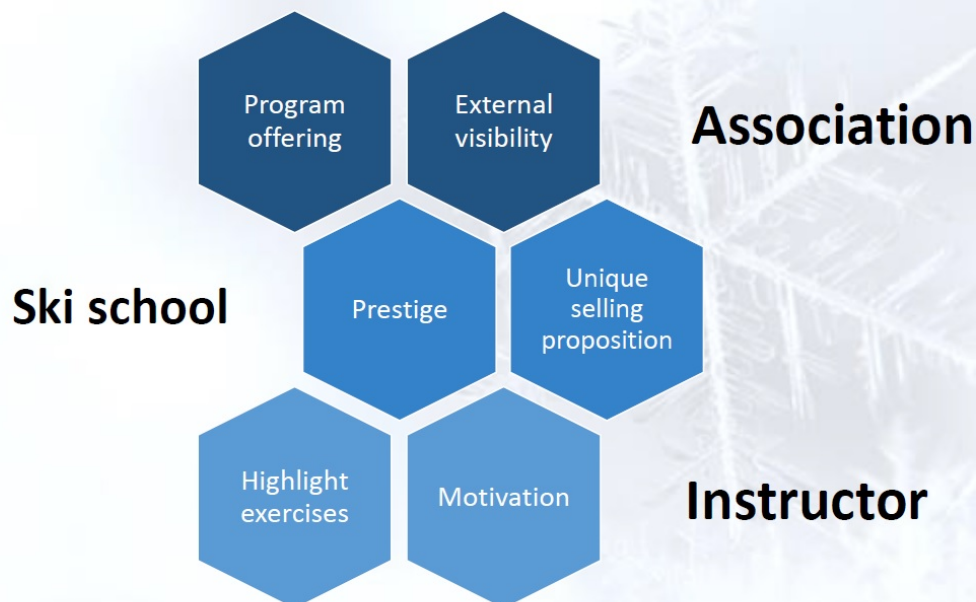
Implementation in ski schools

- Transfer of the initiative on the snow
- License model between association and ski school:
 - Course content and exercises
 - Educational material
 - Texts, images and videos for press relations
 - Stations in ski areas
- Improved image and prestige through the cooperation with Felix Neureuther
- Common market presence of the association and its ski schools
- Further education exclusively for ski schools and their instructors



INTERSKI-Kongress 2019 Pamporovo

Added value on all levels





Looking forward to your
questions and a vivid exchange



Lufthansa

CASCO
Die Helm-Manufaktur



maloja 

LEKI

OLYMP


DIE CREW
DIGITAL

WMM



„Ich packe meinen Koffer...“

... und nehme meine Lieblingsübungen mit!

Gruppe aus 3 Schülern fährt hintereinander her:
Schüler 1 fährt seine Lieblingsübung A drei Kurven lang vor, schert dann aus und reiht sich hinten wieder ein;

Schüler 2 fährt nun vorne: drei Kurven Übung A, drei Kurven seine Lieblingsübung B, dann reiht er sich hinten wieder ein

Schüler 3 fährt drei Kurven Übung A, drei Kurven Übung B und zuletzt seine Lieblingsübung C

Variation:

- * Kurven synchron fahren
- * Ein Schüler beobachtet die Lieblingsübungen des Partners und fährt sie anschließend in gleicher Reihenfolge nach - einfacher als die Grundaufgabe

Begründung:

Informationen speichern und in Bewegung umsetzen – Arbeitsgedächtnis wird geschult

Tipps + Tricks:

Mögliche Lieblingsübungen: Zwerg, Riese, Arme kreisen, usw., lass die Kinder kreativ sein!



„Stören“

- Dreierteams: 1. Kind fährt kleine Kurven, gibt das Tempo und eine Armbewegung vor
2. Kind stört: es fährt dahinter mittlere Kurven bei gleichem Tempo mit eigenen Armbewegungen
3. Kind imitiert synchron Kurven und Armbewegung des Ersten und lässt sich vom Zweiten nicht stören

Variation:

- * 3. Kind imitiert synchron die Kurven des Ersten und die Armbewegung des Zweiten
- * 3. Kind fährt in der Spur des Zweiten und imitiert die Armbewegung des Ersten

Begründung:

Cognitive Flexibilität

Störfaktoren ausblenden und auf das Wesentliche konzentrieren - Inhibition

Tipps + Tricks

- Nur für fortgeschrittene Schüler



„Humpelnder Pirat“

Kurveninneres Bein mehrmals in der Kurve anheben

Variation:

- * In der Linkskurve zweimal anheben, in der Rechtskurve dreimal
- * Über gesamte Kurve anheben bis hin zum einbeinigen Pirat

Begründung:

Schult die Gleichgewichtsfähigkeit – der Gleichgewichtssinn ist eng mit dem Zentralnervensystem verknüpft

Tipps + Tricks:

- Gleichgewichtssinn schon bei kleinen Kindern trainierbar
- Bei LE Grün in der Geradeausfahrt bereits möglich



„Gegenteiltag“

Partnerweise Kurven fahren, der Hintermann nimmt die gegenteilige Position zu der des Vordermanns ein: ist der Vordermann groß wie Riese muss sich der Hintermann klein wie ein Zwerg machen und umgekehrt

Variation:

- * Weitere Möglichkeiten: Pflug – Parallel // linken Arm hoch – rechten Arm hoch // usw.
- * Variationsmöglichkeiten kombinieren

Begründung:

Zusammenhänge erkennen und aus Bewegung heraus neuen Anforderungen anpassen – schult die kognitive Flexibilität

Tipps + Tricks:

- In Geradeausfahrt ab LE grün möglich
- In für die Schüler einfachem Gelände fahren



„Ball der beste Freund“

Während der Abfahrt einen (Schnee-)Ball von einer Hand zur anderen übergeben / werfen und gleichzeitig Kurven fahren

Variation:

- * Mit zwei Bällen jonglieren
- * Je Hand ein Ball: im Kurvenwechsel gerade hochwerfen, mit gekreuzten Armen fangen, im nächsten Kurvenwechsel zurück

Begründung:

Fördert Konzentrationsfähigkeit und schult das periphere Sehvermögen

Tipps + Tricks:

- Sicherheit beachten!
- Kleine Kurven erleichtern das Jonglieren
- Alternative Hilfsmittel nutzen: Skistöcke, Stangen, Ringe



„Fingerspiele“

Eine Hand: Faust + Daumen hoch;
andere Hand: offen + Daumen runter; im
Kurvenwechsel wechseln

Variation:

- * Kurven zunehmend verkleinern und Rhythmus erhöhen
- * Kurvenäußere Hand reibt den Bauch, kurveninnere Hand klopft auf den Kopf

Begründung:

Teilkörperbewegungen unabhängig voneinander koordinieren – schult die Kopplungsfähigkeit

Tipps + Tricks:

- Im Lift ausprobieren lassen
- Hartnäckig bleiben – größere Kurven erleichtern die Aufgaben
- Beim Schussfahren in LE Grün bereits möglich



subconsciously



confusing counting

„Verwirrendes Zählen“

Schüler fahren zu zweit nebeneinander synchron Kurven, dabei zählen sie abwechselnd bis 3:

A: ,1' – B: ,2' – A: ,3' – B: ,1' – ...

Variationen:

- * Abwechselnd bis 4 zählen erleichtert die Aufgabenstellung
- * Eine Zahl z.B. ,2' wird durch Klatschen oder einen Begriff ersetzt

Begründung:

Sich mit einem Partner kognitiv und motorisch abstimmen – schult das räumliche Vorstellungsvermögen und die geistige Flexibilität

Tipps + Tricks:

- Partneraufgaben für 3- bis 5-Jährige schwierig umzusetzen
- Möglich von LE blau (Pflug) bis LE schwarz (parallel)



Felix Neureuther möchte zusammen mit dem DSLV und euch Skilehrern Kinder dazu anregen, wieder mehr Sport zu treiben und auch im Winter rauszugehen.

Beweg dich schlau! mit Felix Neureuther fügt sich nahtlos in die bekannte DSLV-Unterrichtsphilosophie ein. Es ist kein eigenständiges Kurskonzept. BDS-Aufgaben sind PLUS-Aufgaben für einen abwechslungsreichen Skiunterricht.

Die Aufgaben in diesem Leporello sind verschiedenen Kategorien zugeordnet, die dabei helfen, die Aufgaben leichter in Erinnerung zu behalten. Sie dienen als Anregung, euch selbst weitere Aufgaben auszudenken.

Balancieren 1

„Humpelnder Pirat“

Kurveninneres Bein mehrmals in der Kurve anheben.

Variation

- * In der Linkskurve Bein zweimal anheben, in der Rechtskurve Bein dreimal anheben
- * Über gesamte Kurve Bein anheben bis hin zum humpelnden Pirat

Ziel

Schult die Gleichgewichtsfähigkeit – der Gleichgewichtssinn ist eng mit dem Zentralnervensystem verknüpft

Tipps + Tricks

- Gleichgewichtssinn schon bei kleinen Kindern trainierbar
- Bei Lernebene (LE) Grün in der Geradeausfahrt bereits möglich

Fokussieren 1

„Stören“

Dreiertteams: 1. Kind fährt kleine Kurven, gibt das Tempo und eine Armbewegung vor.

2. Kind stört und fährt dahinter mittlere Kurven bei gleichem Tempo mit eigenen Armbewegungen. 3. Kind imitiert synchron Kurven und Armbewegung des Ersten und lässt sich vom Zweiten nicht stören.

Variation

- * 3. Kind imitiert synchron die Kurven des Ersten und die Armbewegung des Zweiten
- * 3. Kind fährt in der Spur des Zweiten und imitiert die Armbewegung des Ersten

Ziel

Störfaktoren ausblenden und auf das Wesentliche konzentrieren - Inhibition

Tipps + Tricks

- Nur für fortgeschrittene Schüler geeignet

Jonglieren 1

„Ball/Stöcke - der beste Freund“

Während der Abfahrt einen (Schnee-)Ball oder Stock von einer Hand zur anderen übergeben oder werfen und gleichzeitig Kurven fahren.

Variation

- * Mit zwei Bällen/Stöcken jonglieren
- * In jeder Hand einen Ball/Stock und im Kurvenwechsel gerade hochwerfen, mit gekreuzten Armen fangen, im nächsten Kurvenwechsel zurück werfen

Ziel

Fördert die Konzentrationsfähigkeit und schult das periphere Sehvermögen

Tipps + Tricks

- Sicherheit beachten!
- Kleine Kurven erleichtern das Jonglieren
- Alternative Hilfsmittel nutzen, z.B. Stangen, Ringe

Koppeln 1

„Fingerspiele“

Eine Hand zeigt ein „V“ mit zwei Fingern nach oben; andere Hand zeigt Daumen hoch und Zeigefinger geradeaus; im Kurvenwechsel Handstellung wechseln.

Variation

- * Kurven zunehmend verkleinern und Rhythmus erhöhen
- * Kurvenäußere Hand reibt den Bauch, kurveninnere Hand klopft auf den Kopf

Ziel

Teilkörperbewegungen unabhängig voneinander koordinieren - schult die Kopplungsfähigkeit

Tipps + Tricks

- Im Lift ausprobieren lassen
- Hartnäckig bleiben - größere Kurven erleichtern die Aufgabe
- Beim Schussfahren in LE Grün bereits möglich

Merken 1

„Fahren nach Farben“

Drei Reihen mit vier gleichfarbigen Hütchen aufbauen; Skilehrer nennt Farbkombination, die der Schüler anschließend umfahren muss.

Variation

- * Weniger bzw. mehr Reihen und Hütchen - erleichtern/erschweren die Aufgabe
- * Skilehrer gibt eine Spur vor, die sich der Schüler einprägt und blind umfährt

Ziel

Informationen speichern und in Bewegung umsetzen - Arbeitsgedächtnis wird geschult

Tipps + Tricks

- Ab LE Grün (erste Pflugkurven) möglich
- Blind fahren: Achtung Sicherheit!
- Ab 10 Jahren sehr komplexe Kombinationen möglich

Reagieren 1

„Pfeifen“

Schüler fährt Schuss am Skilehrer vorbei und muss auf Pfiff innerhalb von 3 Kurven stoppen.

Variation

- * Pfiffe erhalten unterschiedliche Bedeutungen (1 Pfiff = Stoppen, 2 Pfiffe = Walzer, 3 Pfiffe = Springen, usw...)
- * Hintermann steuert Vordermann mit Trillerpfeife, z.B. ein Pfiff - S3, zwei Pfiffe - S5, drei Pfiffe - M8, Vier Pfiffe - M13 Kurven

Ziel

Schnelle und zweckmäßige Reaktion auf ein akustisches oder visuelles Signal - schult die Reaktionsfähigkeit

Tipps + Tricks

- Kann bereits beim Bremsen im Pflug in LE Grün eingesetzt werden
- Stoppsignale zu unerwarteten Zeitpunkten geben

Zählen 1

„Verwirrendes Zählen“

Kinder fahren zu zweit nebeneinander synchron Kurven, dabei zählen sie abwechselnd bis drei. A: ,1' – B: ,2' – A: ,3' – B: ,1' – ...

Variationen

- * Abwechselnd bis 4 zählen erleichtert die Aufgabenstellung
- * Eine Zahl z.B. ,2' wird durch Klatschen oder einen Begriff ersetzt

Ziel

Kognitive und motorische Abstimmung mit dem Partner - schult das räumliche Vorstellungsvermögen und die geistige Flexibilität

Tipps + Tricks

- Partneraufgaben für 3- bis 5-Jährige schwierig umzusetzen
- Möglich von LE Blau bis LE Schwarz

Verknüpfen 1

„Verkehrte Welt“

Vordermann gibt Kurven vor, Hintermann fährt immer in die Gegenrichtung (Zöpfe flechten).

Variationen

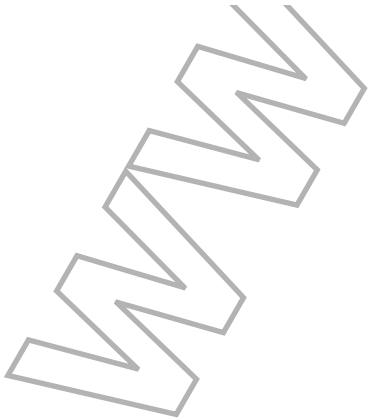
* Vordermann fährt kleine oder große Kurven, Hintermann fährt immer die gegenteilige Kurvengröße (Vordermann klein, Hintermann groß und umgekehrt)

Ziel

Zusammenhänge erkennen und aus Bewegung heraus neuen Anforderungen anpassen - schult die kognitive Flexibilität

Tipps + Tricks

- Partner tauschen, damit nicht immer die Gleichen zusammen fahren



AUSTRALIE (Aantekeningen Edwin)

Australie heeft een instructors app met fouten en oefeningen, beschikbaar via QR code op visitekaartje.

Australie initieert een bocht door met je dijbenen in te roteren. Dat vind ik niet effectief, als gesneden bochten je doel zijn.

Ze kennen ook een regler-concept : reguleren van div. vrijheden om afgestemd op terrein te skiën

Cross over vs cross under

In de workshop aandacht voor het moment van de wissel afhankelijk van terrein, en type skien dat je wil doen.

Oefeningen

Verschil voelen

1 hoog en korte schritt

2 laag en groot

low performance bochten

Basisbocht met wissel op vallijn, hoge positie/kleine schritt.

Intermediate performance bochten

Gerutschte bochten, wissel bij 45 graden boven in bocht.

high performance bochten

moguls, naar achteren wisselen, wissel op vallijn, dieper staan, veel gewicht achterste ski

offpiste, naar achteren wisselen, wissel boven in bocht, dieper staan, en vroeg druk op achterste ski

korte bochten - wissel op vallijn, hoge positie, langzame wissel om druk te houden

pure carve - wissel heel vroeg in bovenkant bocht

4 typen goede bochten

1. skidded turn
2. steered turn
3. carved turn
4. pure carved turn

niet gewenst

1. railed turns

Australian way (aantekeningen Aranta)

4 skills

1. Stance

2. Rotary

3. Edging

4. Pressure control

Performance model:

Skidded turns

Railed turns

Steered turns

Carved turns

Pure carved turns (inclining and angulating)

USA (aantekeningen Edwin)

Hebben met een instructieraamwerk moeten maken, rekening houdend met de grote verschillen van omstandigheden afhankelijk waar je leert skien, east coast - west coast

5 kern elementen

Lesplan op website

Oefeningen

pain in S turn - zet een gecarvde reuzenslalom bochtenspoor uit, en laat anderen daarna korte bochten skien over dit spoor. Begrijpen dat er verschillende technieken nodig zijn voor verschillende soorten bochten en omstandigheden.

beeld in hoofd (?)

korte bochten

- uitleg via spelletje/race, hoe kom je snel tot stilstand en hoe verander je snel van richting
- quote : als mensen lopen nemen mensen vanzelf goede beslissingen
- Veel druk voorop, bovenlichaam niet roteren, over je dalski leunen

Lezing

Elementen van telemark techniek

balans voor-achter

balans zijwaarts binnen buitenski

kanthoek door inclinatie en angulatie (naar binnen hellen, en hoeken (ausgleich)

ski rotatie vanuit voeten/benen en gedisciplineerd bovenlichaam

krachten/druk reguleren door de interactie met ski en sneeuw

beheersen van wissel (stapgrootte, timing en intensiteit)

Variabelen

DIRT

1. Duration
2. Intensity
3. Rate
4. Timing

Website tot 12 april QR tag

USA (Aantekeningen Aranta)

(Aranta heeft ook boekje methodiek van de Amerikanen gekregen)

Pressure

Kant

Stuur

Bend

Beste skiër in de lift bedenken

Naar elkaar kijken; anders skiën dan anders

Fundamentals:

Grote RS bochten volgen met pain in the ass bochten

"Funny how people make sensible decisions once off their ski's"

Wedstrijdje een schoen over de streep, romp naar rechts linker of recht

Torsie, buiging, hoofd boven je teen

Rotation, been gebogen, angelation

Beste manier om te stoppen is beste manier om te starten

Steilhang:

Hockeystop

Ski's loslaten, bovenlichaam hoeft niets te doen; geen hoog laagbeweging nodig; geen inclination nodig

TELEMARK NL

**SNOW
PRO S.NL**
DUTCH
INTERSKI TEAM

INTERSKI
2019
PAMPOROVO

Dutch Telemark Interski Team
Developing telemark in the lowlands
Telemark out of the box
International Telemark Lab

Dutch Telemark Interski Team members in Bulgaria



Marjolein Pasanea

She is a fast learning intermediate telemarker and also an experienced ski instructor, leading the telemark development in her ski school. She supports the unique experience offered at Interski: trying out your skills on the revolving slopes, located at the Interski congress hotel. When you are looking for her, she is on the revolving slope or enjoying nature in silence.



Edwin Rontberg

If you think: 'Hey, where is Ed?', have a look in the fun park where he is doing telemark tricks. Locally, in the Dutch mountains, he is also known for major traditional Chinese roasts at the Telemark Summerfest or designing some new promotional telemark stuff.



Aranta van de Broeke

For burning edge telemark carving, turn to her. She has teaching experience on all surfaces: indoor snowdomes, rolling carpets and dry slopes. As an ex snowboard racer she convinced many snow sporters to telemark. If you think, 'hey where is Aranta', a fair chance she is chilling, somewhere on a cozy bench, knitting Dutch telemark beanies for the Interski Telemark Team.



Pieter de Groote

When looking for him try the quiet places. He's often outdoors on telemark skis, bike or roller skis, but also experienced in indoor activities like reading, playing board games and of course telemark. His wife still does not approve his wooden telemark skis above the couch at home. The easy rider tele stance is his specialty.



Wietse Jelsma

Looking for Wietse? When not tele skiing backwards at warp speed. He is making big quantities of exquisite food for the Telemark Summerfest. After many years of envying gracious Norwegian telemarkers on winter holidays he started learning telemark skiing a couple of years ago on the Dutch steep indoor slope Zoetermeer. Next ski will be a giant slalom race ski with the binding reverse mounted.

By the way, born and raised in the flat low lands, he is still convinced that while doing ski tours, going straight up the mountain is the better way of skinning than gentle S-trails ...





Mark van Onna

He is the trainer of the Dutch Telemark Team and leads the individualistic team members further into the telemark landscape. If you are looking for him because he is not online, he might be on ski tour or he is studying the ritual of making many espressi in one go with a bike pump.



Kjartan Majdandzic

He is the talented Benjamin telemarker of the team with a brave telemark heart, big ass mustache, rocking the eighties stash.



Gina van der Werf

Gina was trained in Canada as a Telemark level 1 instructor and only leaves her telemark skis inside when her snowboard is under her feet. She is an avid split boarder and has spent years in the professional development of a successful snow board for adaptive use, which is also presented at the Interski Conference in an on snow workshop.

A new concept for snow sports schools

Telemark out of the box

By Mark van Onna, Dutch Telemark Interski Team, Interski Congress 2019, Pamporovo, Bulgaria

The challenge of owning a snow sports school: Peaks and lows

Many snow sport schools deal with high peaks in demand for lessons. Between the highs are lows, where there is not much work for the snow sport instructors and the capital invested in (indoor) snow sport infrastructure is giving negative or no yield.

Telemark skiing is relatively unknown to the general public and generally not offered by schools due to low demand. Snow sports schools and instructors are interested in telemark, but its development is often not seen as a viable add-on service because of lack of telemark instructors or telemark equipment. Diversifying the services provided by snow sport schools by introducing telemark has been seen as a high risk investment in the past.

Advantages of telemark out of the box

The Telemark Out of the Box concept can be used to improve a snow sport school's business. It offers many advantages for snow sport schools, for example:

- An opportunity to diversify services by adding telemark instruction to their services
- Share investment and business risk amongst the participating parties
- Create work for instructors and a way to increase income during off-season periods
- Add telemark as a new career path at for snow sport instructors at the school
- Fill in the extra ISIA requirement for instructors to master a second snow sport discipline
- ...



Only the first few telemark turns on the revolving slope are supported by a bar in Utrecht, The Netherlands

The Telemark out of the box concept

A 'box' consisting of:

- The training of 2 or more telemark instructors at your school
Provide training of 2 or more snow sport instructors of a school to Telemark instructors at an appropriate level, for example IVSI stamp or ISIA level 2. Make sure the instructors are good telemark teachers in their local situation (e.g. snow, carpets or brushed surface) is a must. A big smile on the face after a first telemark session is what we need.

- Hints and tips how to market telemark skiing during the high season:
 - The telemark instructors can teach alpine skiing up to intermediate level while using telemark equipment and show their delegates and the surrounding audience some telemark turns as an add-on to alpine skiing.
 - Promotion and instruction materials
 - ...
- A ski box filled with 4-6 pairs of skis with telemark bindings and a full range of telemark boots. The equipment can also be second hand and collected from garage sales and eBay. NTN-bindings are advised for ease of use.
- Proposed working process:
 - Each Telemark Box has one *initiator* who manages the communication, the financial and logistical process. This can be a sport rental shop, a foundation promoting telemark, a ski association, a ski school sharing the box with other schools or some other investor.
 - Invite snow sport schools to participate in a Telemark Out of the Box
 - Make sure that a participating ski school has at least two certified telemark instructors available
 - Train 2 or more dedicated telemark ski instructors if not available at the school.
 - Each interested ski school hires and markets the Telemark Box for a number of consecutive weeks during the low season.
 - Reserving the box enables the ski school to organize a local telemark training period which can be advertised during their peak season by, for example:
 - Use of telemark stickers on the helmets of instructors
 - Use telemark gear to teach alpine ski technique
 - Use local telemark enthusiasts and instructors to give demos.
 -
 - Financial costs and rewards are distributed amongst the participants
 - 10% of the money earned is contributed to your local Telemark Foundation



Mike van de Veen is the main collector of telemark equipment on behalf of Telemark.nl, the Dutch Foundation which promotes telemark. He was trained as a telemark instructor in the Norwegian Ski School. Over the last 20 years he gave numerous induction telemark workshops and is long time co-organizer of the Dutch Telemark Event in Val Thorens (France) and the Dutch Telemark Championships during the Telemarkfest.de in Kleinwalsertal on the boarder of Germany and Austria, for years already. He also leads the important task of collecting and maintaining telemark equipment from contributors and sponsors of Telemark.nl which is key to the success of spreading telemark in The Netherlands and is contributing equipment to Telemark out of the box.

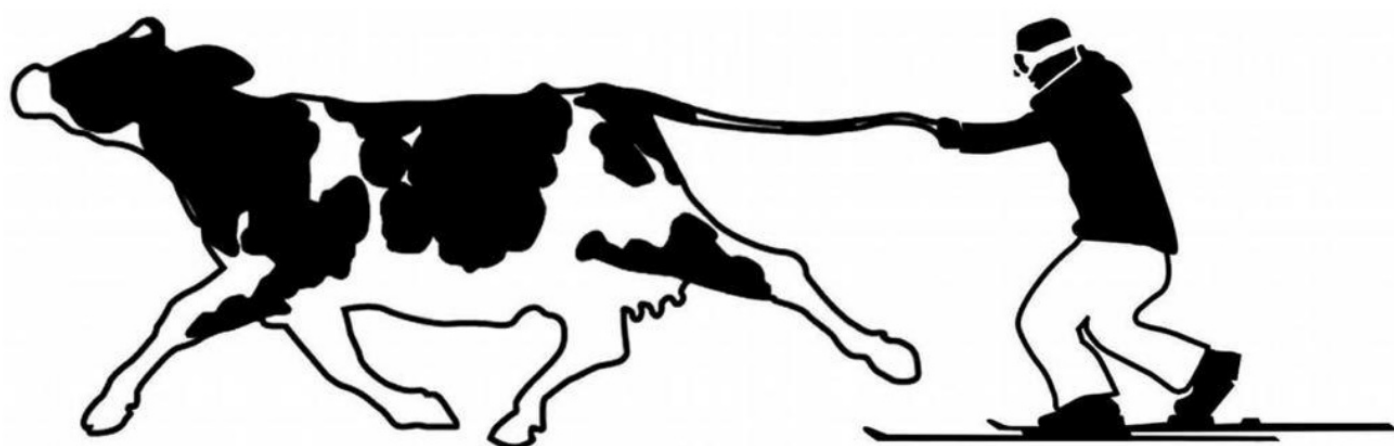
The Dutch telemark approach with Telemark out of the box

The snow sports situation in The Netherlands is as follows: we have 89 ski areas (snowdomes, carpets, brushes, most of them are open year round), about 5000 snow sports instructors, 1 million active skiers, but NO MOUNTAINS – the highest point is only 322 meter. Many people live below sea level behind dunes and dikes which protect them from rivers and the sea.

The Dutch telemark foundation telemark.nl collected a selection of telemark gear that is used for telemark introduction workshops. These materials are mostly used during the peak season and can be offered in a telemark out of the box concept to the local ski schools during the low season. Ski schools and instructors already expressed interest to participate in a Box set-up. Each Box will be tailored to the cost, risks and benefits anticipated by the co-operators of the Box.

We planned the following programme:

- *12th May 2019 - **Telemark out of the box - Interski Telemark experiences**– Snowworld Zoetermeer*
We planned a day for local snow sport schools and their teachers in Snowworld to share our Interski experiences during telemark workshops and to share the telemark out of the box concept.
- *Summer 2019 – Tailored telemark training for novice telemark instructors of participating schools matching their particular slope (indoor) surface and situation*



TELEMARK SUMMERFEST

- *23 – 25 August 2019 – **Telemark Lab at the Telemark Summerfest** – Snowworld Landgraaf*
Before the start of the Summerfest on Friday evening 23rd, we organize a Telemark Lab for instructors on Friday during the day. **International telemark instructors are welcome to join.** Main focus is to share ideas, discuss international developments and experiences: InterVision for Telemark trainers and an on-snow coaching session for the new instructors. During the local telemark camp there will be an initiation ritual for the new telemark instructors.

Mark van Onna is Telemark Ski Trainer in the Netherlands and did his instructors courses in New Zealand, Austria and Germany. He also works as consultant in strategy, project leadership and innovation and is specialized in organizational development and change. He is spreading Telemark in The Netherlands in an activist way by co-creating not for profit telemark events throughout the Dutch snow sport landscape, ranging from a telemark Summerfest, training telemark ski instructors to the formation of the Dutch Telemark Interski Team and other telemark projects as Telemark out of the box and the Telemark Lab.



Dutch telemark yearly calendar cycle

- **Dutch Telemark Event** – Val Thorens, France – End November/beginning December
For 20 years already, the opening event of the Dutch Telemark season with telemark workshops, ski tests, parties and more.
- **Teleturn-inn** meetings – Snowworld Zoetermeer – a Monday, every fortnight
Introduction into telemark for interested snow sporters and technique training for experienced telemarkers
- **Telemark Technique** training – Snowworld Zoetermeer – Sunday mornings
Regular technique training at intermediate to expert level
- **Telemark training week** - somewhere in the European Alps – February
Informal telemark skiing – self-organizing set-up - In the mornings workshops for and by telemarkers
- **Dutch Telemark Championships** – Kleinwalsertal, Germany/Austria– March
In co-operation with TelemarkPlus during the Telemarkfest.de
- **Telemark Lab & Summerfest** – Snowworld Landgraaf – Last weekend of August
Relaxed international summer camp with good food, telemark workshops, race training and more.



Snow sports in the Netherlands

Developing telemark in the low lands - interview

by Gine Oexl

An interview with Mark van Onna, team captain of the Dutch Telemark Interski Team

Gine Oexl looks at the Dutch snow sport landscape from her outsider perspective as a German Telemark teacher, living in Austria. She dives into Dutch telemark development and the high level of snow sport enthusiasm in the Netherlands. The low lands – yes, this is the country without mountains and only occasionally receiving some real winter, but at the same time, it is a country with a million of active snow athletes. She is amazed by the extreme snow sport enthusiasm over there, while interviewing Mark van Onna, team captain and trainer of the Dutch Telemark Interski Team.



The Dutch Interski Telemark Team in Snowworld, Zoetermeer, The Netherlands

Hi Mark! Tell us a little bit about yourself - how did you get into snow and telemark?

Well, I was an avid skier since when I was seven years old. Like about a million other Dutch people, we went for a yearly week of family winter sports. Most of the time we skied in the European Alps, but my parents were adventurous and we were lucky to be among the ones to take one of the first charter flights to the newly developed Pamporovo in Bulgaria.

Later, while growing up I preferred the free space of back country skiing, I started ski touring, and avalanche and ski guiding courses followed. Touring friends showed how easy modern telemark boots walked up the mountain, with their flexible bellows, reasonably stiff shaft and excellent torsional stiffness.

Then, after experiencing the very natural continuous alternating motion of putting one ski ahead and the other aft..., I was instantly hooked on tele. Telemark skiing had looked always very graceful to me for years but when I took the step it also felt smooth and 'right'. It was a very natural movement, more in sync with movements of the daily life, and skiing turned into ski-glide-walking down the off-piste. It was much more dynamic than skiing with alpine gear and the modern stiff bindings and the new telemark shoes made it possible to ride any terrain – so I never had the need to come back to alpine skiing!

Those are nice skis you have with you! It looks like wooden skis - which brand is it?

Oh, thank you, I built them by myself! It is actually not that hard anymore – many people around the globe build their own skis now, with the internet spreading knowledge and experience. My idea was to build skis completely tailor made, using a moldless process, so each pair would have its own unique dimensions, flex, torsional stiffness etc. – “nitty gritty nerdy stuff” (-:

Key here is a computer controlled machine, which bends the ski edge in any design, being the mold at the same time. This way each pair of skis can be designed according to the rider's needs, based on ability and wishes. The first machine prototype was built from wood and steel parts, but the last one(s) were made super stiff with carbon. After that I decided to focus on becoming a telemark ski instructor. I wanted to study the behavior of ski's in the snow and improve my riders motion analysis to be able to build really tailor made skis. In the meantime, I heard, there is a ski company who won a 2019 ISPO prize for a similar approach.

And so this is how you became a tele-traveler?

I looked at the Dutch snow sport courses, which are at a very high level for alpine- and snowboard instructors, but telemark was not offered. It was summer in the northern hemisphere at that time, so I went to New Zealand for telemark instructors courses and developed a new BHAG -- Big Hairy Audacious Goal --: improving the Dutch telemark organizational infrastructure.

Oh well, building your own skis, travelling to New Zealand to take a tele-course; you seem to be pretty much of an individualist. Is that something all telemarkers have in common? Yep, generally, you're right, maybe (-: And still: training for the Interski demo transformed individualist skiing into a compliant team performance. We are a team of eight telemarkers and we discovered: Telemark as a team sport is really great when you try it! It helps for team formation -- also the handmade toques, by Aranta have helped-- although there is ample room for technique improvement for us. In addition, obviously, the Interski conferences are giving telemark development great four-year development points in time.



Individual lurk poles, used singular, for a personalized and balanced telemark experience

Is a group of individualists then willing to become a group? Well, it is not the case that people are losing their personality in a group! People need both: being able to be 'themselves' and being able to be part of a group. Reflecting on this helps to be a healthy growing human being. And, in this respect, telemarkers are not that different from alpine skiers: they also form groups and 'tribes', developing their own rituals -- while doing a toast, while entering a bar... Telemarkers also craft their own lurk, a single telemark pole used for a personalized natural telemark experience.

So -individualistic, telemarkers? Yes, maybe, but besides the physical telemark experience, really feeling good, being on the slope, with nice people around and being part of something growing is a main part for telemarkers. In general, telemark as a movement is more social oriented -- even though we like to be also a little individualists.

What else do you think makes the telemarkers 'special'? What are the distinguishing characteristics?

Telemarkers are usually experienced skiers, often spending many days on the slope per year. They want to challenge themselves more than most others, and learning telemark as often extension to their previous snow sports experiences.

So many Dutch people go into the mountains! Yep, 1 million active skiers, but we have no mountains here in the country – or at least nothing you would call a mountain: the highest point is at only 322 meter.

But, why do they go and how do they get prepared and trained for the mountains while living below sea level? Why? Indeed, many people live below sea level behind dunes and dikes, which protect them from rivers and the sea. Maybe in their subconscious brain, there is some deep instinct to go higher up. And, in addition, there actually is a big snow-sport industry developed in the Netherlands! We have almost 90 ski areas: snowdomes, revolving slopes and most of them are open year round. People love to ski, snowboard, or telemark! And all those snow athletes want to improve from time to time – this opens up the stage for about 5000 snow sport instructors. Finally, the local training efforts may make people longing for the mountains even more.



Trying to find the right telemark position while practicing on a revolving slope

Well that sounds great! And yet, isn't that a lot of travelling for you?

The locals here put so much effort into training! It makes us even long more for raw nature and the telemark skiing experience in the mountains; taking all this into consideration, travelling seems less than it is 😊.

Ok, now let's come back to the tele-specific topics. Are you a telemark instructor? Yep, after the New Zealand tele experience there was an opportunity to teach telemark in a Dutch artificial snow dome called Snowworld in Zoetermeer. There were monthly informal Teleturn-inn gatherings, organized by Telemark.nl. I offered to organize regular telemark instruction, every fortnight, for snow athletes interested in telemarking. By the way: lessons are free, participants pay only for ski maintenance and slope access – and we welcome everybody who wants to join!

Could you describe the development work needed to be able to form a telemark Interski team? To get some recognition of the other snow sport disciplines here in the country I collected a stack of official papers and certificates from different courses in many countries, and after a few years lobbying I was allowed to attend the Interski conference with the Dutch officials all the way to Ushuaia, Argentina, in 2015. The Dutch skiers and snowboarders of the Dutch team welcomed me as telemarker to the team and when they saw what modern telemark looks like, they even offered me to carry the national flag during the opening.

A bit of community building followed and from that, building on the capabilities available within the local growing telemark crowd, a larger training group evolved. After a few years, a group of people were trained to do telemark instruction for novices and many followed my example and also went abroad to get certified as instructors. In particular, we are learning a lot from the German telemark training team. They are very co-operative, knowledgeable and very helpful, as most other telemark trainers encountered in other countries. We now have a group of more than 15 certified telemark instructors and we are the first Dutch Telemark Team, here, at the Interski conference in Bulgaria.

Good! let's turn to the Interski Congress in Pamporovo, Bulgaria – how many Dutch people do we find here this week?

We have an interesting, very diverse delegation, with all disciplines present, 37 people in total of which 8 are telemarkers.

Wow, that is awesome. When is this conference a success for you and your team?

Personally, I aim to have a good time, ski, and recover from an injury. At the team level and for our community, I hope to learn a lot and raise our level of telemark. Making new acquaintances and improve the world wide fabric of connections is the overarching thing here. So, not just fun and leisure, but combining the joy of an international gathering and seeking international co-operation in an international telemark lab where instructors meet. Obviously, we are also sharing our knowledge of building up a telemark team out of the blue, and hopefully other smaller nations may profit from hearing about our experiences – and may follow our path!

Is it ecologically responsible to travel all the way to Pamporovo? I mean, there are many snow sport instructors from all over the world coming to one mountain resort; this costs both a lot of kerosene, as well as infrastructure costs, hosting so many people over a whole week...

It is all worth it, if the co-operation between countries improves. We should challenge the idea that we organize per country. And we can practice that here! Many of the current world problems are crossing borders, as for example climate change or refugee crises due to war, political mismanagement, food or water shortages. Or take the bio-diversity crisis. I just read in the Guardian that the biodiversity crisis is set to rise up the global agenda, 'If we were coal miners we'd be up to our waists in dead canaries.'

It is clear that these problems cannot be solved at a country by country level. Spreading telemark is insignificant at the world scale of problems, but may be an interesting significant new example of borderless co-operation can be initiated.. We should not organize per country, but global and act local. We can practice that. (-:



Special edition POW: Protect Our Winters

Wow, you really seem to have an interest in bringing these topics forward. Do you think there is potential for the Interski conferences to play a role in these topics in the future? Conferences like Interski should experiment in global co-operation in other fields as well. To get practical, initiatives such as POW, -- Protect Our Winters -- should be put prominently on the agenda at Interski. Other topics, such as the European Union lobby for fast train connections into the Alps, for example, should be improved this way.

The trend towards a more and more 'luxury' experience in resorts should bend towards more personal growth for the visitor, instead of the materialistic, status and power oriented worldview which still drives many developers. Snow sports instructors, who for example combine mindfulness, meditation, psychological coaching, etc. with nature and snow sports can contribute to that change. Learning telemark can contribute, for sure (-:



Gine Oexl is a German DSV Telemark ski teacher living in Innsbruck. Besides her scientific endeavors into behavioral economics, she helped organize Telemarkfestivals Telemarkfest.de, BregenzerTelewald and the Telemark Worldcup in Oberjoch, Germany.

Mark van Onna is Telemark Ski Trainer in the Netherlands and did his instructors courses in New Zealand, Austria and Germany. He also works as coach and consultant in strategy, project leadership and innovation and is specialized in organizational development and change.

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Made by Aranta for telemark



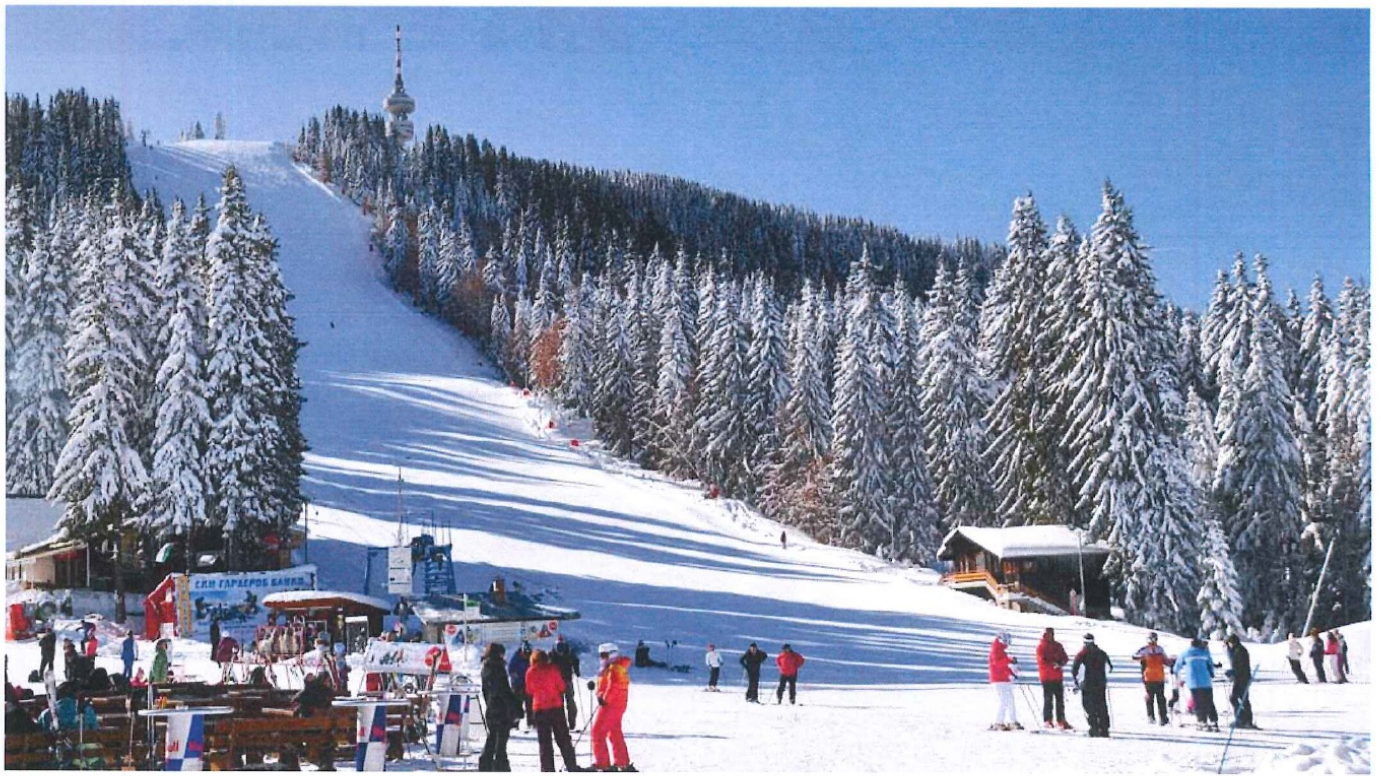
For supporting the team, The Dutch Telemark Interski Team sends many thanks specifically to Giro, Protest, Kubus Sports, SnowPros.NL, NSKiV, NKBV, Telemark.nl, TelemarkPlus, DSV Telemark Lehrteam, Skidome, S.I.S. Leisure Group, SnowWorld, Outdoor & Travel Outfitters Roosendaal, Zwerfkei Woerden, Alpine Engineering, Powder House Agencies, Picture Organic Clothing, Bojan our Team Physician and all the others who support us spreading telemark.

Please support POW: ProtectOurWinters.com

The Dutch telemark calendar is supported and organized by a diverse group of many telemark volunteers, sponsors and by board members of Telemark.nl, the Dutch foundation promoting telemark. Many Dutch telemark volunteers are certified telemark instructor and member of SnowPros.nl, the Dutch association of snow sports instructors. The Dutch telemark championships are organized by Telemark.nl in co-operation with the Telemarkfest in Kleinwalsertal and TelemarkPlus.

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Thanks Bulgaria & Pamporovo



INTERSKI DEELNEMERS 2019

- | | |
|-------------------------|---------------------------|
| 1. Nicky Broos | 18. Geoffrey van Dijk |
| 2. Joris Ritsema | 19. Mark van Onna |
| 3. Philip de Koningh | 20. Robin Kaptein |
| 4. Pim Groenendijk | 21. Nicky Smeulders |
| 5. Gina van der Werf | 22. Jac Bovens |
| 6. Frans Schuurbijs | 23. Daniël Schinkel |
| 7. Rosa Schot | 24. Rex Tielen |
| 8. Dominique van Duijne | 25. Marjolein Pasanea |
| 9. Marc Jacobs | 26. Cornel de Munnik |
| 10. Chris van Hooijdonk | 27. Manon Holleman |
| 11. Bram Walgraeve | 28. Sven Rockx |
| 12. Loes Bish | 29. Aranta van den Broeke |
| 13. Serge van Gestel | 30. Wietse Jelsma |
| 14. Hein Korebrits | 31. Edwin Rontberg |
| 15. Glenn van Kleef | 32. Pieter de Groote |
| 16. Niels Stam | 33. Kjartan Majdandzic |
| 17. Daphne van der Helm | 34. Rob van Schie |