

# ***Loveland Ski and Ride: Performance Resilience Clinic***



***Practical strategies and peer  
activities to strengthen preparation,  
manage performance anxiety, and  
thrive under assessment***

Welcome to the Performance Resilience Clinic at Loveland Ski & Ride. This clinic is designed to help you bring out your best skiing and riding, not just in practice, but when it matters most. Many talented instructors already have the technical skills needed to succeed. The challenge often comes when nerves, pressure, or self-doubt get in the way. This clinic focuses on the mental side of performance: preparation routines, managing anxiety, using self-talk, bouncing back from mistakes, and thriving when peers or examiners are watching. Through a mix of practical tools, partner activities, and on-snow applications, you'll learn strategies you can use immediately, from pre-run checklists to reset routines, cue words, and reflection habits.

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# Performance Resilience Clinic

Many instructors with strong skiing and riding ability still struggle to perform their best under pressure. This clinic focuses on five domains of mental performance that support success: Preparation Routines, Anxiety Awareness & Management, Focus & Self-Talk, Resilience & Recovery, and Performing Under Observation.

Each domain represents a skill area you can intentionally develop through practice. The goal of these clinics is not to eliminate nerves or mistakes but to build reliable tools and routines that help you ski or ride to your full ability when it matters most.

## **1. Preparation Routines**

Strong performance starts before the run. Preparation routines include the short, intentional steps you take before skiing or riding such as visualization, breathing, and cue words. These routines help calm nerves, sharpen focus, and set a consistent rhythm. Developing and practicing your personal pre-run routine makes your performance more reliable, even in high-pressure exam settings.

## **2. Anxiety Awareness & Management**

Nerves are normal and are a sign you care. What matters is how you respond. Anxiety awareness means recognizing your own stress signals (like shallow breathing or stiff movements). Management means having tools ready to reset, such as breathing patterns, reframing nervous energy, or grounding techniques. With practice, nerves can become fuel instead of a barrier.

## **3. Focus & Self-Talk**

What you pay attention to and what you tell yourself shape your skiing or riding. Focus skills involve directing attention to the right things (body position, terrain, or rhythm) and avoiding distractions. Self-talk is the internal dialogue you use in the moment. Constructive cues help maintain performance, while critical self-talk can derail it. Learning to redirect your inner voice supports steadier skiing and riding.

## **4. Resilience & Recovery**

Mistakes happen. Resilience is the ability to bounce back quickly and keep moving forward. A single bad turn doesn't have to become a bad run. Developing reset strategies, like a quick breath, a cue word, or a growth mindset, helps you recover faster and show examiners your ability to stay composed.

## **5. Performing with Peers & Examiners**

Exams do not happen in isolation. You are always skiing or riding in front of someone. For many candidates, being observed is the biggest pressure point. Performing under observation means reframing the presence of peers and examiners: seeing them as allies in your development, not as threats. With practice, you can use an audience to sharpen your focus rather than undermine it.

By the end of this clinic, you will be able to:

1. Develop and practice a short, repeatable pre-run routine (visualization, breathing, cue word) that helps calm nerves and sharpen focus before skiing/riding.
2. Recognize personal signs of anxiety and apply reset tools (e.g., box breathing, grounding, reframing) to redirect nerves into productive energy.
3. Use instructional, motivational, and neutral self-talk strategies to stay focused and confident during performance, even under pressure.
4. Apply bounce-back strategies after mistakes, using the “power of yet” to reframe setbacks as learning opportunities and refocus on controllable actions.
5. Reframe observation as a positive, practice performing with an audience, and use mindset tools to thrive under examiner and peer pressure.



## Performance Resilience Rubric

This rubric is designed to help you reflect on and strengthen the mental performance skills that support success in certification exams. Just like technical skiing skills, mental skills improve with intentional practice.

The rubric is not a grade or a judgment; it's a map of growth. Each domain shows a progression of stages, from Getting Started to Refining. You may find yourself at different stages across different domains, and that's normal. The purpose is to:

- Give you language to describe where you are now.
- Highlight what the next stage of growth looks like.
- Provide strategies and examples you can use to move forward.

During this clinic, we'll use the rubric as a tool for self-assessment, reflection, and goal setting. As you build routines and try new strategies, you can revisit the rubric to track your progress.

Domain	Starting	Exploring	Practicing	Refining
Preparation Routines	<p>Beginning to notice how preparation affects performance; routines happen occasionally (1 in 5 runs or less).</p> <p><i>Examples:</i> sometimes takes off right away without pause; trying out ideas like a breath or visualization.</p>	<p>Experimenting with tools and finding what helps; routines happen sometimes (about 2-3 in 5 runs).</p> <p><i>Examples:</i> may breathe or visualize on some runs, uses a cue word but forgets under pressure.</p>	<p>Using a simple routine more consistently; routines happen most of the time (4 in 5 runs).</p> <p><i>Examples:</i> regularly pauses to breathe, uses a consistent cue word, visualizes task on chairlift.</p>	<p>Reliable, personalized routine feels automatic; routines happen nearly every run (5 in 5).</p> <p><i>Examples:</i> has a 3-step checklist (breathe, cue, visualize) and applies it smoothly before each task.</p>
Anxiety Awareness & Management	Starting to recognize when nerves show up; uses tools occasionally.	Testing out strategies; applies tools some of the time.	Applying routines most of the time when nerves arise.	Actively noticing and responding to nerves nearly every time.

Domain	Starting	Exploring	Practicing	Refining
	<i>Examples:</i> feels tight or rushed, sometimes notices heart racing.	<i>Examples:</i> remembers to pause or breathe but not always in the moment.		<i>Examples:</i> reframes nerves before starting, uses reset routine to stay composed consistently.
Focus & Self-Talk	Beginning to hear internal dialogue; constructive cues show up once in a while.  <i>Examples:</i> sometimes talks through tasks but drifts into distraction.	Learning to redirect talk; constructive cues appear some of the time.  <i>Examples:</i> starts with positive cue word but doesn't always hold onto it.	Maintains constructive focus most runs.  <i>Examples:</i> uses short, neutral cues ("stay balanced"), redirects quickly after slips.	Maintains calm, constructive self-talk nearly every run.  <i>Examples:</i> consistent use of cue words, talks through process, recovers focus without delay.
Resilience & Recovery	Beginning to notice how mistakes affect runs; recovers once in a while.  <i>Examples:</i> mistakes often carry into several turns.	Sometimes able to reset after mistakes; recovers about half the time.  <i>Examples:</i> takes a breath or resets but not always smoothly.	Usually resets within a few turns.  <i>Examples:</i> has a short reset phrase or breathing routine that works in most runs.	Resets reliably almost every time.  <i>Examples:</i> quickly returns to flow after 1–2 turns, confident recovery is automatic.
Peer / Examiner Presence	Beginning to notice how being observed affects performance; steadiness shows up occasionally.  <i>Examples:</i> stiff movement, hesitating at the start, losing rhythm mid-run when	Sometimes maintains focus when observed; steadiness shows up about half the time.  <i>Examples:</i> starts steady but slips into self-consciousness, voice or movements show nerves such as stiff or unsteady turns.	Holds performance most of the time in front of peers/examiners.  <i>Examples:</i> applies routine, performance close to practice level, feels able to mostly engage with the assessment activities without self-consciousness.	Thrives under observation nearly every time.  <i>Examples:</i> reframes audience as supportive, performs same or better with observers present.

Domain	Starting	Exploring	Practicing	Refining
	realizing they're being watched.			

## Self-Reflection

Use this table to reflect on your current stage in each domain and set goals for growth. This is not a judgment, but rather it's a chance to see where you are today and what you'd like to build on.

For each domain:

- 1. Identify your stage:** Use the rubric to mark the stage that best matches your current habits or experiences.
- 2. Name your challenges:** Write down one or two things that make it hard to move forward.
- 3. Set a SMART goal:** Write a goal that is Specific, Measurable, Achievable, Relevant, and Time-bound.
  - Example: *“Use my 3-step routine (visualize, breathe, cue word) in 3 of 5 runs this week.”*
- 4. Connect to resources:** List the strategies or tools (from this clinic or your own practice) that could help you reach that goal. You will need to come back to this rubric and list the strategies or tools after the clinic.

Domain	What stage are you at now? (Use rubric)	What challenges make it hard to move forward?	SMART Goal (Specific, Measurable, Achievable, Relevant, Time-bound)	Resources/Strategies to Use (from clinic or your own)
Preparation Routines			Example: <i>Use my 3-step routine (visualize, breathe, cue word) in 3 of 5 runs this week.</i>	Pre-run checklist card, partner cue-word practice
Anxiety Awareness & Management			Example: <i>When I feel nerves, I'll try box breathing before 2 runs today.</i>	Reset tools (box breathing, grounding, reframe)

Domain	What stage are you at now? (Use rubric)	What challenges make it hard to move forward?	SMART Goal (Specific, Measurable, Achievable, Relevant, Time-bound)	Resources/Strategies to Use (from clinic or your own)
Focus & Self-Talk			<i>Example: Pick one cue word ("flow") and repeat it before and during at least 2 runs.</i>	Cue word bank, reflection prompts
Resilience & Recovery			<i>Example: After a mistake, I'll reset with my phrase ("Next turn, best turn") at least once per run.</i>	Bounce-back card, partner reflection
Peer / Examiner Presence			<i>Example: When observed, I'll focus on 1 skill I want noticed, 3 of 5 times this week.</i>	Reframing guide, peer mock practice

## Section 1: Preparation Routines

**Why are routines important:** Strong performance starts before the run. A short, intentional pre-run routine calms nerves, sharpens focus, and sets rhythm. With practice, it becomes automatic, so you ski or ride the way you know you can, even under pressure.

### The 3-Step Pre-Run Routine

- **Visualize Your First Moves:** Visualization primes your brain and body, when you've already "seen" the movement, it's easier to perform.
  - Close your eyes for 5–10 seconds. Imagine dropping in and making your first 3–4 turns. For riders, picture a clean, controlled heel-to-toe transition, staying centered over your board. For skiers, see yourself rolling both skis onto edge, feeling balanced and smooth.
- **Breathe and Reset Your Body:** Breathing lowers stress signals, steadies your rhythm, and creates space for focus.
  - Take one slow inhale through the nose, hold, then exhale fully through the mouth. For skiers, use the exhale to relax your shoulders and unlock your knees. For riders, use the breath to loosen your stance and drop into a comfortable position.
- **Use a Cue Word to Anchor Your Attention:** A cue word blocks distractions and replaces nerves with clarity. It's a simple reset when the mind wanders.
  - Pick one word to carry into the run (e.g., *Smooth, Flow, Balanced, Strong, Steady, Glide*). For riders, cue words can focus on flow or transitions (e.g., fluid, centered). For skiers, cue words can remind you of movement goals (e.g., light, edge).



## Preparation Routines: Partner Practice Activity

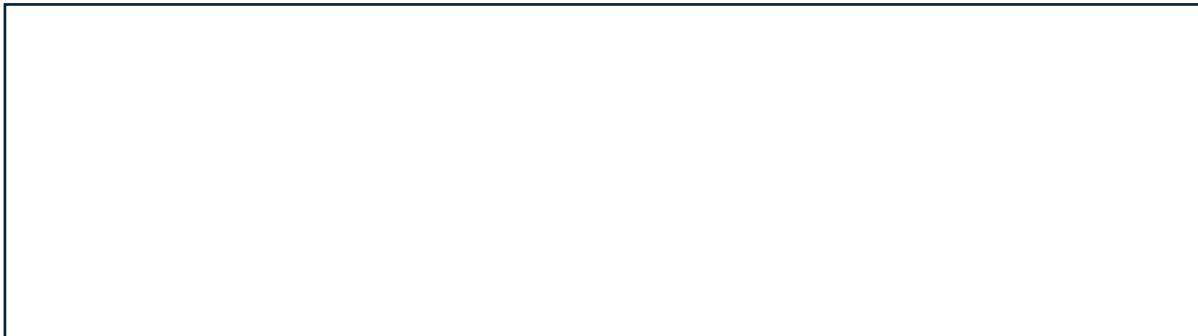
- **Step 1: Share Your Routine**
  - Each person chooses a cue word and shares it with their partner.
- **Step 2: Simulate the Start Gate**
  - One person stands up, imagining they're at the top of a run (you can even designate a "start line" in the room).
  - Their partner acts as the *observer/examiner*, asking: "What's your cue?"
  - The skier/rider runs through their 3-step routine (visualize, breathe, cue word) while standing in place.
- **Step 3: Add Distraction**
  - The partner lightly tries to distract them (talking, tapping, making noise).
  - The skier/rider practices sticking with their routine despite the distraction.
- **Step 4: Reflect & Swap**
  - Quick debrief: "Did you remember all 3 steps? What felt easy, what was harder?"
  - Switch roles.



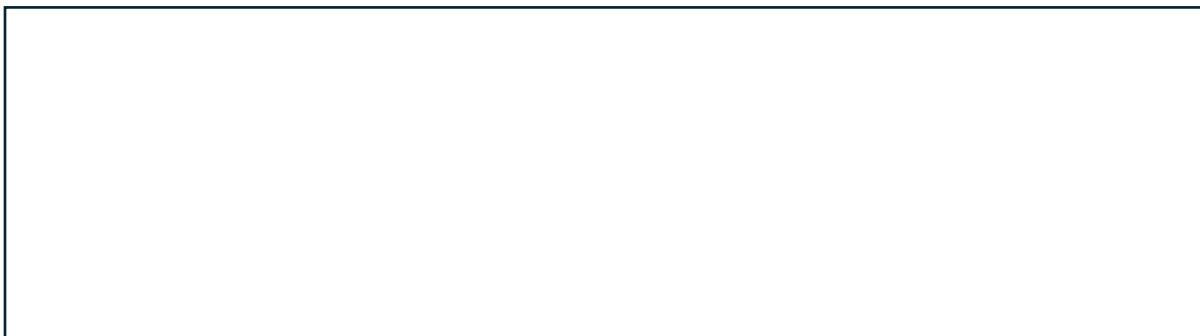
**Tip:** Mental rehearsal activates the same neural pathways as physical practice. Essentially, your brain feels that you have been in the situation you are preparing for before.

## Preparation Routines: On-Mountain Activity

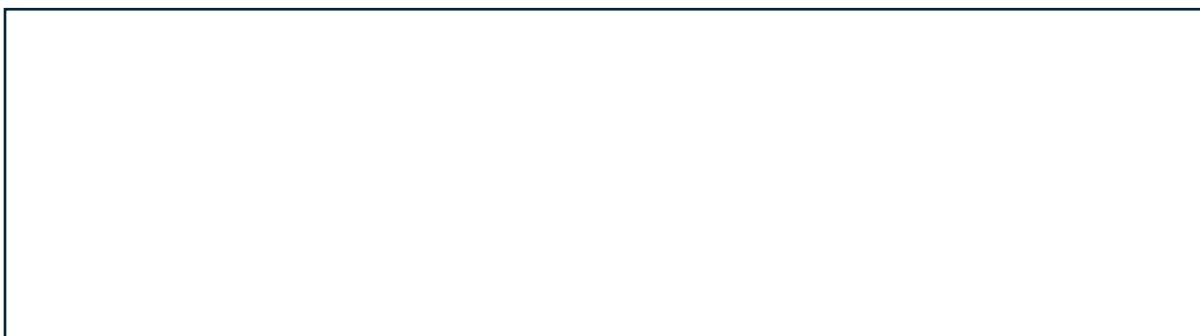
- After 3 runs, jot down:
  - How often did you remember your routine?

A large, empty rectangular box with a thin black border, intended for the student to write their notes about the on-mountain activity routine.

- Which part helped most (visualization, breathing, or cue word)?

A large, empty rectangular box with a thin black border, intended for the student to write their notes about which part of the routine helped most.

- What would make it easier to remember next time?

A large, empty rectangular box with a thin black border, intended for the student to write their notes about what would make it easier to remember the routine next time.

## Section 2: Anxiety Awareness & Management

**Why is Anxiety Awareness & Management Important:** Nerves are normal, they mean you care. The key is not eliminating nerves but learning how to notice and redirect them. With practice, anxiety can shift from a distraction into a source of energy and focus. The steps below provide a framework for recognizing and addressing anxiety in a productive way. Sometimes you might not even be aware when anxiety starts to creep in, so in this section we will work on identifying the signals and redirecting that anxiety.

### Step 1: Recognize Your Signals

Let's start with a body scan to determine where anxiety might show up for you. Notice where you're holding tension (e.g., shoulders, jaw, legs). Some common signs of anxiety before or during a run might be:

- Heart racing or pounding
- Stiff legs, tight shoulders
- Shallow or quick breathing
- Overthinking or “blanking out”
- Tunnel vision or loss of rhythm



Everyone's signals look different, knowing yours is the first step. Write down the signal or signals that are most noticeable for you before a run:

## Step 2: Reset with Tools

Now that we have determined a few key signals to watch out for, we can work on some strategies to move past that anxiety. Choose a quick reset tool when nerves show up:

### Box Breathing

How: Inhale through the nose for 4 counts, hold for 4, exhale through the mouth for 4, hold for 4. Repeat 2–3 times.

Why it works: Slows your heart rate, reduces stress hormones, and creates calm focus.

On the mountain: Do one cycle before dropping in, or between exam tasks if nerves spike.

### Grounding Cue (3–2–1 Rule simplified)

How: Notice 3 things you see, 2 things you hear, 1 thing you feel.

Why it works: Brings your attention out of your head and into the present moment.

On the mountain: Look at a landmark, listen to wind, feel your boots pressing into the snowpack.

### Reframe

How: Shift your self-talk from fear to energy with a simple phrase like “*This is excitement, not fear*” or “*Nerves mean I’m ready*.”

Why it works: Nervous system arousal is almost identical for fear and excitement (the mind is what actually makes the distinction), reframing channels the energy positively.

On the mountain: Say your phrase at the start line when examiners are watching.

### Shake & Reset

How: Roll shoulders, shake arms, stomp skis/board, or hop in bindings.

Why it works: Releases physical tension.

On the mountain: Before dropping in, give a quick stomp or pole plant reset to shake off stiffness.

## Anchor to Gear

How: Attach your reset to a gear ritual, buckling boots, strapping in, planting poles.

Why it works: Links a calming action to something you already do, making it automatic.

On the mountain: Every time you tighten a buckle or click in, take a breath and refocus your attention.

## Step 3: Recenter & Redirect

After using a reset tool, take one additional step to maintain your ready state:

**Body Scan & Release.** Notice where you're holding tension (e.g., shoulders, jaw, thighs). Actively release it with a shake or stretch.

**Redirect Attention.** Move focus away from the area of tension to a part of your body that feels strong (e.g., "I feel solid in my core," "My legs are steady").

**Performance Anchor.** Use a simple, positive word (*calm, strong, flow*) to hold attention on what you want to feel, not what you're trying to avoid.

**Mini Visualization.** Picture just the first smooth movement you want to make (e.g., rolling into the first turn, making the first heel-to-toe transition).

## Step 4: Sustain the State

Once you've reset and redirected, lock in your mindset as you start moving. Here are some reminders for sustaining a more relaxed state:

**Lead with your cue word.** Say it quietly or in your head as you push off (e.g., *flow, smooth, strong*).

**Focus on the first move only.** Don't think about the whole run. Commit to just the first turn, first edge change, or first breath.

**Keep it simple.** One cue is enough. Too many thoughts (e.g., "don't lean back, stay centered, keep hands forward") can overload you.

**Ride the breath.** Let your first inhale/exhale carry you into the run. Keep breathing steadily, it prevents tension from creeping back in.

**Use rhythm.** Hum a beat, think of a song lyric, or count turns (1-2-3). Rhythm crowds out anxious thoughts and keeps you moving fluidly.

**Micro-adjust mid-run.** If nerves return, don't panic. Use a mini-reset (exhale + cue word) to recover without stopping.

## Anxiety Awareness & Management: Partner Practice Activity

Now that we have gone over some anxiety management strategies, work with a partner to practice. One partner will go through the practice activity, and then you will switch.

### Step 1: Share Your Signal

- Each person names one anxiety sign they've noticed before skiing/riding (e.g., racing heart, stiff legs, shallow breath, shaky hands).
- Partner writes it down on a notecard or sticky note so it's visible.



**Tip:** Attaching your reset (breath, shake, cue word) to gear checks (buckles, poles, bindings) makes the habit automatic and more likely to show up in your daily activities so you can start re-directing anxiety before it becomes overwhelming.

### Step 2: Choose & Try a Reset Tool

- Performer picks one tool from the list (e.g., Box Breathing, Shake & Reset, Reframe).
- Partner prompts: *“Show me how you’d use it right now.”* Performer practices the tool for 20–30 seconds.

### Step 3: Simulate Stress

- Partner lightly creates distraction: asks a random question, taps foot, shuffles papers, or claps unexpectedly.
- Performer practices using their chosen reset tool *in the moment* to stay calm.

### Step 4: Layer a Cue Word

- After resetting, performer says their cue word out loud (e.g., “Flow,” “Strong,” “Calm”).
- This anchors the reset into a clear, positive focus.

### Step 5: Reflect & Swap

- *“What did you notice in your body?”*
- *“Which tool felt most helpful?”*
- *“Would you try the same one again or switch tools?”*
- Switch roles.

## Anxiety Awareness & Management: On-Mountain Activity

- Before a run, notice one signal of anxiety (tight shoulders, racing heart, shallow breath).
- Choose one reset tool (e.g., box breathing, shake & reset, grounding cue).
- Apply it at the start line just before pushing off.
- After the run, jot down:
  1. Did I notice my signal?

2. Did the reset help me start calmer? Why or why not?

3. Will I try the same tool or a different one next run? Why or why not?

## Section 3: Focus & Self-Talk

**Why Self-Talk is Important:** Self-talk is the internal dialogue or words you say to yourself, sometimes silently, sometimes out loud. It shapes your mindset, focus, and confidence in the moment. On the mountain, self-talk can either build you up (“steady and smooth”) or distract you (“don’t fall, don’t mess this up”). Your brain believes the words you tell yourself. Self-talk isn’t just chatter, it shapes focus, confidence, and execution. Intentional words help block distractions and anchor performance. With practice, self-talk becomes a reliable tool you can use under pressure, instead of something that just happens in the background

**Instructional Self-Talk.** Directs attention to technique or body movement. Most effective for refining precision and mechanics under pressure. Examples might include:

Skiers: “Edge,” “Hands forward,” “Pole plant,” “Pressure outside ski.”

Riders: “Flat board,” “Level shoulders,” “Smooth transition,” “Eyes up.”

When to use it: On technical sections where small adjustments matter (e.g., moguls, carving turns, icy patches).

**Motivational Self-Talk.** Purpose Boosts energy, confidence, and rhythm. Keeps momentum when terrain or fatigue starts to challenge performance. Examples might include.

“You’ve got this,” “Strong,” “Calm and smooth,” “One turn at a time,” “Push through.”

When to use it: Before a steep drop, in high-stakes test runs, or during moments of doubt.

**Neutral Reset Self-Talk.** Breaks negative thought spirals and quickly re-centers focus. Short, neutral cues interrupt distractions without judgment. Examples might include:

“Next turn,” “Focus now,” “Clear it,” “Reset,” “Breathe.”

When to use it: After a small mistake (e.g., slipping an edge, missing a pole plant), or when nerves creep in mid-run.



**Tip:** Research on self-efficacy, the idea that you have the ability to complete a task, is correlated to how well you do. Shifting your focus from feelings or thoughts of anxiety to feelings or thoughts of how you are capable increases the likelihood of success.

## Focus & Self-Talk: Partner Practice Activity

This activity helps you experiment with different types of self-talk in a safe, supportive setting. The goal is to notice which words feel natural, which boost your confidence, and which keep you focused under light stress. By practicing with a partner, you'll get immediate feedback and accountability, similar to the pressure of skiing or riding in front of peers or examiners.

### Step 1: Word Sprint

Each person quickly brainstorms 3–5 possible cue words (instructional, motivational, or neutral).

Partners exchange lists.



### Step 2: Try It Out

Each person says their partner's cue word out loud as if they were about to drop in (tone and delivery matter).

Partner listens and reflects: Did it sound convincing? Did it have energy? Did it feel authentic?

### Step 3: Reframe Negatives

Partner gives a mock “negative” phrase (e.g., “*Don’t fall*”). Performer practices flipping it into a positive (“*Strong turns*”).

### Step 4: Commitment Card

Write your chosen word on a card or sticky note. Keep it visible (in notebook, pocket, helmet).

This becomes your “anchor word” for the clinic and beyond.

## Focus & Self-Talk: On-Mountain Activity

- During a tough run, what word helped you stay on track?

- Did you notice any negative self-talk? How did you replace it?

- After your run, what word/phrase do you remember most?

## Section 4: Resilience & Recovery

**Why Resilience and Recovery are Important:** In certification exams, a single mistake doesn't define your run, but how you respond does. Examiners look for composure, adaptability, and your ability to keep skiing/riding at a high level. Resilience means turning setbacks into fuel. Instead of thinking, "I blew it," you reframe to "I'm not there yet, but I can recover and finish strong."

### Step 1: Acknowledge & Release

*What to do:* Accept the mistake without judgment.

*Why it matters:* Denial or self-criticism keeps you stuck. Acknowledging creates closure.

*How to practice:*

- Say a phrase: "*That turn's behind me.*"
- Use a small physical reset: shake your arms, tap poles, or flex ankles.

### Step 2: Learn in the Moment

*What to do:* Quickly identify what happened, one small insight.

*Why it matters:* Naming the mistake keeps your mind logical, not emotional.

*How to practice:*

- Ask: "*What just happened?*"
- Keep it short: "*Inside edge caught,*" or "*Rushed the turn.*"
- Move on immediately, no analysis spiral.

### Step 3: Reset with Purpose

*What to do:* Clear the slate with a breath + cue word.

*Why it matters:* Anchors you in the present, so you can focus on what's ahead.

*How to practice:*

Take one calming breath.

Repeat a cue word: "*Smooth,*" "*Centered,*" "*Strong.*"

Pair it with a small action (pole tap, head nod, shoulder roll).



**Tip:** Rest is not slacking; it is part of skill building. If you do not take time to rest and recover, you run the risk of poor performance, injury, and burnout. For example, without enough sleep, your brain will not be able to lock-in lessons from training into your muscle and long-term memory.

#### Step 4: Reframe with Yet

*What to do:* Turn frustration into growth language.

*Why it matters:* Builds long-term confidence and aligns with a growth mindset culture.

*How to practice:*

- Say: *“I’m not consistent yet, but every run gets me closer.”*
- Or: *“This is practice for the next exam run.”*



#### Step 5: Refocus on Measurable Action

*What to do:* Identify one controllable adjustment for your next move.

*Why it matters:* Keeps your energy directed toward what you can change, not the mistake.

*How to practice:*

- Posture: *“Hands forward.”*
- Tempo: *“One turn at a time.”*
- Line: *“Stay wide.”*

In exams, this shows evaluators you can adapt and finish strong.

## Resilience & Recovery: Partner Practice Activity

Practice turning mistakes into opportunities for growth, using the bounce back steps and the power of yet.

### Step 1: Share a Setback

Each person recalls a recent skiing/riding mistake (real or imagined in an exam setting).

Examples: “*I caught an edge*,” “*I lost rhythm in the bumps*,” “*I froze when I saw the examiner*.”

### Step 2: Walk Through the 5 Steps

Partner A practices going through the bounce back sequence:

1. **Acknowledge & Release:** “*That turn’s behind me.*”
2. **Learn in the Moment:** “*I leaned back too far.*”
3. **Reset with Purpose:** *One breath + cue word.*
4. **Reframe with Yet:** “*I don’t have it perfect yet, but I’m learning to stay centered.*”
5. **Refocus on Action:** “*Next turn, hands forward.*”

Partner B listens and offers feedback: Was it believable? Did it move from frustration to action?

### Step 3: Swap Roles

Partner B shares a mistake, Partner A coaches them through.

### Step 4: “Yet” Challenge

Each person rewrites their initial mistake statement using yet language.

- From: “*I can’t stay balanced in moguls.*”
- To: “*I’m not consistent in moguls yet, but I’m learning to stay centered one turn at a time.*”

## Resilience & Recovery: On-Mountain Activity

- Pick one cue word (instructional, motivational, or neutral).
- Use it intentionally before and during a full run.
- After the run, rate:

Did the word keep me focused (circle a response below)?

***Very focused*** - ***Focused*** - ***Unfocused*** - ***Very Unfocused***

Did I notice negative self-talk? How did I flip it? Outline your reflections below:

Repeat the run with a different type of cue word (e.g., first motivational, then instructional). Compare which felt stronger. Detail any differences below:

## Section 5: Peer / Examiner Presence

### Why Peer and Examiner Presence is Important:

Examinations do not happen in isolation. You are often skiing or riding in front of peers, guests, or examiners. Examiner observation might feel like the biggest pressure point, but being observed doesn't have to be a threat, it can sharpen focus and highlight your best skiing. Examiners want to see you succeed; nerves mean you care. The skill is learning to treat observation as a spotlight, not a trap.



**Tip:** Feeling nervous when others watch isn't weakness, it's energy your body is giving you to rise to the challenge. The key is learning to direct that energy into focus rather than letting it turn into distraction.

### Strategies to Reframe Observation:

- **Shift Perspective:** Replace “*They’re judging me*” with “*They want to see my best.*”
- **Set Intentions:** Write down what you want observers to notice (e.g., “calm transitions,” “balanced stance,” “smooth rhythm”).
- **Anchor to Routines:** Before starting, return to your pre-run routine (visualize → breathe → cue word).
- **Leverage the Audience:** Imagine observers as supportive, peers as teammates, examiners as coaches.

## Peer / Examiner Presence: Partner Practice Activity

### Step 1: Set the Frame

Each person writes one thing they want an examiner to notice in their skiing/riding.

### Step 2: Mock Observation

Partner A performs a short visualization or movement drill at the front of the room. Partner B plays the role of “examiner,” watching silently.



**Tip:** Decide what you want observers to notice in your practice. Focus on showing that, rather than avoiding mistakes. By shifting your focus, you change your attention to focus on carrying out the desired skill, rather than making mistakes.

### Step 3: Debrief Together

Examiner gives quick positive feedback on what they noticed.

Performer reflects: *“Did being watched change how I performed? How did I handle it?”*

Swap Roles



## Peer / Examiner Presence: On-Mountain Activity

- Pair with a peer. One skis/rides a short section while the partner watches as an “examiner.”
- The performer sets one intention (e.g., “I want you to notice my rhythm”).

After the run:

1. Observer shares what they noticed.
2. Performer reflects: Did being observed change how I performed? Did I keep my intention?
3. Swap roles. Repeat until each person feels steady under examination.

## Appendix A: Building Growth Habits

Improvement doesn't just happen during training sessions. Rather, it comes from regular reflection. Taking 5 minutes after a run, a clinic, or at the end of your ski/ride day helps you lock in learning, notice progress, and plan your next step.

### Three Questions for Daily Reflection

1. **What went well today?** Recognize small wins and progress, even if it's just one turn, one run, or one moment of focus.

2. **What challenged me today?** Name the moments that felt difficult or where nerves showed up.

3. **What's one step I'll try next time?** Choose a simple adjustment (use your cue word more often, reset with breathing sooner, reframe a mistake).

## Appendix B: Goal Tracking & Wins Log

**Why:** Progress is built on small, steady wins. Tracking them builds confidence and keeps you focused on what you can control.

**How to use:** Choose one small weekly goal linked to the rubric (e.g., “Use my pre-run routine in 3 of 5 runs,” “Catch myself and reframe nerves twice per clinic”). Write it down and track progress over time.

Week	My Weekly Goal (linked to rubric)	Did I meet it? (Y/N or %)	Small Wins I Noticed	One Adjustment for Next Week
1				
2				
3				
4				
5				
6				