LEARN TO TRAIN SKILLS MATRIX

FREESTYLERZ U12 | PARENT & ATHLETE REFERENCE | 2026-27

This matrix shows the broad skills developed during the Learn to Train stage. Athletes may be at different points in different areas, and coaches may progress, hold or step back a skill based on readiness, conditions and the training environment.

TRAINING AREA	LEARN TO TRAIN DEVELOPMENT FOCUS	EVIDENCE OF PROGRESS
ALL-MOUNTAIN SKIING	• Confident, centred body position with parallel skis through turns. • Edging and carving, controlled turn shape, pressure control and range of motion. • Switch snowplow and introductory switch turns. • Apply skills on groomed runs, rollers, variable terrain and around the mountain.	• Controls speed and direction before adding difficulty. • Repeats balanced turns and adjusts stance to terrain and snow conditions. • Chooses an appropriate line and maintains awareness of the group and other mountain users.
MOGULS AND TURN DEVELOPMENT	• Mogul stance with parallel skis, body separation and effective range of motion. • Pole-plant timing, turn initiation on the backsides of rollers or moguls and consistent speed control. • Progress toward skiing an easy mogul course from top to bottom without a jump.	• Maintains rhythm, balance and speed through a series of turns. • Can repeat the same turn task with less prompting. • Recognizes when to reset, use an easier line or return to a prerequisite.
JUMPS, AIRTIME AND LANDINGS	• Confident in-run stance, controlled speed, strong pop or extension and balanced landing. • Straight airs with a variety of body positions and grabs. • 180 and 360 progressions in both directions; higher rotations or flip progressions only when foundations and venue are appropriate.	• Uses a predictable approach and take-off rather than rushing the feature. • Shows air awareness, vision and a stable landing position. • Demonstrates the prerequisite repeatedly before the coach increases difficulty.
PARK FEATURES AND SLIDING	• Inspect the feature and identify approach, take-off, slide and landing zones. • Straight ride or 50-50 on a wide ride-on box. • Side-slide progressions, controlled exits and switch exits as readiness develops. • Exposure to boxes and rails is progressive and venue dependent.	• Maintains centred alignment with eyes ahead and a clear landing zone. • Can choose an appropriate feature and explain the intended line. • Steps back when balance, speed control or confidence is not yet reliable.
PIPE AND TRANSITION SKILLS	• Edging and carving through curved transitions. • Pumping to create or manage speed in a pump track, quarter pipe or halfpipe. • Hold a consistent line in the pipe and develop basic airs or spins with strong take-off and landing.	• Maintains body position while the slope angle changes. • Uses pressure and timing to move through transitions rather than forcing the turn. • Links several controlled transitions while preserving speed and awareness.
TRAMPOLINE AND ACROBATICS	• Smooth, efficient bouncing with stop-bounce control and stable body position. • Rollovers, pullovers, cradles or cruises; spins and grabs in both directions. • Progressions toward front and back tucks, barani skills, lateral or off-axis awareness, floor rolls, handstands and cartwheels.	• Sets from the feet and lifts vertically from the core and hips. • Shows consistent vision, timing and control before combining skills. • Uses mats, spotting and coach-approved progressions without skipping steps.
WATER RAMP AND AIRBAG	• Introduction to the in-run, take-off, landing or water entry and swimming with skis. • Upright airs with positions or grabs, then 180, 360 and front-tuck progressions when ready. • The environment is used to learn or consolidate movement before transferring it to snow.	• Follows all facility, equipment, waiting-area and boundary instructions. • Repeats a controlled approach, take-off and safe landing or water entry. • Transfers the movement to snow only after the coach confirms readiness.
PHYSICAL CAPACITIES	• Body-weight strength with excellent technique; core strength and power. • Aerobic capacity, short-burst effort, multi-directional speed and quick changes of direction. • Static and dynamic balance, body orientation and age-appropriate flexibility.	• Moves with control in warm-ups, games and dryland activities. • Maintains quality as a session continues and recognizes fatigue. • Recovers between efforts and arrives rested, fuelled and hydrated.
PSYCHOLOGICAL SKILLS	• Short-term goal setting with adult guidance and basic visualization. • Controlled breathing, recognition of anxiety signals and simple emotional-regulation strategies. • Positive self-talk, persistence, attention control and viewing errors as learning opportunities.	• Can name a focus for the session and describe what went well. • Accepts feedback, resets after a mistake and attempts the progression again when ready. • Makes increasingly independent decisions without being prompted every time.
LIFE SKILLS AND ATHLETE HABITS	• Arrive prepared, help carry and manage equipment and take small leadership roles. • Understand fairness, rules, consequences and positive teammate relationships. • Develop healthy snack, hydration, sleep, recovery and basic nutrition habits.	• Communicates honestly about pain, fear, fatigue or uncertainty. • Shows respect for teammates, coaches, staff, the public and the mountain. • Takes growing responsibility for preparation while the family continues to provide support.