

ACTIVE START/ FUNdamentals 1 & 2 (Ages 0 – 8 years)

Athlete:

- ✓ **Views competition as an opportunity to demonstrate skill**
 - emphasize trying new activities and having fun
 - reinforce a positive attitude in sport
 - emphasize effort, doing one's best, finishing, and persistence/ perseverance
 - foster a positive attitude towards physical activity participation

- ✓ **Can focus on own performance rather than outcome during training when reminded (i.e., is able to compete with one's self)**
 - emphasizes effort, doing one's best, finishing, and persistence/ perseverance
 - foundation for self-confidence
 - foundation for focus/refocus
 - foundation for self-control skills
 - foster a positive attitude towards physical activity participation

- ✓ **Demonstrates respect towards other ski racers by applauding and praising others' efforts (rather than openly criticizing or making mean comments)**
 - promote fair play
 - promote respect for others and fair play
 - promote teamwork and positive interaction skills

- ✓ **Is able to adhere to simple rules of ski safety and codes of behavior conduct**
 - promote fair play
 - promote respect for others
 - foundation for self-control skills

- ✓ **Has been introduced to the concept of controlling one's "breathing"**
 - Noticing breath through counting
 - Noticing the change in breathing by changing ratio of in- to out-breath (foundation for self-confidence, focus/refocus, self-control skills)

- ✓ **Is encouraged to use imagery to practice sport skills, develop patience and self-control skills** (foundation for self-confidence, focus/refocus, self-control skills)

Learning to Train 1 & 2 (Ages 9 – 12)

Athlete:

- ✓ **Demonstrates respect towards other ski racers by applauding and praising others' efforts (rather than openly criticizing or making mean comments)**
 - promote teamwork and personal interaction skills
 - introducing discipline and structure
- ✓ **Is able to notice and verbalize thoughts and feelings related to skiing and is able to ask for help from adults**
 - developing self-awareness of range of emotions experience in sport participation
- ✓ **Is able to articulate aspects of his/her own performance that he/she wants to achieve (rather than outcome) without reminders during training**
 - emphasizing effort, doing one's best, finishing, and persistence/perseverance
 - promote an understanding of relationship between effort and outcome
 - develops self-confidence
 - develops focus/refocus skills
- ✓ **Demonstrates the capacity to articulate and focus on performance standards to achieve (rather than outcome) during competition**
 - emphasizing effort, doing one's best, finishing, and persistence/perseverance
 - promote an understanding of relationship between effort and outcome
 - introducing race tactics
 - develops self-confidence
 - develops focus/refocus and concentration skills
- ✓ **Views making mistakes as part of the 'game' and tries to learn from mistakes to improve performance (during training)**
 - emphasizing effort, doing one's best, finishing, and persistence/perseverance
 - development of self-control skills
 - promote an understanding of relationship between effort and outcome
- ✓ **Is able to control breath outside skiing activities and has some control over breath during skiing activities**
- ✓ **Is able to change the pacing of breath through shifts in ratio between in- and out-breaths**

- ✓ **Is able to use the out-breath to release tension**
 - developing self-control skills
- ✓ **Has been introduced to Mental Relaxation Strategies other than breathing**
- ✓ **Can practice progressive muscle relaxation, imagery and autogenic relaxation**
 - developing self-control skills
- ✓ **Regularly practices imagery focusing on developing the vividness and controllability of images during training and prior to/following competitive events**
 - developing self-confidence
 - developing focus/refocus and concentration skills
 - introduction of the concept of pre-race mental preparation
- ✓ **Is introduced to “Thought Stop” his/her negative thoughts in training**
- ✓ **Is able to “Spot” a negative thought, interrupt or “STOP” a negative thought, and then “SWAP” the negative thought with a positive and productive thought**
 - developing self-confidence
 - developing focus/refocus and concentration skills
 - developing self-control skills
- ✓ **Has been introduced to the concept of long-term and short-term goals (for self-mastery of skiing, not necessarily competitive performance)**
- ✓ **Understands how short-term goals contribute to the achievement of long-term goals**
- ✓ **Can set a short term performance goal**
 - developing self-confidence
 - developing focus/refocus and concentration skills
- ✓ **Has been introduced to basic/age appropriate information about hydration and nutrition, sleep, and sport as a healthy lifestyle**
 - promote sport as a lifestyle commitment.

Training to Train 1 (Ages 11 – 13 [females], 12 – 14 [males])

Athlete:

- ✓ **Demonstrates respect towards other ski racers by applauding and praising others' efforts (rather than openly criticizing or making mean comments).**
 - promote teamwork and personal interaction skills
 - promote positive communication
- ✓ **Can comprehend the rules for ski safety, ski racing, and codes of behavior conduct during training and racing**
 - promote individual discipline and personal responsibility skills
 - introduce sport rules and ethics
- ✓ **Demonstrates responsibility towards appropriate clothing and equipment for training and competitive environment**
 - promote self-discipline and personal responsibility skills
 - introduce travel strategies
- ✓ **Has been introduced to basic/age appropriate information about hydration and nutrition, sleep, and sport as a healthy lifestyle**
 - promote sport as a lifestyle commitment
- ✓ **Can identify select factors that contribute to good and poor performance**
- ✓ **Achieves desired personal performance in general and during different ski race distances**
 - profile and promote awareness of mental qualities of racing different distances
 - developing post-race analysis skills
- ✓ **Is able to control breathing during skiing activities**
- ✓ **Can change the pacing of breath through shifts in ratio between in- and out-breaths**
- ✓ **Can use the out-breath to release tension**
 - developing self-control skills
- ✓ **Regularly practices a formal relaxation technique such as progressive muscle relaxation, imagery relaxation, or autogenic relaxation**
 - Applies strategies during training

- Applies strategies to manage pre-competitive stress
- ✓ **Can “Thought Stop” his/her negative thoughts in the training environment**
 - developing self-control skills
- ✓ **Can recognize pre-competitive worries and use “Thought Stopping” to prepare for competition**
 - developing self-control strategies
 - developing mental preparation for competition
- ✓ **Is introduced to training log to track select physical and mental performance skills**
 - introduction of use of training logs for competitive season
 - promotion of understanding how training impacts competitive performance
 - promote awareness
- ✓ **Is introduced to using a simple race plan during competition**
 - developing focus/refocus and concentration skills
 - promoting awareness of mental qualities during different distances
- ✓ **Is able to define “SMARTER” short-term goals for training. [SMARTER: specific, measurable, achievable, realistic, time-based, evaluated, recorded]**
 - developing self-confidence
 - developing mental preparation attitude and belief
 - promoting an understanding of the role of practice to achieving goals
 - develops focus/refocus and concentration skills
- ✓ **Can differentiate between outcome, performance and process goals**
 - developing mental preparation attitude and belief
 - promotion an understanding of the role of practice and achieving goals
- ✓ **Has been introduced to use imagery for skill learning and skill performing in training environment**
 - using imagery to practice skills
 - using imagery to learn new skills/strategy
 - using imagery to evaluate/correct mistakes
 - using imagery to build confidence, aid relaxation and concentration (developing self-control skills, focus/refocus, concentration, self-confidence, mental preparation attitude and belief)

Training to Train 2 (Ages 14 – 15 [females], 15 – 16 [males])

Athlete:

- ✓ **Has been introduced to use imagery for skill learning and skill performing in training environment**
- ✓ **Uses imagery to practice skills, learn new skills/strategy, evaluate/correct mistakes, build confidence, aid relaxation and concentration**
- ✓ **Demonstrates respect towards other ski racers by applauding and praising others' efforts (rather than openly criticizing or making mean comments)**
 - promote teamwork and personal interaction skills
 - promote positive communication
- ✓ **Enforces the rules for ski safety, ski racing, and codes of behaviour conduct during training and racing**
 - promote individual discipline and personal responsibility skills
 - introduce sport rules and ethics
- ✓ **Demonstrates responsibility towards appropriate clothing and equipment for training and competitive environment**
 - promote self-discipline and personal responsibility skills
 - introduce travel strategies
- ✓ **Regularly practices habits of hydration and nutrition, sleep, and sport for a healthy lifestyle**
 - promote sport as a lifestyle commitment
 - promote self-discipline and personal responsibility skills
- ✓ **Knows the general factors that contribute to good and poor performance**
- ✓ **Achieves desired personal performance in general and during different ski race distances**
 - profile and promote awareness of mental qualities of racing different distances
 - developing post-race analysis skills
- ✓ **Can recognize general factors that contribute to good and poor performance in OTHERS' competitive performance**
 - developing post-race analysis skills
 - observe different individuals race tactics
- ✓ **Can use relaxation strategies to appropriate manage energy during training**

in general and during competitive simulation training drills

- developing self-control skills
- ✓ **Can recognize pre-competitive worries and use “Thought Stopping” to prepare for competition**
 - developing self-control strategies
 - developing mental preparation for competition
- ✓ **Is able to maintain a weekly log of physical and mental training**
 - introduction of use of training logs for competitive season
 - promotion of understanding how training impacts competitive performance
 - promote awareness
- ✓ **Develops (with aid of a coach) a simple race plan to use during competition**
 - developing focus/refocus and concentration skills
 - promoting awareness of mental qualities during different distances
- ✓ **Is able to “SMARTER” goals for training**
 - developing self-confidence
 - developing mental preparation attitude and belief
 - promoting an understanding of the role of practice to achieving goals
 - develops focus/refocus and concentration skills
- ✓ **Can set outcome, performance, and process goals in training**
 - developing self-confidence
 - developing mental preparation attitude and belief
 - promoting an understanding of the role of practice to achieving goals
 - develops focus/refocus and concentration skills
- ✓ **Has been introduced to use imagery for skill learning and skill performing in training environment**
 - using imagery to practice skills
 - using imagery to learn new skills/strategy
 - using imagery to evaluate/correct mistakes
 - using imagery to build confidence, aid relaxation and concentration (developing self-control skills, focus/refocus, concentration, self-confidence, mental preparation attitude and belief)

Learning to Compete 1 (Ages 15 – 17 [females], 16 – 18 [males])

Athlete:

- ✓ **Enforces the rules for ski safety, ski racing, and codes of behavior conduct during training and racing**
 - promote individual responsibility skills
 - promote adherence and respect for sport rules and ethics
- ✓ **Regularly practices habits of hydration and nutrition, sleep, and sport for a healthy lifestyle**
 - optimize culture and lifestyle habits for tapering and peaking
 - promote on-going personal development
- ✓ **Identifies post-secondary interests for personal development (e.g., education, future employment possibilities including sport, and family ect.)**
 - addressing economic and independence issues
- ✓ **Is knowledgeable about performance enhance supplements and the health effects of legal and illegal agents**
 - optimize culture and lifestyle habits for tapering and peaking
 - promote on-going personal development
 - promote adherence and respect for sport rules and ethics
- ✓ **Participates in the development and periodization of competitive season**
 - promote personal responsibility and involvement in decision making
- ✓ **Knows the general factors that contribute to good and poor performance**
- ✓ **Achieves desired personal performance in general and during different ski race distances**
 - refine tactical skills and testing various strategies
- ✓ **Can identify general factors that contribute to good and poor performance in OTHERS' competitive performance**
 - developing the ability to observe and adapt to opponents.
- ✓ **Maintains a season-long log of physical and mental training**
 - refines the use of training logs for self-monitoring
 - promote personal responsibility and involvement in decision

making

- ✓ **Uses a pre-competition and competition plan**
 - refine tactical skills and test various strategies
 - refine use of mental skills for competition
- ✓ **Can recognize distractions for performance in training and competitive situations and use imagery, self-talk, and relaxation strategies to refocus**
- ✓ **Is able set SMARTER outcome, performance, and process goals for training and competition**
- ✓ **Sets long-term and short term goals for performance and skill learning**
- ✓ **Uses relaxation and self-talk skills to manage pre-competitive anxiety**

Learning to Compete 2 (Ages 17 – 19 [females], 18 – 20 [males])

Athlete:

- ✓ **Enforces the rules for ski safety, ski racing, and codes of behavior conduct during training and racing**
 - promote individual responsibility skills
 - promote adherence and respect for sport rules and ethics
- ✓ **Regularly practices habits of hydration and nutrition, sleep, and sport for a healthy lifestyle**
 - optimize culture and lifestyle habits for tapering, peaking, and injury prevention
 - promote on-going personal development
- ✓ **Plans for post-secondary interests for personal development (e.g., education, future employment possibilities including sport, and family ect.)**
 - introducing career planning
 - addressing economic and independent issues
- ✓ **Is knowledgeable about performance enhance supplements and the health effects of legal and illegal agents**
 - optimize culture and lifestyle habits for tapering and peaking
 - promote on-going personal development
 - promote adherence and respect for sport rules and ethics
- ✓ **Participates in the development and periodization of competitive season**
 - promote personal responsibility and involvement in decision making
- ✓ **Can identify trends in personal performance and skill development from season long training log**
 - refine the use of training logs for self-monitoring
 - promote personal responsibility and involvement in decision making
- ✓ **Can identify general factors that contribute to good and poor performance in OTHERS' competitive performance**
 - developing the ability to observe and adapt to opponents.
- ✓ **Can develop and use a personalized pre-competition plan**

- refine tactical skills and test various strategies
 - refine use of mental skills for competition
 - promote personal responsibility and involvement in decision making
- ✓ **Assists in the development of and uses a competition plan**
 - refined tactical skills and test various strategies
 - refined use of mental skills for competition
 - promote personal responsibility and involvement in decision making
- ✓ **Can critically reflect and evaluate training and competition performance**
 - promote personal responsibility and involvement in decision making
- ✓ **Can recognize distractions for performance in training and competitive situations and use imagery, self**
- ✓ **Is able set SMARTER outcome, performance, and process goals for training and competition**
- ✓ **Sets long-term and short term goals for performance and skill learning**
- ✓ **Uses relaxation and self-talk skills to manage pre-competitive anxiety**

Training to Compete (Ages 19 – 23 [females], 20 – 23 [males])

Athlete:

- ✓ **Enforces the rules for ski safety, ski racing, and codes of behavior conduct during training and racing**
 - promote adherence and respect for sport rules and ethics
- ✓ **Regularly practices habits of hydration and nutrition, sleep, and sport for a healthy lifestyle**
 - optimize culture and lifestyle habits for tapering, peaking, and injury prevention
 - promote on-going personal development
- ✓ **Plans for post-secondary interests for personal development (e.g., education, future employment possibilities including sport, and family ect.)**
 - Integrating sport, career, and life plan
 - Media training
- ✓ **Is knowledgeable about performance enhance supplements and the health effects of legal and illegal agents**
 - optimize culture and lifestyle habits for tapering, peaking, and injury prevention
 - promote on-going personal development
 - promote adherence and respect for sport rules and ethics
- ✓ **Is invested in the development and periodization of competitive season for personal performance**
 - refinement of decision making
 - promoting the will to win and drive for competition
- ✓ **Can identify personal performance and skill development trends from season based on information in season-long training log**
- ✓ **Develops personal performance and skill development goals (outcome, performance, process)**
 - refine the use of training logs for self-monitoring
 - refinement of decision making
 - promoting the will to win and drive for competition
- ✓ **Performs well within a team environment and positively supports the team goals for training and performance**
 - develop team event tactics.

- promoting the will to win and drive for competition
- ✓ **Develops and uses a personalized pre-competition plan**
 - refine mental skills and routines for competition.
- ✓ **Assists in the development of and uses a competition plan to optimize strengths and exploit weakness of opponents**
 - refine tactical skills and test various strategies
 - refine mental skills and routines for competition.
 - promoting the will to win and drive for competition
- ✓ **Can critically reflect and evaluate training and competition performance**
 - promoting the will to win and drive for competition
- ✓ **Can recognize distractions for performance in training and competitive situations and use imagery, self-talk, and relaxation strategies to refocus**

Training To Win (Ages 23+ females and males)

Athlete:

- ✓ **Enforces the rules for ski safety, ski racing, and codes of behavior conduct during training and racing**
 - commitment to sport rules and ethics
- ✓ **Regularly practices habits of hydration and nutrition, sleep, and sport for a healthy lifestyle**
- ✓ **Athlete participates in physical monitoring and testing**
 - optimize culture and lifestyle habits for tapering, peaking, and injury prevention
 - promote on-going personal development
- ✓ **Engages in post-secondary interests for personal development (e.g., education, future employment possibilities including sport, and family ect.)**
 - Integrating sport, career, and life plan
 - Media training
- ✓ **Displays commitment to training at high intensity**
 - optimize culture and lifestyle habits for tapering, peaking, and injury prevention
 - promote on-going personal development
- ✓ **Is committed to the development and periodization of competitive season for personal performance**
 - refinement of decision making
 - promoting the will to win and drive for competition
- ✓ **Is able to critically reflect and evaluate training and competition**
- ✓ **Is able to regular monitor, evaluate, and adjust goals through the use of a training log**
 - refine the use of training logs for self-monitoring
 - refinement of decision making
- ✓ **Performs well within a team environment and positively supports the team goals for training and performance**
 - develop team event tactics.
 - promoting the will to win and drive for competition

- ✓ **Athlete has a well-developed and well utilized mental skills program and applies mental skills for optimal training and competitive performance**
 - refined mental skills
- ✓ **Athlete has a well-developed and well utilized pre-competition plan**
 - refine mental skills and routines for competition.
- ✓ **Athlete has a well-developed competition plan (that is refined with the aid of coach) to race to strengths and exploiting weakness of opponents**
 - refine tactical skills and test various strategies
 - refine mental skills and routines for competition.
 - promoting the will to win and drive for competition
- ✓ **Athlete has a high level of awareness of ideal performance state**
- ✓ **Athlete has a plan and well practiced strategies to manage distractions**
 - refine use of mental skills for training and competition
- ✓ **Athlete has the ability to manage competitive stress and can perform consistently under a variety of conditions**