



**Ski and Snowboard  
School**

**NEW SKI  
INSTRUCTOR'S  
GUIDE**

**2007/08**

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# INTRODUCTION

This Guide will provide the entry level Instructor with the teaching information needed to be successful at Mammoth. It is broken down into 3 main sections: Who are you teaching? What are you teaching them and tips on How to do it well. This guide is designed to be a primary tool to help Mammoth Instructors understand snowsports instruction from first time through novice levels. It is designed to be used in conjunction with the Mammoth Ski and Snowboard School's Teaching Handbook and Technical Handbook, (free available download at [mammothmountain.com](http://mammothmountain.com)).

The materials above should serve as your base of knowledge of how we would like you teach our guests here at Mammoth. These methods have been proven successful over the years and can serve as your foundation for further exploration and experimentation. There are many other methods to successfully teach Skiing and Snowboarding that are not presented here. Think of this manual as a "foundation" upon which you can continue to build your teaching "home".

We hope that this guide helps you get off to a strong start in your new position as a Ski or Snowboard Instructor. We wish you a successful and rewarding teaching experience here at Mammoth!

Remember: Safety, Fun then Learning!

The Trainers and Management of the Mammoth Mountain Ski and Snowboard School

## Mission and Vision Statements:

The school has specific statements or goals for all staff to follow in order to provide superior service to our guests.

Our **Mission Statement**, (or short term goal), is what we do on a daily basis. This is:

**We are great Instructors creating lifelong skiers and riders through Safety, Fun and Learning.**

Our **Vision Statement**, (or long term goal), is what we will achieve in the long run. This is:

**We will be the #1 Ski and Snowboard School in North America.**

It is important to understand the above and conduct your self appropriately to help yourself, and the school, reach our short and long term goals.

## Expectations

We have high expectations of all of our staff on the School. We expect you to:

**Always use the priority of Safety, Fun and Learning** in all of your lessons.

**Maintain high standards of appearance.** You will be provided with appearance guidelines we expect you to adhere to at all times. Failure to adhere to the School's appearance standards will affect your evaluation, your future pay and your ability to remain on the staff.

**Always use appropriate and courteous language skills.** The school will not tolerate inappropriate language around students, coworkers and Supervisors. Additionally the school will not tolerate the use of sarcasm within the lesson.

**Pursue and Complete PSIA or AASI Level 1 Certification.** This certification validates your abilities as an Instructor through the Beginning Zone of students. Successful completion of certification levels will enhance your pay rate and offers many other professional benefits.

**Be respectful of anyone you encounter in the work environment.** This includes guests, employees of other departments and all of your co-workers and management staff.

## LESSON LEVELS

The lesson ability levels here at Mammoth coincide with the ability zones of Beginners, Intermediates and Advanced level students. Due to seasonal variations in business levels, each school may operate differently in the amount of levels offered within each of the above skill zones. Your Trainers and Supervisors will share the specifics of your Lodge's operations during Preseason Training or as you arrive at your base lodge for work.

In general you can expect to see the following levels of lessons at your location:

### **Beginning Zone**

First Time - Never skied or ridden before **or** may have tried once but want to repeat.

Novice - Display some basic abilities to control speed/turn/ride beginner lifts. There may be two levels of Novice groups.

### **Intermediate Zone**

Displays ability to confidently ski or ride on intermediate terrain. There may be two levels of Intermediate groups.

### **Advanced**

Displays ability to ski or ride on advanced or expert terrain.

# WHO ARE YOUR GUESTS?

It is critical that all Instructors understand and relate to their Students, (their Guests), in order to build a positive learning environment. Students come in many age groups, personality types, and arrive with differing wants and needs from their lesson. The Instructor who has a good understanding of the needs and make up of the students they are working with will be better able to teach a successful and fun lesson. This section will help you understand them better.

## 3-4 YEAR OLDS

As a new Ski Instructor at Mammoth you will be required to teach this age group. The ultimate goal of these sessions is to promote a positive winter mountain experience and to provide a positive introduction to the sport of skiing.

What makes this group unique is their small size, level of awareness and general level of development. A 3 or 4-year-old child's brain and body are developing the processes we take for granted in older children or adults. At this age children are refining the basics of mobility (walking, running), but their level of motor skill development is still very rudimentary and largely dependent on gross motor skills, (moving large parts of their body to achieve things). More advanced forms of movement such as jumping, walking/moving sideways, balancing while sliding, turning their legs inward are all very challenging, especially with ski equipment on.

Lack of stamina or endurance, especially with ski equipment in heavy or deep snow will be a major issue the Instructor must be aware of.

Their level of mental development will require the most basic of instructions. Large amounts of hands on coaching should be combined with frequent demonstrations, always facing the same direction as the child. Verbal instructions about how to perform a movement should only be given one at a time and kept to a minimum. They will see the world only from their point of view and may not be sensitive to others needs.

Emotionally, they may feel very insecure about being in a strange and new environment. This will mean that the Instructor will need to pace the session quite slowly. Much time will be spent without skis on, getting used to snow and ski equipment, playing and interacting with the mountain environment. The whole session should be filled with positive feedback and encouragement. This will set the students up for success.

## **5-6 YEAR OLDS**

You will spend a large amount of time with 5-6 year old students as an entry level Instructor at Mammoth. They can be a very rewarding age group to work with. Although more advanced physically, mentally and emotionally than the group described above, they will still have difficulties being introduced to new environments, movements and equipment.

Physically they will have a higher level of coordination than 3 and 4 year olds but will still need a relatively slow pace of instruction. Sidestepping, balancing while sliding and inward rotation of the feet and legs will still take some repetition and time to refine. The Instructor will also need to keep track of the group's stamina levels, taking breaks when necessary.

Mentally their brains are still developing. The Instructor must still rely on demonstrations and hands on teaching. Verbal commands must be simple and not more than one at a time. They will see the world mostly from their point of view and may not be sensitive to others needs. This means the Instructor will need to stay animated to keep the attention of the children.

Emotionally they will be better able to handle long periods away from Mom and Dad but will still need a nurturing and supportive Instructor. With respect to managing their behavior they will require a simple series of rules to follow while in the lesson, (stay together, wait your turn, etc).

## **7-12 YEAR OLDS**

As your teaching, communication, skiing and class handling skills improve, you will be introduced to teaching 7-12 year olds. This age group requires different lesson pacing, communication and behavior management practices.

These children are more developed physically and will generally develop new movements more quickly than the younger age groups. They will have movement experiences from other sports that the Instructor can relate skiing or snowboarding to.

They are more aware of their surroundings and goals of the lesson, and will test the boundaries that their Instructor sets for them. This requires a different strategy for managing their behavior. They will want to feel a part of the decision making process in the lesson and will turn off to Instructors who dictate to them.

This age group can often have children at different stages of development within the same class. Some 7 year olds may exhibit movements or behaviors similar to the typical 6 year old. Some 12 year olds will look and move very similar to adults. This makes it important for the Instructor to be able to recognize different development levels of students.

The successful 7-12 Instructor can recognize the developmental level of all of the children in the group and will plan the lesson accordingly.

## **ADULTS**

The age range in an adult lesson can range from 13 years to people in their 60's or even older. The pacing of these lessons is typically quicker than either of the previous two age groups, although the Instructor must still try to understand each student's ability to progress in order to adjust lesson pace appropriately.

Because of the large age and experience range of this group, you can expect to have a greater range of abilities within one class. Taking your time and

being thorough with the basics is the best way to give the weaker students time to acquire the skills to progress with the faster learners.

Adult lessons can typically contain students who are more fearful of falling than the previous three age groups. Adults may require more, (but not too much), verbal explanation of what to do and why in order to be successful.

## The CAP Model

The CAP Model helps us understand human growth and development in the areas of mental development, (**C**ognitive), emotional/social development, (**A**ffective) and physical development, (**P**sycho-motor). By understanding the typical level of development of a specific age group in these terms, Instructors give themselves a big advantage in their role in creating a fun and fulfilling lesson.

Each age group found below will have references to the above CAP Model zones. This will help you understand how to connect with your students more effectively, have fun while your students learn in your lessons and make teaching easier, more profitable and fun for you. All children develop at their own pace but they generally follow the patterns listed below.

### **YOUNG CHILDREN (approx 3-5 years)**

**C:**

**Egocentric**

The world evolves around them.

**Can only process one direction at a time.**

No more than 1 verbal task.

**Cannot reverse direction/thought processes.**

Instructor must face same direction as child.

**Relates to the world through fantasy and pretending.**

Use pretend situations and themes to teach.

**Uses reasoning based on reality/how things look and happen.**

Skis and chairlifts may appear to be "alive."

**Learning to judge space/distance and speed.**

Kids may run into each other when stopping as a group.

**A:**

**Not aware of others needs and wants/plays besides others, not with them.**

Does not matter if another child is crying, they still want attention and to have fun.

**Learning to share.**

May still hesitate or not want to share a toy.

**Non competitive/playing is winning.**

There should only be winners/no losers.

**Likes slapstick humor**

It is OK to be goofy!

**Good is good, bad is bad moral development.**

They will rarely do something they know is wrong. Give specific directions.

**May suffer from separation anxiety.**

Get scared when Mom or Dad Leave them in an unfamiliar environment.

**P:**

**Head is large in comparison to upper body/trunk is longer than legs.**

Like riding with 40 lbs on your shoulders!

**Similar strength in boys and girls.**

**Whole body moves as a unit.**

Leg rotation is difficult/whole body rotation is easier.

**Gross motor movements well defined, fine motor movements are still developing.**

Fine balancing and edging movements are difficult.

**Better balance and flexibility in girls than boys.**

Girls may become more quickly balanced.

## **OLDER CHILDREN (approx 6-9 years)**

**C:**

**Sees the world from more than one point of view**

Can work in a team or with others

**Can process more than one task at a time.**

But not too many, (2-3).

**Able to judge space, distance and time.**

Can see the amount of turns required for a determined space.

**Able to understand rules consequences, (but tend to act first).**  
May disregard what they know is the right thing because they are excited.  
**Often overestimate abilities/cognitive conceit).**

"I can do anything!"

**Able to understand concrete thinking/logic.**

Can use deductive reasoning.

**A:**

**Developing awareness of others feelings.**

Can consider others before self.

**Becoming competitive/self worth tied to accomplishment.**

Coaching should emphasize competition with self.

**Willing to take on responsibility/formulate rules.**

Wants to be a part of the decision making process.

**Knock-knock jokes, toilet talk are popular.**

Keep it appropriate.

**"Clever as a fox" morals**

See adults as a challenge to their own cleverness.

**P:**

**Center of Mass is moving down.**

Balance is becoming easier.

**Fine muscle coordination is developing.**

More refined movements become possible.

## **TWEENS (approx 10 - 13 years)**

**C:**

**Able to use abstract reasoning**

Can imagine, visualize.

**Can use problem solving skills.**

Able to understand cause and effect relationships.

**A:**

**Self esteem vulnerable/can be very self conscious.**

Use lots of positive reinforcement.

**Often worried about position in group/influenced by peers.**

Motivated by group praise/embarrassed if singled out.

**P:**

**Rapid growth/body changes**

Strength and coordination may not match bone growth.

**Center of mass/balance change rapidly.**

May not balance as well as they used to.

## **TEENS (approx. 14 - 17 yerars)**

**C:**

**Realizing that they are like everyone else.**

Confidence may be building.

**Abstract thinking continues to develop.**

Can visualize more complex images.

**A:**

**Can start to laugh at themselves.**

May not be so sensitive.

**Couples/how do they seem to the opposite sex.**

Concerned with appearance.

**Using consciousness for moral reasoning.**

**P:**

**Growing into an adult body.**

Can expect adult movement patterns.

## **YOUNG ADULTS (approx 18-40 years)**

**C:**

**Able to put self in place of others.**

**Peak intellectually.**

**Live independently.**

**Identity gelling, able to goal set.**

**A:**

**Family lifestyle/network of friends developing.**

**Sense of leisure time develops.**

**Financial stress.**

**P:**

**Peak physically.**

**Female/male differences during childbearing years.**

## **MATURE ADULTS (approx 40-60 years)**

**C:**

**Time orientation.**

**Sands of time are slipping away.**

**Creativity high.**

**Changing relationship with self.**

**IQ performance increases until mid 50's.**

**A:**

**Financial Security??**

**Stabilization.**

**Have accumulated valuable social professional personal experiences from which to draw.**

**P:**

**Physical strength declines only 10% from peak in 20's.**

**Complex motor skills decline after reaching full growth.**

**Experience makes up for some loss.**

## **SENIORS (60+)**

**C:**

**Goal orientation very high.**

**High expectations of self and others.**

**A:**

**Fixed income.**

**More leisure time.**

**Fear of not succeeding as have before**

**P:**

**Visual and auditory acuity declines somewhat.**

**Less tactile sensitivity.**

**Less flexibility in tendons and ligaments.**

# What Do You Teach?

The Mammoth Ski and Snowboard School is a member of the **Professional Ski Instructors of America, (PSIA)** and the **American Association of Snowboard Instructors, (AASI)**. As such we teach using the American Teaching System advocated by both of the above organizations.

This manual has already introduced you to some basic principles of the American Teaching System and will continue to reference it's basic principles and Models. Further information on the PSIA, AASI or the American Teaching System can be found by going to the national websites, ([psia.org](http://psia.org), [aasi.org](http://aasi.org)), the Western Division website, ([psia-w.org](http://psia-w.org)) or by consulting your Supervisors or Examiners on staff.

This section will include a summary of the Fundamental Skills of Skiing, turning Phases and some basic progressions for you to use while teaching various age groups including some games and tips for success.

## **The Four Fundamental Skills of Skiing:**

The four skills of skiing help us place the movements of skiing into a framework so that we can better understand the sport and help us to analyze a skier's performance. They are:

**Balancing Movements:** This is the most fundamental skill of all. If a skier's balance is not correct, they will not be able to perform any movements related to the other skills correctly.

Some of the attributes of a balanced skier are an upright position with shins lightly touching the front of the boots, similar forward angle between lower leg and spine, hips generally over the feet, hands in front, looking ahead, balance over the whole foot.

Students will often be seen leaning too far back, with the calves touching the back of the boot, spine quite upright and in a "seated" position with hips behind the feet, hands at side, etc.

**Rotary Control Movements:** For beginning skiers, this is the skill of next highest priority after Balance. Correct rotation or turning movements come from turning the whole the leg, with the femur rotating within the pelvis, (a ball and socket type joint).

Students will often be seen using the upper body, shoulders and/or hips to apply a turning force to the skis. This takes them out of balance.

**Pressure Control Movements:** These movements manage the pressure exerted along the skis. There are three main types of pressure control movements: Flexion and extension, (up and down), fore/aft leverage, (front to back) and foot to foot/weight shifting (side to side).

Beginning zone students will often be seen with little to no flexion/extension or weight shifting movements while skiing.

**Edge Control Movements:** These are the movements skiers use to regulate the edge angle of the skis. At the beginning levels this angle comes automatically with the wedge position and is increased or decreased by adjusting the size of the wedge. As skiers develop, edge control should be managed with lateral movements of the lower legs, (moving the knee(s) forward and into the turn).

Beginning zone skiers can often be seen using whole body inclination or a tipping of the body to the inside of the turn to increase or decrease ski edge angle.

**By understanding the Four Fundamental Skills and being able to recognize correct and incorrect movements in beginning level skiers, you will have a solid framework for understanding the sport of skiing.**

# TURNING PHASES

You will learn about proper timing of movements and skills within turns by referencing **Turning Phases** or the different parts of the turn. By understanding what should happen during different parts the turn we can better understand what we see in our students and in our own skiing. Put very simply these are:

## **Initiation Phase**

This phase happens as the skier is changing direction and moving into the new turn. It also coincides with one or both skis changing edge(s)

## **Shaping Phase**

This phase happens as the skis approach, enter and move through the fall line, (the imaginary line pointing down the hill).

## **Finishing Phase**

This phase happens as the skis come across the hill. The skis are guided across, and perhaps up, the hill appropriately for the amount of speed control required by the skier.

# FIRST TIME PROGRESSIONS

Below you will find examples of first time progressions for different age groups. They have the same general steps but are presented in ways that are adapted to different levels of student development, (ages).

## 5-6 YEAR OLD FIRST TIME PROGRESSION

This is the actual "what" you will be teaching your kids. Remember a progression starts with the easiest movements and moves toward more complex movements. This is a skeleton, with some ideas. You will need to use your creative juices to make it your own and find alternatives to keep it fresh. Find things that work for you. If something you try does not work,

ditch it and try something else. Ask questions, ask for ideas, watch more experienced Instructors, always know what skill a particular game develops, and be creative!

**Greet/Welcome Students/Parents (10 min.):** Greet both parents and students. Parents need to feel assured that their child is safely with an Instructor before they feel comfortable leaving. Parents may need to share any special needs the students have or special arrangements for pick up with the Instructor. While parents are there makes sure child is outfitted for the day with appropriate clothing/eyewear/helmet.

**Organize the Class (10min.):** Get all the kids together in an organized group. Circle, line, what ever works for you. This will show the parents that you are in charge and organized. Put your name on everyone's hangtag, be sure kids name is on skis, and hangtag.

**Get to Know Each Other (10-15 min.):** Have some sort of activity that will set the pace for the day and allow everybody to get to know each other, (duck, duck goose).

**Get Them Moving (20 min. +\-):** Skis off. Just having them move around in their boots will help them when they get their skis on.

Buckling boots.

Learn names and parts of skis/bindings. (Binding is a mouth. Watch it open and close!)

March in place (like you're in the Marching Band! What instrument are you playing?)

Spin in circle, (getting dizzy?).

Lie down, twist feet in the air. (bugs on a rug)

Hold hands, clack boots in circle, (both sides).

Walk with toes on line. (ring around the rosie;)

Walk with heels on line. (each time around the circle,)

Side step. (walk a different way)

Herringbone.

Hop in place. (How high can you jump, how low can you go?)

Hop down hill. (long jump)

Jumping Jacks

Walk through bamboo forest. (going on a tiger hunt)

**One Ski (15 min. +\-):** This will need to be done on a **flat area**.

Scoot along flats, (NOT DOWNHILL!).

Scoot in a circle. (ride your scooter)

March back and forth. (walk like soldiers,)

Scream back and forth. (walk crazy)

Racecar track. (drive your racecar)

Side step. (in a circle, touch your ski to the other persons boot, touch it to your boot.)

Herringbone. (walk like a duck)

Spin in place, (fast at first, then slow with little steps).

Close feet/wide feet. (jumping jacks)

**Both Skis on the Flat (20 min. +\-):** This is where it starts to get interesting. Just getting them to stand still, will be a challenge. Go ahead and let them wiggle a fair bit. Sure, they will fall over, and you will have to help get them up. Once you have let them do their wiggling, stand them up and have them freeze. Go over same things you did with the one ski.

March in place.

Shuffle, (slide skis back and forth).

Hop, both feet together, one foot to the other.

Walk around, (use your duck walk!)

Sidestep on flats. (make lines in the snow)

Spin around, (May have to give them some hints here. Their instinct will have them move the outside ski first, crossing it over the inside ski. Guide them to move the inside ski first and the outside ski will catch up).

Introduce the duck walk, (Help them to understand how use inside edges).

Introduce wedge, (Have them hop into wedge, then slide feet into wedge).

**Ready to Slide from Stationary Carpet (20 min. +/-):** The first step in this adventure is just to have them slide. (Called a "straight run"). Give them several opportunities to feel the sensation of sliding down the hill. During this time, they will be working on how to balance, (or remaining standing) while moving. Assist the kids moving off of the carpet so they are in balance as they start sliding.

Stand tall and keep hands in front, (like Frankenstein's Monster).  
Have them hold or reach for a toy as they are sliding down the hill.

**Improving the Straight Run (20 min. +/-):**

When they begin to feel comfortable sliding, time to change it up. You are trying to encourage a tall stance with hips over the feet so they will be able to make a wedge later on.

Have them squat and stand tall, while they are moving, (small like mouse, tall like a house)

Jump up and down, (like a bunny or kangaroo)

Step from one ski to the other, (squish the ants).

**Introduce the Wedge (30 min. +/-):** Still on the stationary carpet.

Review the wedge shape. This section will take some time. Be prepared to be bending over, holding tips of skis while moving backwards down the mini slope. Have the kids start moving in a straight run. At a given cue, (pizza, wedge, slide, move), have them move their feet into wedge shape.

Hold the wedge (freeze like a statue)

Have them start in a wedge and try to increase it as they slide. (crocodile mouth)

**At this point some will get it right away, while others will struggle.**

Don't be afraid to take a break and review this movement on the flats.

We are not looking for a Braking Wedge here, just getting them to learn the movement. (Called a "Gliding Wedge")

When they are comfortable gliding in the wedge, it is time to change it up.

See if they can change the size of their wedge. Give cues, (1,2,3; small, medium, large.)

Ask them if they feel themselves slow down. When does that happen, when your wedge is small or big?

They will figure out a "Braking Wedge"

**How do you know it is time to move to the Magic Carpet?**

This is the question of the day. Everybody wants to get to the Magic Carpet as fast as possible. Kids see that it is fun, you see it as easy, but this is not the case. Get a group of kids there too soon and you will have havoc and mayhem.

**When your class can make a braking wedge** on the stationary carpet, it is a good time to try the Flying Carpet.

**Any time something new is introduced, expect the kids to revert back for a little while.** If you have taken your time on the stationary carpet, it will only take a couple of time for the kids to get back to where they were.

It is not a bad idea to try the Flying Carpet a couple of times, then move back to the stationary carpet for a couple of runs. Make this cycle a few times and you will have happy successful kids.

## 7-12 FIRST TIME PROGRESSION

This progression will adapt the basic first time progression to 7-12 year old students. These students want an Instructor who is cool, fun and encouraging! Successfully teaching this age group involves using communication appropriate to the level of development of the students. Effective communication techniques with this age group include using simple language, use of analogies to develop new movements, frequent demonstrations and lots of group movement.

With this age group you will generally leave any ski poles brought to the lesson at the meeting place and proceed with the progression with students learning to maneuver on the flats and a gentle hill without using ski poles.

**Greet/Welcome Students/Parents:** Greet both parents and students. Parents need to feel assured that their child is safely with an

Instructor before they feel comfortable leaving. Parents may need to share any special needs the students have or special arrangements for pick up with the Instructor. While parents are there makes sure child is outfitted for the day with appropriate clothing/eyewear/helmet.

Let students know that the goal of the day is to have fun while learning to stop and perhaps turn on skis. Check lift/lesson tickets for the appropriate product and date. Check for Hangtags and write your name as Instructor on it. Check student's boots for proper adjustment.

**Skis Off:** The most successful classes will spend the most time on the flats before proceeding to the hill! Try to master every movement they will need with skis on, in just their boots.

Introduce equipment

Flex in ski boots up and down (squish water out the top of the boots)

Step from foot to foot (like marching)

Hop in boots (trampoline)

Sidestep up hill (walk like a crab)

Herringbone up hill (walk like a duck)

Spin around in circle using small steps (don't get dizzy!)

Hop into wedge (triangle shape)

Shadow chase (run sideways like I do)

**One Ski On:** Now continue by exploring the same movements with one ski on. Stay on the flats. Don't rush this phase! Focus on both rotary movements of the leg and subtle lateral edging movements for sidestepping later on.

Some students will require more time to get comfortable sliding in a balanced position than others. Some will struggle making edging movements to engage the skis. If you move too quickly here, you will pay the price later on in frustration for both you and your students! Keep it positive by moving slowly and being thorough.

Spin around in circle using small steps (don't get dizzy!)

Scoot along flats (like Bart Simpson skateboarding)

Tap tip/tail on snow (tap the snow snakes on the head)

Sidestep up the hill with downhill ski on (try and leave a small line in the snow)

Herringbone up the hill (like a duck walk)

Slide ski into wedge position (Spread the jam on the toast)

***Common Errors and Solutions:***

***Leaning back:***

*Make sure your students are moving around with their foot, (with the ski on) underneath them, not out in front of them. Explain the importance of keeping their shin on the front of the boot and balancing over that foot.*

**Do the above with their other ski on.**

**Two Skis On Flats:** You should not get to this point until **20 -30 minutes** after the start of the lesson.

Spin in a circle using small steps (don't get dizzy!)

Step from ski to ski (like marching)

Roll knees/ankles slightly inward to engage inside edge (roll foot to the big toe)

Roll knees/ankles slightly outward to engage outside edge (roll foot to the little toe)

Separate tips slightly and roll knees inward (get ready to walk like a duck)

From above position try to move forward in small herringbone form (go for the two ski duck walk)

Walk sideways (like a crab)

Hop in skis

Hop into wedge.

Slide skis into wedge position. (Spread the jam)

***Common Errors and Solutions:***

***Lack of edge control:*** *Some students will have trouble walking forward because they do not roll their knees inward to edge the ski. Instead they will keep their skis flat on the snow. This will result in the skis sliding back and forth with no forward motion. Review rolling the knees inward or onto the big toe side of the foot, then push off of the edge as in a slight skating movement. Repeat with the other foot. Stay on flat terrain. Give the student time to refine the movement and give them lots of encouragement!*

**Look for Good Terrain with a Slight Hill:** The best terrain offers a flat starting point transitioning into a slight downhill incline and then to a counterslope, (or uphill) at the bottom to stop the students. Hopefully you will be able to find a slope with a corridor about 10 - 12 feet wide. This will give you enough room to sidestep students in a line up one side and ski down the other side. Ideal terrain will not always be available. To get students positioned facing downhill where no flat starting point is available try using two bamboo "starting gates". Safety first! Never choose terrain where a student who cannot stop may run into another person or object.

**Two Skis Climbing a Small Hill:** Beware of students moving too high up the hill! Beware of where your group's run out will take them, (into another class?). Keep students in a vertical line while sidestepping to use as little space as possible.

Show sidestepping by rolling knees/ankles into hill and taking small steps. Explain the "Fall Line".

### **Straight Runs.**

Look for balanced stance, (upright position with shins touching front of boots, similar angle between lower leg and spine, hands in front, looking ahead.) Do as many of these as is needed to achieve a balanced stance while moving.

Straight run touching boot tops and then standing tall

Straight run stepping from foot to foot.

Straight run with small hops.

### ***Common Errors and Solutions:***

***Leaning back:*** To correct a rearward stance try any of the following: Have students stand tall and keep shins on front of boots. Try to lean forward enough to push against the front of the ski. Feel like they are pulling their feet behind them as they ski. Make sure they are not going too high up the hill. Keep hands in front.

**Gliding Wedge:** Now your students must learn to steer their skis into a wedge shape to control their speed. This involves spreading the feet apart while turning toes inward from a **balanced stance**. If they are not balanced, they will be unable to control their speed.

Straight run in a wider stance or straddling a soft object (don't ski over the snake!)

Have students steer skis into gliding wedge shape, (small pizza, pie, rocket ship). Maintain that shape while moving down the hill.

***Common Errors and Solutions:***

***Crossing ski tips:*** Usually caused by keeping feet too close together.

*Encourage students open feet apart while turning their toes in.*

***Sitting back while opening wedge:*** Caused by pushing heels apart while making the wedge. Encourage students to turn **toes in** while pushing **feet** apart to develop proper steering movements. Use wedge change ups to reinforce proper steering.

**Braking Wedge:** From a gliding wedge, your students can learn a Braking Wedge by sliding the skis apart further to a wider than hip width stance while continuing to turn their toes in.

While in a gliding wedge, extend feet to braking wedge position at the bottom of the slope, once they have reached the flats (make it a bigger slice of pie)

Wedge change ups, alternate between a narrow wedge and a wider wedge position (can't decide how hungry I am!)

Braking wedge on slight hill, (now I know I am hungry!)

Make sure that the student can stop themselves on a downhill, not just on the flats, before going farther up the hill.

**Wedge Turns:** This is the best method to teach your students to control their speed. Speed control through turn shape is the goal of every skier.

**Leg Steering** is the **PRIMARY** movement you should teach to achieve wedge turns.

While in a small wedge, have students twist both feet to the right, (or left), by pushing their toes against the sides of their boots.

Have students continue to steer wedge across the hill until they stop.  
(Twist both feet until the wedge points to the left).  
Steer wedge right then left before the bottom of the hill.  
Use ski poles to set a two turn course.  
Gradually increase turn shape using ski pole course.  
As skis continue across fall line, smoothly apply some weight to the outside ski (step on the downhill foot).

***Common Errors and Solutions:***

***Turning the hip instead of the leg:*** This is usually the result of fear.  
Lower the students on the hill and ask them to stand tall. Have them twist their feet without turning their hip to reinforce proper steering. Give them points of focus on their bodies to turn, (i.e. toes to sides of boots, brush one heel out). Keep them skiing **tall** in order to turn their legs.

***Crossing their ski tips:*** Caused by weak steering skills. Review wedge changeups. Make sure students push feet further apart while turning their toes in to achieve the wedge.

***Leaning in to turn:*** Students may try to lean in the direction of the turn as if riding a bicycle. This puts pressure on the inside ski and takes pressure away from the outside, turning ski. Encourage students to stay balanced, turn their legs to shape the turn and gradually apply weight to the outside (downhill) ski to maintain a balanced stance.

## FIRST TIME ADULT SKI PROGRESSION

**Greet/Welcome Students:** Let them know that the goal for the day is to learn to stop and turn. Look around to see which bit of terrain you will start with. Collect tickets if necessary/fill out class list at some point early in the lesson.

**Skis Off:** Introduce every movement that the students will need to use with skis on, by exploring them with their skis off. Take your time doing these tasks so your students will become more comfortable in their ski boots and so that it will be easier to integrate students who show up late.

Flex in ski boots, (up and down).  
Step from foot to foot.  
Hop in boots.  
Sidestep up hill.  
Herringbone up hill.  
Spin around in circle  
Hop into wedge  
Shadow chase

**One Ski On:** Now continue by exploring the same movements with one ski on. Stay on the flats. Make sure your students are moving around with their foot, (with the ski on) underneath them, not out in front of them. Explain the importance of keeping their shin on the front of the boot.

Spin in a circle.  
Scoot along flats.  
Tap tip/tail on snow.  
Sidestep up the hill, (ski should be downhill)  
Herringbone up the hill.  
Slide ski into wedge position.

**Do the above with their other ski on.**

**Two Skis On Flats:** You should not get to this point until **20 minutes** after the start of the lesson.

Show them how to push themselves along the flats with their poles, (pole tips in the snow by their heels).

Walk using poles.  
Spin in a circle using small steps  
Step from ski to ski.  
Hop in skis.  
Hop into wedge.  
Slide skis into wedge position.  
Walk sideways.

**Two Skis On Small Hill:** Beware of students moving too high up the hill! Beware of where your group's run out will take them, (into another class?). Keep students in a vertical line while sidestepping to use as little space as

possible. You should find a place where there is a counter slope (a slope going back uphill) to stop the students.

Show sidestepping by rolling knees/ankles into hill and taking small steps. Explain the "Fall Line".

Use Bullfighter turn to get students to point skis down the hill.

**Straight Runs:** Look for balanced stance, (upright position with shins touching front of boots, similar angle between lower leg and spine, hands in front, looking ahead.) Do as many of these as is needed to achieve a balanced stance while moving.

Straight run touching boot tops and then standing tall.

Straight run stepping from foot to foot.

Straight run with small hops.

***Common Errors and Solutions:***

***Leaning back:*** Have students stand tall and keep shins on front of boots.

*Try to lean forward enough to push against the front of the ski. Feel like they are pulling their feet behind them as they ski. Make sure they are not going too high up the hill.*

**Gliding Wedge:** Now your students must learn to **steer or twist** their feet and skis into a wedge shape to control their speed.

Have students steer skis into small wedge shape, (gliding wedge). Maintain that shape while moving down the hill.

Gliding wedge to braking wedge.

Wedge change ups.

Braking wedge on slight hill.

***Common Errors and Solutions:***

***Crossing ski tips:*** Usually caused by keeping feet too close together.

*Encourage students open feet apart while turning their toes in.*

***Sitting back while opening wedge:*** Caused by pushing heels apart while making the wedge. Encourage students to turn **toes in** while pushing **feet** apart to develop proper steering movements. Use wedge change ups to reinforce proper steering.

**Wedge Turns:** This is the best method to teach your students to control their speed. Speed control through turn shape is the goal of every skier.

**Leg Steering** is the PRIMARY movement you should teach to achieve wedge turns.

While in a small wedge, have students twist both feet to the right, (or left), by pushing their toes against the sides of their boots.

Have student continue to steer wedge across the hill until they stop.

Steer wedge right then left before the bottom of the hill.

Use ski poles to set a two turn course.

***Common Errors and Solutions:***

***Turning the hip instead of the leg:*** This is usually the result of fear. Lower the students on the hill and ask them to stand tall while keeping their hips in the middle of their wedge. Have them twist their feet without turning their hip to reinforce proper steering. Give them points of focus on their bodies to turn, (i.e. toes to sides of boots, brush one heel out). Keep them skiing tall in order to turn their legs.

***Crossing their ski tips:*** Caused by weak steering skills. Review wedge changeups. Make sure students push feet further apart while turning their toes in to achieve the wedge.

**Good balance is the most important skill for a student success.** Always introduce the wedge turn and wedge christie by focusing on proper leg rotation movements after they are displaying good balance. Never introduce wedge turning through weight shifting tasks, (except with small children). Use a subtle weight shift through end of the turn to compliment good steering movements.

## **NOVICE LEVEL PROGRESSIONS**

Novice students (still Beginners, but no longer first time) are those that can stop in a braking wedge and turn in a gliding wedge. Now it is time for them to learn how shape their turns to control speed, ride chairlifts, maneuver down beginning runs and eventually how to match their skis to a parallel position at the end of their turns. As students reach this level we will focus

on progressions that are less linear, (step by step) and more holistic, (movement oriented). It is very important that the students are introduced to Chair Lift Safety and Your Responsibility Code at this level.

The following progressions can be used with any age group as long as they are presented in a format consistent with the level of development of the students.

## LINKING WEDGE TURNS

After students have demonstrated the ability to turn both directions and control their speed on beginning terrain, they are ready to start to link their turns using turn shape to control their speed. The main skill focus from older children on up, are Rotary Control Movements. Pressure Control Movements (flexion/extension and weight shifting) may then be used to enhance the turning of the legs.

\*Students 3 -6 years of age generally use their whole body to turn the skis so starting with a weight shifting focus is acceptable for this age group.

After briefly reviewing the basics of how to move the body to get the skis to turn in a wedge try one or more of the following:

**Follow Me Approach:** One of the most simple ways to get students to link turns is by having them follow you. This approach gives students a visual image to follow and is great with children who need little verbal explanation. This is also a great way to see if there are any mechanical problems in their skiing that need to be addressed.

**Corridor Approach:** Establish a corridor, (two groomer widths) for the students to turn within. Emphasize turning left and right using the full corridor. Gradually increase or decrease the corridor width to adjust the students turn size/shape.

**Line in the Snow Approach:** Use a ski pole to scribe a line in the snow going down the fall line. Have students turn in both directions crossing the line with just the tips of the skis. Next have them turn after their boots have

crossed the line. Finally make sure both skis are totally on one side of the line before turning again.

***Common Errors and Solutions:***

***Turning with the body, not the legs:*** This will put the skier out of balance and will make turning the skis difficult. Reduce the pitch of terrain or size of turn and focus on tall stance, (hips over feet), while turning just the legs.

***Skis crossing:*** This indicates weakness in being able to twist both legs in a coordinated manner. Focus on good balance while turning both feet the same amount. Wedge change ups can help develop rotary coordination.

***Losing balance while approaching the fall line:*** This is usually a result of fear as the skis accelerate down the hill. Reduce the pitch of the slope so the student is comfortable controlling their speed down the fall line.

**Adding Flexion/Extension and Weight Shifting Movements:**

Once students can link turns in balance and without turning their upper body, enhance these skills with smooth shifting of their weight from foot to foot as they turn.

Have students rise up as they start their turn (initiation phase) by extending both legs and twisting them into the new turn. As they move from the fall line towards the finish of the turn, (shaping and finish phases), have them shorten their legs while smoothly moving most of their weight to the outside (downhill) ski.

**Tasks to Improve Performance:**

**Hands to outside knee:** As you move through the fall line place both hands very close to the outside knee. Stand tall as you start the next turn.

**Wedge Pedal turns:** Shift your weight to the outside ski as if pedaling a bicycle from the fall line through turn completion.

**Thumper turns:** As you approach the finish of the turn, gently tap the tail of the inside ski on the snow.

### **Using Turn Shape to Control Speed:**

Once your students can link wedge turns the focus should move to controlling their speed by shaping their turns, (turning further across or uphill to reduce speed) rather than by keeping a large wedge. This will result in a turn where the speed increases as the skis approach the fall line and decreases as they are steered across the hill.

**Follow Me Approach:** This is a great format for improving turn shape. Emphasize rounded turns while keeping the wedge small. Extend or lengthen the time students are turning their legs to bring the skis further across the hill. Make sure students are staying in balance through all phases of the turn.

### ***Common Errors and Solutions:***

***Losing balance while approaching the fall line:*** This is usually a result of fear as the skis accelerate down the hill. Reduce the pitch of the slope so the student is comfortable controlling their speed down the fall line.

## **WEDGE CHRISTIE PROGRESSION**

Once your students can link strong wedge turns, it is time to get some mileage. Once they are comfortable and skiing at slightly higher speed, you will be able to introduce the Wedge Christie. This turn combines the wedge in the initiation and shaping phases with a parallel position during the finishing phase of the turn. By skiing in a Wedge Christie turn students are able to control their skis at slightly higher speeds, ski on slightly steeper runs and conserve energy throughout the day as compared to skiing in wedge turns.

**Spontaneous Wedge Christie:** With confident and comfortable students, try to guide them into making a Wedge Christie without a lot of explanation. Have students ski in a **slightly smaller wedge, at a slightly higher speed**. Also look for **convex** areas on the run to complete the turn on. These cues will promote a spontaneous release of the inside ski. By using this approach you will find that many students discover how to make their skis go parallel without much coaching. Once you see them release

their inside ski, tell them what is happening, why it is a better way to ski and to try to keep doing it!

**Linear Approach:** With students who are struggling or otherwise not confident, try a step-by-step approach.

**Stationary:** From a small wedge show them how to pivot their ski inside (uphill) ski to match the outside (downhill) one. Have them steer their inside knee up the hill to achieve this.

**On a quiet run:** Practice this movement while in a traverse in both directions. Look uphill before traversing!

**One turn:** Try using the above movement at the end of one turn to a stop, in both directions.

**Three turns to a stop:** Try steering ski to a match in three linked turns.

**Stopping Parallel:** Encourage students to allow ski to remain parallel while turning both skis uphill to stop.

***Common Errors and Solutions:***

***Tail of inside ski digs into the snow, preventing match:*** This is a result of turning the hips or body rather than just the legs, taking the body out of proper alignment. Reduce the pitch of the terrain, have student stay tall and turn both legs to shape the turn. Then focus on steering inside leg with a slight forward movement of that foot.

There are other methods and progressions for developing Wedge and Wedge Christie turns. The above will get you started. As you gain experience you will receive additional training, gain new ideas from more experienced Instructors and develop your own alternatives to expand your bag of tricks!

## **HOW TO DO IT WELL!**

This section will cover items we expect you to know and follow while employed as Instructor here at Mammoth. They are various topics which will enhance your performance and increase your ability to provide a safe and enjoyable lesson.

## YOUR RESPONSIBILITY CODE

One of your primary responsibilities as an Instructor here at Mammoth is to teach and model Your Responsibility Code while in your lessons.

1. Always stay in control and be able to stop or avoid others
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 areas.
7. Prior to using any lift, you must have the knowledge and ability to load, ride and unload safely.

## RIDING CHAIR LIFTS

**The following are Children's Lift Riding Guidelines. Please familiarize yourself with these procedures and practice them:**

1. SHOW children how to load chair while watching others from outside the lift line.
2. Tell kids what to do while on the chair: "SIT BACK, SIT STILL, HOLD ON, LOOK AHEAD."
3. Tell kids how and when to unload from the chair.
4. Organize kids into pairs and have them take straps off wrists BEFORE entering ski school line.

5. TWO children per chair, seated on OUTSIDE ONLY so the child can hold on to outside pole/armrest. Three children on quads/six packs with Instructor in middle are OK.
  6. OK for instructor or use your best judgment when having another adult ride with children.
  7. Communicate with lift attendant, ticket scanner, and public as needed. Be proactive!
  8. Tell lift attendant what you need them to do to help your class to load the chair properly, (i.e. pull them out, needs help loading chair, etc.)
  9. Teach children how to load and unload the chair at full speed.
  10. Only ask to have the chair slowed down if necessary.
  11. Praise children when they do it right.
  12. Restraining bars are no guarantee of anyone's safety. If in the instructor's judgment, using the restraining bar compromises the child's safety, then use of the bar is not recommended.
  13. Children's classes riding the gondola need to have an adult in each car. Hosts, patrollers, off duty employees, and adult guests are acceptable.
  14. When possible, the Instructor will ride on the first chair during the groups first time up the chair lift, until the majority of the class is comfortable unloading the lift. During subsequent rides up the lift the Instructor will then ride on the final chair of the group.
- These are guidelines, (as with any aspect in teaching children, safety is paramount - use your best judgment).

## **TOOLS INSTRUCTORS SHOULD CARRY**

As an instructor of children, and adults, for that matter, you will find it useful to carry many items in your jacket at all time.

1. Carry a Pencil, Pen and Sharpie and something to write on with you at all times. A Sharpie, for example is a wonderful tool. Once you found a writing implement that works for you, stash several in there.
2. A small scraper and piece of wax for those snowy days.
3. Tissue paper for runny noses.
4. An "Edgie Wedgie". This is a tool that assists small children to make a wedge. It can be your best friend.

5. Teaching Aids: these are things to make that crying child smile. A small toy, finger puppet, hacky sack...ideas are endless.
6. Latex Gloves - Protect yourself from blood borne pathogens!

## THE SUCCESSFULL CARPET LEARNING AREA

The learning area, or terrain, is vital for a successful lesson. How the area is set up can make or break the students learning environment. Remember the idea behind a progression. Start at the easiest and move to more difficult.

1. Flat is easiest of course. Spend LOTS of time on flat areas. Anything that is introduced needs to take place on flat terrain.
2. A contained area is helpful. Set boundaries with the kids. Let them know where it is okay for them to be and not okay for them to be. Your boundaries can change throughout the day, just let everybody know where they are. **HINT:** Smaller boundaries, make it easier to know where everybody is at all times.
3. Have fun things in your boundary. Toys, cones, hula-hoops. Anything that you can use to make it fun for all.
4. When they are ready to slide, for the first time; it needs to be a gentle slope. Just enough slope to have them slide with plenty of run out at the bottom. No more than 10 ft. at the start.
5. Setting up the stationary carpets is vital to a successful first sliding experience. (Stationary carpets are strips of outdoor carpet that are about 2 ft. wide and about 6 ft. long. They are set up to help the kids move along the snow without sliding.) Imagine an upside down capital L. The long part of the L starts at the flat bottom of the slope. The shorter part of the L is at the top of the slope.

## 3-6 YEAR OLD CLASS HANDLING HELP

Any time you have more than one kid, you need some class handling techniques. Once you have that class, you will notice that it has a brain of its own. You need to be able to stay one step ahead of the group at all times.

1. The most important thing to do is **know your kids**. Know their names and what they look like. They look a lot different outside all geared up than they do inside.
  2. Make sure the **kids know you**. You, too, look very different with gear on than off. Greet them, at their level, with goggles or glasses off, and tell them your name. They will need to practice your name over and over again, so **say it a lot**.
  3. As mentioned before, **set boundaries, and establish rules** right off the bat. If kids know where they are supposed to be, they are less likely to wander off.
  4. Have a plan. You should know the night before what you will be teaching, the following day. **Plan ahead**. Most likely, your plan will need to be changed up as the day goes on, but if you have an idea of what you are going to do, you will feel more in control and comfortable.
- Have fun!** If you and your kids are having a great time, time will fly and everybody will be happy.

## TERRAIN SELECTION/CLASS HANDLING ON THE HILL

We teach using the priority of **Safety, Fun then Learning**. The safety and success of your group is most determined by two factors:

1. **The terrain which you choose to ski or ride.**
2. **How you move the group down the hill.**

Below are some guidelines on proper terrain selection and class handling of students of students in group or private lessons.

## TERRAIN SELECTION

Proper terrain is that which the **whole** class can safely ski or ride. If you question whether one student in your group has the skills to be successful on a particular run, find an easier alternative.

The worst thing you can do is select terrain that is too steep or too firm and have one or more of your students become fearful. This goes against the priority of Safety, Fun then Learning. Students will get frustrated, afraid or worse, sustain an injury! This is not what we want to have happen!

As an Instructor it is important that you have an accurate idea of the snow conditions of the day on the runs you will need to teach on. This will allow you to make proper terrain selections.

Terrain that is comfortable for the students enhances balance and therefore encourages better turning technique. It is always better to select runs that are easy for the students to negotiate and find terrain variations (little bumps or jumps) to keep student's excitement up.

## ON HILL CLASS HANDLING

1. **Communicate** with your class. Let them know where they are going (which chairlift) and the route you will take to get there.
2. Establish a **"If you can't find me" spot**. ("If you can't find us, go to this chair lift tower, slow sign, lift shack, and we will meet you there.")
3. **Be visible**. Be sure that you can be seen at all times. Especially important on low visibility days!
4. **Stay compact**. You do not want your class spread out all over the slope. Keep them together. Have your whole class within your range of vision at all times!
5. When moving on the flat, such as going to a lift, or into the lodge, it is best to **put yourself behind the group**. This way you can see everybody. Put your most reliable kid in the front and make sure they do not move too fast.
6. Always give a **stopping point**. ("Go to that trash can and stop.")
7. **Be aware of traffic**. Do not use the entire width of the slope. Stay to the side of the run and establish a turning corridor that puts students in a successful turn shape yet allows the public to pass your group.
8. There are several different methods on how to move the class down the slope. You will be changing this up all the time. Some examples are:

**Follow Me:** Great for establishing turn shape and on crowded slopes. Do lots of head counts with this format, especially before breakovers and "Y's" in the run!

**Student Leads, Instructor Follows:** Great for seeing your whole class's performance. Use this to see if they can do what you have been working on while not following you. Alternate leaders. Always keep entire class within your field of view!

**Instructor rides down and has class come down to him/her:** Good for observing class, however students need clear direction on what they are to do. Can be boring if students are standing around a lot. Avoid Call Downs!

## BEHAVIOR MANAGEMENT

There are often times when an instructor must try to influence the behavior of their students. Children's behavior can sometimes have a negative effect on the learning environment or even become a safety hazard. Behavior management is one of the more challenging aspects of teaching children but at all times it is important to remember that it is the behavior that is not appropriate and not the child.

Understanding why the behavior is occurring is only half the battle. This has to be combined with a plan to develop appropriate behavior. An alternative to this correction as it occurs approach is to try to keep disciplinary issues from occurring by following a plan

### PLAN

Plan your lesson around fun and develop the group dynamic. Encourage the buddy system, helping and playing.

Ensure that the children know what you expect of their behavior.

Present your rules and instructions clearly and check for understanding.

Reward appropriate behavior. Point out the children following instructions and behaving fairly.

Discuss with the group inappropriate behavior and be sure to mention why it is so.

Decide on an alternative that is acceptable to everyone.

Re-establish group rapport and be sure to praise appropriate behavior when it returns.

## **UNDERSTAND WHY**

The first step towards coming to a solution to a discipline problem is gaining an understanding of why the behavior is occurring. Some questions to ask yourself are:

Are there physical problems, frustrations due to a hormonal in-balance or bladder issue?

Are they cold, ill, have poorly fitting equipment or a disability?

Are there cultural differences? Is there stress from performance expectations?

Can the child adjust to this new situation/ environment?

Is your behavior contributing to the child's behavior?

Are your instructions clear? Have you set ground rules? Are you favoring others?

The only way to answer these questions is to get to know the child and care about solving the problem.

## **ALTERING BEHAVIOR**

There are many techniques for altering the behavior of children and to follow are a few examples.

**TALKING IT OUT.** Let the child tell, describe or shout about what it is that is disturbing them. Listen but don't interrupt or pass judgment. When possible summarize the problem and discuss a solution.

**RATIONALIZE.** Explain to the child why the behavior is not appropriate.

**REITERATION.** Have patience, state and re-state what you want the child to do in a calm, soft voice. Becoming annoyed can cause frustration and a battle of the minds, which you may not win.

**PLANNED IGNORANCE.** Some behavior is designed to get your attention' be it positive or negative. Give no response to the child so that they have to choose a new behavior.

**POSITIVE ROLE MODEL.** Lead by example but try not to tell the children what to do. After lunch be the first to put on sunscreen and then leave the bottle on the table hoping that the kids will do the same.

**DISTRACTION.** Take the attention of the group away from the behavior.

**INTERPRETATION.** Let the child know you understand.

**HUMOR.** Make the group laugh to ease the tension.

**NON-VERBAL DISAPPROVAL.** Make a gesture or facial expression to indicate to the child your disapproval or as a sign to stop. The zip it gesture is a good one.

**RE-STRUCTURE.** Remove the child from the class and from the attention. Not as a punishment but as a quiet time to think about why their behavior is not appropriate.

**SITTING WITH THE CHILD.** Adult presence can be re-assuring and sometimes enough to correct and restore the situation.

**DIRECT APPEAL.** Often goes hand in hand with bribery or blackmail.

**PERMISSION.** Sometimes when you say it is OK the bad behavior becomes less glamorous.

When dealing with children, be fair, calm and consistent. Think of why the behavior occurred then how to best encourage more appropriate behavior. Most of all provide alternatives rather than don'ts.