**Freeski Training System**

### Development Phases Domain

<table>
<thead>
<tr>
<th>Elements</th>
<th>Phase</th>
<th>Phase 1</th>
<th>Phase 2</th>
<th>Phase 3</th>
<th>Phase 4</th>
<th>Phase 5</th>
<th>Phase 6</th>
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</thead>
<tbody>
<tr>
<td>Growth and Development (Body Composition)</td>
<td>Body begins to develop into adult-like proportions in terms of how various body parts relate to each other. Muscle mass increases, heart and respiratory rates are similar to that of adults.</td>
<td>Body finishes developing into adult-like proportions. Rate of growth increases again in preparation for adolescence. Weight and height increases. Puberty broadens in males and hips widen in females.</td>
<td>Rate of growth reaches peak (Peak Height Velocity). Bodies reach adult heights, muscle mass begins to grow. Muscles of the legs are heavier in males than in females.</td>
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<td>Endurance</td>
<td>Foundations of endurance is established through sustained activity and play.</td>
<td>Continue to establish foundations of endurance through sustained activity and play. Add duration to activities and games. Manage duration of activity by introducing time-grouped activities and drills.</td>
<td>Develop aerobic conditioning with planned activities along with increased time spent in group and team play.</td>
<td>High intensity, low-intensity activities such as running, swimming, biking or hiking are incorporated in the training plan. Include team sports and multi-skill drills.</td>
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<td>Mobility</td>
<td>Explore activities and games that use a variety of body movements. Introduce and practice mobility through generalization of play and fit structured activities.</td>
<td>Introduce range of motion, mobility drills, general exercise preparation and coordination through warm-up play.</td>
<td>Incorporate daily flexibility training. Limit the loss of mobility through functional strength, balance, and coordination during growth phase through multi-joint and whole body exercises.</td>
<td>Practise a variety of core stability exercises. Incorporate mobility training specific to the sport or discipline.</td>
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<td>Strength</td>
<td>Explore whole body movements which encourage range-of-motion and exploration of movement options.</td>
<td>Continue with whole body activities and exercises. Introduce more targeted focus on specific movement options.</td>
<td>Implement structured body weight exercises with proper technique to develop overall strength.</td>
<td>Majority of time spent in movement, mobility, warm up and mechanics. Short duration (20 min) of structured strength and power development. Light resistance work including bands, kettlebells, etc.</td>
<td>Practice safety and performance with focused skill development.</td>
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<td>Power</td>
<td>Fast movements developed by running, jumping and throwing. Use fun playful activities to enhance body awareness, spatial awareness and object manipulation. Incorporate activities that develop quickness (&lt;10 sec jumps).</td>
<td>Appropriate volume and intensity of body-weight training. Use dynamic vertical exercises such as hopping, skipping and jumping to enhance power movements.</td>
<td>Practice Olympic lifting technique with no weight. Target all major muscle groups with body weight exercises. Add light weights for biomechanically advanced athletes.</td>
<td>Continue to incorporate full body movements while incorporating volume jump, etc. Add duration to strength portion of the workout with continued emphasis on mobility, movement, mechanics and warm up.</td>
<td>Strength and power programs become more planned and progressed. Workouts become more individualized. Still fun but more focused in developing the needs of the individual athlete.</td>
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<td>Motor Skills</td>
<td>Create a foundation for agility, balance and coordination (ABC) through participation in multiple sports or physical activity. Increase ABC through fluidity of movement and range of motion in simple activities.</td>
<td>Incorporate multi-plane movements that increase ABC and range of motion across all planes of movement. Begin to use focused exercises to target specific movements.</td>
<td>Limit the loss of flexibility, functional strength, balance, coordination during growth phase. Use mobility training along with agility, balance and coordination through growth phase.</td>
<td>Use sport specific exercises and more complicated ABC-drills to enhance range of motion that target sport specific movements patterns.</td>
<td>Increase difficulty of balance drills for precision of motor control. Increase flexibility exercises consistent with specific demands of the sport.</td>
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<td>Nutrition, Hydration, Recovery</td>
<td>Well rounded nutrition is practiced by parents, child, coaches and club. Proper rest and deep sleep habits help with recovery and energy management.</td>
<td>Basic athletic and healthy nutrition concepts are addressed with parents, child, coaches and club. Athlete awareness increases about importance of nutrition.</td>
<td>Athlete can identify nutrient from non-nutritious food in their diet. Begin to link nutrition with performance. Hydration is monitored.</td>
<td>Implement plans for a balanced diet to enhance performance. Keep a notebook of all training related activities such as hydration, diet, rest, recovery sleep, and other factors that contribute to or diminish physical fitness.</td>
<td>Athlete uses diet planning to maximize training and recovery. Utilize physiological and nutritional data to monitor training. Respects supplement limitations and consequence of drug violations.</td>
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### Technical Domain

- Physical Fitness Domain
- General Concepts
- Growth and Development
- Endurance
- Mobility
- Strength
- Power
- Motor Skills
- Nutrition, Hydration, Recovery
**General Focus**

Active start - Learning and fun environments.

Adventure stage - Riding all terrain, exploring the mountain.

Technical stage - Developing precision of basic skills while learning advanced techniques over a variety of terrain and features.

Tactical stage - Application of specific technical skills to Event/Discipline specific technical and tactical skills.

Mastery and innovation stage - Gaining Discipline specific technical and tactical mastery

**Turn Shape and Technique**

Able to link round-shaped turns controlled by the inside edge of the outside ski on the snow.

Turn size and shape is dictated by the ski's flex, coordinated movements, and the environment. Activities emphasize a wide variety of turn shapes and sizes.

Ability to maintain turn shape in a variety of turn sizes while maintaining balance. Ability to do so with confidence on any terrain.

Skiers can confidently adapt turn shape and technique in rapid sequences in order to achieve multiple tasks on any terrain.

Mastery of a wide variety of turns, shapes, styles and techniques both regular and switch. Precise controlled movements dictate turns in all conditions. Can do anything, anywhere in any way with confidence, speed and style.

**Athletic Stance and Balance**

Ski stance is athletically adaptable. Can ski medium radius turns with parallel skis while maintaining balance.

Begin to separate from upper body to initiate turns. Center of mass moves with terrain and turns to remain balanced.

Ability to dynamically adjust balance and stability to match terrain or task.

Ability to dynamically adjust balance and stability with precision and coordination.

Balance of mastery and stability in all situations. Recovery moves inherent to maintain balance.

Can use any equipment, anywhere in any way with confidence, speed and style.

**Alignment and Separation of Movements**

Least effective body alignment in relation to ski and terrain.

Mastery of effective body alignment on a variety of terrain.

Ability to use a variety of high intensity movements to maximize performance in competitive venues, significant use of upper–lower body separation.

The rider is using separation of movements across all movements, planes and aspects to create complex chains of movements in terrain.

Able to link complex chains of movements together in a smooth and fluid manner with exact precision.

**Rotary, Edging and Pressure**

Movements are varied, such as wedge, parallel, converging & diverging steps, skating, etc. Leading to outside ski dominance.

Able to move from foot to foot and jump off both feet. Compete with hockey stops.

Can demonstrate outside ski dominance throughout the entire turn, and becomes aware of the ski orientation on the snow. Ski demonstrates rotary, edging and pressure skills individually and as a whole on the terrain.

Sound fundamental skills are mastered and integrated in the rider's movement patterns. Higher intensity and complex movement patterns are emphasized to achieve a desired outcome on specific terrain and features.

Ability to ride flat base at high speeds. Can ride switch confidently in most terrain with precise movements. Able to adapt and refine pressure movements on the fly to maximum performance and fluidity in all terrain.

Ability to ride flat base at high speed both regular and switch with complete mastery and confidence on any terrain around the mountain. Switch riding is as effortless as regular. Excellent precision and variety of movements in mastered.

Can perform precise pivot, rotary, edging and pressure movements and utilized in complex chains of movements to accomplish a variety of tasks, tricks or skills. These movements are ingrained, natural, effortless and occur automatically.

**Terrain Parks and Features**

Starting to catch air on small, natural features. Learning basic flagrground tricks involving simple rotations and variable pressure on the skis.

Comfortable grabbing over small jumps and exploring small rotations 180 to 360 in both directions. Beginning to explore simple rail features.

Competent on small to medium jumps, basic grays, ability to ride comfortably in halfpipe and rail features.

Comfortable spanning over large jumps as well as in the pipe. Begin experimenting with single inverted mandurs and should be able to handle increasingly more difficult rail features with confidence.

Can span large jumps, both regular and switch with complete mastery and confidence on any terrain around the mountain. Ability to ski anywhere, anytime in any condition using the all terrain with speed, style and creativity.

Complete mastery of all environments. Ability to ski anywhere with creativity and innovation on the fly.

**Tactial Domain**

General Focus

Have fun and gaining confidence on ski. Move around the mountain with an emphasis on fun, friendship with friends.

Tasks are learned through self discovery by riding around the mountain and adapting to different terrain. Skis challenging terrain or difficult snow conditions.

Questing in competing various tactics in order to ski terrain using different strategies to achieve differing results.

High intensity and more complex movement patterns are mastered. Dynamic and complex movement patterns are emphasized to achieve a desired outcome on specific terrain and features.

Can perform precise pivot, rotary, edging and pressure movements and utilized in complex chains of movements to accomplish a variety of tasks, tricks or skills. These movements are ingrained, natural, effortless and occur automatically.

Terrain

Explore the mountain and gain confidence on variety of terrain. Starting to catch air on small, natural features.

Explore the mountain environment and riding in variable terrain. Learning to perform a variety of tasks all over the mountain and in the park.

Confident on most terrain and beginning to explore non--terrain features.

Confidence on the mountain. Ability to ski anywhere in any condition with confidence and speed.

Innovation on the mountain. Ability to ski anywhere, anytime in any condition using the all terrain with speed, style and creativity.

Complete mastery of all environments. Ability to ski anywhere with creativity and innovation on the fly.

Halfpipe

Ability to adapt to changing terrain pitches, using effective distance and balance.

Learning to ride transition by adapting body alignment and movements in the pipe. Using effective edge control to manage speed and gain amplitude.

Learning the tip of pipe with straight arms and back spin below the tip.

Gaining confidence in the halfpipe. Learning straight airs above the lip of the pipe and basic spins at the lip. Using effective pressure control to pump transition to maintain speed throughout the pipe.

Dynamic drop ins, active pumping to generate speed in transition with effective edge transfers.

Ability to use size of the pipe and rotate in multiple directions beyond 360.

Dynamic drop ins with speed and control. 6-10 feet of air at all the way down the pipe. Linking tricks together regular and switch with begin incorporating inverted movements into the HP routine.

Ride with maximum amplitude and speed from top to bottom. Linked tricks with multiple directions at 360 and beyond. Incorporating single and double inverted tricks into full turns. Creativity in run choice is essential. Ability to revolve trick sequence as conditions or events dictate.

Slopestyle

Beginning to catch air on natural features and perform some simple flagrground tricks such as 360’s, 540’s and 360 in both directions. Beginning to explore simple rail features.

Getting comfortable grabbing over small jumps and exploring small rotations 180 to 360 in both directions. Beginning to explore simple rail features.

Can effectively follow a race course through a variety of terrain shapes and matching changes in terrain. Skis are similar to a consistent line and can remain flat through vertical features. Rolling larger jumps at varying speed to learn different jump techniques.

Further refinement of tactics to maintain speed and manage the course through a combination of movements and skills. Skis are similar to a consistent line and can remain flat through vertical features. Rolling larger jumps at varying speed to learn different jump techniques.

Using all skills to achieve precision of movements to generate speed. Development of use of races tactics and strategies.

All Ski skills work together smoothly to maximize speed on the course. Race tactics are thorough and complete with a deep understanding of the "Flow of the Race".

**Equipment Selection & Preparation Domain**

**Ski Gear**

Twintip skis Cheet high, with a variation based on height, weight and skill.

Pair of twin tip skis. Eye level with a variation based on height, weight and skill.

Pair of skis is sufficient to use for simple! beginnings! of ski and snowboard.

Pair of skis is recommended for each discipline. Tuning skills continue to improve.

Discipline specific skis, 2-3 pair are recommended for each discipline. Tuning skills continue to improve.

Discipline specific skis. Professional support or consultation is recommended for preparation.

**Boots**

Proper boot fit with soft even forward flex.

Proper boot fit with soft even forward flex.

Proper boot fit is critical, footbeds are recommended.

Proper boot fit, flex and performance. Begin to test discipline specific boots.

Proper boot fit is key, with custom footbeds.

Discipline specific boots to maximize performance.

**Protection**

Helmet required at all times.

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Helmet required, back protection, impact shorts, moutguard recommended.

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**Mental Training Domain**

**Environment and Motivation**
Order an environment that promotes enjoyment amongst the participants. Provide opportunities for environment to experience success with even the most fundamental of tasks and positively reinforce these behaviors. Participants begin to develop fundamental skills, confidence to inspire passion for the sport.

Continued utilization of fun environment to allow participants to continue to experience success. Coach acts as a mature role model in order to build long-term coach-athlete relationships through mutual trust and respect.

- Coach-athlete relationships, based on trust and respect, are built through effective communication before, during and after practice.
- Consistency in talk and behavior is key to developing a trusting relationship.

**Positive Self Talk and Mental Imagery**
Continue the skills learned in the practice session by making a game out of the skills. Ending the session with successful completion of a fun activity or game will encourage continued participation and enhance interest in the sport.

- Basic strategies of mental skills specific to sport are introduced. Use simple self-talk cues words to reinforce task-oriented behaviors. Have participants repeat the words to reinforce the importance of certain skills or concepts.
- Develop positive self-talk, work ethic and perseverance. Focus on the process, not results. Implement imagery into sessions by performing a skill correctly and when having participants imagine seeing themselves perform the skill correctly.
- Promote consistent use of self-talk and imagery in training and competition. Begin to challenge athletes with more competition specific scenarios, but maintain opportunities for athletes to experience success.
- Develop race day routines and practices with distractions present to simulate the competitive experience. Introduce relaxation techniques such as imagery techniques. Help the athlete understand the source of any anxiety. Creating positive self-talk is critical.

**Goal Setting**
Make goals a daily game or team activity to accomplish. Fun, skill based and tangible.

- Introduce goal setting. Goals should be skill, process or task based. Focus on the use of the sport. Everyone should experience some level of success.
- Goal setting should play a larger role at this stage. Have participants set performance goals for learning skills. Short-term goals can be set for each practice as well as each week. The simple, achievable goal is important with increasing difficulty. The coach, athlete and parent create goals together.
- Continue to use goal setting as a tool for pairing skills and making fitness gains. Goals should still be primarily focused on process and improvement of skills.
- Continue to use goal setting to acquire skills and fitness. Explore long term performance plans and introduce outcome goals to motivate the athlete. Challenge athletes in training while providing opportunities for success. Encourage self-evaluation and logging of training and the athlete sets specific areas they are doing well and items for continued improvement.

**Grouping**
Group kids by peer groups.

- Group kids by peer groups. Appropriately introduce challenges for kids going beyond peer group.
- Group athletes by peer groups. Biological age becomes a factor in assigning groups. Begin incorporating some opportunities for exposure to ability and developmental age groups.
- Group athletes by peer groups by biological and training age. Incorporate more opportunities for challenge and exposure to ability and developmentally appropriate groups.
- Group athletes by ability, relative development and goals in sport while maintaining appropriate social bonds.
- Group athletes with competitive peers. Foster a team dynamic of support, encouragement and positive pushing amongst teammates.

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**Competition Domain**

**General Focus**
- Live the Sport for Fun
- Compete for Fun
- Compete for skill development
- Compete for skill acquisition
- Compete for skill mastery
- Compete to Win

**Number of Competitions**
- 2 or 3 local events
- 4–6 events per season
- 6–12 events per season
- 10–15 events per season

**Events**
- Fun local or club based competitions that emphasize skill progression.
- Regional USASA and USAO events
- USASA Regional and National, USASA Junior Nationals, Potential qualification for USAO Revolution Tour and FIS Junior World Championships
- USASA Regional and National, USAO Revolution Tour, USASA Junior Nationals, FIS Junior World Championships. FIS Jr at age 16.
- USASA Grand Prix, FIS NorAm and World Cup. Other pre level invite events (One Tour, etc.)

**Organizations**
- USASA, USISA
- USASA, USISA, FIS, FIS, FIS Jr, FIS, FIS Jr, FIS Jr Jr
- USA, FIS, FIS Jr, FIS Jr Jr
- USA, FIS, FIS Jr, FIS Jr Jr

**Disciplines**
- Experiment with all disciplines
- Compete in many disciplines
- Begin to specialize
- Specialization