MT. HOOD MEADOWS
*Your Mountain Home*

# MEADOWS LEARNING CENTER

# INSTRUCTOR MANUAL

PROFESSIONAL SKI INSTRUCTORS OF AMERICA ®

AMERICAN ASSOCIATION OF SNOWBOARD INSTRUCTORS ®

*The Mt. Hood Meadows Learning Center (Ski & Snowboard School) is a Professional Snowsports Instructors of America - Northwest Member School utilizing the PSIA-AASI American Teaching System for teaching Alpine Skiing, Nordic, Snowboarding, Telemark and Adaptive lessons.*




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## MT. HOOD MEADOWS VISION

Provide an ideal mountain resort experience while respecting Mt. Hood

## MISSION

Enriching the lives of our team, guests and community.

## CORE VALUES

**Passion** – Celebrate the natural wonder of our mountain and the recreation it provides each other and our guests

**Sustainability** – Respectfully balance the environmental, social and financial aspects of our business in harmony with Mt. Hood.

**Integrity** – Conduct ourselves predictably and professionally, honestly and ethically without compromise

**Service** – Dutifully and consistently anticipate the needs of our guests and impress them with uncompromising service.

**Wellness** – Refresh ourselves physically, emotionally and spiritually, promoting fitness, safety and responsibility to all who work and recreate here

***This manual and additional instructor resources are available on the Mt. Hood Meadows Instructor Portal at:***

***https://mhm.snowproportal.com***

# WELCOME TO THE WORLD OF TEACHING SNOWSPORTS

## INTRODUCTION

"How did I get so hooked on teaching? Well, I guess I just feel great when I'm teaching something I love. And I know I can help people learn. Not just about skiing or riding, either. Like this one woman I remember who conquered her fear of a certain slope, or the kid who made his first group of friends (he was a teenager!). I can help people feel a sense of accomplishment and a joy for the sport.

Actually it was a combination of many small events that led me in this direction. Sliding down the mountain has always been something I felt good about. Just being outside in the cold when other folks are wishing it was summer gives you a sense of accomplishment. Conquering the combination of the elements and the terrain is satisfying, yet provides continuing challenges. Just because you can do it today does not mean you will be able to tomorrow. You can't take it for granted.

And then there's the social part. Really cool people ski and ride. I mean REALLY COOL! People who come to the mountains only once in a while can spot someone who lives here in a second. There's a way of dressing, acting, and moving through life that brands you a mountain lover. As a kid, I looked up to those people and aspired to be one of them. Now, I help other people get there.

But it's selfish really, because the more cool people there are to hang out with, hit the slopes with, talk about skiing, riding and teaching with and learn from."

*This Introduction is courtesy of the PSIA / AASI Education Foundation, Core Concepts for Snowsports Instructors, © 2001, ISBN 1-882409-21-3.*

## RELATIONSHIPS, EXPERIENCES & LEARNING

Teaching skiing and snowboarding requires more than just providing students with information about their chosen sport and how to do it. Unlike coaching team sports, teachers in the mountain environment must cope with many external issues. The challenge of sliding on snow, fear of falling or failing, and the concerns of just maintaining control make teaching snowsports a rewarding challenge.

**Meaningful Relationships**
The biggest factor in determining teaching successes or failures is the ability to relate successfully with students. A meaningful relationship is built on trust between the student and teacher.

Get to know your students. Inquire about previous experiences both on and off the snow, both athletic and other. Their responses will help you get to know your student, as well help you understand where their past experiences may affect their snowsports skill development.

Get to know your students by name. Calling students by name initiates relationship development.

**Unforgettable Experiences**
Those who live the mountain lifestyle appreciate the experiences skiing and snowboarding offer. Being immersed in the beauty of the mountains, sharing this beauty with friends, the feeling of the wind, the snow, the environment are unlike anything else. Leading students on the mastery of snowsports is a small yet important part of the overall mountain experience that speaks to the human spirit.

Remember, this may be just another beginner lesson for you, but it may also be a once in a lifetime experience for someone in your class. The experience you help create for your students may effect them for the rest of their life.

The ultimate measure of the success of a snowsports teacher is their ability to make "once in a lifetime experiences" happen over and over again.

**Successful Learning**
Successful instructors measure their success by how proficient their students become, however they also know their students will learn more easily in an environment that is comfortable and caring, yet challenging. By effectively managing the learning environment, a snowsports teacher has the power to facilitate learning and individual successes.

It is important to understand that individual successes are far more important than meeting a particular standard. You may find that some students develop their new skills at a faster or slower pace than others. This is normal.

We teach people, not a system or a series of maneuvers. Be sure to identify and reward individual successes.

## WHO ARE OUR CUSTOMERS?

Our students are our customers and our guests. They may be adults or children, people who are fit and athletic or people who are less active. They may be from other states or countries. Regardless of who they are, as an instructor, there are three core tenants to follow:




The safety of the guest must remain the primary concern of every instructor. Your Responsibility Code and other safety guidelines are used at Mt. Hood Meadows to help set the rules of the road for safety. Unless the guest feels that he or she is in a safe and secure setting, learning and fun cannot occur.

Whether teaching children or adults, we teach to the whole person, always trying to incorporate the cognitive, affective and physical (CAP) makeup unique to each student. Teaching models have been identified to help understand how we teach to each client and are introduced in the next chapter.

A snowsports instructor not only represents him/herself, but also the MHM Ski & Snowboard school, Mt. Hood Meadows Ski Resort, and PSIA-AASI. Customer service is one of the most important things that we as instructors provide. In PSIA-AASI, we describe the way we interact with customers as "customer-centered." Every time we interact with a customer, we may leave a positive, neutral, or negative impression. In order to act in a customer-centered way, a good rule of thumb is to try to see every situation from the perspective of the customer and how your actions will affect this impression.

Our customers are like us; when we purchase a product or service, we have expectations about the product and the service we receive. There are several things we can do as instructors to make our customers' experience more enjoyable. First, take the time to learn and use your student's names. Then learn how to recognize equipment issues before the start of the lesson. It's easier to address equipment concerns before leaving the meeting area than once you have started your lesson.

Develop a checklist that includes observing the customers' choice of clothing, protective gear (goggles, sunscreen, etc) and type and condition of boots, skis/board, and bindings. If having a successful first experience means returning to the rental shop to address an uncomfortable boot fit, a change in ski or board length, or to put a basket on a pole, this is usually time well spent. Learn how to pace your lesson to avoid fatigue or information overload. Use timely moments to share Your Responsibility Code and safety considerations with your students to ensure they know you have their best interests at heart.

Each of us has the ability to positively impact a customer's perception of the area, the school, or the other area employees. It is important to understand that customer service extends beyond simply teaching a lesson, to anytime you can impact a customer's perception.

Meeting the needs of your customer, timely problem




**The Service Model**

solving and good customer service all fall under the PSIA-AASI American Teaching System Service Model. Learning from your interactions, mistakes and successes make you a better instructor over time. Just as your student is your customer, there are other customers to be aware of who have valid interests in your success as a teacher.

**The following are examples of internal customers and expectations they may have:**

- Other Instructors: If your student takes a lesson from another instructor, what can that instructor expect your student to know and be able to do?
- School Trainers and Directors: Are you delivering the best lesson you can and inspiring the guests to want to come take more lessons?
- Resort Management: Are you a good ambassador for the area and working to help all guests enjoy their experience?
- The Snowsports Industry: Are you welcoming your guests into the snowsports world so that they will want to continue to ski or ride?
- PSIA-AASI-NW: Are you an active member of your division taking advantage of the education and offerings they provide?
- PSIA-AASI National: As a certified instructor, are you keeping yourself current with equipment and technology, industry trends, and teaching methods?

## HOW WE TEACH

Teaching is much more than simply explaining how to do something. The most effective, and successful teachers make a point of:

- **Developing a trusting relationship**
- **Understanding students and how they learn**
- **Being an active and effective listener**
- **Creating a safe learning environment**

The best teachers do this throughout their lessons and PSIA-AASI provides resources that can help you, and your students, be more successful. The PSIA-AASI Teaching Model incorporates the core components of how to create a successful lesson.

**The Teaching Model** (see Table 1 below) provides a way to organize your lessons so that you learn about their students, design a teaching plan tailored to them, practice and anchor the learning, all while creating fun and memorable experiences.

The use of a teaching model should also help to build a partnership where the instructor understands the goals of the student and then uses this information to make adjustments throughout the lesson to help the customer reach their goals.

Your goal as an instructor is to create a successful learning partnership with every student. Understanding your student's makeup, or profile, allows you to adapt and adjust your instructor behavior to create an effective learning partnership.

| Student Makeup | + | Instructor Behavior (Teaching Cycle) | = | Learning Partnership |
|---|---|---|---|---|
| *Discover your student's:* | | *Use your skills to:* | | *Create a lesson that:* |
| ■ Characteristics and background | | ■ Introduce Lesson and develop trust | | ■ Is creative, individualized, and student-centered |
| ■ Learning styles and preferences | | ■ Assess students and their movements | | ■ Is interactive, experiential, and FUN! |
| ■ Motivations, understandings, and desires | | ■ Determine goals and plan experiences | | ■ Contributes to the student's success |

# TEACHING STYLES

Each lesson and situation requires the instructor to choose a teaching style based on the student's abilities, the subject, and your own experience. For example, when introducing a new movement or skill, you might use a command or task style, and when practicing this new skill you might use a reciprocal format. Then, once students are ready to apply the skill on their own you might use a problem solving technique.

The important thing is that there is not one "right" way to teach everything. Understanding your students and what you are trying to accomplish will help determine which style is appropriate when. There are a variety of teaching styles, which provide a way to structure lessons and deliver information.

**Following are common styles used by many snowsports instructors:**

## COMMAND

The lesson is controlled fully by the teacher. All demonstration, explanation, execution, and evaluation decisions are made by the teacher. This is probably the most common teaching style that is used, and can be especially useful when sharing crucial information with new students or with small children.

## TASK

The teacher outlines the parameters of a task. The teacher explains and demonstrates the task, points out safety considerations and practice boundaries. The students are free to perform and practice the task within the boundaries. The teacher should move about, evaluate, and give feedback or variations of the task depending on the student's individual needs. As you can imagine task teaching is essential for learning, but making sure the tasks are not too complex or have too many steps is a critical component of the task teaching.

## RECIPROCAL

The teacher establishes partnerships to observe and assess the student's performance. The teacher explains the task, the boundaries, and the evaluation criteria. Students are free to perform and evaluate each other doing the task, giving each other feedback on the performance. The teacher is free to watch and give feedback. Teachers must close the activity with relevant conclusions.

## GUIDED DISCOVERY

The teacher uses a series of questions or experiences to guide students to the desired results. Each step builds upon the previous step. The teacher leads the group to make the discovery. Guided discovery is typically used in conjunction with high cognitive functioning students and where discovering the answer independently from the teacher is common.

## PROBLEM SOLVING

The teacher poses a problem to the students. The students may work out the answer independently or as a team. The teacher sets time limits and work areas. The problem may have more than one solution. Once again, in this teaching style students will require a high cognitive function as well as be able to engage in the social aspects of problem solving within the lesson group.

The Cognitive (how they think), Affective (how they feel) and Physical (how they are built) makeup of the student plays a significant role in what teaching style is appropriate for the lesson content and the delivery mechanism.

**For more information about the CAP Model see page 20 of this manual.**

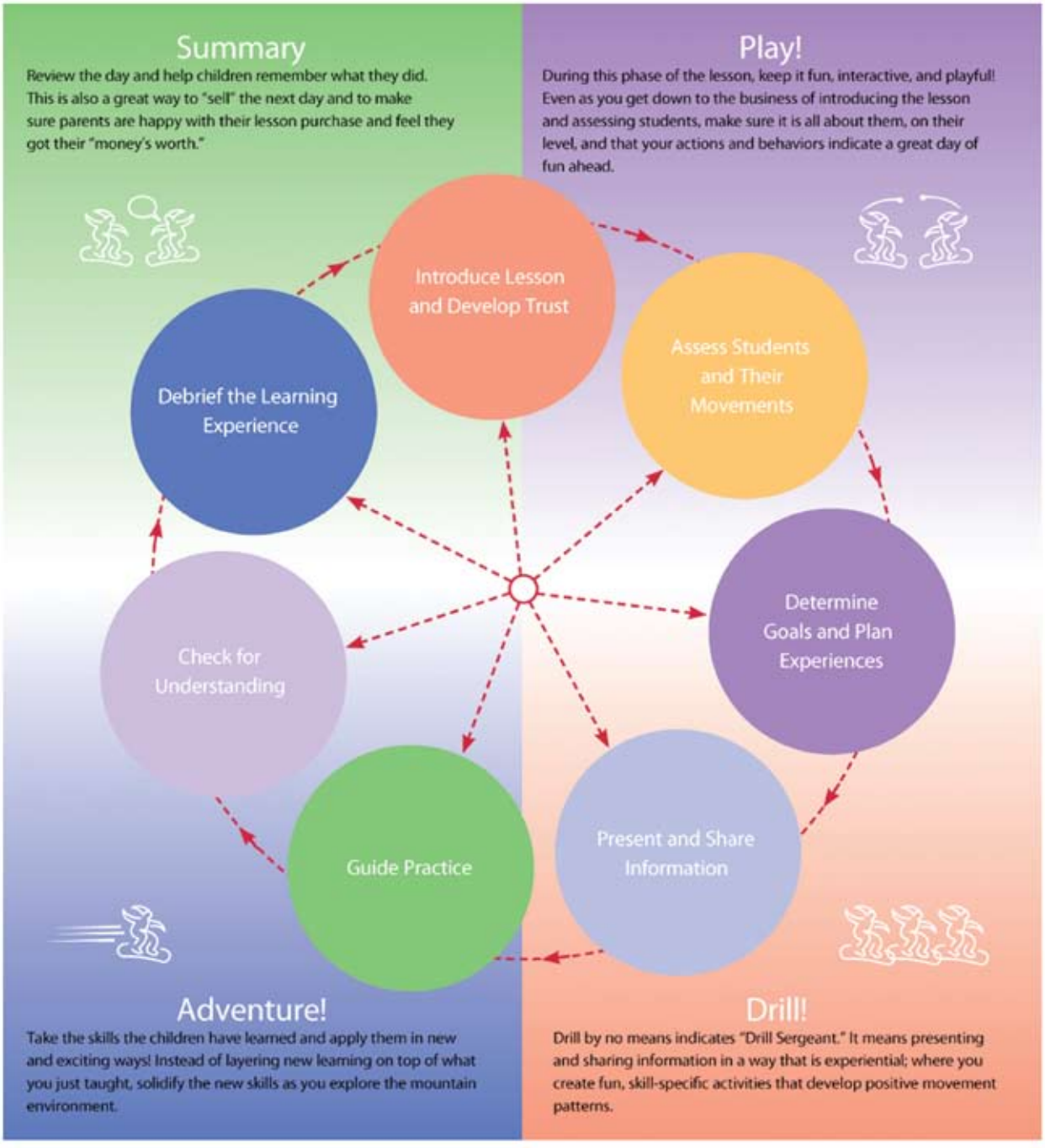
# THE TEACHING CYCLE

The way you adapt your own Teaching Cycle or Teaching Model determines not only how you build a relationship with your students, but how you take action guiding them successfully toward their goals.

The Teaching Cycle is a tool to help you organize the learning process for you and your students.

### *TEACHING TIP!*

*" Being a PSIA/AASI member is a privilege. I owe my whole career to these organizations. If you have the desire to grow in this industry, you want to become a PSIA/AASI member. "*
*– Chris Kastner*



# THE SEVEN ELEMENTS OF THE TEACHING CYCLE

### INTRODUCE LESSON AND DEVELOP TRUST

- Establish and continually build rapport with students individually and with the group as a whole.
- Create a fun, open, and supportive learning environment.
- Clearly define the general process and outcome of the learning segment.

### ASSESS STUDENTS AND THEIR MOVEMENTS

- Inquire about previous experience with skiing and other sports.
- Determine ability level, expectations, goals, motivations, limitations, and concerns.
- Take students' learning preferences into consideration.
- Provide desired amount of information at any one time (low, medium, or high information)
- Find out the preferred type of feedback.
- Be sensitive to students' patience level.
- Decide whether to focus on a process or outcome orientation.

### DETERMINE GOALS AND PLAN EXPERIENCES

- Work with students to select appropriate goals based on individual and group abilities and expectations.
- Plan learning objectives relevant to individual and group goals.
- Formulate a logical lesson progression.
- Choose suitable terrain and snow conditions for lesson activities.
- Provide correct amount of practice time.
- State general (group) goals as well as specific (individual) goals.

### PRESENT AND SHARE INFORMATION

- Vary styles of presenting information to be suitable to the situation. Styles include; (1) cognitive – explaining the rationale behind the technical, mechanical, and tactical elements in a logical and concise manner; (2) visual – creating clear and meaningful images of specific movements and patterns; (3) kinesthetic – developing body awareness and sensations associated with different movements; (4) trial–and-error – allowing students the opportunity to experiment with new information.
- Adjust pacing of information according to students' capacity to receive it.
- Schedule in time for feedback and reinforcement.
- Address students' attitudes toward process or outcome orientation.
- Divide the lesson into appropriate portions of information delivery, practice, and skiing time.

### GUIDED PRACTICE

- Set practice tasks that are appropriately challenging.
- Include both process – oriented and outcome – oriented activities.
- Provide specific feedback to students.
- Reinforce student performance with appropriate comments.
- Use a variety of approaches to practices.
- Guide initial practice and prepare students for effective independent practice.

### CHECK FOR UNDERSTANDING

- Verify students' level of physical understanding based on skiing performances that are consistent with the lesson objectives.
- Determine the students' level of cognitive understanding by listening to and evaluating verbal statements and responses relating to the lesson objectives.

### DEBRIEF THE LEARNING EXPERIENCE

- Review the learning segment goals and objectives and describe the degree of accomplishment to students.
- Preview the next learning segment and encourage further development.
- Establish independent practice guidelines for each student.
- Inform students of products needed and next lesson best suited to them.

# MOVEMENT ANALYSIS & GIVING FEEDBACK

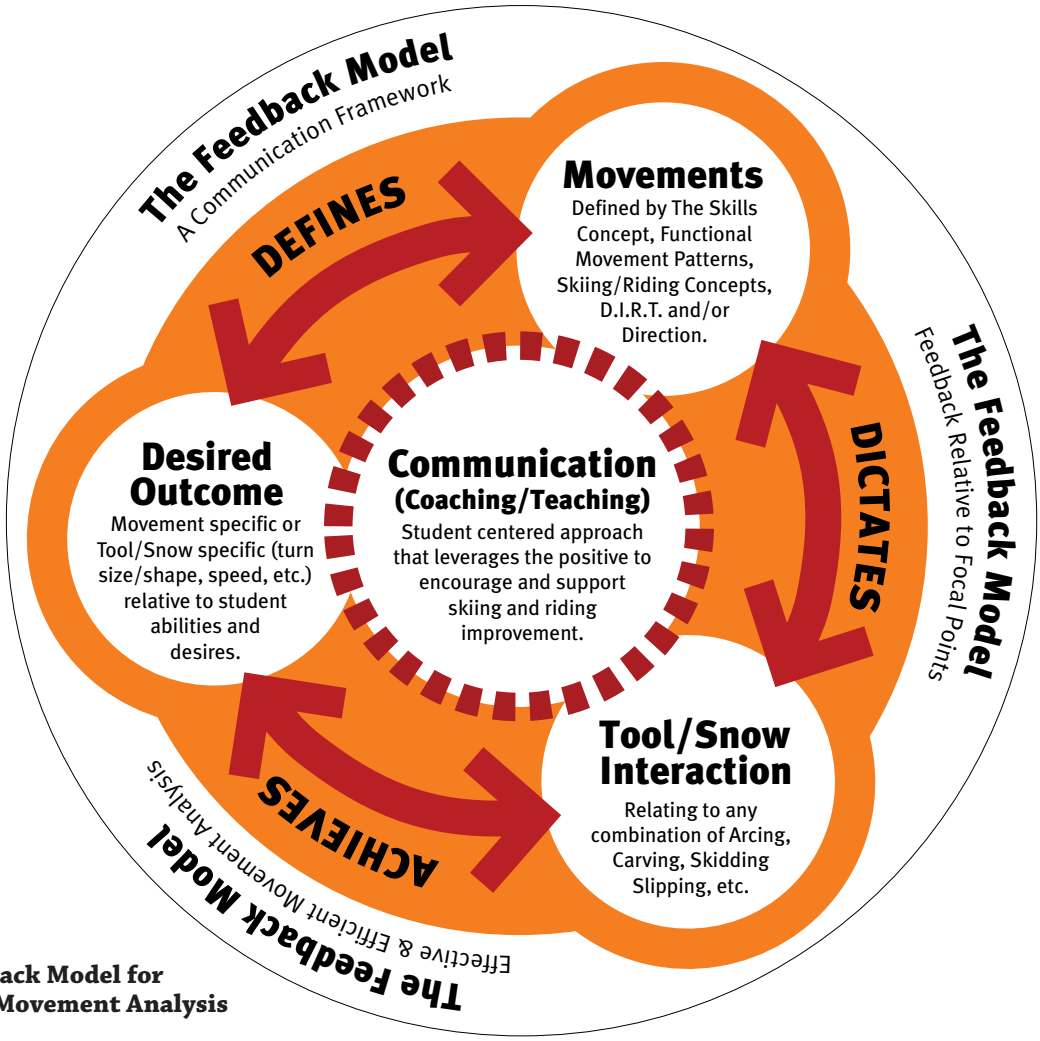
One of the most important skills a sports teacher needs is the ability to accurately assess the movements a student uses to perform the activity. An instructor needs to be able to watch a customer's athletic performance, and understand, physically and mechanically, what is happening. Then, in a non-judgmental way, describe what has been displayed and offer advice that will enhance the student's performance. This is an on-going process throughout a lesson and as practice continues, an instructor's accurate feedback and advice guides the customer's progress. At the most basic level, movement analysis includes phases of observation, evaluation and prescription.

It takes time and practice to develop the ability to accurately analyze what the skis or board are/is doing on the snow and recommend adjustments. Movement analysis is a component of instructor behavior within the Teaching Model. Once you have identified goals and have tried a few tasks to assess how the student moves, you will need to provide feedback to your student.

There are many ways to provide feedback. Regardless of how you deliver feedback, you should focus on specific skills (Movements) and make sure these relate to what the student is working on (their Desired Outcome) and be able to speak to what the ski/board are doing (Tool/Snow Interaction). In other words, if you are focusing on activities involving both feet, do not give feedback on the position of the hands.

There are a variety of movement analysis methods. All include some form of these key components: the ability to observe movements and outcomes, the ability to describe what you see objectively and the ability to prescribe a plan of action.

The Feedback Model below is a framework for effective movement analysis.




**The Feedback Model for Effective Movement Analysis**

# GROUP HANDLING TECHNIQUES

Instructors must move both small and large groups of people down the mountain. The variable conditions found in the mountain environment increase the difficulty of this task. Crowds, group size and ability, terrain, time, specific task, and conditions must be considered to move the group safely from point to point during your lesson, be it down a single run or navigating a fork in the trail. Be prepared to alter your lesson plan based on ski conditions, terrain and density of skiers on a particular trail.

The following section provides a few different ways to move the group and different formations when stopping. For clarity's sake, the term ride and ski are used interchangeably.

## MOVING A GROUP

**Ski/Ride "En Masse"**
The easiest technique to lead a group down a hill simply is to have the group ski "en masse" (all together) down the run. This allows the students freedom in movement and good practice time. It is limited use for the instructor to be able to watch the group ski. Make sure the group knows where to go and stop, or keep group in touch, but behind you. And always to spread out for safety.

**Line Rotation**
A leapfrog-like technique that provides the instructor with great viewing and feedback time. The first student rides down the hill and stops. Following riders stop a designated distance (50m) below the rider in front of them. Be sure to have students stop in safe locations, to the side of the run, visible from above. Once the last rider starts, the first rider peels from the top to continue the line moving down the hill. Be sure to designate a stop location or signal.

**Small Group**
A really effective technique for teens, small group allows leaders to take one or two people to a designated stop point. This allows students to work with less intimidation and more individual responsibility. It becomes difficult to monitor, as groups spread across a hill.

### *TEACHING TIP!*

*"Safety, Fun, and Learning is our motto though sometimes accidents are unavoidable. Stay calm, make sure the rest of your class is safe and fill out an instructor comments report with as much detail as possible, ." – Chris Kastner*

**Synchronized Skiing/Paired Skiing**
Similar to small group, this allows free thought and practice with a buddy system approach to safe movement. Students try to match and synch skier in front. Great for working with turn shape. Not appropriate with really young children.

**Call Down**
One of the more popular and worst ways of moving a group down the hill. It involves the instructor calling or sending students down the hill to a stop point, one at a time. Call down allows the instructor a great viewing opportunity point for watching skiers. However, there is a lot of pressure on the performer. It also involves long periods of wait time and inactivity. Inactivity can lead to reduced learning.

**Follow the Leader**
The snake, or follow the leader, effectively moves a group through challenging or unfamiliar terrain. It does however take up a lot of space on the hill. Although it is popular, try to be creative and not rely on follow the leader as the one and only way to move a group.

### *TEACHING TIP!*

*"I love the line rotation for giving feedback. You can talk to students individually when they are stopped on the side of the run without slowing down the whole group." – Jeremy Riss*

# HOW WE LEARN

The goal of teaching is to enable learning. In snowsports instruction, students must learn to move, understand the movements they are attempting and feel comfortable and inspired to attempt them. While every student will have a slightly different way of learning, all students will have to go through a cycle of experiences to learn the sport of skiing or riding. It is important for a good instructor to have a method for creating experiences that will be effective for a broad range of students.

Learning styles or preferences characterize the ways students collect, organize, and transform information into skills. Learning preferences can be broken down into two basic components: how we perceive and communicate information, and how we process that information.

Within the ski instruction community, two schemas are used to help describe a student's learning preference:

- Visual, Auditory, Kinesthetic (VAK)
- Watcher, Feeler, Doer, Thinker

Visual, Auditory, Kinesthetic (VAK) largely depicts the channels that an instructor uses to deliver information and a student uses to collect or perceive information. While students may have a preference to one or two of these areas, it is important to recognize that most students will need to perceive information through all three channels to effectively learn a new skill. Skiing and riding are movement sports; therefore learning to develop a kinesthetic awareness of the interaction of the ski or board to snow and how the body moves in space is critical early in a student's career. The Watcher, Feeler, Doer, Thinker concept is a combination of both perception and processing of information.

Much like VAK, students may be predisposed to learning in one or more different ways but for learning to be effective and lasting, most students will have to pass through a series of experiences. For more information on the learning process refer to the Core Concepts for Snowsports Instructors manual.

VAK describes how the perceptual motor system, the process in which the brain receives information and then processes a response, works. The brain sorts and organizes information. The physical motor response, or outcome, starts in the brain and is involved in a feedback loop of the senses.

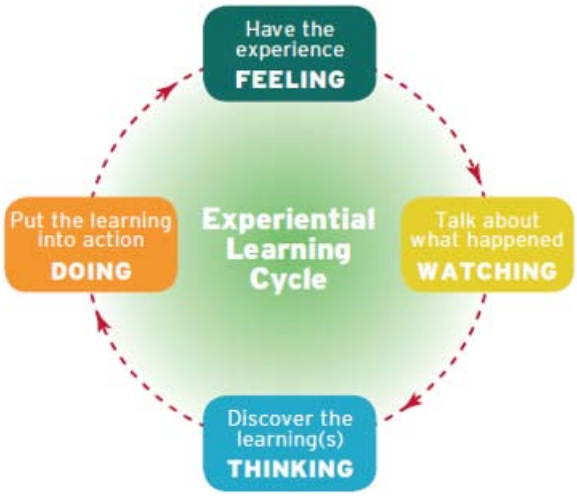
Our senses tell us how we receive information regarding position and movement through space. Our senses are how we hear, see, feel and taste. Three sensory receptors that relate to balance are the eyes, inner ear and kinesthesia, the perception of body movements (for skiers and riders, often starting at the soles of the feet).

Learners of any new movement pattern, regardless of sport or outcome, move through three levels of motor skill acquisition:

- **Initial:** crude movements, lacking in rhythm, will focus more on sensation than quality.
- **Elementary:** starting to gain some control, will look at body part to connect what is happening with movements, will enjoy exploring if in control. Will focus on active avoidance of fixed or moving objects.
- **Mature:** refined, coordinated, and mechanically correct. Will be able to share equally attention to environment, other people and tasks at hand.

Understanding that each level must be passed through helps the newer instructor understand what they may be seeing in their student. Some students acquire new skills quickly and adroitly, while others may struggle and take longer. Regardless, each level has its own unique characteristics and allows the body to adapt and process new learned movements.

The cognitive, affective and physical attributes of each student play a role in their capacity to learn and move. Your ability to understand your student's profile will help you understand how your student will be able to process information and learn best.




**Experiential Learning Cycle**

# KEEPING IT SAFE

As snowsports instructors, our first duty is to our student's safety. A student that feels safe and is having fun is a student who has the potential to learn. Safety awareness is important throughout a lesson. Many safety concerns are covered at the beginning of the lesson however, you should be prepared to address safety at any time.

During the first lesson, it is not unusual for a student to be, or become, very self-focused. As an instructor, identify when this is happening and help them so that this doesn't negatively affect their experience. The following factors are examples of safety considerations that may impact their experience:

## EQUIPMENT

Instructors should perform a visual check of their student's equipment before each lesson. For skis and snowboards, check if the equipment is the right size and type for the guest and the techniques that they will be taught. Do the boots fit properly and are they on the correct feet? Are the bindings working properly and do the boots fit the bindings? Is the guest wearing appropriate clothing for the weather and activity? Or, are they overdressed, underdressed, or missing key items such as goggles?

## COLD WEATHER

Cold weather can affect guests both psychologically and physically. On cold days, try to keep the class moving and keep stops brief. Look for areas out of the wind and away from blowing snow if you are going to stop or be talking for a while. Whenever possible keep the guest's back to the sun for added warmth. Facing away from the sun also allows the student to more clearly see you if you are talking to them.

## SUN AND WIND EXPOSURE

Discuss the need for using sunscreen and eye protection such as sunglasses or goggles. People new to snowsports and the winter environment may underestimate the effects of exposure to the sun and wind in the winter even on warm or overcast days.

## PHYSICAL CONDITION

Work with your students to understand their physical condition by asking questions and set your instructional goals accordingly. Asking questions about other physical activities they enjoy and sports they may participate in will provide some of this information. The altitude and amount of activity may be different than what they are used to, so check in with them frequently to see if they are feeling tired or thirsty. Frequent breaks for water, rest or even food, if available, are helpful and can keep them energized. If you use warm-up exercises, check to see if the guests have any physical limitations they want you to be aware of. Low-impact exercises, with equipment off, can help loosen tight muscles and prepare the guest for activity.

## TERRAIN

Terrain selection can enhance or inhibit success. Use the proper terrain for the level and the ability of the guests in your class as well as the technique being taught. Instructors and guests should realize that going to terrain that is too advanced too quickly could create defensive habits, which later may be hard to eliminate. Terrain is a vital determinant in the success of a lesson. Do not introduce challenging terrain too early. As an instructor it is your responsibility to choose the proper terrain for your class.

## PSYCHOLOGICAL CONDITION

Students may experience many emotions over the course of a lesson. Fear may be an emotion you see in your students as they explore new terrain or even a new skill on old terrain. Talking about fear and anxiety with the guest can let them know that fear or apprehension is natural as they learn new things. Other emotions you will encounter are excitement, joy, nervousness, exhilaration, and frustration. Learning how to accurately interpret body language as a sign of how students may be feeling at a particular moment and understanding why they are taking a lesson and learning a snowsport can help you adapt your teaching and communication to best address these emotions.




**Maslow's Hierarchy of Needs**

All of us have basic needs that must be met as humans. Abraham Maslow presented these as a pyramid with the most fundamental (physiological) needs to be met first forming the base, progressing up through social and emotional needs (safety and security, sense of belonging, and self-esteem) until a person can achieve self-actualization. Are your students able to concentrate on learning if they are hungry and tired? Being self-actualized means being ready to learn.

# RIDING THE BALLROOM CARPET

Riding the Ballroom Carpet surface lift is one of the first "uphill" experiences most beginners will have. In the olden days the typical beginner "lift" was a rope tow which added a very challenging component to the beginner progression. With the addition of the Ballroom Carpet lift in 2009, new skiers and snowboarders can more safely and easily access the learning terrain.

**Here are the key components to riding the Ballroom Carpet:**

- Use small, deliberate sliding movements on the loading ramp.
- Space students 2 to 3 seconds apart
- When loading emphasis should be to lean "forward"
- Once on the conveyor belt students should stand and practice using a good "stance" on the ride up
- To unload simply remain standing!
- Once skis/board are on the snow, just slide forward
- Then move to the left or right to clear the unloading area.

Be sure to alternate with the other side of the lift line when a lift attendant is not present. Be sure to tell your student what side to move to BEFORE getting on. Generally speaking the skier's left side is less steep and a good choice for the first time down.



**Watch a Ballroom Carpet video here:**
http://www.youtube.com/watch?v=gt6q9mDaoO0

***Question:*** *Who were the "Ballroom Carpet and Whitcher's Way named after?*

***Answer:*** *Long-time Mt. Hood Meadows instructors Don Ball and Ray and Mignon Whitcher who have both taught skiing for more than 30 years at Mt. Hood Meadows!*



# RIDING THE CHAIR LIFT

Riding the chair lift is an exciting element of the alpine skiing and snowboarding experience. For adults, who are fearful of heights, it can also be a barrier to "having fun." Kids on the other hand typically want to get back to the bottom as fast as they can so they can "go on the ride again!"

As an instructor it is your responsibility to teach proper lift riding procedures. Below is the "LIFT STARS" with Mighty Meadows and Milly the marten. We strive to offer a fun, safe, enjoyable lift ride. There are a few things that all passengers can do to help themselves ensure that their use of lifts is a positive experience.

We want all our lift passengers to become "LIFT STARS"

**L** **Learn by watching others load**

**I** **I remove my pole straps and check for loose clothing**

**F** **Follow the chair out to the "load here" signs**

**T** **Turn and grab the chair bar**

**S** **Sit back. Hold on**

**T** **There's a bar I can lower if I can reach it**

**A** **Absolutely no fooling around on the ride**

**R** **Raise the bar at the top**

**S** **Stand up at the "unload here" sign**

***Question:*** *What is the most fun thing about skiing or snowboarding?*

***Answer:*** *Hot Chocolate and "going on the ride" aka the Ballroom Carpet or the Chair Lift – just ask any 4 year old!*



# KNOW THE CODE

**1.** Always stay in control, and be able to stop or avoid other people or objects.

**2.** People ahead of you have the right of way. It is your responsibility to avoid them.

**3.** You must not stop where you obstruct a trail, or are not visible from above.

**4.** Whenever starting downhill or merging into a trail, look uphill and yield to others.

**5.** Always use devices to help prevent runaway equipment.

**6.** Observe all posted signs and warnings. Keep off closed trails and out of closed areas.

**7.** Prior to using any lift, you must have the knowledge and ability to load, ride and unload safely.




## INSTRUCTOR'S SCOPE OF RESPONSIBILITY

As an on-hill employee of Mt. Hood Meadows you are the eyes of the resort and may come across instances of Your Responsibility Code being broken.

These are some guidelines to help you deal with the situation and make Mt. Hood Meadows a safer place to be:

- If you witness reckless behavior you should first politely attempt to educate the person on the importance of the responsibility code.
- If your are unable to convince the guest to act responsibly call Security (ext. 1328), Ski Patrol (ext. 1299), or your Supervisor immediately.
- Do not try to deal with adverse situations yourself.
- Do not attempt to "chase down" reckless people.
- Stay with your class!

## MHM BOUNDARY POLICY

Mt. Hood Meadows has a CLOSED BOUNDARY POLICY. There is no lift-served access to terrain outside of the ski area boundary. Skiing or Snowboarding outside of the ski area boundary will result in the loss of skiing / riding privileges and a possible fine of $500 per Hood River County Ordinance 140.

## TREE WELL SAFETY




A tree well is a void or depression that forms around the base of a tree can and contain a mix of low hanging branches, loose snow and air. Evergreen trees in particular (fir, hemlock, etc) can have large, deep tree wells that form when low hanging branches block snow from filling in and consolidating around the base of the tree. These voids can be hidden from view by the tree's low hanging branches.

There is no easy way to identify if a particular tree has a dangerous tree well by sight therefore, treat all tree wells as dangerous. In simple terms, a tree well is a hole or void in the deep snow, which is clearly marked by a tree. You can easily identify and avoid these areas.

**Visit: http://www.deepsnowsafety.org**

# INCIDENT PROCEDURE

• Remain calm. Do not panic. A calm response is the most effective.

• Prominently mark the accident scene by using crossed skis or snowboards well above the injured student.

• Note your exact location. Example: "Between tower 4 and tower 5 of Vista Express on South Canyon."

• Contact Ski Patrol immediately. If possible also contact your Supervisor/Director.

**Option 1:** If you have a working cell phone call 503-337-2222 ext.1299 or 1249 - they both ring patrol.

**Option 2:** Flag down a good skier/snowboarder or choose two students from your class and send them to the top or bottom terminal of the closest chairlift. Have the Lift Operator call Ski Patrol. Be sure to tell the lift operator the exact location of the accident. If you send two of your own adult students, be certain they have explicit instructions and a clear location where to meet you later. Never leave a student alone on the hill and do not send children as notifiers.

### WHILE WAITING FOR SKI PATROL ...

• Do not comment on the accident or suspected cause of accident to anyone other than your supervisor.

• Do not attempt to move the injured student.

• Protect the injured from a harsh environment, especially cold snow. Keep them warm by blocking the wind or offering to brush the snow off them if possible.

• Secure witnesses when possible; fellow students are OK. Carry pencil and paper on-hill to take notes as needed. Ski Patrol will take a statement from you and any witnesses when they arrive.

• Provide for your class. Depending on the age of the students, have them do an exercise or a directed free run with specific instructions on where to meet.

• Stay with injured until Ski Patrol or a Ski School Supervisor arrives. Never leave a student alone.

• If you know the student will be transported to Providence Medical Services be certain to contact your supervisor or director.

• After class you will need to fill out an Instructor Comments Form with your supervisor.

• Visit the student in the Providence Medical Services, located just past the bottom of Daisy chair. Meet with parents or group advisor if applicable.

# MHM PRO PATROL

The MHM professional ski patrol headquarters are located 50 yards due south of the top terminal of the Mt. Hood Express Chair Lift. They have an open door policy so stop by to say hello or if you need to point out an on-hill safety concern.




# CONTACTING SKI PATROL: EMERGENCY CALLS ONLY

### IF USING A CELL PHONE CALL: (503) 337-2222 EXT. 1299 OR 1249

### MHM PHONE DIAL EXT. 1299 OR 1249

***CELL PHONE TIP!***

*"If you have a working cell phone add Ski Patrol to your favorites. Just add 3 commas after the main number, then add the extension 1299. If you don't know how to do this just ask!"*

# MT. HOOD MEADOWS SAFETY AWARENESS PROGRAM

It is an instructor's responsibility, both on and off-duty, to always show courtesy to others and to model respectful behavior on the slopes. Our students need to be aware that there are elements of risk in skiing and riding that common sense and personal awareness can help reduce. It is our role to inform our students of potential risks and to help educate them.

It is advised that all guests learn more about mountain safety before they head out to the wilderness and lessons are a good opportunity to educate guests. In all mountain snow sports, there is the potential for accidents. The hidden dangers of tree wells pose a threat to snowboarders and skiers alike. Although it is rare, avalanches can and do occur, both in-bounds and out of bounds during operation. For this reason it is especially important never to ski or ride out of bounds and observe all posted signs and stay out of closed areas.

Safety awareness video: http://youtu.be/Ot1j4UkwCPs

# CHILDREN



# TEACHING CHILDREN

## CHILDREN'S TEACHING CYCLE

### PLAY

Play is more than just games. It is the way kids get to know each other and it is extremely fun. This first section of the lesson is the set-up for the remaining time. As an instructor you have to decide what type of play is going to be most effective for the students. Remember to keep the play age specific. Any game or activity can be adapted for older or younger kids. The activities you choose here should get the kids active and successful. Keep the game as simple as possible. Use this time to get to know your students and assess their state of being.

### DRILL

No, it is not time to go into "Military" mode. It is just that now your play has a purpose. You used the previous section to assess your students, now you are developing goals and objectives for the lesson. Use tasks and drills to present and share information. Guide students to develop skills. Use the same tasks that you might use with adults, but involve play and fantasy. During this process, use Visual, Auditory, and Kinesthetic instructions to better teach your students.

### ADVENTURE

Take the skills you are developing and practice. Vary the terrain or expand the task to take kids into the "learning zone." Help them stay focused on their learning throughout, but without adding more stuff. Reinforce prior learning and check for understanding. This section should involve a ton of movement time.

### SUMMARY

Demonstrate the child's learning. A good summary is more than retelling the child what they did. Have them demonstrate what they learned, or show them how they improved. "Remember this morning, when you ran into the sign because you couldn't turn? Well, there is that sign and you turned right around it. Awesome!"

***TEACHING TIP!***

*"I find the Children's Teaching Cycle works well for any age student, including adults!" – Jeremy Riss*

## CHILDREN'S EQUIPMENT CONCERNS

**Assess Clothing**

Assess your student's clothing before heading out of the lodge. Students should:

- Dress in layers
- Have waterproof, over-the-boot pants.
- Have appropriate gloves or mittens (which are warmer) made of waterproof material.
- Have a neck gaiter for warmth.
- Have a properly fitting helmet.
- Have and wear eye protection at all times (sunglasses or goggles)
- Not lose clothing by attaching key accessories to hats, helmets, or around the neck.
- Wear sunscreen (even on cloudy days).

**General Equipment Check**

Look over your students' equipment before leaving the lodge.

- Do the skis or snowboard have runaway prevention devices?
- Are boots the correct size and on the correct feet?
- Are bindings appropriate for the boots and set correctly?
- Do kids 7 and up have correct length ski poles and know how to hold them?
- On snowboards, are bindings set properly for the child (regular or goofy) and with appropriate angles?
- Is equipment appropriate for the age, size, and ability level of the student?

**Snowboard Specific Equipment Check**

**Younger Children (3 to 8 year olds)**

- Boots or boot and binding combinations need to just stiff enough to support their weight but soft enough to be able to easily flex their ankles. Young children need to be able to lever the lower leg on the tongue of the boot to roll to the toe-side edge.
- Boot fit is critical. Boots should fit the lower leg and the foot from toe to heel and be laced snugly.
- Make sure deck length is appropriate – soft enough for the child to bend, but long enough to support his or her weight.

**Older Kids (9 through Teens)**

- Make sure boots fit snugly around the foot and lower leg.
- Most kids don't tie their laces tight enough. Adjust them if necessary.

# THE CAP MODEL

## COGNITIVE

Cognitive growth involves an individual's ability to process information obtained through experience. Understanding how children's brains receive and process information – and knowing how to deliver information that will spark their cognitive learning – will increase your effectiveness as a teacher.

## AFFECTIVE

Affective (or social/emotional) development affects how individual children feel about themselves and how they interact with others. A child's self-identity is shaped in large part by social interactions with others. The development of moral values is closely tied to development of self identity. Instructor behaviors, such as carefully introducing competition and play ins a lesson and using humor, can influence learning and performance on the hill. Making an effort to understand how your students think and feel about themselves, others and the world around them can greatly enhance your effectiveness as an instructor.

## PHYSICAL

An awareness of children's physical development will help explain why and how children move the way they do. A 9 year-old and a sixteen year-old skiing or riding side by side would show some obvious differences between them – not just in size, but in body shape, how they stand and balance, and how they use their arms and legs.

The cognitive, affective and physical aspects of child development interact with and build upon each other. As each aspect develops, it influences learning and performance. Although the rate at which children mature varies greatly, development goes through a predictable sequence.

The value of the CAP Model is in the helping you be aware of, and sensitive to, the stage of development of the children you teach. You contribute to your students' success by setting realistic goals, understanding the basis for their behaviors, presenting information in a manner that fits their abilities and learning preferences, and demonstrating movement skills that are consistent and attainable for their physical maturation. It's up to you to create an environment that enables your students to have fun while acquiring new skills and growing as individuals.

Your knowledge about how children develop helps you determine your behaviors and create and exceptional learning experience. The unique profiles of children at different developmental stages provide insight for your communication style and lesson focus.

Look at "Stages of Development" on the next page – diagram from the PSIA Children's Instruction Manual, Second Edition, page 10.

One of the first things you should do upon meeting your students is to access them in as many ways as possible – this is the first step in the Teaching Cycle mentioned earlier. Just because you have been assigned a group of "third time students" does not mean they will all have the same skills or even be assigned to the right class!

With your knowledge and understanding of child development and use of the CAP Model, you can make certain assumptions about your lesson plan based on age and other individual characteristics – not just the lesson type the student was assigned to.

Your student's unique profile helps you determine many aspects of your behavior and can create a positive and memorable learning experience that keeps them coming back for more!

### *TEACHING TIP!*

*"When meeting children for the first time get down to their level by kneeling and greeting them face to face."*
*– Brian Beardsley*

# STAGES OF DEVELOPMENT

**FIGURE 1.2** CAP Model, Ages 3 to 6



### Cognitive Domain

I can only remember one or two things at a time.
I can show you what I learned.
I need to learn new vocabulary.
I have an active imagination.
I need structure.
I have a short attention span.
I like to play games.
I copy and mimic well.

### Affective Domain

I do not need to be perfect.
I need to feel safe.
I may want my mom or dad.
I may not like new surroundings.
I may need reassurance.
I like to be told when I do something well.

### Physical Domain

My head is large compared to my body.
I have a high center of mass.
I like constant movement.
I get tired easily.
My arms and legs may not work independently.

**FIGURE 1.3** CAP Model, Ages 7 to 12



### Cognitive Domain

I do best with one direction at a time.
I need to know "why" I'm asked to do certain things.
I will ask questions.
I can learn in a variety of ways.
I like the process more than the goals.
I like to be challenged and successful.
I can describe and explain.
I will remember the highlights of my day.

### Affective Domain

I want ownership in my day and can work independently.
I compare my achievements to those of my peers.
I want to have fun and I like to play games.
I like to be responsible for my learning.
I like to know when I've done something well.

### Physical Domain

I like to learn with a variety of activities.
I can practice independently with simple directions.
I learn new movements through repetition and feedback.
I can move my body parts independently of one another.

**FIGURE 1.4** CAP Model, Teens



### Cognitive Domain

I can process more than one direction at a time and can sequence events.
I understand right from wrong.
I can think in abstract terms and understand complex concepts.

### Affective Domain

I don't like to be singled out, even if I am the best in the group. I like to blend in with everyone else.
I want to be treated with respect and not talked down to.
I may not respect authority and will test my independence.
I want to have fun while improving skills and attaining goals.
I want to be part of the group and accepted by my peers.
I want to take part in decision making.

### Physical Domain

I may be experiencing a growth spurt that affects my coordination.
I am stronger than I was a few years ago, which allows me to do more things.
If I am a girl, I will probably be more mature than the boys in my group.

# CHILDREN'S ABILITY LEVEL CLASSIFICATIONS

The national classification standards employ a number system of Levels 1 - 9. We have found that a classification system of colors and shapes is more easily remembered by children.

| ABILITY | ALPINE SKIING | SNOWBOARDING | TERRAIN/LIFTS |
|---|---|---|---|
| GREEN ○ | First Time Skiing | First time snowboarding | Base Area |
| GREEN □ | Working on Stops & Turns | Working on sideslips | Funzone and/or Surface Lifts |
| GREEN ◇ | Linking Wedge Turns | Able to side slip and change direction | Beginner Lifts "Buttercup/Easy Rider" |
| BLUE ● | Using Turns for Speed Control | Starting to link toe and heal side turns | All Green and easy Blue runs |
| BLUE ■ | Working on Parallel Turns | Linking toe and heal side turns | All Green and most Blue runs |
| BLUE ◆ | Parallel Turns | Linking turns on all blue terrain | All Blue terrain |
| BLACK ● | Strong Parallel Turns | Working on carving and steeper runs | All Blue terrain and easy Black runs |
| BLACK ■ | Working on Carved Turns | Able to ride switch and carve turns | All Blue and most Black runs |
| BLACK ◆ | Dynamic Carved Turns | Dynamic carved turns | All Black terrain |

### *TEACHING TIP!*

*"The best way to avoid lost children is to partner them up and count them as often as possible. Always set a meeting place so they know where to go if they get separated."*
*– David Barringer*

### *TEACHING TIP!*

*"Getting classes split into skill appropriate groups at the start of the lesson saves a lot of headaches later on." – Jeremy Riss*

# LOST CHILD PROCEDURE

Inform your class before you walk out the door and repeatedly during the lesson that if they get lost or separated from the group they should go to the bottom of the last chair lift the group went up. **The very moment you discover a child is lost, missing or separated from your class:**

- Ski or Ride with your class to the bottom of the nearest lift to see if the child is waiting for you there.
- If the child is not there, use the telephone in the lift shack and call your supervisor!
- IMPORTANT NUMBERS: Children's Ski School desk (1419), Sno-blasters Room (1329). Director of Snow Sports (1418), SSS Sales desk (1222), Children's Learning Center (CLC) Supervisor (1417), CLC "back phone" (1375), Assistant SSS Manager (1359). Follow the supervisor's instructions.

# CHILDREN'S LOADING PROCEDURES FOR MAGIC CARPET & BALLROOM CARPET

If you have a Green Circle or Green Square Beginner class assigned from the Children's Learning Center and the day you are working is a "Peak Day" then the Fun Zone and Magic Carpet will be operating and available to you for your lesson.

It is always best to take your class to the Fun Zone Magic Carpet first as the conveyor lift is slower than The Ballroom Carpet and terrain are generally better suited to children.

Generally speaking, it is best if your students are capable of gliding and stopping on their own without falling before loading Magic Carpet or Ballroom Carpet. Be sure to go over the "rules" of riding the carpet and cover some key points:

- ❇ Walk slowly and shuffle into the loading ramp
- ❇ If you can touch someone else with your hands or skis you are too close to them!
- ❇ Hands on your knees when loading
- ❇ Once on the "carpet", stay standing up!
- ❇ No walking or shuffling - just ride!
- ❇ Look straight ahead (no looking behind you)
- ❇ Keep skis/board pointing forward
- ❇ Keep skis/board on the Magic Carpet (please don't touch the sides)
- ❇ At the top, the magic carpet conveyor will slide you onto the snow automatically.
- ❇ Stay standing up!
- ❇ Once on the snow, scoot, walk, or move out of the unloading area
- ❇ Go to the side that your instructor told you (hint, have them point to the side you want them to go after unloading)
- ❇ Generally speaking, the lift attendants and operators at the Magic Carpet and Ballroom Carpet can assist with helping students on and off the lift. Ideally your lesson will teach them how to successfully load and unload the conveyor lifts on their own.

**Organize** your class and children in a group that can all load sequentially one right after the other.

**Notify** the operator if this is your students' first time or if they need help getting on, as you approach the loading area.

**Approach** the loading area quickly, smoothly and with confidence. Do not rush students, as over urgency may be frightening to those loading and others.

**Load** the conveyor by having your students look straight ahead and put hands on their knees. Remind them to lean forward and stay standing up!

**Ride** the conveyor safely by instructing students to look forward at all times and stay standing - no walking or shuffling.

**Unloading** the conveyor is "automatic" and dispenses the students onto the snow. Be sure to emphasize leaning forward and stay standing up!

**Wait at the top!** Be sure to tell students to wait for you at the top at your designated meeting place away from the unloading area.

# CHILDREN'S LIFT LOADING PROCEDURES ON BUTTERCUP

## All children 6 & under must ride with a capable adult.

**Prepare** your class before you enter the lift line area. Give them a chance to observe the operation of the chairlift with a narration: *"Notice how the timing gates are red, then turn green and open, and we all go at once onto the moving carpet. Be sure to listen to the Lift Operators, as they may give you directions."*

**Position** 1 student on your left and 1 or 2 students on your right.

**Notify** the operator that you'd like the carpet raised - the carpet will raise 6 inches making loading small children easier.

**Line Up** with fists pressed against the access gates. They will stay lit red, then change to green and open.

**Slide onto the carpet** staying in your lane. Try to take a few steps so that everyone is lined up side by side.

**Load** the chair by having your students look over their shoulder for the chair and sit down. At this time the operator(s) may help boost a child into the chair as needed.

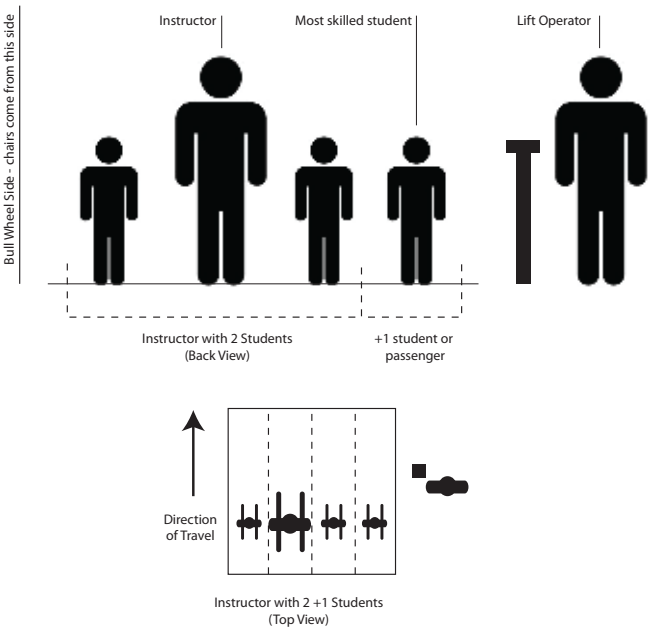
**Secure** the ride by instructing children to sit all the way back in the seat - ***"Back to Back - Bottom to Bottom."*** The instructor should lower the comfort bar Students may lower the bar if they are large enough to reach it. Capable adults should help lower the bar.

**Ride** the lift safely by instructing children to look forward at all times and stay seated with their backs against the back rest of the chair.

**Prepare to Unload** by speaking with your students about what to expect, dispelling any fears.

**Unload** the chair. If a child you are riding with requires added help when unloading you might employ one of these proven methods:
Put your left arm in front of the child and take hold of the bottom of the jacket, have the child hug your arm with both hands, KEEP YOUR ARM BENT AT THE ELBOW. Tell the child to keep their skis straight and pull the child up and out of the chair. Or place your right arm in front of the child and your left arm behind, clasp your hands together and lift the child out of the chair. Again reminders to keep skis straight, and assisting children until you are clear of the unloading area.

Buttercup Instructor Student Riding Order




### BUTTERCUP LOADING CHECKLIST

Prepare the class by having them watch the operation of the chairlift.

**Give your students an overview of loading the chair...**

- Move to the stop gates
- Press fists against stop gates until they open
- Slide out onto the moving carpet in your lane
- Look over your shoulder for the chair
- Sit down and scoot as far back in the chair as possible and face forward the entire ride
- Lower the bar (if they can safely reach it)

**Give your students an overview of unloading the chair...**

- Raise the bar just after the last tower before the unload
- At the "unloading sign" stand up tall and lean forward

**Make sure you...**

- Put the strongest most skilled students closest to the operator.
- Put the next most skilled and least skilled on either side of you so you can assist them as needed
- If you have a class larger than 3 students make sure all students are paired up as needed - children 6 & under must ride with a capable adult.
- Instruct the capable adult to help lower and raise the bar and when to do so.





# CHILDREN'S EASY RIDER TRIPLE LOADING PROCEDURE

Properly trained instructors may ride with two children in one chair at 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 to ensure you all fit***
- 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 inform the loading and/or other operator(s) that you will be loading three in a chair and will require a "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. You should remind them you need slow with double thumbs down hand signal.
- You should attempt to assist both students into the chair however the operator may assist with student closest to them
- 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

# ALPINE SKIING



# ALPINE SKIING

## THE SKILLS CONCEPT

The Skills Concept serves as the technical model of America ski instruction. It is based on the knowledge that three skills - rotational control, edge control and pressure control - are integral to all turns, and they are essential for maintaining balance. These skills provide a clear framework to analyze the action of the skis on the snow and the skier's movements to accomplish these actions.

### ROTATIONAL CONTROL

Rotation control refers to turning the skis about the vertical axis of the body. Skiers use this action to affect the direction their skis point.

### EDGE CONTROL

Edge control refers to tipping the skis relative to the length or longitudinal axis of the skis. Skiers use the action to increase or decrease the ski-to-snow angle.

### PRESSURE CONTROL

Pressure control relates to managing forces acting on the skis. Skiers manage the distribution of pressure along the length of the skis, transfer pressure from one ski to the other, and adjust the overall magnitude of the forces acting on the skis.

Since the action of the skis defines the skills, an application of the Skills Concept is incomplete without considering the intent of the skier in the context of his or her movements. On a fundamental level, these ski-performance outcomes are absolute and define what a skier can do with his or her skis. How the skier moves or uses his or her body to control these outcomes may vary. Why the skier chooses to use one specific movement over another, or prefers a different skill blend or desired outcome, is the result of conscious choice based on the situation.

**Mechanics** (the "what') refers to the essential actions of the skis and the basic body movements that are present in all skiing, regardless of terrain, snow conditions, pitch of the slop, and speed of decent.

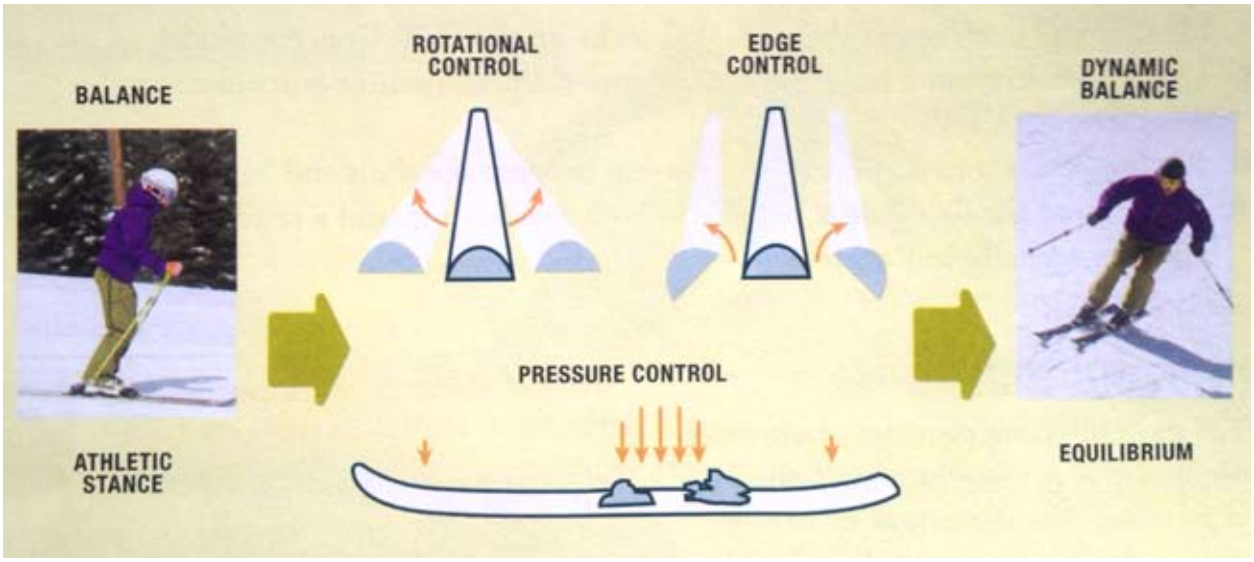
**Technique** (the "how") refers to the way skiers move, or the methods they use to apply the mechanics of skiing. Different technique provide movement options for how skiers affect or react to the action of the skis on the snow.

**Tactics** (the "why") refer to the strategic choices skiers make in order to achieve a goal. Decisions are based on intent, knowledge, and level of performance within the context of the skiing environment. Skiers may choose to adjust turn shape, speed, line, timing, or technique to accommodate factors such as snow conditions or terrain.

### ATHLETIC STANCE & BALANCE

A body in balance is in a state of equilibrium. Skiers control the externals forces that affect balance by rotating or edging the skis and resisting, increasing, or absorbing pressure using the skiing skills. A common debate in skiing is whether being in a state of balance creates the ability to move effectively, or if moving effectively results in a state of balance. The simple and accurate answer is "Yes," defining the dual role of balance in skiing.

For more information about the Skills Concept see the PSIA Alpine Technical Manual, © 2014.



# VISUAL CUES IN SKIING

This information is intended to be a reference tool for good skiing in most ski instruction situations. It defines the foundation of movement for all skiers, whether they are recreational skiers, instructors, racers, bump skiers, or all-mountain skiers. These guidelines are not intended to describe every movement and position that very high level skiers may pass through in the extreme situations of World Cup performance.

## EFFICIENT BODY MOVEMENTS

**Balance is maintained over the whole foot by flexion and extension of the ankles, knees, hips, and spine**

- Skis bend from the middle
- Shins maintain contact with boot tongues
- Skis and body flow continuously with terrain
- Coordinated movements of the joints exhibit fluid motion

**Edges are released and engaged by coordinated movements of the feet, legs and hips.**

- Skis tip on edge early in turns
- Shins contact boot shafts forward and laterally
- Edges are released and engaged with one smooth movement
- Ski lead change occurs by the fall line

**Rotation of legs guide skis underneath the body**

- Legs turn more than the upper body
- Turning movements originate in feet and legs
- Upper body is stable and quiet
- Skis are progressively guided in relation to turn shape

**Pressure is directed to the outside ski**

- The outside ski remains pressured and engaged
- Alignment of the shoulders and hips progressively directs pressure to the outside ski
- Inside half of the body leads outside half by the fall line
- Inside leg is flexed more than the outside leg by the fall line

**Upper body and pole use are directed to flow with skis and terrain**

- Hands and elbows are forward of torso
- Shoulders and hips are functionally aligned
- Inside hand, shoulder and hip lead by the fall line
- Pole use compliments turn shape
- Pole swing is in intended direction of travel
- Vision is forward anticipating terrain variations

## INEFFICIENT BODY MOVEMENTS

**Balance is not maintained over the whole foot and flow over terrain is lacking.**

- The knees and hips flex without ankle flex. The hips are continuously behind the feet.
- The ankles are over-flexed with the mass continuously in front of the feet.
- The legs are continuously flexed and static
- Extension movements are primarily vertical

**Edges are not engaged and released smoothly or efficiently.**

- The upper body tips to engage the edges.
- Edging is primarily from the knee
- Edges are released with vertical movements.
- The edge is released by stepping off of or lifting the downhill ski.
- The hips are too far inside too soon causing a lack of progressive edging movements
- An edge set interrupts the gliding and guiding of the skis just before edge change.

**Whole body rotation primarily guides the skis through a turn.**

- The shoulders and torso initiate turning of the skis.
- The hips initiate turning of the skis.
- The outside hand crosses the body.
- Skis tend to pivot and lack controlled edging.

**Pressure is not directed to the outside ski.**

- The inside ski bends as much or more than the outside ski.
- The inside hand is continuously lower than the outside hand.
- The inside hand is back.
- The outside ski runs straighter than inside ski
- The shoulders are tipped into the hill and never level out relative to the horizon.

**Pole use and body positions are undesirable.**

- The pole swing is late, non-existent, or erratic.
- The body does not flow down the hill but continuously hangs back or clings to the hill and the previous turn.
- The hands are low or behind the shoulders.
- The line of vision is downward and/or not in the desired direction of travel.
- The pole touch/plant interfere with the desired turning actions.

# FIRST TIME EXPERIENCE GOALS

The First Time Experience should be based on mutually established learning outcomes and goals, where activities support these. The goals outlined below may be used in a stepping stones approach dependent on the learner.

For example, some students may need to know how to control their speed and come to a complete stop so they feel most confident in proceeding in their learning. Other students may be natural sliders and have previous experiences that allow them to progress to a slope more quickly. Age plays a major roll on stamina, coordination and attention - be sure activities are aligned with the students' mental, social and physical state. Most beginner experiences will have most or all of these goals during a progression from novice to green level skiers.

# THE GOALS

1.)Establishing Connection
2.) Moving in the Flats
3.) Moving on a Slope
4.) Sliding Direction Changes
5.) Controlling Speed
6.) Riding a Lift

## ESTABLISHING CONNECTION

**Goal:** Make connection, establish rapport and develop trust with guests. Create a sense of belonging and of self esteem in the group setting for both kids and adults.

**Suggested Activities:** Get to know individual names; What brings you here today? Are you here to try it or are you here to learn how to do it - these are different states of mind; Have they done anything like this before; Other activities or sports, etc.; What is important to you that you learn during your first time skiing/riding? What are your expectations? Do you have any questions before we begin? Find or develop ways that the group members are the same. Develop common goals. Have you taken sport lessons or coaching before, what did you like/dislike?

**Play, Drill, Adventure:** What did you have for breakfast?; Did you start your trip when it was still dark?; What's your favorite color; Do you have a pet?; Do you have a brother or sister?; Do you go to a big school or little school?; What is your favorite thing to do at recess?; Do you play an instrument?; What's your favorite game?

**Look for:** Emotional state of guest (happy, sad, frustrated, scared); Observe guest's clothing (suitable for environment, pant cuffs, etc.); Evaluate physical stamina when possible as it related to age and physical condition.

**Next Goal(s):** Moving in the Flats or Moving on a Slope

## MOVING IN THE FLATS

**Goal:** Comfortable moving in the flats in all directions with skis on.

**Suggested Activities:** Putting on and taking off skis, Walking and sliding around with just boots on; Walking and sliding around with one ski on; Walking and sliding around with two skis on. Using ski poles to push off and slide; Stepping in a circle; Sliding and rotating skis on the snow; Ideally these activities will take place in "The Flats" but any area that is near flat will suffice.

**Play, Drill, Adventure:** Marching; Walking like a penguin; Sneaking up on ... promotes slower movements; Make a pattern in the snow - ladder or bowtie or bicycle wheel spokes; Riding a scooter (one ski slides); Jumping - can you get your skis off the snow?;

Look for: Ankles flexed, pressing into tongue of boots; Able to balance on one foot; able to shift weight from foot to foot and ski to ski; Able to rotate/pivot skis on snow; Flexion/extension movements (age specific).

**Next Goal(s):** Moving on a slope or Controlling Speed

## MOVING ON A SLOPE

**Goal:** Comfortable moving in all directions (up, down, across) on a gentle incline

**Suggested Activities:** Sidestepping up and down a small incline; Herringbone/Duck Walk up a small incline; Straight glides down a small incline; wedge glides down a small incline; slide on the smaller and larger roller features on the Ballroom Carpet Fun Zone.

**Play, Drill, Adventure:** Gliding or stationary: tall like a tree, small like a mouse (flex/extend); Gliding or stationary: reach for the sky, touch your toes (flex/extend); Wedge glides: sharp pencil (narrow wedge), dull crayon (wider wedge); Hopping/Olies; Zooming on the roller coaster (rollers); Up the roller return wall, then switch skiing back down;

**Look for:** Flexion and extension; Balance and stance; Ability to edge skis with lower leg; awareness of skis' edges and their purpose; Knees apart (not close together or touching) while in a wedge; Skis on similar edge angles when side stepping and herringbone/duck walking.

**Next Goal(s):** Sliding Direction Changes or Controlling Speed

## SLIDING DIRECTION CHANGES

**Goal:** Able to change directions while sliding

**Suggested Activities:** Small stepping turns on a short incline; a single gliding turn in one direction (small wedge or parallel); linked gliding turns in more than one direction (small wedge or parallel); Use the small banked turns on Ballroom Carpet Fun Zone; Use the "Perfect Pitch" to allow free practice of turning; Set poles or cones as visual turning points.

**Play, Drill, Adventure:** Aim your arrow this way; Race course; Obstacles course; How many turns can you do? Count them!; Let's do the banked turns!

**Look for:** Ankles flexed, pressing into tongue of boots; Able to balance on one foot; able to shift weight from foot to foot and ski to ski; Able to rotate/pivot skis on snow without using upper body focussing on femur rotation.

**Next Goal(s):** Controlling Speed or Riding a Lift

## CONTROLLING SPEED

**Goal:** Able to control and adjust speed in all situations

**Suggested Activities:** Vary turn shape and size; Make turns across the fall line to stop; Use the smaller and larger roller features on the Ballroom Carpet Fun Zone; Use a wedge of varying size to demonstrate slowing option without turning; Use larger wedge in confined space to stop (i.e. lift lines); Use the larger banked turn on the Buttercup Fun Zone; Use the "Perfect Pitch" to allow free practice of turning in the Buttercup Fun Zone.

**Play, Drill, Adventure:** Loud skis, quiet skis; Red light, green light;

**Look for:** Ankles flexed, pressing into tongue of boots; Able to vary the size of the wedge to control speed or stop; Balanced stance with even pressure from foot to foot.

**Next Goal(s):** Sliding Direction Changes or Riding a Lift

## RIDING A LIFT

**Goal:** Be able to load, ride and unload a carpet and/or a chairlift (and navigate associated terrain).

**Suggested Activities:** Pull skis/board so person feels the sensation of the grip and pull of the carpet; Ride the Ballroom carpet or Kids Fun Zone carpet; Use the practice chair to simulate getting on, riding and unloading the chair; ride Buttercup chairlift.

**Play, Drill, Adventure:** Let's go on the ride! Let's go on the ride again! Going up is sometimes as much fun as going down - don't forget this!

**Look for:** Leaning forward while boarding carpets. Poles in one hand for riding the chairlift; look over shoulder for chair; Sit down / sit back / hold on; Lower comfort bar; Unloading: stand up and lean forward, glide straight without a wedge until off the ramp and into the unloading area;

**Next Goal(s):** Practice time on Sliding Direction Changes by varying turn size and shape; varying ways of Controlling Speed via turn shape, terrain selection, etc. Lots of laps on the Ballroom and Buttercup Fun Zone features; Ride the next lift like Easy Rider; take another lesson – the same day or next time up.

## RIDING THE BALLROOM CARPET

**Instructor goes first in adult lessons.** Assemble the group near the loading area of the Ballroom Carpet so they can observe you and others loading.

- Walk with skis on into the loading area
- Align skis parallel and pointed up the hill in-line with the conveyor belt
- Take small steps toward the conveyor, then as the conveyor pulls on the skis, LEAN FORWARD
- Stay standing on the ride up
- This is a good time to practice flexing ankles and developing a good stance
- At the top, the conveyor will automatically slide skiers onto the snow.
- Remember to LEAN FORWARD
- Quickly move out of the unloading area using the herringbone or sidestepping so as to not cause congestion in the unloading area

Usually first time up the Ballroom Carpet exit right and go down the skier's left side of the Ballroom Carpet. Once they've mastered this slope, head to the Banked Turns on the Skier's right on Ballroom Carpet, then graduate to the Ideal Slope, where students will turn when and where they want.

Once students are comfortable here, the next step is to head to Buttercup.

## RIDING BUTTERCUP CHAIRLIFT

Once students are riding the Ballroom Carpet successfully, making linked wedge turns and are able to control speed and top at will, they are usually ready for the Buttercup Chairlift.

On the way to Buttercup be sure to stop at the "Practice Chair" to demonstrate loading and unloading the chair. Ask two students to demonstrate loading and unloading - ask for volunteers. It is not necessary for each student to use the practice chair. The way to the chairlift is a teaching opportunity too as students will practice their new skills avoiding other people, making gentle turns, using their poles to push off when it is flatter, etc. Use this time as a continued teaching opportunity.

**Loading the Buttercup Quad Chairlift - Instructor rides first with Adult Classes.**

- Assemble your group to the side of the Ski & Snowboard School Lesson lane, out of the way of other lesson groups and other lift users.
- Explain the loading procedure as you described at the Practice Chair.
- Remove pole straps from wrists. Use your poles to maneuver in the lift lane maze to the loading lane.
- Go through the RFID gate into the preloading area
- Line up at the Red/Green timing gates with thighs against the gates
- As chair goes by, gates will open automatically and slide students onto the moving carpet - similar to the Ballroom Carpet
- Look over your shoulder, for the chair as it comes around
- Sit down as you feel the chair touch the back of your legs.
- Keep your skis straight until you are off the ground
- Lower the "comfort bar" and enjoy the scenic ride!

**Unloading the Chairlift**

Tell your students that getting off the lift is the same as standing up from a regular chair, but this one is moving slowly forward.

- Instructor unloads first then positions themselves near the unloading area to coach students during unloading.
- Prepare to unload by checking for loose clothing that may have become frozen or otherwise stuck to the chair.
- Place both poles in one hand
- Keep ski tips up until the bottoms of the skis touch down on the unloading area ramp.
- Once your feet are directly over the marker in the snow, lean forward and stand.
- With your other hand, push off of the chairs and stand all the way up, lean forward, ski straight ahead
- Use only a VERY small wedge (no turns) while skiing ahead.
- Group up at the far end of the unloading area to the right
- Once all your students are gathered, be sure to exit the unloading area so other classes and lift users have plenty of room to safely unload the lift.

We have found that the easiest way down is via the exit area on the skier's right after unloading. Go past the top lift operation control room and group up near the top most lift tower. Then proceed down the slope using the fall line that heads towards the Vista Lift bottom terminal.

From there take students into the Buttercup Fun Zone where they will experience similar features they experienced at the Ballroom Carpet Fun Zone, but just a little bit bigger and a little bit longer.

Going into the Buttercup Fun Zone is also a less busy area generally speaking, making it a good choice for ski and snowboard school lessons.

# ADULT ABILITY LEVEL CLASSIFICATIONS

The national classification standards employ a number system of Levels 1 - 9. We have found that simply asking our guests a few questions about the terrain and type of skiing or riding they do helps direct them into the proper lesson ability zone.

| ABILITY | ALPINE SKIING | SNOWBOARDING |
|---|---|---|
| | First time skiing. | First time snowboarding. |
| GREEN ○ | • I'm able to control my speed either by turning or wedging.<br>• I've ridden The Ballroom Carpet, Buttercup chairlift (or equivalent) before.<br>• I can sidestep uphill.<br>• I can get up and put my skis back on after a fall. | • I can skate on flat terrain<br>• I am able to ride the beginner chairlift<br>• I can sideslip down the hill<br>• I am able to change directions while snowboarding |
| BLUE ■ | • I can ride the chairlift<br>• I've skied at least easy blue runs before<br>• I can turn to both directions and stop confidently<br>• I can keep my skis parallel on most terrain | • I can ride all green terrain and some easy blue terrain<br>• I am able to link turns heel to toe and toe to heel<br>• I am able to ride uneven terrain<br>• I want to work on small jumps, carving my turns, or riding switch |
| BLACK ◆ | • I can ski all blue terrain and some easy black terrain confidently<br>• I always keep my skis parallel<br>• I use a pole touch or pole plant while skiing<br>• I can vary the size and shape of my turns on all blue terrain | • I can ride all blue terrain and some easy black terrain<br>• I link my turns confidently on all blue terrain<br>• I can ride switch on green and easy blue terrain<br>• I want to work on bigger jumps, steeper terrain, or dynamic carved turns |

### *TEACHING TIP!*

*"Getting classes split into skill appropriate groups at the start of the lesson saves a lot of headaches later on." – Jeremy Riss*

### *TEACHING TIP!*

*"It may be just another beginner lesson for you, but this may be a once in a lifetime experience for your students. Treat every lesson like this! Your passion and enthusiasm will enhance the learning experience." – Tyler Barnes*

# FIRST TIME SKIING GOALS FOR CHILDREN

1.) Introductions, Warm Up & Exploration
2.) Getting Better at Walking
3.) Getting Better at Going Uphill
4.) Straight Glide & Paddle Turns
5.) Gliding Wedges of Various Sizes
6.) Mini Turns
7.) Getting Up By Myself
8.) First Lift Rides

## 1.) INTRODUCTION, WARM UP, & EXPLORATION

Introduce equipment (skis/bindings/boots/poles) - when the CLC is open we typically cover the intro to equipment indoors. Be sure equipment fits and is functioning properly before leaving the CLC or lesson meeting area.

- •Walking in boots – Forward, stepping in circles (toes in, toes out), side-stepping, step from foot to foot, bow tie/butterfly.
- •Grow like a tree – Lie down on the snow, grow into a small tree (squatting), then into a tall tree (standing).
- •One foot – Practice sliding around flat area with only one ski on. Switch feet.
- •The name game – Practice naming the parts of the ski.

## 2.) GETTING BETTER AT WALKING

- All activities below should be done with 1 ski on first, then 2 skis.
- Shuffling follow-the-leader – Shuffle around on-snow flat terrain. Each shuffle should be no longer than toe-piece of binding; skis maintain contact with snow
- Shuffling fat and skinny – Shuffle skis into wide stance and then narrow stance. Use cones and flags.
- Step around – Be a clock's hands: to the right, then left in a circle – tips in, then tails in.

* Bow tie/butterfly turning of the ski

## 3.) GETTING BETTER GOING UPHILL

- All activities below should be done with 1 ski on first, then 2 skis.
- Walk like a penguin – Start on flats, point toes out, bend ankles. Start with little steps. Feel edges in the snow. Walk around cones. Try climbing a small hill.
- Skating – Start with shuffling skates. Glide longer on each foot.
- Tiny, quiet steps – Step sideways, taking small steps. Stand in front of class and have students point their ski tips at you as you move.
- Big foot – Step sideways, lifting the whole "big foot" (foot plus ski).

## 4.) STRAIGHT GLIDE & PADDLE TURNS

- Straight running – Skis parallel; ankles, knees, and hips evenly flexed; eyes up and hands in front.
- Don't step on a crack – Glide in a straight run, lifting one foot, then the other.
- Reach for the stars – Glide, reaching hands high over head. Duck low and touch boots.
- Glide and shuffle – Keep stride to one boot length.
- Paddle Turns – Glide, then take little steps to the left. Repeat to the right.
- Bow Tie/Butterfly turns, emphasize turing the inside ski first
- Tail in, Tip Out turns (inside ski)

### PUTTING IT TOGETHER

- Learning Terrain Features / Obstacle course – Use LTF, cones, bamboo, hula-hoops, pine boughs - all found in the Children's Fun Zone when open. Practice walking, climbing, skating, paddle turning and gliding around course or TBL specific areas.

## 5.) GLIDING WEDGES OF VARIOUS SIZE

**By the end of this lesson children should...**

- Gliding wedge to a slow stop - ideally terrain slows and stops gliding, increasing size of wedge slowly until stopped.• Wedge Change Ups (parallel to wedge to parallel)
- Gliding wedge to a quick stop - used for collision avoidance and lift lines.

### TERRAIN SELECTION

Start on flat beginner terrain with access to a slight incline and safe run out. Don't start at the top right away. Begin low and work your way up diagonally.

### ACTION PLAN

- Make a small wedge (or arrow or rocket) – Make skis straight like railroad tracks, make an arrow.
- Hop to a wedge – Hop back
- Knees don't touch – Keep skis flat, knees over toes
- Wedge change-ups – Glide going from parallel to a small wedge and back to parallel several times.
- Quiet in the library – Small wedge = quiet skis, a bigger wedge = noisy skis.
- Yellow light, Green light – Practice gliding, slowing during yellow light, and gliding again in Green Light.
- Red Light Drill, just for emergency stopping.

### *TEACHING TIP!*

*"You should consider it a successful lesson if your 4 – 6 year olds have smiles on their faces and can stop either by turning or wedging in the Children's Fun Zone after their first lesson."*

## 6.) MINI TURNS

**By the end of this lesson children should…**

- Make small changes in direction.
- Link direction changes into turns.

**TERRAIN**

Start on flat beginner terrain with access to slight incline and safe run out. Progress to easy, groomed beginner terrain once students are comfortable turning and stopping in a balanced stance.

**ACTION PLAN**

- Shuffle slalom – Set markers in a straight line down a slight incline. Kids slide, shuffling feet as they round the markers and go through the "course." Increase offset of markers as kids are more able to change direction.
- Barely turning turns – From a narrow gliding wedge, turn feet and legs slightly to the left, then slightly to the right … emphasizing the bow tie/butterfly movement of the inside ski turning first.
- J-turns – Practice drawing J's in the snow with your skis. How many can you draw in one run?
- Curved path – Set markers in the snow and practice making a curved path around them.
- Linking turns – Just before you stop in a J-turn, extend slightly and notice what happens. Let your skis run until they are pointed downhill, then turn legs and feet. Now you're making C's instead of J's.
- Flat-tire turns – To begin a new turn, "inflate your tires" (extend your legs) and turn them until your toes point downhill. As you begin turning across the hill, you "get a flat" (flex your legs). Pump legs up to start your next turn.
- Point the arrow – Pretend your skis make an arrow. Point it where you want to go.
- Draw on the snow – Pretend your wedge is the tip of a giant crayon. Draw a curvy line in the snow. Draw big C's. Draw S's. Try drawing a circle.
- Cat and mouse – Pair students. Cat chases mouse. Mouse can escape only by turning.

## 7.) GETTING UP BY MYSELF

Kids that can get up on there own are the best case scenario. Teach kids to untangle skis, what's uphill and downhill. Often times skis are small enough that kids can even kneel and stand up. Paint the rainbow on the snow toward the ski tips and walk hands along the rainbow until standing. Some kids are need a little help and this is OK. Try not to lift students off the ground.

## 8.) FIRST LIFT RIDES

**SEE CHILDREN'S MAGIC CARPET, BALLROOM CARPET & BUTTERCUP LIFT LOADING PROCEDURE, P.23**

# REAL VS. IDEAL MOVEMENTS IN CHILDREN'S SKIING

In teaching, instructors should address the common movements that lead to more effective and efficient skiing and riding. Adults are able to learn and develop these movements precisely and accurately. Because of less strength and coordination, children may not be able to utilize these movements with the same refinement and may substitute other movements in their place. This doesn't mean that children are incapable of effective, efficient movements, only that it may take more time, practice, and repetition to reach the same level of competency as an adult.

While the real movements of children may involve larger muscle groups and more gross movement patterns, these will gradually come closer to ideal movements as the children grow older, bigger, and more experienced. In setting lesson goals, instructors should observe the real movements their students are making and strive to help students come closer to the ideal movements described below.

## BALANCING MOVEMENTS

**Ideal**

- Joints flex evenly together – ankles, knees, hips, and spine.
- Hips are centered over the feet, ears ahead of center of feet, hands ahead of ears.
- Outside ski bends more than the inside ski – primary weight on middle of outside ski.

**Real**

- Knee and hip flex greater in younger children, and ankle movements not as coordinated. Large muscle groups develop first.
- Hips slightly behind feet, ears over heels – or ears over knees – hands in a variety of places depending on child's size and speed at which they're traveling.
- Inside ski weighted as much as outside ski, bends toward tail.

## ROTATIONAL MOVEMENTS

**Ideal**

- Legs turn underneath upper body to guide skis through arc of turn.
- Femur (thigh bone) rotates in hip socket.
- Upper body remains stable and strong.

**Real**

- Shoulders and torso generate turn – large muscle groups are stronger.
- Articulation of joints not well developed.
- Entire body moves as a unit.

### EDGING MOVEMENTS

**Ideal**

- Diagonal movements of feet, legs, and hips engage and release edges.
- Shins contact both boot cuffs on a forward diagonal.
- Edges engaged and released in one smooth movement.

**Real**

- Tipping of legs and body into hill and away from ski creates edge.
- Shins have little or no contact with front of boot cuff.
- Movements are harsh and jerky.

### PRESSURE CONTROL MOVEMENTS

**Ideal**

- Body and skis flow smoothly over changing conditions and terrain.
- Joint flexion and extension determined by changes in terrain and pitch of slope.
- Skis bend progressively through turn; entire ski used in turn.

**Real**

- Bouncing and loss of contact.
- Joint flexion uncoordinated; knees and hips commonly over-flexed.
- Bend in ski comes late in turn – frequently at the tail.

### DIRECTIONAL MOVEMENTS

**Ideal**

- Body moves into direction of new turn for edge change.
- Ski travels along arc – tip and tail through same path.
- Pole swings in direction of travel.

**Real**

- Movement is up and back to change edges.
- Tail of ski slides past arc of tip – pivot and skid.
- Poor coordination of pole swing and directional guidance.

### *TEACHING TIP!*

*"At the Buttercup Chairlift and at the Ballroom Carpet, I'll often times speak clearly and loudly enough so that others in the lift line can hear me. This helps to ensure that everyone knows the rules and can pick up some tips, adding credibility to the concept that friends don't let friends teach friends. At these beginner areas, where our guests are still relatively new to the sport, keeping the line moving and the lift from stopping is as much the instructor's educational role as it is the lift attendants."*

## INTRODUCING SKI POLES



There has been a lot of discussion about when to introduce ski poles to children. The answer is, "it depends" – it depends on the specific skill and ability of the child. However, generally speaking, children ages 6 & under do better without the distraction of ski poles - this is both a cognitive and physical limitation of this age group. By the age of 7 children tend to be more physically skilled, and can use the poles as intended.

Poles may be used to help facilitate turning by planting the pole in the snow - this actually creates a third point of contact on the snow and allows the skier to enhance turning movements. They are also used to help with timing of turns. Poles can also be very effective in propulsion - i.e. getting around in the flats. Children that have and use poles correctly are more independent and begin to integrate this into their skiing skills at an early age.

Poles can also facilitate "moving forward." An adult carries nearly 10% of their body weight in their hands and arms. So by carrying our hands and arms up and forward can have a very positive effect on pressuring the front of the skis, where typically children are less able to do so, because of strength, physical weight and/or the boot's ability to flex appropriately.




To wear the pole strap properly, come up through the loop with your hand and grasp the strap and pole grip together. This will help to prevent injuring your thumb as a result of a fall. This injury is so common from wearing your pole straps incorrectly it's actually called "Skiers Thumb".

# SNOWBOARDING



# SNOWBOARDING

## MOVEMENT AND PERFORMANCE CONCEPTS

Consider this Newtonian truth: Every action causes a reaction. In snowboarding, the action is the combination of body movements. The reaction is the performance of the snowboard. Together, these two concepts make it possible to develop cause-and-effect relationships in snowboarding. Connecting movements with snowboard performance, and snowboard performance with movements is the essence of what instructors do. Movement, in its simplest form, is either rotational or linear (non-rotational).

## MOVEMENT CONCEPTS

**Rotation and flexion/extension are the fundamental movements that the body can make.** All human movements, and certainly all snowboarding movements, consists of one or a combination of flexion/extension and rotation. Instructors must be able to identify a specific muscle-joint relationship and a specific direction in order to identify a movement.

**Rotation** involves moving a body part, or the entire body, around an axis. Rotation can be as simple as shaking our heads in a "no" motion and as complicated as executing multiple 360's. Some joints allow rotation and some do not. The hips, shoulders, and parts of the spine are joints that allow for rotation.

**Flexion and extension** involve moving a body part, or the entire body, through a plane. Flexing a joint can be described as closing, bending, moving bones closer, moving bones apart, or creating a larger angle. Flexion and extension of a joint causes the involved bones to move. Other types of linear movement include adduction, abduction, inversion, and eversion. Flexion and extension are the non-rotational (linear) movements most often used in snowboarding.

**The interaction of a snowboard with snow is what defines our sport.** The ability to accurately understand and describe the difference between what snowboard A and snowboard B are doing in the snow is what allows us to use different movements and riding styles. The governing rule of the performance concept is that gravity affects the rider. Gravity pulls the rider toward the center of the earth, and the surface of the earth (preferably, snow!) pushes back. The rider's direction of movement depends on the push-pull relationship between snowboard and snow. This interface can be described using four concepts: tilt, twist, pivot, and pressure distribution.

## BOARD PERFORMANCE CONCEPTS

**Tilt** is the amount (in degrees) that the board is tilted on its edge, relative to the snow. A "flat" snowboard has a 0-degree edge angle.

**Twist** is the ability to influence difference edge angles between the tip and tail of a snowboard during a maneuver. Because of the elasticity of snowboard materials and structure, torsional flex represents stored energy, like a spring.

**Pivot** represents the amount the long axis of the snowboard is offset relative to its direction of movement. Pivot is described in terms of rotation in relation to a pivot point on the snowboard, about which everything is turning.

**Pressure distribution** represents how the rider's weight and any additional pressure are applied along the length of the snowboard. The additional pressure is created by flexion or extension at certain joints, which causes the snowboard to bend at different places along its length. This bending is also called longitudinal flex.

These snowboard performance concepts result from movement and snowboard-snow interaction and are largely dependent on each other. You can rarely change one aspect without having some effect on the others. The combination of movement and snowboard performance concepts allows us to develop the cause-and-effect relationships used to understand what a rider is doing and how to change what a rider is doing.

**A little "TID" bit:** Students need more information than just the type of movement in learning to relate body movements to snowboarding. This additional information, abbreviated TID, includes **timing, intensity, and duration**.

Each movement needs the correct starting point or timing: "Start when the board reaches the fall line." Each movement also needs the correct magnitude or intensity: "Press lightly, as if typing on a computer." Finally, each movement should be applied for the correct length of time or duration: "Hold the position for a count of five."

When describing these TID bits, avoid long-winded explanations. Instead, convey the information in the briefest way possible. The goal is clarity, not oratory.

**TABLE 1.1 Visual Cues to Effective and Ineffective Riding**

## Stance

**Effective:**

- ankles and knees are flexed slightly to allow for maximum range of motion
- center of mass (CM) is evenly supported by both feet and centered between the feet, with even pressure over the soles
- posture allows fore-aft movements throughout the turn
- upper body remains quiet and is a stable point from which to generate resistance rather than being the origin of rotary movements
- orientation of the body relative to the board changes along with changes in timing, intensity, and duration

**Ineffective:**

- too much or too little flexion/extension at the ankles, knees, and hips
- CM is not centered over the feet and is supported by muscular effort rather than skeletal alignment
- stiff or static posture is unable to absorb the terrain
- CM shifts too much, either fore-aft or side-to-side

## Tilting Movements

**Effective:**

- CM is balanced over the working edge
- new edge is actively engaged at the beginning of the turn
- tipping and pressure distribution increase and decrease at the appropriate time to determine turn shape and size
- tail of the board is used as much as the tip

**Ineffective:**

- feet and ankles are not used to tip the board onto the new edge
- edge is engaged too little or too aggressively during the turn
- board is tilted at the finish phase of the turn
- tilt is used to resist forces of the turn
- tilt is used instead of turn shape to control speed
- tilting is combined with upper-body rotary movements

**Balanced Stance**



**Tilting Movements**



**TABLE 1.1 Visual Cues to Effective and Ineffective Riding, continued**

## Pivoting Movements

**Effective:**

- CM is balanced over the working edge
- old edge is released to steer the board in direction of the new turn
- edging is increased and decreased to rotate the board throughout the turn
- rotation of the body is used as the dominant force for influencing turn shape and size
- the rider is moving down the hill at every point in the turn
- tail of the snowboard takes a wider track than the nose of the board throughout the turn

**Ineffective:**

- CM remains over the old edge
- arms out to the side
- overuse of upper body rotary forces
- an aft CM

## Twisting Movements

**Effective:**

- new edge is actively engaged at the beginning of the turn
- legs are flexed and extended independently to concurrently produce both pressure distribution and tilting movements

**Ineffective:**

- twist is created by pushing down on the toes rather than flexing at the knees
- the rider is leaning into the hill; CM is not moving toward the intended path of travel
- opposing movements of the back leg are used to pivot the board too quickly in an attempt to shape the turn

## Pressure Distribution Movements

**Effective:**

- extension is used to increase pressure on the board as the CM moves away from the board
- slow flexion is used to increase or maintain pressure on the board as the CM moves toward the board
- rapid flexion is used to decrease pressure on the board as downward movement of the torso causes the feet to move upward

**Ineffective:**

- stance has too much or too little flexion in the hips, knees, and ankles
- no pressure is exerted on the tail of the board
- shoulders and hips are over-rotated
- legs are extended too aggressively at the end of the turn

**Pivoting Movements**



**Twisting Movements**

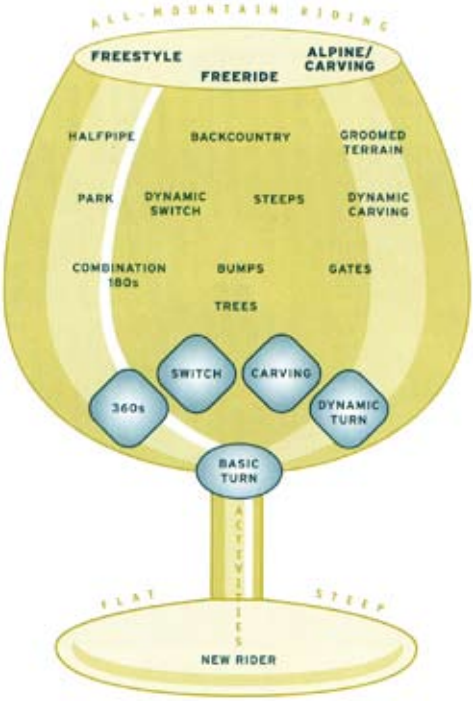


**Pressure Distribution Movements**



# THE "Y MODEL" OR "RIDING MODEL"

The "Y Model" also known as the "Riding Model" helps describe and define the path a new snowboard enthusiast may take on the pathway to mastery of the sport. Keep in mind that during your lesson a student's goals may be different than yours and different from others in the class. Keeping a student-centered approach to your lesson content will help foster a positive learning experience.




# MOVEMENT ANALYSIS

Movement analysis is the process of observing students perform specific tasks, describing key movements you've observed, and analyzing the relevance and effects of those movements.

A system of observation can be of help if its quick and easy, or a waste of time if its overly technical or confusing – the same is true of the actual content of the feedback. Keep feedback and coaching simple and straightforward with a goal in mind. Use body part specific feedback to help student learn.

## PERFORMING MOVEMENT ANALYSIS

It's all about paying attention to how a rider is moving and what the board is doing in response. When learning to analyze movements it's helpful to think of MA in the following steps:

**1.) What is the overall impression of the rider?**
Look for characteristics of the rider to get the full picture. Consider the rider's ...

- ❇ age & anatomy
- ❇ fitness level
- ❇ experience level
- ❇ terrain choice

**2.) What is the rider's body doing?**
Think in terms of what and when as well as degree, duration and origin of movement. The "bottom-up approach" is one approach, looking at the feet first, then work your way up the body to analyze movements.

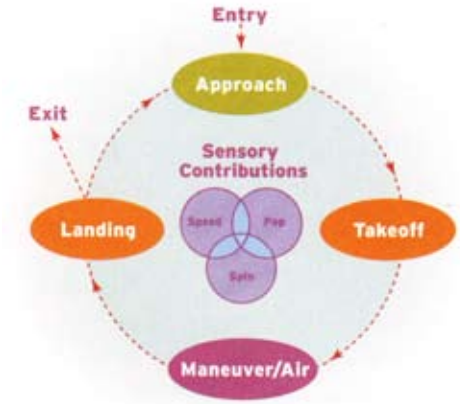
Using the "bottom-up" and be specific to the joints in the body, ask yourself what the rider is doing with the ...

- ❇ ankles
- ❇ knees
- ❇ hips
- ❇ upper body, arms and head

**3.) What is the result of the movement relative to board performance?**
Access if and when the board is ...

- ❇ tilting
- ❇ pivoting
- ❇ twisting
- ❇ bending or decambering– which are factors of pressure distribution

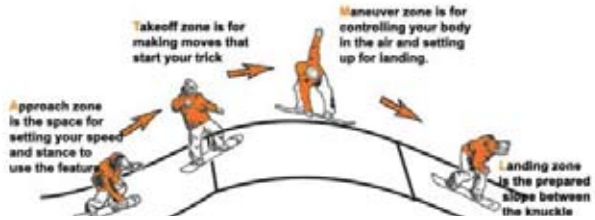
Use these steps to identify movements that help students achieve their goals or are hindering their progress and holding them back from a desired board performance. The more you observe all levels of riders the more you will find similarities and differences between them. Eventually you will recognize movements that can be improved or modified to help meet the student's goals.




## ATML MODEL

An additional tool for movement analysis – the ATML Model – is tailor made for assessing rider performance and offering general riding tips in a freestyle setting.

**Approach**: This phase includes everything the rider does before jumping, hitting a feature or dropping in the pipe. **Takeoff**: In this phase the rider enters the action zone, transitioning from preparation to the actual maneuver. **Maneuver**: This phase is where the rider does the trick, which requires style, control and planned movements. **Landing**: In this phase the rider seeks to come back to the earth in balance, and with absorption and speed control that sets them up for the next move be it in the pipe, park or natural feature.




## FIRST TIMER EXPERIENCE GOALS

The First Time Experience should be based on mutually established learning outcomes and goals, where activities support these. The goals outlined below may be used in a stepping stones approach dependent on the learner.

For example, some students may need to know how to control their speed and come to a complete stop so they feel most confident in proceeding in their learning. Other students may be natural sliders and have previous experiences that allow them to progress to a slope more quickly.

Age plays a major roll on stamina, coordination and attention - be sure activities are aligned with the students' mental, social and physical state. Most beginner experiences will have most or all of these goals during a progression from novice to green level skiers.

## THE GOALS

1.)Establishing Connection
2.) Moving in the Flats
3.) Moving on a Slope
4.) Sliding Direction Changes
5.) Controlling Speed
6.) Riding a Lift

### ESTABLISHING CONNECTION

**Goal:** Make connection, establish rapport and develop trust with guests. Create a sense of belonging and of self esteem in the group setting for both kids and adults.

**Suggested Activities:** Get to know individual names; What brings you here today? Are you here to try it or are you here to learn how to do it - these are different states of mind; Have they done anything like this before; Other activities or sports, etc.; What is important to you that you learn during your first time skiing/riding? What are your expectations? Do you have any questions before we begin? Find or develop ways that the group members are the same. Develop common goals. Have you taken sport lessons or coaching before, what did you like/dislike?

**Play, Drill, Adventure:** What did you have for breakfast?; Did you start your trip when it was still dark?; What's your favorite color; Do you have a pet?; Do you have a brother or sister?; Do you go to a big school or little school?; What is your favorite thing to do at recess?; Do you play an instrument?; What's your favorite game?

**Look for:** Emotional state of guest (happy, sad, frustrated, scared); Observe guest's clothing (suitable for environment, pant cuffs, etc.); Evaluate physical stamina when possible as it related to age and physical condition.

**Next Goal(s):** Moving in the Flats or Moving on a Slope

### MOVING IN THE FLATS

**Goal:** Get student comfortable moving in the flats with board attached

**Suggested Activities:** Equipment checks – boots tight, bindings attached correctly; knowledge of gear and use; balance and stance; skating; skate and glide; setting edges and releasing; step over board, pick up board, turn board in circle; how to fall safely; how to stand up with one foot attached

**Look for:** Balanced, shoulders square with board, knees and ankles bent equally, starting to look up when moving, back foot against back binding when standing on board, can get in and out of bindings properly

**Next Goal(s):** Getting comfortable on a gentle slope; Conditions dependent: Ride the lift or carpet

## GETTING COMFORTABLE ON A GENTLE SLOPE

**Goal:** Student is comfortable moving in all directions on a gentle slope

**Suggested Activities:** Walking uphill with one foot in (zombie walk/ side stepping/ climbing); 1 or 2-foot straight glide; 1 or 2-foot J or Fade turns to a stop; How to stand up with two feet;

**Look for:** Sets up board into fall-line, not on edge; Push off/stand on board, foot between bindings, staying centered over flat board; Can step off if needed; Equal weight between feet or slightly over nose, not 'leaning back'; Knees and ankles flexed, back straight, shoulders square with board; Student is looking up, in direction of travel; Edge engagement when appropriate; J-turns: twisting board with front ankle/ knee engagement; Fade turns: tilting of board (not twist); Flexed and balanced, not crunched over, at finish of turn; Board should be across fall-line or slightly uphill;

**Next Goal(s):** Getting comfortable on steeper slope; Ride the Ballroom Carpet

## RIDE THE CARPET

**Goal:** Have the skills and knowledge to safely load and unload the lift/carpet - see Lift Option on next page

**Suggested Activities:** Practice chair/carpet; 1-footed glides to J/faded turns; Carpet before B-cup; Watch people load chair/carpet;

**Look for:** Board aligned with direction of travel (straight); Efficient at skating; Ride conveyor belt at B-cup: balanced while waiting for chair, knees bent, relaxed; Look back for chair, grab back bar or vertical bar to sit down; Hips shift in chair to sit and to unload; Standing up: move to edge of chair, board straight down ramp, looking up, hands help push off, front knee more bent more than back to shift weight forward over nose, stand up from chair as board begins to descend down the ramp; Carpet: stay still on belt, foot on board for duration of ride.

**Next Goal(s):** Getting Comfortable on Steeper Slope; Direction Change on Steeper Slope.

## GETTING COMFORTABLE ON STEEPER SLOPE

**Goal:** Learn tools to safely and comfortably get down a slightly steeper slope (2 feet)

**Suggested Activities:** Stand up toeside/heelside; Traverse to a stop toeside/heelside; Sideslip toeside/heelside to a stop (friction);

**Look for:** Edge engagement, release when needed; Proper balance and stance; Centered over active edge when on edge; Shift weight towards nose to direct board more diagonally (traverse), back to center when needed; Looking in direction of travel; Toe edge: hips pressed forward, ankles 'collapsed', knees flexed; Heelside, toes actively up (dorsiflexion) with knees and hips bent, not relying solely on inclination, back straight; Standing up: board across fall-line with active edging to stay balanced when slowly standing;

**Next Goal(s):** Direction change on steeper slope

## DIRECTION CHANGE ON STEEPER SLOPE

**Goal:** Point board down fall-line and change to new edge

**Suggested Activities:** Garlands heelside/toeside; C-turn using twist to stop heelside/toeside; Traverse to C-turn (turn size); Linked turns; Turn shape and size development;

**Look for:** Uses combination of methods to direct balanced and controlled turns; Symmetry between turns; Efficient use of pressure across the length of board with desired twist as board steers from across and into fall-line and back; Grasping lateral pressure management from edge to edge; Begin using rotation of joints (ankles, knees, and hips) to further steer board; Using more vertical pressure management (flexion and extension); Can safely slow down and stop by using both turn shape/size and friction.

**Next Goal(s):** Practice time, develop muscle memory; Vary ways of controlling speed via turn shape and size, terrain selection, etc.

## LIFT OPTIONS: BALLROOM CARPET OR BUTTERCUP CHAIRLIFT

## BALLROOM CARPET

On busy days or if the terrain and snow conditions at the Ballroom Carpet are too flat you may choose to go straight to the Buttercup Chairlift (see 4B below).

Assemble the group near the loading area of the Ballroom Carpet so they can observe you explain the process and watch others loading.

- Skate into the loading area
- Align board pointed up the hill in-line with the conveyor belt
- Take small skating steps toward the conveyor, then as the conveyor pulls on the snowboard, LEAN FORWARD slightly
- Remain standing on the ride up
- This is a good time to practice flexing ankles and knees developing a good stance
- At the top, the conveyor will automatically slide the board onto the snow.
- Remember to LEAN FORWARD to keep up with your board
- Quickly skate out of the unloading area as not cause congestion in the unloading area
- Be sure to instruct your students what side of the Ballroom Carpet to group up at
- Usually the rider's left is flatter and rider's right is a bit steeper

## BUTTERCUP CHAIRLIFT

On busy days have everyone rides four to a chair. On slower days you can spread the group out to two or three riders per chair for extra room when unloading.

**Review**
Assuming that no one has ridden a chairlift before, take your group off to the side, out of the way of other guests or classes. You can have your class watch people load as you explain the process.

**Loading**
Explain that once you've gotten into the loading lane, stop at the control gates. A chair will come around the bull wheel then the gates will open.

Slide onto the moving carpet then look behind you and wait for the chair to be within range to sit down.

Make sure that you keep your board pointed forward while you are on the carpet. Once you are up in the air, you can cross your ankles or rest the board on your free foot to take some of the weight off.

**Unloading**
As you approach the top you will see signs "prepare to unload". Hat, gloves, goggles are all put on or away. At this point, scoot forward in your seat, and straighten out your board.

As your board touches down on the snow, put your back foot in between the bindings on the stomp pad and prepare to stand up and glide. When your board crosses the colored plastic indicator on the exit ramp, stand up, push off from the chair, lean slightly forward, and simply glide down the exit ramp "like we did first thing in the lesson."

If you fall getting off the lift, move off to the side of the ramp as quickly as possible so you won't be in the way of people coming up behind you. Be sure to give your group explicit instructions where to group up at the top, and specifically not in the exit area of the chairlift.

When you take your class to the lift for their first ride you should ride up first with the student who shows the most fear or reluctance. Assist them with the process, and then coach the rest of the class, standing at the top of the unload ramp.

# ADULT ABILITY LEVEL CLASSIFICATIONS

The national classification standards employ a number system of Levels 1 - 9. We have found that simply asking our guests a few questions about the terrain and type of skiing or riding they do helps direct them into the proper lesson ability zone.

| ABILITY | ALPINE SKIING | SNOWBOARDING |
|---|---|---|
| **FIRST TIME**  | First time skiing. | First time snowboarding. |
| **NOVICE**  | • I've taken a lesson<br>• I can sidestep/herringbone uphill<br>• I can glide down an easy hill in a wedge or parallel and come to a stop<br>• I may have ridden Ballroom Carpet | • I've taken a lesson<br>• I can skate on flat terrain<br>• I can do one-footed straight glides<br>• I am able to change directions<br>• I may have ridden Ballroom Carpet |
| **GREEN**  | • I'm able to control my speed either by turning or wedging.<br>• I've ridden Buttercup chairlift (or equivalent) before.<br>• I can link wedge turns in both directions and am able to vary turn sizes | • I am able to load/unload Buttercup<br>• I can traverse and sideslip a hill<br>• I am able to make heel to toe and toe to heel turns on green terrain |
| **BLUE**  | • I can ride the chairlift<br>• I've skied at least easy blue runs before<br>• I can turn in both directions and stop confidently<br>• I can keep my skis mostly parallel on blue groomed terrain | • I can ride all green terrain and some easy blue terrain<br>• I am able to consisternyl link heelside and toeside turns<br>• I am able to ride uneven terrain<br>• I want to work on small jumps, carving my turns, or riding switch |
| **BLACK**  | • I can ski all blue terrain and some easy black terrain confidently<br>• I always keep my skis parallel<br>• I use a pole touch or pole plant while skiing<br>• I can vary the size and shape of my turns on all blue terrain | • I can ride all blue terrain and some easy black terrain<br>• I link my turns confidently on all blue terrain<br>• I can ride switch on green and easy blue terrain<br>• I want to work on bigger jumps, steeper terrain, or dynamic riding |

***TEACHING TIP!***

*" Falling and flailing are signs that you are trying to progress your students too quickly. Always take it slow with beginners. " – Judy Mixon*

# BEGINNER SNOWBOARDING CHILDREN'S EXPERIENCE

## AGE-SPECIFIC CONCERNS

**4 to 6 year olds**

- Pacing and fatigue are important. Too much hiking, skating, and side-stepping will wear them out.
- Be creative on the flats and spend plenty of time there.
- Learning to move sideways through space is probably a new experience.
- Instructor-assisted riding helps. Sliding sensations build skills through experience.
- Groups should be small. Create a team feeling. Consider private instruction if it is possible.
- Focus on experiences and fun rather than rigidly adhering to goals.
- Take a creative approach to teaching

**7 to 12 year olds**

- Keep the group moving and keep the lesson fun. Don't stay too long on any one task.
- Be a coach. Give lots of demonstrations. Allow the group to imitate.
- Build their egos. Provide specific positive feedback and build self-confidence.

**Teens**

- Remember, they're young adults, not little kids. Treat them accordingly.
- Be aware of singling anyone out. Coach the group.
- Be careful using competition. Focus on team building, intrinsic rewards, and self-confidence.
- Involve them in the goal-setting and lesson-planning process.
- Make sure their expectations are reasonable and help them set achievable goals for the lesson.

# THE FIRST LESSON: INTRODUCTION TO SNOWBOARDING

**By the end of this lesson students should…**

- Move around on a snowboard.
- Climb, straight run, skate, and traverse.
- Make small direction changes.

## TERRAIN

Gentle, groomed slopes. Look for a slight incline with a long run-out.

## WITHOUT THE BOARD

- Practice balancing on one foot while moving the other back and forth. Try turning around the balancing foot.
- Twist – Practice twisting the upper body one way as far as you can and then the other.
- Walk sideways, stepping first with the front foot and then bringing the back foot beside the front foot.
- Toe rolls – Practice rolling from toes to heels and back, swaying like a tree in the wind. Balance on tiptoes, then on heels.

## FRONT-FOOT IN, BACK-FOOT OUT

- Lame-foot step around – Turn in a circle, stepping with the back foot, then picking up the front foot with the board attached, and then setting it down. Focus on small steps and setting the front foot down next to the back foot.
- Hop Around – With back foot on the stomp pad, try tiny hops. Try turning the nose of the board one way and then the other. Focus on flexing and extending legs to hop.
- Skating – Focus on balancing on the ball of the front foot while gliding on the toe-side edge and on the heel when gliding on the heel-side edge. Keep feet close together.
- "Red light - Green light" – Skate on green light, stop on red light. Focus on stepping the back foot as close as possible to the front foot and bending the ankles, knees, and hips to stop.
- Skate in a circle around the instructor, switching directions to practice on both sides.
- Figure 8 skate – Skate in a figure 8, practicing skating on both sides and switching directions.
- Lame-foot side-step -- Try climbing uphill. Focus on stepping on the ball of the foot to dig the toe-side edge into the hill. Pretend that the heel is injured and keep it from touching the ground.
- Straight run – Climb a gentle slope and step around to point the nose of the board downhill. Place the back foot on the stomp pad and glide downhill. Focus on keeping the hips and shoulders in line with the feet and turn the head to look downhill.

## TRAVERSING

- Toe-side (back foot out) – Start on very gentle terrain. Face the body uphill and aim the nose of the board at a slight angle downhill. Roll to toe-side edge, feeling the shins against the boot tongues as you glide. Holding your hands in front of your thighs, turn the head to look in the direction of travel and keep your center of mass between the feet and over the toe-side edge.

- Heel-side – Same as above, but face downhill and roll to heel-side edge, feeling the backs of the lower legs against the boots or high-backs, centered over the heel-side edge.

- Practice pivot – Pivot the board using both legs. Focus on the pivot point being between the feet.

- First direction changes – Try pivoting the board slightly while gliding in a straight run. Try both directions. Feel the balance move from the front of the foot (toe-side) to the back of the foot (heel-side). Try to link two together.

## BOTH FEET IN

- Review straight run, traversing, and first direction changes as described above.

- Heel-side side-slip – Keep center of mass between the feet, find balance on heel-side edge, and allow hands to hang naturally. Move center of mass toward the toes and the board will slip, toward the heels and the board will slow.

- Toe-side side-slip – Same as above, but balance on toe-side edge, reaching hands uphill. Weight moves toward heels to slip, toward toes to stop.

- Heel-side Traverse – Start in a side-slip. Turn the head and look in the desired direction of travel. Extend the legs and move your weight toward the front foot and let the board point downhill. Flex the legs and let your weight move toward the front heel. Let the board roll onto the heel-side edge and begin to turn. Center of mass should move back to the middle of the board. As the board stalls, extend again and move your weight toward the back foot.

- Toe-side Traverse – Same as above, except movements are over the toes of the front and back feet rather than the heels.

## THE SECOND LESSON: FIRST TURNS

**By the end of this lesson students should…**

- Make slight changes in direction.
- Side-slip on heel-side and toe-side edges.
- Traversing on heel-side and toe-side edges.

## TERRAIN

Very gentle, groomed green slopes.

## ACTION PLAN:

- Wiggle and scissor – Turn the legs to make slight direction changes, wiggling the board in the snow. Add a scissors movement of the legs, and the direction changes. Focus on using both feet to turn the board.

- Twist and press – Try twisting the board with the front foot and pressing with the front toes or heel to edge the board.

- Garlands (heel- and toe-side) – As the board stalls, extend the ankles, knees, and hips; stand tall, keeping your weight over the front foot. As the board starts downhill, flex the joints and steer the board back up the hill slightly. Practice across the hill and try on the other side. Practice different size direction changes and relate to speed control.

- J-turns – Use the same movements as in the garland, but let the board point straight downhill before turning it. Turn all the way back up the hill to make a J shape. Try linking some together.

- Squish and squirt turns – Pretend you're stepping on a heavy fire hose. On toe-side turns, use your toes to "squish" water into the hose. Stand tall between turns. On heel-side turns, use your heels to "squirt" water out of the hose.

## FIRST LIFT RIDE

**SEE CHILDREN'S MAGIC CARPET, BALLROOM CARPET & BUTTERCUP LIFT LOADING PROCEDURE, P.23**

# REAL VS. IDEAL MOVEMENTS

## STANCE

1. Ankles and knees are flexed to allow for maximum range of motion (ROM)
2. The legs turn together underneath a strong and stable torso to help guide the board through the turn
3. COM is balanced over the working edge
4. Reference alignment changes will change to keep the COM over the working edge
5. In a neutral stance, slightly flexed knees and ankles distribute even pressure over both feet to create a platform from which maximum range of motion (ROM) can be accessed
6. Orientation of the body relative to the board changes to compliment movements in turns or maneuvers
7. The orientation of the body relative to the board may change due to; timing, intensity and or duration throughout the turn or maneuver

## TWIST

1. Can be used to engage the new edge at the beginning of the turn
2. The new edge is actively engaged at the beginning of the turn
3. Knees and ankles are flexed and extended independently to create twist in the snowboard
4. Twist in the snowboard assists in engaging the new edge at the beginning of the turn rather than a pivot

## TILT

1. The COM is balanced over the working edge
2. The new edge is actively engaged at the beginning of the turn
3. Tilt and pressure distribution increase and decrease at the appropriate time to determine turn shape and size
4. The tail and tip of the board tilt equally
5. Tilting the board while managing pressure at the appropriate time will help determine size and shape of the turn

## PIVOT

1. The pivot point on the snowboard is generally centered between the feet
2. Pivoting movements are used to shape the turn
3. Pivot originates from the feet and legs, and can be isolated from the upper body (JM)

## PRESSURE

1. Fore/aft movements are used to pressure the active edge throughout the turn
2. Flexion and extension of the hips, knees, and ankles allow the rider to absorb and anticipate changes in terrain and snow conditions
3. Flexion and extension are used to manage pressure

# SNOWBOARDING STANCE CONCERNS

## 3 TO 6 YEARS OF AGE

- Usually don't have a dominant or preferred front foot. A slight Duck stance works well to allow movements in either direction.
- Stance angles should be moderate (-6 degrees to +12 degrees) and allow the toes and heels to be as close to the edges of the board as possible.
- Stance shouldn't be too wide or too narrow. About shoulder width is appropriate.

## 7 TO 12 YEARS OF AGE

- Need to be in a comfortable, natural, athletic stance – foot spacing between width of hips and width of shoulders is appropriate.
- Will have a dominant front foot, but may not remember it. Use stickers to mark the front of the board.
- Match stance to their preferred style of riding. Help them prioritize.
- Make sure their stance allows their toes and heels to be close to the corresponding edges so that the child can develop movements that use the torsional flex of the board.

## TEENS

- May have idols they want to emulate. Help them find a stance that works for them.
- Ensure that stance allows student to use a full range of flexion and extension movements.
- Let them experiment and figure out what they like.

# PROFESSIONALISM AND PRACTICING THE PROFESSION

At Mt. Hood Meadows, or any resort for that matter, the ski or snowboard instructor often spends the most time in direct contact with students and the general public. Because of this, instructors often influence students in many respects, sometimes unintentionally. In order to earn and maintain the respect and confidence of our guests and from our co-workers, instructors need to maintain the highest degree of ethical conduct.

Loss of that respect and confidence is detrimental, to the profession of teaching snowsports, other instructors, and the industry. The following conduct guidelines are not meant to be all-inclusive. Rather, they are to guide you as you work with guests, other employees of your home area, other instructors, area management, and anyone you might have contact with while wearing an our uniform.

## INSTRUCTOR GUIDELINES

- Consistently demonstrate a positive attitude towards snowsports and teaching
- Be truthful in all dealings and advice with customers and guests
- Render professional opinions based upon fact and knowledge, rather than speculation and prejudice
- Refrain from rendering negative opinions or advice unless truth and good taste require it
- Assist in improving the snowsport teaching and educational system by providing honest feedback with recommended solutions
- Participate in continuing educational programs designed to maintain and improve your professional competence
- Enthusiastically support other stakeholders of the snowsport industry and related service organizations. Other stakeholders include equipment manufacturers, distributors and retailers and area operators

# OTHER REFERENCES AND RESOURCES

**Professional Snowsports Instructors of America - NW : The NW Division of PSIA and AASI**
336 N. Wenatchee Avenue, Wenatchee, WA 98801
Tel: (206) 244-8541, Fax: (206) 241-2885
Email: info@psia-nw.org
Web: http://www.psia-nw.org

**American Snowsports Education Association (ASEA), The Professional Ski Instructors of America - (PSIA) and The American Association of Snowboard Instructors (AASI)**
133 South Van Gordon Street Suite 101,
Lakewood, CO 80228, USA
Tel: (303) 987-9390, Fax: (800) 222-4754
Web: http://www.thesnowpros.org




**Teaching Snowsports Manual**

This manual brings to life the three components of PSIA-AASI's Learning Connection – people skills, teaching skills, and technical skills – to provide a framework for snowsports instructors' development.




**Alpine Technical Manual: Skiing and Teaching Skills**

Designed as a companion to Core Concepts for Snowsports Instructors, this manual focuses on the contemporary technical aspects of skiing and teaching.




**Snowboard Technical Manual**

Whether you are new to teaching or a seasoned veteran, this manual will boost your knowledge and support every step, slash, slide and carve you take toward professional development.