

# REHIRE TRAINING AGENDA 2014

These training sessions require that you stay on groomed runs only. There are no line-cutting privileges for these clinics – no exceptions. This is a paid clinic and participants should conduct themselves as if on-duty teaching a lesson. Participants may wear their uniform for this paid training. **Participants:** Instructors attending these clinics should complete a payroll recap for 4 hours with payroll code “MTA”. **Clinic Leaders:** Please write down the names (First and Last) of all people in attendance on a Training Log. Pro Tip - bring the training log sheet with you so they can add their name to the list and sign it! Training topics covered can be “per Rehire Agenda.”

**Morning Session (2 hours):** General Topics from 9:30am -11:30am.

**Lunch Break:** from 11:31am – 12:29pm

**Afternoon Session (2 hours):** Discipline Specific Topics from 12:30pm – 2:30pm.

## GENERAL TOPICS – ALL DISCIPLINES

Here is your General Topics checklist:

- Safety concerns, Safe Stopping Zones & Moving Groups on the hill
- Southside Pass - Beginner packages & Guests with SS Pass
- Near Miss Reporting - when & how?
- Your Responsibility Code - how do we teach this?
- Preventing Lost Children and Lost child procedure review - learn one new technique
- Park Policy & Smart Style Review - Respect gets respect, etc.
- Practice Chair (LIFT STARS) & Triple Load Procedure for Kids lessons ages 6 & under
- Teaching Cycle & Checking for Understanding - How do you know they know?

### Safety, Safe Stopping Zones & Moving Groups

Specifically have the group share various ways we can reduce the chances of collisions for ourselves, and our students. How can I modify my behavior to reduce near misses? Collisions with others and objects are the number one cause of injuries.

### South Side Pass (SSP)

One-day and Three-Day beginner packages will have South Side Only tickets. This means that they will not be able to load Stadium or Mt Hood Express (or any other lifts). The South Side Pass is valid on the following lifts: Ballroom Carpat, Buttercup, Easy Rider, Daisy and Vista. This is both an great value for our beginner guests and also a great option for parents of children who do not need to access the terrain via the excluded lifts.

### Near Miss Reporting - Zero OTJ injuries last season!

How and when do I report a near miss? As Corinna says, “If you felt unsafe or witnessed something unsafe or it made you pucker.” Remember this is related to Ski & Snowboard School Near Misses not near misses between general public. If you experience a “Ski School Near Miss” simply meet with your supervisor that same day and they will take your verbal statement. Please take note of where you were, time of day, conditions, etc. The near miss report takes between 5 and 10 minutes. It is VERY IMPORTANT to report ALL NEAR MISSES because the more that are reported, the more likely resources can be allocated and corrective measures taken.

### Your Responsibility Code

How do you “teach” The Responsibility Code without lecturing? Share various ways to “teach the rules” with your students. For example, play “I Spy”: If you see someone on the hill has stopped in a place that is NOT safe then say “I spy someone being not safe!” Then have the other kids in the class try to “spy” who it is and why.

## Preventing Lost Children & Lost Child Procedure Review

Group to share their strategies for preventing lost children - turn and talk. Share out with the group. Goal is to learn one new technique for preventing lost children. What is the Lost Child Policy? Please go over this with the group - see page 25 of the MHM Ski & Snowboard School Manual. IMPORTANT NUMBERS: Children's Ski School Desk ext. 1419, Sno-blasters Room ext. 1329. Director of Snow Sports ext.1418, Ski School Sales Desk ext. 1222, Children's Learning Center (CLC) Supervisor ext. 1359, CLC "back phone" ext. 1375.

## Park Policy & Smart Style Review

Any instructor planning to take their class into the park needs to clear it with their supervisor first. If your class is ready for the park, the zoo is the primary park that should be used. Students need to be clearing transitions if they are in the park. Very, very few classes are ready for medium and large parks and we expect to only see classes in parks if they have prior supervisor approval. We plan to have a small area for teaching how to use park features – TBA.

## The Practice Chair & The Triple Load Option & Procedure

SEE TRIPLE LOAD PROCEDURE (below) and in the INSTRUCTOR MANUAL. Key points:

- Only for Children's Lessons ages 6 & under
- Only to be conducted with kids in "CLC Vests"
- Must stop at Practice Chair to confirm you all fit
- Alert Lift Ops of triple load and hand signals: double thumbs down for "super slow" lift speed

The goal of the Children's Triple Load is to ensure that our youngest lesson lift riders are safe. At Buttercup most "capable adults" are beginners too and may or may not be the best candidate to keep kids safe on the lift. This option also increases our uphill capacity for lessons, which means more sliding time for them.

Last season was for first season where the Practice Chair was in place for the entire operating season (we did have it in the Spring of 2012). It is a VERY USEFUL tool for teaching all ages and should be used for all Beginner Lessons - you may observe others using it as a way of teaching too - not everyone in adult lessons MUST try it, but kids lessons should and ALL Triple Loads must use the practice chair first.

## The Teaching Cycle & Checking for Understanding

Model using the Teaching Cycle during your clinic. Be transparent about your use of the Teaching Cycle and point out what section of the cycle you are in at a given moment (when appropriate). In particular try using elements of effective "checking for understanding" and model this – recall The Gradual Release of Responsibility Training from last season, where participants collaborate and interact with each other. Use question starters like, "How would you ...?" "Can you share another example of ...?" "if I were a (child/adult) how might I ...?". Modeling your use of the Teaching Cycle and GRR when reviewing Stance, Beginner Progression and Drills (see below).

***Remember that it doesn't matter what you taught but what your students actually learned.***

## **CHILDREN'S BUTTERCUP & EASY RIDER TRIPLE LOADING PROCEDURE**

Properly trained instructors may ride with two children in one chair at Buttercup or Easy Rider. You must go through the proper training, be approved by your supervisor and aware of entire process before using this procedure. This option is only available to classes with children ages 6 and under.

- \* ***In all instances your class shall stop at the practice loading chair***
- \* Students should be given LIFT STARS primer
- \* Confirm that you and your two students fit into the double chair with instructor in the middle position
- \* Take students through the loading, riding and unloading process prior to going to the lift
- \* Once at the lift pick up a short bamboo pole for loading and inform the loading and/or other operator(s) that you will be loading three in a chair and will require a "super slow" – double thumbs down.
- \* If more than two students are in your class, the other students should be loaded with a capable adult; student in left position next to the operator.
- \* The lift operator will slow the chair to super slow. You should remind them you need super slow with double thumbs down hand signal.
- \* You should attempt to assist both students into the chair using the bamboo pole as a comfort bar.
- \* Position the most skilled student on your left. Your emphasis should be on the outside student on your right as the lift operator can assist with the student on your left.
- \* The lift operator will communicate triple load to top and inform them that they may also need a slow to unload.
- \* Lift operator at the top should also be prepared to look for hand signals from you if you need the lift slowed down for unload
- \* You can then deposit bamboo at the top station.

## **SNOWBOARD SPECIFIC REHIRE FOCUS**

*Cover all topics in the general rehire overview, which are discipline independent.*

Here is your Snowboard Specific checklist:

- Basic Functional Stance - Why? Benefits? Get buy in
- Round Turn Shape Discussion - Why? Benefits? Get buy in
- Beginner Progression Review
- Beginner Zone Drills
  - Garlands - why?
  - Side Slipping - why?
  - Participant suggested drills - remember this is collaborative
- Intermediate Zone Drills
  - Bounces
  - Shimmies
  - Participant suggested drills - remember this is collaborative
- Summarize what you covered

## Stance/Balance & Turn Shape Review

What do we want to model in our riding for our students? Make sure you continue to emphasize modeling stance/balance and turn shape during the beginner progression, Beginner & Intermediate zone drills. Students should be snowboarding in a balanced stance, using their legs/board to create turning movements (not their upper body) while using turn shape for speed control. Turn shape for speed control is apparent even in garlands. These elements should be present before moving on to first turns.

What does it look like? Ankles and knees are slightly flexed to allow for maximum range of motion. CM is evenly supported by both feet and centered between the bindings. Torso, head and hands are quiet and work in unison and do NOT move excessively fore/aft or side to side.

## Beginner Progression Review

Go through the beginner progression. Allow group to share what they like to do. Continue to guide the discussion and make sure you clear up any misunderstandings that people might have.

## Drills for Skills

Present the drills outlined and why they are great for teaching to these levels. Allow participants to share their own drills they have had success using. Make sure participant drills have a skill focus. And insure everyone is on the same page regarding the priority of skills we are trying to develop in beginner and intermediate zone students. When participants share their drills encourage them to experiment with using GRR when presenting, have a skill focus and use (elements of) the Teaching Cycle.

## Beginner Zone Drills

**Purpose:** Develop fundamental skills of effective stance, steering movements, tilting/edge control movements and speed control via turn shape / traverse.

### Garlands

Use this drill to build confidence by allowing students to gradually steer their snowboard further and further down the fall line before returning to the perpendicular traverse. Focus on twisting to initiate and letting the board run to the fall line.

### Side Slipping

The side slip is an excellent way to build a strong foundation of edge control and edge awareness in your students. Break the monotony by including an activity or special task for them to try as they slip. Examples might include "red light/green light" game (age specific) or twisting the board to change direction.

# Intermediate Zone Drills

**Purpose:** Develop fundamental pressure distribution movements (flex/extension of all joints), combine development of these movements with steering and twisting movements in turns.

## Bounces

While traversing have your students flex/extend ankles, knees, and hips to “bounce” as they traverse. Use this drill to increase range of motion on the board. Use this expanded range of motion to work with students to move from being fully extended at edge change to being most flexed at edge change or retracted at edge change and progressing towards more dynamic movements on the snowboard.

## Shimmies

While traversing have your students wiggle their snowboards fore/aft underneath them. Gradually move this movement into the turns focusing on getting the correct timing for the fore/aft movement.

# ALPINE SPECIFIC REHIRE FOCUS

*Cover all topics in the general rehire overview, which are discipline independent.*

Here is your Alpine Specific checklist:

- Awesome Stance - Why? Benefits? Get buy in
- Round Turn Shape Discussion - Why? Benefits? Get buy in
- Beginner Progression Review - what is the wedge for? This is key!
- Beginner Zone Drills
  - Benefits of the Paddle Turn
  - Wedge Change Ups - what's your focus?
  - Flatten Inside Ski
  - Corresponding Edges Wedge
  - Participant suggested drills - remember this is collaborative
- Intermediate Zone Drills
  - Balance to the outside ski
  - Shallow parallel turns
  - Participant suggested drills - remember this is collaborative
- Summarize what you covered

## Stance/Balance & Turn Shape Review

What do we want to model to our skiing students? Make sure you continue to emphasize modeling stance/balance and turn shape during the beginner progression, Beginner & Intermediate zone drills.

### Awesome Stance & Round Turn Shape

The elements of an effective or "Awesome stance" are:

- Feet are hip width apart
- Ankles are flexed by dorsiflexing the ankle (not levering into the tongue of the boot)
- Knees are flexed with hips forward of the heels and shin angle/back angle are the same
- Elbows are forward of torso
- Hands are forward, lower, and outside the elbows
- Upper spine is rounded forward
- Vision is forward

Please see: <http://mhminstructors.com/awesome/> But now the question is why? Why should I use this stance? Because I can bend the ski from the middle as it is designed, it is more efficient and effective for a variety of snow conditions. Why a round turn shape? When tips and tail follow the same path the ride is smoother, round turns that cross the fall line promote "speed control via turn shape." Yes, short turns can be round too - not just "long turns."

## Beginner Progression Review

Go through the beginner progression. There are some fundamental concepts we need to agree on. Specifically what is the primary purpose of the wedge? For speed control or for lateral stability/stable platform? This is a critical component to be "having a discussion" about. The outcome should be that we focus on the wedge PRIMARILY as a "base of support" and NOT a speed control mechanism. Allow

group to share what they do and how this relates to the premise - platform or speed control. Continue to guide the discussion and make sure you clear up any misunderstandings that people might have.

For whatever reasons the straight run with paddle turn out to a stop was at some point omitted from the beginner progression. This has been reintroduced and is an effective task for developing weight transfer to the outside ski, independent leg rotation, and turning both legs in the intended direction of travel. All new hire staff will be exposed to this task as part of the beginner progression. I balance over my outside ski and steer, rotate my femur to turn the skis.

## Drills for Skills

Present the drills outlined and why they are great for teaching to these levels. Allow participants to share their own drills they have had success using. Make sure participant drills have a skill focus. And insure everyone is on the same page regarding the priority of skills we are trying to develop in beginner and intermediate zone students. When participants share their drills encourage them to experiment with using GRR when presenting, have a skill focus and use (elements of) the Teaching Cycle.

### Beginner Zone Drills

**Purpose:** Develop skills to move from wedge turns to wedge Christies. Important movements include weight transfer to the outside ski, de-edging the inside ski allowing for steering of BOTH skis in the intended direction of travel. Discuss as a group some common ineffective movements our students make.

### Paddle Turns are part of the Beginner Progression

Why? Discuss the benefits of the paddle turn. You must direct balance to the outside ski and you must turn the ski via femur rotation to make paddle turns. These are two skills that people must have to progress to parallel skiing. In a traverse paddle turn down the hill slightly, then back to a traverse. This also teaches that speed control can be achieved by positioning the skis across the fall line.

### Wedge Changeups

On gentle terrain or in a traverse have students experiment with moving from a parallel stance to a wedge and back again. Try to do wedge change ups at a "near constant speed" where the wedge is not so big that it slows the skier down. Again, this related to your beliefs about the wedge - Base of Support or Speed Control. Once they can successfully make wedge change-ups have them make wedge turns with that same sized wedge as in the Wedge Change Ups linked with a parallel traverse. As they begin accomplishing this match skis earlier and eliminate the traverse.

### Flattening the Inside

Have student stand statically in a wedge position. Push their uphill knee down the hill as they try to push it up the hill. When you release the pressure they continue to push their knee up the hill and their ski roles flat. This is the movement you want them to make in order to flatten the ski to allow matching. Have them try this movement in garlands.

### Corresponding Edges Wedge

Try to make turns while maintaining your skis in a wedge attitude but striving to have "corresponding edges" where both skis are on their "right edges" or "left edges" while in a wedge. You will see that the wedge cannot be very big in order for you to achieve this. And it is much easier to do this when you are directing balance to the outside ski while "lightening" the inside ski.

## Intermediate Zone Drills

**Purpose:** To develop important fore/aft and lateral balancing movements, develop earlier balancing towards new outside ski allowing for a parallel initiation, promote independent leg movements, angulation movements after the fall line, etc. Discuss as a group some common ineffective movements our students make.

## Balance on the Outside Ski (not Thumper Turns)

In a traverse have students attempt to balance on their downhill/outside ski. Next have students link turns while trying to keep their inside ski off the snow after the fall line. Slowly have students lift the inside ski earlier and earlier in the turn until they are doing it right from the start. Once they can do that they are ready to attempt a parallel turn. Choose terrain for task success.

## Shallow parallel turns

Take students to easy green terrain that is almost flat so they don't have to worry about speed control. Have them follow in your tracks keeping their skis parallel. Make turns that stay in the fall line so they maintain some speed and get them comfortable making shallow parallel turns on very easy terrain. Slowly introduce them to turning their skis farther across the hill and steeper terrain while they try to maintain parallel skis. Emphasize lightening of the inside ski to direct pressure to the outside ski.

