



**MAMMOTH**

**Ski and Snowboard  
School**

**NEW  
SNOWBOARD  
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, aasi.org), the Western Division website, (psia-w.org) or by consulting your Supervisors or Examiners on staff.

### **Movement and Performance Concepts**

In snowboarding, we use the body to create **movements**. These **movements** cause the board to **perform** in certain ways, (a cause and effect relationship). We discuss the both of these in terms of **Fundamental Movements** and **Board Performance**.

#### **Fundamental Movements**

**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 together, or creating a smaller angle. Extending a joint can be described as opening, stretching, moving bones apart, or creating a larger angle. Flexion and extension of a joint cause the involved bones to move.

**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 360s. Some joints allow rotation and some do not. The hips, shoulders, and parts of the spine are joints that allow for rotation.

## **Board Performance**

**Tilt** or edging is the amount that the board is tilted on its edge, relative to the snow.

**Twist** is the difference in edge angle between the tip and the tail of the snowboard during a maneuver, (torsional flex).

**Pivot** represents the amount the long axis of the snowboard is offset relative to its direction of movement. Rotation is described in the 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, (longitudinal flex).

Now that you have been introduced to the basics of how the body moves and how the board reacts to those movements, it's time to show you the basic progression you will use to teach beginners to ride. The following progression has been adapted and modified from a progression presented by the **Australian Professional Snowsports Instructors**, but is congruent with the **AASI** philosophy and terminology.

# **BASIC BEGINNERS PROGRESSION**

## **OBJECTIVE**

To introduce students to the mountain environment, snowboarding equipment, safety aspects and snowboard etiquette. To teach them to stop and control direction, to turn and ride the necessary lifts.

## **BEGINNER ACTION PLANS**

GETTING STARTED AND EQUIPMENT

STANCE

GETTING UP

BECOMING MOBILE

STRAIGHT RUNNING

DIRECTION CHANGE

RIDING LIFTS

SIDE SLIPPING

FALLING LEAF

SKIDDED TRAVERSE

BASIC TURNS

BASIC LINKED TURNS  
BASIC AIR

## GETTING STARTED

### **Student Goals**

Understanding of snowboard equipment  
Understand basic snowboard terminology  
Warm up

### **Terrain**

Flat and level  
Beginner bowl with low traffic

### **Safety Considerations**

Protective gear e.g. wrist guards, helmets  
Place board on snow, bindings down.  
Low traffic area  
Leash and stomp pad

### **ACTION PLAN**

Introduce yourself cheerfully  
Learn students' names  
Assess sporting backgrounds and fitness levels  
Equipment orientation  
Warm up and stretch

### **Equipment Familiarization**

Explain equipment in basic terms (e.g. Board, edges, tip, tail, bindings, stomp pad, leash)  
Check clothing suitability. Note especially eyewear, sunscreen, headwear and gloves.

### **Boots**

Boots should be supportive and laced firmly, but not too tight.

## **Bindings**

Binding terminology, e.g. highback, ankle strap, toe strap, step-in  
Explain binding functions and how to strap in/step in.

## **Boards**

Explain board terminology, e.g. tip, tail, toe-side edge, heel-side edge  
Ensure board has a stomp pad and a leash.

# **STANCE**

## **Student Goals**

To achieve a comfortable, natural, relaxed and centered basic position.

## **Terrain**

Flat, beginner area, low traffic.

## **ACTION PLAN**

Explain stance.

Stationary, board off.

Stationary, board on one foot.

## **Movements**

Stance should be comfortable and relaxed.

Body is centered over board, and slightly flexed in the knees, ankles and hips. Weight is distributed evenly over both feet. The upper body is aligned with the lower body and the feet. The rider should be looking in the direction of travel.

At this point some students will question whether they are regular or goofy stance. All boards from our rental shops are easily adjustable and others will require a Snowboard Tool to readjust.

## **Discussion**

At this stage students should have a good understanding of the importance of a good basic stance, as it will be the basis of all they do from here on. Refinement of the stance is ongoing. Perfection is not important, but a balanced and relaxed position is.

<b>Common Problems</b>	<b>Possible Causes</b>	<b>Possible Solutions</b>
Too tense	Nervous	Relaxation, breathing exercises,
Cannot achieve stance	Lacks understanding Equipment poorly setup	Re-explain Adjust if possible, otherwise advise to adjust after lesson.

## **GETTING UP**

### **Student Goals**

To have an understanding and feeling of the correct way to get up from both the heel-side and toe-side edges.

### **Terrain**

Flat and level, preferably beginners bowl with low traffic.

### **ACTION PLANS**

#### **Getting up toe-side**

Bring body towards board by climbing with hands (clenched) and knees. Position board so it is below rider and across the fall line.

Push up using fists from a kneeling position and stand up, assuming basic position.

Make sure that weight is on uphill edge (toe-side).

#### **Getting up heel-side (method 1)**

With the board and body across the fall line dig board into snow using heel edge to create a platform.

With either hand grab toeside edge between bindings keeping bum as close to board as possible.

From here keeping hold of toe-side edge, slowly move free hand towards board and use it to push up into basic position using platform.

Keeping some heel-side edge angle is important to stop board from sliding down hill.

## Getting up heel-side (method 2)

With snowboard across the fall line, dig the toe-side edge into the snow by lifting your bum off the snow and driving knees forward. Move the body over the board and stand. Using a small shuffle or hop to release the toe-edge and stand on heel-side edge.

## Getting up heel-side (method 3)

From a sitting position, maneuver the board so the nose is pointed up the hill and close to the body.

Now perform the rollover (rock 'n' roll)

The Rollover/Rock 'n' Roll

From the above position, grab under your uphill thigh with uphill hand and place downhill hand on the snow near tail of board.

In one continuous movement ROCK onto your back and ROLL over downhill shoulder using hand under thigh to assist.

Complete as getting up toe-side.

## Discussion

### Getting Up

For some students, getting up on their own is almost impossible, especially on the heel-side edge.

Often teacher assistance is needed to cater to these students. Teaching how to get up correctly will aid most students, and allow time for you to spend helping those that are having difficulty.

Common Problems	Possible Causes	Possible Solutions
Cannot get up heelside	Lack of flexibility	Teacher Assistance
		Perform rock and roll
Board slides away when getting up	Board too flat	Emphasize some edge angle to grip snow
	Board not across fall line	Build a platform to stand in
		Re-explain

# BECOMING MOBILE

## Student Goals

Develop a feeling of sliding

To gain mobility on flat terrain through self propulsion

## Terrain

Flat and level, beginner area

## Safety Considerations

Low speed (flat terrain)

Teach student how to stop

# SKATING

## ACTION PLAN

Stationary, place foot toe-side, then stomp pad, then heel-side, then stomp pad

Shuffle board fore and aft, toe-side and heel-side

Pivot in a circle toe/heel

Skate one step toe-side then heel-side, skate ten steps both sides

Mileage

*An additional step to challenge the more coordinated in the group is to take 3 steps then put your back foot on the stomp pad and glide to a stop.*

## Movements

Take small steps with the rear foot from the front binding to rear binding, to propel the rider forward. At first the student will keep their weight on the unsecured foot, to help maintain balance. As they feel more comfortable the body should remain on top of board. The lower joints are slightly flexed and head and shoulders are anticipated in direction of travel. The hips should be projected in desired direction.

Emphasize that the student should not rush. Small, slow steps close to the board are essential to ensure flowing movements. At this stage rushing can cause fatigue and the board can become cumbersome. Progress at the pace of your students. Do not expect perfection. A lot of skating will be done during the lesson and development of a proficient and comfortable style will come with time.

<b>Common Problems</b>	<b>Possible Causes</b>	<b>Possible Solutions</b>
Poor Balance	Rushing	Emphasize slow movements
	Awkward position	Try skating other side
	Looking down	Use focal points

## **UPHILL SIDE STEP**

### **Movements**

With board across fall line and on the toe-side edge, make large uphill steps with rear foot and smaller steps with board. Some edge angle is necessary to stop board sliding downhill. Emphasize lifting board up off of the snow, rather than dragging it.

### **Discussion**

The uphill side step is useful for climbing up slopes that are too steep to skate up. It introduces the student to the board's edge and its' use to maintain grip. It is good for small uphill climbs; long climbs can result in fatigue and the possibility of the board getting away from the rider.

<b>Common Problems</b>	<b>Possible Causes</b>	<b>Possible Solutions</b>
Board running away	Not across fall line	Re-explanation
Tripping over	Board hitting back of foot	Smaller steps with board

# STRAIGHT RUN

## Student Goals

To achieve a balanced, centered and comfortable stance while gliding

## Terrain

Gentle slope with gradual run out.

## Safety Considerations

Low traffic

Concave slope aids speed control and stopping

Equipment attached to student properly

Indicate start point on hill and watch for students who go above it, gaining excessive speed

Do not over practice straight running as climbing the hill repeatedly may result in early fatigue

## ACTION PLAN

Straight run with teacher assisted start

Student trial non-assisted, glide to a stop

Straight run with rising and sinking

Straight run with hops

Straight run with other variations at your discretion

## Movements

Review basic stance

Maintain basic stance while in motion

## Discussion

All exercises can first be practiced while stationary on flat ground. Try to keep body relaxed, comfortable and centered, flexed in the knees, ankles and hips. Emphasize a flat board and allow board to come to a stop by itself. Good terrain selection is essential to achieve this. Develop your own exercises to keep your students having fun and to suit their needs. Straight running with one foot in is an important skill to develop before attempting to ride lifts. *If necessary, the rear foot toe brake, (dragging rear toe slightly)*

*should be introduced once the student is comfortable and balanced in a straight run.*

<b>Common Problems</b>	<b>Possible Causes</b>	<b>Possible Solutions</b>
Weight on back foot	Fear	Teacher assistance
		Rising and sinking
		Tap the back foot on the stomp pad
	Lack of understanding	Re-explanation
Looking down	Fear	Focal points
Unbalanced	Fear	Breathing excersises

## **DIRECTION CHANGE**

### **Student Goals**

To introduce turning

To make a deviation in direction away from the fall line on both the heel-side and toe-side edges

### **Terrain**

Gentle slope with gradual runout

Convex slope will aid pivoting

### **Safety Considerations**

Ensure back foot remains on board

Ensure board has a stomp pad

### **ACTION PLAN**

Stationary edge roll heel-side and toe-side

Stationary brushing tail in full circle

Straight run to direction change

Direction change heel-side and toe-side

### **Movements**

You can have students change direction by either tilting the board or pivoting the board. Make sure to pick only one of these at first. Which one

you choose will depend on the type/age of your students and the terrain you are on.

A slight flexion towards one edge (preferably the heelside edge) will cause the board to tilt. A slow and constant rotation of the body in desired direction will cause the board to pivot. Rotation of head, shoulders and torso should be minimal and should serve only to enhance lower body rotation and balance.

Pressure should remain even on both feet with ankles and knees slightly flexed.

## Discussion

The focus should be on the terrain that allows the student to initiate the turn at slow speed. Quite often the student is going so fast in a straight run that they cannot even think about turning. This exercise introduces the rider to edging and pivoting. Do not expect perfection. All that is needed is a small change in direction and refinement will come with mileage.

Common Problems	Possible Causes	Possible Solutions
Overedging	Inclining	Emphasize a flatter board Revise basic stance
Lacks flowing movement	Rushed rotation	Emphasize a constant rotation through turn
Board spins out	Weight on front foot	Revise stance and straight run
	On back foot	Revise straight run

## SIDE SLIPPING

### Student Goals

To control the sensation of skidding

To use the sideslip for negotiating difficult situations

To improve balance and stance while skidding on an edge

To have the ability to stop on both the heel-side and toe-side edges

## **Terrain**

Steeper terrain that is used for straight runs, will help to reduce the risk of falls caused by catching the downhill edge. Make sure that you have a run out area free from obstacles.

## **Safety Considerations**

Teacher assistance

Slope has run out

Teacher assistance

Avoid ice

Low traffic free of obstacles

## **ACTION PLAN**

(Heel-side edge first, then toe-side)

One foot on flat pushing board on edge

Both feet, teacher assisted sideslip to stop

Teacher assistance gradually letting go to stop

Solo sideslip sinking to stop

Sideslip whole slope to stop on flat

## **Movements**

Emphasize neutral position; board remains straight across fall line. Knees and ankles are rolled across the board to create edge angle. The greater the edge angle (tilt), the better grip and speed control. The body is relaxed, hands out from sides assisting balance and weight remains evenly distributed along board. Emphasize slow and subtle flexion of knees, ankles and hips to assist control.

## **Discussion**

The sideslip is the snowboarder's form of speed control. The sideslip is the most important goal in a beginner lesson. Teacher assistance is essential for first time sideslips as it is the student's first real introduction to the fall line. Students may be paired to assist each other. Instructors should explain the importance of staying on the uphill edge for safety. Sideslipping is a sensation that students need to feel for themselves. Gradual and subtle movements should be emphasized. Getting up from the heel-side edge will be difficult for some students.

<b>Common Problems</b>	<b>Possible Causes</b>	<b>Possible Solutions</b>
Abrupt edging movements	Fear/Nervous	Use teacher assistance
	Breaking at the waist	Relax and breathe Revise basic stance Check equipment
	Leaning towards hill	Emphasize use of ankles and knees Revise stance
Board deviates into fall line	Uneven weight	
	Hip rotation	Emphasize neutral
Catching downhill edge	Lack of edging	Re-explanation Teacher assistance
Cannot come to a stop	Not enough edge angle	Emphasize more edging Teacher assistance

## **RIDING LIFTS**

### **Student Goals**

To learn how to ride a lift

To gain confidence enough to use a lift outside lesson time

### **Safety Considerations**

Student is able to handle terrain serviced by lift

Students must be able to straight run and skate

### **ACTION PLAN**

Revise skating and straight runs

Explanation of loading and unloading procedures

Observe other people loading the lift

Explain lift line etiquette

Instruct students to move out of unload area immediately to designated meeting spot

## Chairlift

Skate to loading position, looking over shoulder for chair.

Sit on chair when it reaches you and keep board straight until airborne.

Once airborne, relax your legs and enjoy the ride.

When approaching unload area,

Slide bum around on seat, so board is pointing straight ahead.

Keep tip of board pointing up.

Allow board to glide straight over snow ramp when approaching unload.

At unload point stand up ensuring back foot is on stomp pad.

Brace your rear hand on the seat of the chair to aid balance.

Allow the chair to push you off and straight run in basic stance position.

Board glides to a stop, use direction change to avoid obstacles, or use foot brake.

Move away from the unload area.

Common Problems	Possible Causes	Possible Solutions
Trouble unloading chair	Leaning back	Revise stance and straight run
	Foot leaving board	Revise straight run

## FALLING LEAF

### Student Goals

To achieve direction control while skidding

To use the falling leaf as a means for negotiating tricky situations

Introduction to switch riding

### Terrain

Moderate concave slope

### Safety Considerations

Confident at sideslipping

Understand Your Responsibility Code

## **ACTION PLAN**

(Heel-side edge first, then toe-side)

Stationary, revise neutral position, looking in the direction of travel.

Falling leaf in one direction, back to neutral and stop.

Repeat in opposite direction.

Link the falling leaf, emphasizing the neutral phase.

## **Movements**

As with the direction change there is more than one way to skin a cat. In a falling leaf you can use three of the four performance concepts (twist, pivot or pressure).

**Twist:** Use flexion and extension of the ankles to use the feet like pedals to release one end of the board, so that it moves towards the fallline.

**Pivot:** Use rotation of the lower body to guide one end of the board towards the fallline.

**Pressure:** Use flexion and extension to move your body weight closer to one end of the board to cause that end of the board to move towards the fallline.

From a sideslip use any of the above methods to cause the board to move **slightly** towards the fall line, then move back to the original centered position to sideslip. Repeat in opposite direction. Focus on slow, subtle movements.

## **Discussion**

Emphasize smooth, subtle and gradual movements and a neutral position to regain control, before changing direction and to stop. Speed should remain constant; no sudden movements or speed changes.

**When choosing which method to use, consider WHO you are teaching. Kids will have trouble with twist due to their lack of strength and fine motor control. Large adults might have trouble with pressure which might cause them to over flex the board and fall.**

*Common errors and their solutions:*

*Board seeking the fall line. Caused by abrupt or over rotation. Emphasize subtle movements. May need to physically assist student.*

*Weight not centered. Revise basic stance. Emphasize neutral stance.*

<b>Common Problems</b>	<b>Possible Causes</b>	<b>Possible Solutions</b>
Board seeking the fall line	Abrupt or over rotation	Teacher assistance
	Weight not centered	Revise basic stance
		Emphasize neutral position
Cannot achieve direction	Not using rotary control	Teacher assistance
	Weight not centered	Revise basic stance
Erratic direction changes	Exaggerated movements	Teacher assistance
		Emphasize subtle movements

## **SKIDDED TRAVERSE**

### **Student Goals**

To allow student to have speed and direction across the fall line.

To develop the student's mobility on the mountain.

### **Terrain**

Gentle to moderate groomed slope, wide open.

### **Safety Considerations**

Uphill traffic in the traverse

Practice in an area of low traffic

Always look uphill before setting off

Beware of increased speed

## **ACTION PLAN**

Revise falling leaf

Stationary, introduce anticipation

Small traverse to neutral and stop

Traverse whole slope

## **Movements**

Starting from a sideslip on the student's strongest edge, pivot the board in the direction of travel, tilt the board slightly to cause it to skid less. Rotate back to neutral and sink down on edge to stop. Rollover and repeat on opposite edge.

## **Discussion**

This is an important development stage for students as it is the first time they are crossing a whole slope. Once the traverse is refined it will act as a method of speed control when traversing and also serve as a platform moving into the turn and allow exiting from the turn. Avoid long traverses with non-athletic students or children (muscle fatigue). In this step the rider is beginning to travel in their desired direction (goofy or regular) so traverses should be done towards the tip of the board.

### **Common Problems**

Lacks speed control in traverse

### **Possible Causes**

Over edging

Board too far into fall line

Problems stopping

Board remains in fall line

### **Possible Solutions**

Revise sideslip and falling leaf to emphasize skidding

Re-explanation

Provide focal points

## **BASIC TURNS**

### **Student Goals**

To make turns through the fall line on both the heel-side and toe-side edges

## **Terrain**

Gentle open slope.

Concave or bowl shaped if possible

## **Safety Considerations**

Teacher Assistance

Uphill traffic in skidded traverse

Give nervous students an escape route (e.g. garlands)

## **ACTION PLAN**

### **Method 1**

Revise skidded traverse

Garlands heel-side and toe-side

Garlands to hockey stops, heel and toeside

Blend to basic turns

### **Method 2**

Straight run into hockey stop, heel-side and toe-side

Hockey stop into traverse heel-side and toe-side

Blend to basic turns

## **Movements**

**Method 1:** From a traverse, pivot the nose of the board a little more down the fall line, then pivot it back to the original direction. Gradually add more movement to cause the board to enter the fall line, then return to a traverse.

### **Method 2:**

From a skidded traverse release the edge and pivot the board into the fall line. Once the board has gone flat, move the center of mass to the inside of the turn and balance over the new edge. Rotate in the desired direction. To complete the turn sink down again, creating a platform and resume skidded traverse. Weight should remain equal on both feet. Rotation of upper body should be minimal and only serves to enhance lower body rotation.

## Discussion

There are many teaching tools that may be used at this stage to build student confidence and get students comfortable crossing the fall line and with the edge change. Garlands, 3pt turns, 360s and teacher assistance are all ways to gain success with maximum safety (minimum falls).

Common Problems	Possible Causes	Possible Solutions
Trouble pivoting into fall line	Fear	Teacher assistance  Garlands Hockey stops
On back foot	Hesitation	180s, 360s Ensure constant rotation
Over edging	Inclining	Revise stance Skidding skills
Over rotation	Too much on front foot	180s, 360s
Not finishing turn	Lacking rotation	Focal points

## BASIC LINKED TURNS

### Student Goals

To reduce traverse between turns

Increased use of pressure control to begin making more rhythmical turns

### Terrain

Long, gentle slope

### Safety Considerations

Terrain is gentle so student does not pick up excessive speed

## ACTION PLANS

### Method 1

Revise basic turns

Hockey stops using slight up-unweight on heel and toeside

Increase rhythm

Blend to basic linked turns

## Method 2

Basic turns with the student following

Gradually increase tempo every 4, 6, 8 turns and narrow traverse

Blend to Basic Linked turns

## Movements

To start the new turn, rise up and unweight to release the edge and flatten board by moving the center of mass over the board, allowing it to pivot easier through the fall line. Moving the center of mass to the inside of the turn, roll onto the new edge and make a slow constant rotation through the fall line, sinking down gradually to create a platform and finish the turn. Once turn is completed, rise up again and repeat to the other side. Focus on developing rotation and flex/extension control skills to assist with the increase in the rhythm and eliminating the traverse phase.

The instructor should show a clear demonstration of an unweighted turn in a continuous flowing movement to again assist in feeling comfortable to commit to fall line.

## Discussion

Focus is on terrain that allows students to build confidence and make turns in the fall line with no hesitation. The slope should be long and gentle, ideally with low traffic, allowing students to gradually increase rhythm while refining rotary and pressure control. A flat board is important so it will pivot easily through the fall line and allow the student to get to new edge and control speed.

Blending of pressure control and symmetrical turn size will result in increased rhythm. Aids such as counting, breathing, singing songs, figure 8s etc will assist the development of rhythm in turns.

### Common Problems

Getting stuck in turn

### Possible Causes

Weight on back foot

### Possible Solutions

Revise stance

180s, 360s

Garlands

Overedging

Emphasize

flatter

Trouble keeping rhythm	Poor pressure control Rotary inconsistent (toe Hockey stops compared to heel)	board Work on unweighting 180s, 360s
Lacking speed control	Board staying in fall line	Finish turns across fall line

## BASIC AIR

### Student Goals

To approach, take off and land a jump in control.

### Terrain

Gentle slope with small jump and runout.

### Safety Considerations

Jump size relevant to standard of rider

Spotter necessary if landing not visible from in run

Snow should be soft where possible, definitely not ice

### ACTION PLAN

Board off, practice jumping by sucking legs up under body

Board on, flex board fore and aft

Stationary, jump up and land low flexed and centered, looking ahead

Revise straight run

Straight run at jump or knoll, and rollover without air

Straight run, small air and land low and centered

Straight run, pop on top of jump and land

Introduce more run up with no air

More run up with bigger air and land

### Movements

Straight run towards jump, staying low and relaxed. As you reach the lip, jump up and smoothly suck legs up under body. Land low and flexed, centered over board.

## Discussion

Jumping is a skill that a student can learn after only a short time on a board and many cannot wait to do so. A gentle slope with only a very small jump in a quiet spot away from traffic is all that is needed. Soft snow will aid success and build confidence. Try to mark the start point of the run in if possible, it only needs to be short. To begin, keep jumps small and the speed low. Gradually build up speed and the size of jump with mileage. A great way to get students flexing their lower joints and help them get centered; lots of fun!

Common Problems	Possible Causes	Possible Solutions
Cannot line up the jump	Cannot straight run Too much speed	Revise straight runs Less run up
Unbalanced in the air	Tense  Looking down Stiffening up	Smaller air and slowly build amplitude Focal points Emphasize staying flexed and relaxed
Falling	Going too big Landing too stiff	Build amplitude slowly Emphasize flexion of knees and ankles

## CHILDREN'S BEGINNER ACTION PLAN

When you teach children (or adults for that matter), make sure you communicate with the student in order to find out the best analogy, teaching method and game for the person.

Here are some guidelines to help you devise your own games around what the child has told you about their lives.

### 3-6

#### Movement options:

The physical expectations of this child will include a rigid, braced stance.

The high backs will be the main edging (**tilting**) tool rather than the ankle

**Twist** will be accidental if it exists at all

**Pivot** will be limited to full body rotation.  
**Pressure** will be minimal if it exists at all.

**Group dynamic:**

These kids will prefer to play on their own

**Teaching tools:**

Imagination is the key to success at this age. Fantasy, pretend, images and play.

## **7-10**

**Movement options:**

This child should be able to achieve a flexed stance (it could take some time to develop).

**Tilt** will still rely heavily on the bindings and not flex/extension of the ankles.

**Twist** is not likely to be effective, but possible in older more coordinated kids or this age group,

**Pivot** can be caused by a mix or full body rotation, counter rotation or leg rotation. It will most likely need to be refined.

**Pressure** while these kids will be able to bend the board, it might not be applied correctly.

**Group dynamic:**

These kids will want more of a group atmosphere than the other ages. It's all about being social.

**Teaching tools:**

The best teaching tool will be to play games that encourage team building and soft competition.

## **11-14**

**Movement options:**

This age group should be able to achieve adult movement patterns providing their hormones aren't playing up. Stance can be expected to be athletic, anticipated and strong.

**Tilt** will use the ankle rather than relying on the bindings for support.  
**Twist** can be performed affectively, due to an increase in fine motor control  
**Pivot** can be caused by a variety of the types of rotation, keep in mind that lower body rotary will be weaker than full body.  
**Pressure** can also be used well.

**Group dynamic:**

At this age your peers decide your life. Being seen as cool is very important.

**Teaching tools:**

Treat this lesson as a coaching situation or as a mountain guide. Keep everything casual and use relevant analogies rather than play games.

## **GETTING STARTED**

As an instructor you are most importantly responsible for the children's safety. Class handling is very important. Establishing ground rules and an expected level of behavior is important from the beginning. Be firm but friendly. Don't just dictate but encourage two-way communication and encourage the children to display responsibility.

Teacher assistance may be necessary with clothing, eyewear, sunscreen, headwear and gloves. Help with buckles, bindings, and safety leashes will also be necessary until the children become familiar. Showing how to lay a board on the bindings and not the base will make sure that there are no runaway boards before you start!

**3-6** Time frame: 2hrs- 1 day

<b>Common problems</b>	<b>Possible causes</b>	<b>Possible solutions</b>
Wandering	Poor class handling	Take control, make it fun
Distressed	Separation from parents	Distraction, build stuff
Bindings too intricate	Small thumbs, mittens Lack of fine motor control	Take mittens off Help child
Board too heavy	Small muscles and big board	Lots of rest  Help child

## Drag with leash

### Games:

-Animal Names: The group chooses a name for each member of the group. For example: Barracuda bill, Penny Pokemon, and Tyrone Pterodactyl.

**7-10** Time frame: 30min- 1hr

Common problems	Possible causes	Possible solutions
Aggressive, challenging behaviour	Typical for this age group	Behaviour management

### Games:

-Simon says: Works as a warm up and to assess the physical abilities and learning styles of the children.

-Snowball: Make a snowball, throw it to each child in turn saying "I catch the ball from John and I throw it to Kim."

-Hand chain: All the kids put their hands in the circle, grabbing the hand of other child. Making sure not to hold hands with someone next to you, or the hands of the same child. Start a squeeze going around and see where it ends up. Then get the kids to say their name as their hands are being squeezed. Once everyone has said their name try to unravel the mess without letting go.

**11-14** Time frame: 10min- 30min

Common problems	Possible causes	Possible solutions
Boy/ girl germs	Typical	Sensitive pairing in class and on chair lifts

### Safety considerations

Protective gear (wrist guards, knee/elbow pads, helmet)

Warm up

Mountain etiquette

Leash and stomp pad, place board on snow bindings down

Note especially eyewear, sunscreen, headwear and gloves

Check that equipment is appropriate and the clothing is suitable for weather conditions before parents leave

**Checklist:**

Students should know your name and how to recognize you on the hill before leaving the meeting area.

## EQUIPMENT

It is important to explain the parts of the snowboard and binding and explain how it works. From the beginning use relevant terminology but do not confuse them with unnecessary jargon. You should check that the board is the correct size and properly fitted to suit the child. This will ensure they learn as quickly and as easily as possible. Correct fitting equipment makes riding safer which is important for children.

**3-6** Time frame: On-going

<b>Common problems</b>	<b>Possible causes</b>	<b>Possible solutions</b>
Trouble with bending straps	Lack of fine motor control Gloves or mittens	TA repetition  Remove gloves Encourage use of heel of hand

**Games:**

The binding strap is a snake. Hold it behind its head to open its mouth. Then feed it a mouse or a caterpillar and help it chew.

Dogs: The front of your dog is the nose. The back is the tail (don't wag your tail). When you take your dog for a walk remember to hold onto the lease.

**7-10** Time frame: 10 min - 2 days

<b>Common problems</b>	<b>Possible causes</b>	<b>Possible solutions</b>
Can't reach bindings	Lack flexibility	Help child Try step in bindings

**Games:**

-Simpson's: Remember the episode when Bart stole Grandpa's teeth and put them in his mouth and spun around on the ceiling fan? Well one strap is -

Grandpa's mouth and the other is his false teeth. Put them back together before Marge gets home.

-Le Mans: Form two lines, one with children and one of boards. On the signal the kids run to their boards and strap them on.

-Groups: Children pair up and help each other put their boards encouraging co-operation.

**11-14** Time frame: 5 min - 30 min

<b>Common problems</b>	<b>Possible causes</b>	<b>Possible solutions</b>
Trouble reaching feet	Legs too long for body	TA
	Lack of flexibility	TA

### **Games:**

-X box: Ask the kids what they know of snowboarding from video games.

### **Checklist:**

**Make sure that the kids know front foot from back foot.**

**Can they do their own bindings?**

**Check that the equipment is set up right for the kids. Check stance width, board length etc.**

**Check for sunscreen, shoelaces tied, appropriate protective equipment, proper outdoor wear.**

## **STANCE**

With a short attention span kids want to be mobile as fast as possible. After checking for understanding move to the next stage of the progression to save students energy and keep their interest. Be careful not to move too fast, as this will cause frustration.

Children have plenty of energy and will be eager to learn, as the instructor it is important to channel the energy appropriately and make the most of eagerness.

**3-6** Time frame: 1hr- 1day

<b>Common problems</b>	<b>Possible causes</b>	<b>Possible solutions</b>
Weak stance	Lacks muscle strength	Aim for a braced stance

rather than a flexed stance

**Games:**

- Jumping: Frogs and cool boarders
- Short and tall: Mice and elephants, emus and ants, surf the barrel and claim it.
- Opposites: Tall/short, strong/wiggly, up/down.
- Rug rats: The kids play with being different characters from the cartoon. - Scared like Chucky, Brave like Tommy, Snotty like Angelica
- Squash bugs with your toes then your heels

\*Children 3-10 rely more on skeletal structure than muscular strength. They may find it hard to support a flexed stance. Body should be centered over the board, with arms out for balance, and head looking in direction of travel.

**7-10** Time frame: 15min- 2hrs

<b>Common problems</b>	<b>Possible causes</b>	<b>Possible solutions</b>
Breaking at the waist	Lack of leg strength	Will develop with growth
	Lack of understanding	Re-explain and demo

**Games:**

- Link the basic position back to their favorite sport. Most sports have a stance you can use, defense in football or basketball.
- Sit on the toilet

**11-14** Time frame: 10min- 1hr

<b>Common problems</b>	<b>Possible causes</b>	<b>Possible solutions</b>
Stiff legs	Lack of muscles, coordination	Time

**Games:**

- Look Cool and relaxed.

**Checklist:**

**Balance on boot feet?**

**Back upright**

**For older kids an understanding of topside vs. heel side**

**Looking ahead**

## **GETTING UP**

This can be one of the hardest parts of the progression for some kids. Teacher assistance is essential in picking students back up, especially with weaker students. It is also your responsibility to keep the class as a group.

**3-6** Time frame: 1hr- 1day

<b>Common problems</b>	<b>Possible causes</b>	<b>Possible solutions</b>
Tire quickly	Low energy reserves Short legs vs. long body	Frequent breaks, TA TA, roll over

\* These guys will get tired quickly. So keep practice time to a minimum.

**7-10** Time frame: 10min- 2hrs

<b>Common problems</b>	<b>Possible causes</b>	<b>Possible solutions</b>
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**11-14** Time frame: 10min- 2hrs

<b>Common problems</b>	<b>Possible causes</b>	<b>Possible solutions</b>
Cant get up from heels	Legs too long Cuddly (fat) Muscles not strong enough	Roll over, TA Roll over, TA Roll over, TA
Inhibited and self conscious	Strong desire to fit in	Pace according to ability

**Games:**

\*Teenagers that have had rapid growth spurts may be very clumsy and have trouble controlling the movements of their "new" body. It is important to be aware of this. They are tall and have long bones but do not yet have the strength needed, it is easy for them to injure themselves or break bones. They are no longer as flexible as younger children are.

### **Safety Considerations**

Wrist guards and helmets.

Watch for fatigue and elements such as cold, wetness and hard packed snow.

### **Checklist:**

**Make sure that they understand how to get up when the hill is steeper.**

## **BECOMING MOBILE**

Don't expect instant coordination or perfection at this stage. As mentioned in safety this task tires children quickly and requires maximum leg strength. Students will gain more mobility and mileage throughout the next stages of progression.

**3-6** Time frame: 1hr-2days

<b>Common problems</b>	<b>Possible causes</b>	<b>Possible solutions</b>
Fatigue	Too much time on exercise	Take a break
Uncoordinated	Muscles too weak	Move on Teacher assist to mimic movements
Unbalanced	Looking down making them top heavy	Look ahead
Skating towards tail	Visual learner set up opposite to instructor	Demo same as child, Re-explain

### **Games:**

Beach: Skating is like paddling your surfboard out the sea, so climb the hill, then catch the wave back in.

Through a tunnel

Simon says

7-10 Time frame: 10min- 2hrs

<b>Common problems</b>	<b>Possible causes</b>	<b>Possible solutions</b>
Lack of co-ordination	Lateral muscles weak	Move on

**Games:**

- What's the time Mr. Wolf?:
- Relays: Line the kids up on either side of the area. Run any kind of relay, using obstacles will improve the challenge.
- Follow the leader, car chases, skate to the shop, reverts, scooters, races, skateboards.
- Balance on one foot.
- Side stepping in a circle to develop co-ordination

11-14 Time frame: 5min- 2hrs

<b>Common problems</b>	<b>Possible causes</b>	<b>Possible solutions</b>
Lack of co-ordination	Rapid growth	Take it slowly, focus on simple movements
Frustration	Unfocused due to peer pressure Need for perfection	Celebrate small victories Re-iterate the process is more important than goal

**Games:**

Use the analogy of the turtle and the hare when talking about skating, there is no rush.

**Safety considerations**

Smooth/subtle movements at low speeds.  
Highly taxing energy wise. No more than 5 minutes mileage.

**Checklist:**

- Check that the kids are skating with their feet close together to reduce the chance of the splits.
- The board should stay on the ground as much as possible

## **STRAIGHT GLIDING**

This is the first stage where the children can experience the fun being in motion. Make sure to tell the kids that this is for getting used to the sensation of sliding as well as getting of lifts. Let them enjoy it and don't be critical if they fall. Design exercises to work on technical achievement and that are fun to do. This means they will learn properly and not become bored. Make sure that the kids come to a stop naturally so that they feel safe. Have the kids review the basic position static before they attempt this in motion.

**3-6** Time frame: 30 min

<b>Common problems</b>	<b>Possible causes</b>	<b>Possible solutions</b>
Fatigue	Skating too much	Help child
Falling	Lack of strength	Try both feet for stability
	Looking down	Focal points
Breaking at the waist	More balanced for small children	Pretend to be a tree Scarecrow images

**Games:**

- Beach: The slope that you are on is a wave. Ride down the front of the wave and stop at the beach.
- Rail slide a bamboo pole, hold pole for children to go under, make a tunnel or frame, magic carpets
- Pretend to be airplanes or trucks and go under the bridge
- Set up some balls or cubes and have the kids pretend to be a bowling ball and smash the pins.

**7-10** Time frame: 10- 30min

<b>Common problems</b>	<b>Possible causes</b>	<b>Possible solutions</b>
Leaning back	Fear	Less speed, start lower
	Misunderstanding	Re-explain with images

**Games:**

-A person at the bottom (thrower) holds a ball, glove or something else that can be thrown. The person sliding down (catcher) must catch the object while they are gliding. Once they have the ball they become the next thrower and the previous thrower joins the line of catchers.

-Surfing tubes

-The Simpson's: See who can do all the moves from the opening titles of the Simpson's. Ollie's, grids, etc.

**11-14** Time frame: 5- 15min

**Common problems**

Poor balance

**Possible causes**

Growing body

**Possible solutions**

Patience, Get them to relax

**Games:**

Relays

**Safety Considerations**

Safe area where there is no chance of children colliding with others

Concave terrain to aid in stopping

Teacher assistance to ensue good basic stance and controlled start

Limited repetition to reduce fatigue, don't be afraid to help them up the slope

**Checklist:**

**Balance while in motion.**

**Looking ahead.**

**Solid stance**

## **DIRECTION CHANGE**

Remember the task should set the student up for success. Any rotation or pivot away from the straight running board is a success. Don't expect miracles with this task it can be hard to achieve even for adults. Avoid technical explanations and try and teach the children through fun and games. Have the kids try the movements while static on the flats before you attempt this in motion.

**3-6** Time frame: 2hrs- 1day

<b>Common problems</b>	<b>Possible causes</b>	<b>Possible solutions</b>
Board does not turn	Too small a movement Muscles too weak Misunderstanding	Teacher assistance Teacher assistance Re-explain and demo, using visual cues
Over edging	Out of balance Misunderstanding Lack of fine motor skills in ankles	Teacher assistance Re-explain Encourage rotary rather than edging

### **Games:**

-Beach: Make one side of the area the beach and the other side the water, you indicate which way the child should go. Make sure the kids keep their toes away from the sharks and the crabs.

-Traffic controller: Pretend to be planes, and you direct which way the children are to fly their planes

-Pirates: The kids are pirates and you are the look out. Direct the kids to where they can find the treasure, by pointing in the direction they are to go in. Make sure to tell them when there are enemy ships around. As well as sharks, who will want to eat their toes.

-Have the kids try to bonk into a ball, or a pole. Move the pole more each time the kids try, to achieve more of a turn.

**7-10** Time frame: 15- 40min -

<b>Common problems</b>	<b>Possible causes</b>	<b>Possible solutions</b>
Upper body turns but no turn	Lack of edging	Re-explain and demo Misunderstanding

### **Games:**

-Shooting: 007 and the golden gun, Laura Croft from tomb raider etc.

-Flashlight on the hip.

-Slow motion judo chop.

**11-14** Time frame: 5- 40min

<b>Common problems</b>	<b>Possible causes</b>	<b>Possible solutions</b>
Counter rotation	Habits from other sports Lack of edging skills	Explain differences Stationary edge rolls

**Games:**

Any kind of driving, car, motorbikes, bicycle etc.

**Safety Considerations**

Make sure children are comfortable with straight running. Emphasize that back foot should stay on the board. Check that terrain and traffic are suitable. Limited mileage to reduce fatigue.

**Checklist:**

**Must be able to show some kind of direction change, however small.**

**If you are using this to stop, make sure they can stop, or at least slow down before they crash into others.**

## **SIDE SLIPPING**

Lots of assistance and patience is needed at this stage to ensure safety and consolidation. It is important to constantly watch the children, because they are light they can drift into the fall line easily from contours or bumps in the terrain. Factors such as loose laces, heel lift and inadequate forward lean will also hinder success. Develop common name for this neutral position that kids can relate to as a command if you need them to stop quickly e.g. Rail Slide, Stinky, Crash etc. Introduce this statically before you have them attempt the task

**3-6** Time frame: 1day- 3days (heel-side, toe-side on going)

<b>Common problems</b>	<b>Possible causes</b>	<b>Possible solutions</b>
Can't hold edge	Lack of strength	Try a braced stance and lean to maintain position
Sporadic edging	Lack of understanding	Re-explain Teacher assistance
	Lack of fine motor	Use whole body, larger muscle groups

**Games:**

-Have the kids walk down the hill on their heels for a second, to introduce the feeling of heel edge

-Red light/ green light

-Peanut butter: Your board is the knife and you have to smooth peanut butter on the snow. Be careful not to tear the bread, by cutting too sharp with your knife.

-For toeside, pretend to be fat penguins and stick your belly out.

\*To start with these kids will find it very difficult to maintain the edge. Have them stay on very flat terrain and try to make a hockey stop, or a butt crash to get the idea of how the edge works. Moving into falling leaf or traversing early on can assist.

**7-10** Time frame: 30min- 2hrs

<b>Common problems</b>	<b>Possible causes</b>	<b>Possible solutions</b>
Too much edge too soon	Lack of fine motor control in knees and ankles	Slow motion imagery Count to 3, sink to stop

**Games:**

With one foot in and the heel edge in the snow have the kids step the board down the hill. Then have them slide the board forward to develop a feeling for the edge

Star wars space station: Set a corridor of cones/ lines/ poles and stand at the bottom. Get the children to come down the space-docking ramp and touch your hands when they stop. Can also be done with both of you moving.

**11-14** Time frame: 30min- 2hrs

<b>Common problems</b>	<b>Possible causes</b>	<b>Possible solutions</b>
Sudden movements when starting or stopping	Fear or excitement	Teacher assistance Channel energy, patience

**Games:**

-Accelerator: Use your toes like the gas pedal in the car. Up to go slower, down to go faster.

**Safety Considerations**

Revise emergency stop by placing butt on the ground. Teacher assistance important

**Checklist:**  
**Control speed.**  
**Balanced on both feet**

## **RIDING LIFTS**

Children and lift riding can be a volatile mixture if not handled correctly and with attention paid to all the safety issues. With each age group there is obviously individual approaches necessary to explaining lift riding and the time spent practicing before attempting to ride the lift. Be creative and repetitive to ensure that all aspects of lift riding are covered and there is no uncertainty. Revise straight running for unloading

Lifts should not be ridden with the back foot secured in the binding. This could cause the child to get tangled up by a surface lift, dragged up the lift track and prevent possible recoveries. It also makes it difficult to quickly clear the unloading area.

On surface lifts instructor should remove their board so they can assist with loading students. Advise the lift operator that it is the child's first time and request that the lift be slowed if necessary.

### **Surface lifts**

#### **3-6**

<b>Common problems</b>	<b>Possible causes</b>	<b>Possible solutions</b>
Sling shot from load	Too light	TA
Being pulled forward of board	Lateral muscles weak	Use images of strong stance TA, or TA with both feet in.

#### **7-10**

<b>Common problems</b>	<b>Possible causes</b>	<b>Possible solutions</b>
Board drifts off track	Basic position twisted	Re explain

## 11-14

### Common problems

Off balance

### Possible causes

Fear

### Possible solutions

TA, Look ahead and relax

Board doesn't stay straight

Basic position off

Hands over tip/tail

### Safety considerations

Try to avoid lifts with icy tracks.

Use practice pomas, benches or other props to practice lift riding procedure.

Ride last on poma so you can assist all children with loading.

## Chair lifts

### 3-6

#### Common problems

Can't get off quick enough

#### Possible causes

Too short

#### Possible solutions

TA

Wiggle to the edge, then jump down

Look like they will fall off

Legs too short

Sit all the way back (Let their leg bend, it won't break off)

### 7-14

#### Common problems

Exit messy

#### Possible causes

Fear

#### Possible solutions

Stand on both feet.

Look ahead

Falling on tail

Leaning back on ramp

Revise exit position

Sideslipping down ramp

Misunderstanding

Re-explain

### Safety considerations

Be sure that children can safely negotiate terrain accessed by lift.

Clearly explain safety issues related to lift riding.

Two kids per chair. On the outside, so they can hold onto the arm rest.

Ride with weaker students first so you can assist them and then assist other students at unload area on chair lifts.

Where possible, pair up with another instructor who can keep an eye on your kids while still in line if you go first.

**Checklist:**

**Safety is a priority.**

**Check for understanding many times**

## **FALLING LEAF**

Falling leaf is the stage where mileage is key. Some kids might be at this stage for days, so variety is the spice of life. Different games, different terrain and different speeds will aid learning.

Let them feel like they have achieved something. Remember kids tend to be process orientated, not goal orientated.

**3-6** Time frame: 1day- on going

**Common problems**

Counter rotating

Trouble maintaining a skid

**Possible causes**

Body lacks strength

Lacking strength

Out of balance

**Possible solutions**

Encourage maintaining a strong position

Teacher assistance

Try another task

**Games:**

-Use markers to make a corridor. The kids then have to get the end of their board to touch the marker.

-Imagine that your board leaves a trail of tinsel and decorate the Christmas tree.

-Treasure hunt: Explore the trees or the sides of the run to see if you can find treasure.

\*Terrain choice is important at this stage, as small children have limited strength and skill to fight against the fall line. Try and find a concave slope that will naturally drift them towards the centre of the slope. Using your imagination with exercises and analogies.

**7-10** Time frame: 30min- 1day

<b>Common problems</b>	<b>Possible causes</b>	<b>Possible solutions</b>
Counter rotation	Misunderstanding Habits from other sports	Re-explain Focus on flowing movements

**Games:**

- Try turning hip into falling while static. Then attempt in motion.
- Air raid: Have the class make up names for various moves. Left, Right, Stop, Go etc... Place yourself in front of the group and get loud. Call out the various commands to get the whole group to move down the hill together. This is a very loud and fun game that can cater to riders of all abilities. If you have a child who can not get up on their own, or can only do one edge, simply have them slow down on the in-coming command.
- Space invaders: The kids sideslip down towards you, which ever way you point your laser they have to go. When they are directly above you then can shoot you, or you can shoot them. If you fall over, that means you got shot.
- Football practice: A ball, glove, hat is passed between students while riding down the hill. Safety first here to ensure area is clear and free of obstacles and any danger
- Human slalom: Make a corridor out of kids, the aim is to high five each or the other kids while falling leafing between them. As the kids get more advanced you can get them to go around the markers.

**11-14** Time frame: 30min- 2hrs

<b>Common problems</b>	<b>Possible causes</b>	<b>Possible solutions</b>
Trouble balancing	Rapid growth spurts affecting centre of mass	Encourage flexed position and slow movements
Lack of control	Muscles not developed	Teacher assistance, patience, speed

**Games:**

- Try turning hip into fall line while static. Then attempt in motion.
- Reverts in the half pipe is a good analogy.

### **Safety Considerations**

Watch and make the children watch for uphill traffic as the exercise moves across the fall line. Give clear stopping points to ensure class stays together.

#### **Checklist:**

**Awareness of traffic.**

**Control speed and direction.**

**Making sure the board doesn't point down the hill out of control.**

## **SKIDDED TRAVERSE**

Emphasize to the children that they are now moving forwards and they are to focus over the front of the board.

Avoid long traverse causing muscle fatigue.

**3-6** Time frame: 1day- on going

<b>Common problems</b>	<b>Possible causes</b>	<b>Possible solutions</b>
Falling	Fatigue	Take a break, TA
Drifting into fall line	Lack strength to edge	TA

#### **Games:**

-Chase the teacher.

**7-10** Time frame: 1-3days

<b>Common problems</b>	<b>Possible causes</b>	<b>Possible solutions</b>
Drifting into fall line	Lack of strength	Teacher assistance
	Edging skills	Speed

#### **Games:**

-As the kids are sitting on their butts, have them slide the board on its edge from side to side to show a different way to edge the board.

-Follow the leader

**11-14** Time frame: 30min- 2hrs

<b>Common problems</b>	<b>Possible causes</b>	<b>Possible solutions</b>
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**Games:**

- Surfers riding the barrel and grab the rail
- Any game is great that uses focal points to aid direction.
- Have competitions to see who can stay the highest across the hill.

**Safety considerations**

Look for uphill traffic.

Give focal points and clear explanations of where to stop.

**Checklist:**

**Control speed and direction.**

**More edge control**

**Awareness of up hill traffic**

## **BASIC TURNS**

Children can sometimes lack the ability to blend steering movements and tend to throw the tail of the board around to achieve turns. Finishing the turn and not getting caught in the fall line is important for speed control and safety. Problems here are most often caused by lack of strength, stamina, motivation and attention span. Teacher assistance is vital. Have the kids walk through a turn with their boards off. Try to devise exercises that blend edging and rotary.

**3-6** Time frame: On going

**Common problems**

No interest in turning

**Possible causes**

Comfortable with falling leaf

**Possible solutions**

Gentle encouragement  
Experiment with falling leaf and traversing  
Build to turning, Bribery

Over edging

Inclination

Revise sliding skills  
Encourage stance

**Games:**

-S turns

-Looking where you want to go, visual reference points, cowboys, and soldiers

**7-10** Time frame: 1hr- 2days

<b>Common problems</b>	<b>Possible causes</b>	<b>Possible solutions</b>
Over edging	Inclination	Revise sliding
Trouble getting out of fall line	Weight on back foot	Hockey stops, TA, Garlands
	Over anticipation	TA
Trouble getting into fall line	Lack of rotary	Garlands, as above

**Games:**

-Mario Cart: Every time the board is in the fall line the kids make accelerating noises, when the board is across the fall line they should skid and make a braking noise. Each child gets to choose which character they will be.

**11-14** Time frame: 30min- 1day

<b>Common problems</b>	<b>Possible causes</b>	<b>Possible solutions</b>
Counter rotary	Fear	Change terrain, garlands 180s 360s
Not committing to the turn	Fear	as above

**Games/analogies:**

- Follow me
- Visualize before attempting task.

**Safety Considerations**

Children should be confident traversing both toe-side and heel-side.

Teacher assistance may be necessary, so be careful.

The order of what you teach beyond here will be dependent on the students ability and goals. Pay attention to their individual goals and needs. An effective way of keeping children interested in learning the basics is to keep the final result in mind and you are helping them build skills toward that.

**Checklist:**

**Centered stance.**

**Patience through fall line.**

**Speed control with turn shape, not excessive skidding.**

## BASIC LINKED TURNS

The aim is to reduce the amount of traverse between turns and create more rhythm through pressure control

**3-6** Time frame:

<b>Common problems</b>	<b>Possible causes</b>	<b>Possible solutions</b>
Trouble keeping rhythm	Lack of fine motor control	Time, Practice

**Games:**

- Follow me, can you follow my tracks?
- Snakes and ladders

**7-10** Time frame:

<b>Common problems</b>	<b>Possible causes</b>	<b>Possible solutions</b>
Pointing down hill	No fear	Discuss cause & effect, Follow me, Revise movements
Lacking rhythm	Rushing Counter rotation	Change terrain Re-demonstrate
Refusing to do the task	Boredom	Have more fun
More fun to falling leaf	Lack of interest/ understanding Its faster to falling leaf	Incorporate students goals Parent conference, show them other riders. TA

**Games:**

- Quidditch
- Invisibility cloak
- Picnic ants, follow the leader back to the nest
- Matrix, motorbike chase on the freeway

11-14 Time frame:

**Common problems**

Uncoordinated

Hesitant

**Possible causes**

Growth spurts

Fear

**Possible solutions**

Time, change terrain

TA, Review basic turns,  
follow me

**Games/analogies:**

-Matrix

**Safety Considerations**

Make sure that the student can control their speed on toes and heels,  
remind them to make rounded turns

**Checklist:**

Rhythm

Flow

No traverse phase

## **BASIC AIR**

Most kids want to jump. Making sure they know how to do it correctly and safely can save us all from a lot of trouble. The mechanics of jumping can be quite simple (straight, straight and straight) board straight and flat on the takeoff, board straight in the air, (and most importantly) board straight on the landing.

Get the kids to help you build a jump and let them know why you are making the jump where you are and what shape to make the jump and why.

The terrain is the first thing to decide on, easy green with a clear run out possibly with a short lift that the kids can do laps on instead of travelling to the bottom of a long run and leaving the jump unattended.

You should start off with a cheese wedge shape. The length of your board wide and your board width high. Transition should be very flat to start with (put your board flat on the take off to check there is no space under the waist of your board), as the kids get more comfortable then you should build up the lip so there is more kick to it.

Make sure that the kids don't do anything as they go off the jump. No popping to make sure they land on their feet not on their head. Make sure that their hands are over the tip and tail so that they don't turn in the air.

**3-6** Time frame: 20 minutes - 2 days

<b>Common problems</b>	<b>Possible causes</b>	<b>Possible solutions</b>
90's	Desire to travel forward Thinking of stopping rather than landing	Time, miles, re-explain, TA Come back later when are more comfortable with being in the fall line.
Falling on the in-run	Lack of balance Stiff stance, fear	Hold rear hand to help them line up the jump Smaller jump

**Game:**

- Jimmy Neutron: To escape from the aliens when you jump over the void you have to keep still as you can so their radar doesn't get you.
- Bob the builder, images of ramps, slides and conveyer belts
- Harry Potters flying lessons

\* Make sure that the kids land with their board in the fall line, other wise have a video handy to send the footage into funniest home videos after you call ski patrol to untangle the kid. These kids are very flexible so their bodies wont break too quickly but their spirit will, if you let them crash and burn. They will not have much concept of speed or consequences so make sure they go slow enough by having a start gate or marker and make sure that you are the starter. Make sure that the kids know when to take off, and if the landing is clear.

**7-10** Time frame:

<b>Common problems</b>	<b>Possible causes</b>	<b>Possible solutions</b>
Popping un-evenly	Trying to ollie	Tell them to stand still, Explain - the shape of the jump will give them air
Un able to line up the	Cross fall-line	Move to a better jump

jump			Dig a trench in the run
Breaking at the waist	Lack of forward lean		Adjust high backs Uncomfortable with a flat board review straight runs
90's	See 3-6 year olds		

**Games:**

- Motocross, analogies of transition and jump shape
- Matrix, training room situation

\*These kids tend not to think before they act, so be strict with spotters and timing.

**11-14** Time frame:

<b>Common problems</b>	<b>Possible causes</b>	<b>Possible solutions</b>
Sucking up the take off	Fear Misunderstanding	Come back later Re-explain
Landing on the back foot	Fear  Uneven stance on takeoff Too much kick in the jump	Go slower  Review stance, Smaller jump Re-shape
Extending in air then landing stiff	Fear	TA, smaller jump, review st-run, st-run with hops, rollers
Throwing them selves into the air	Misunderstanding  Want to go big	Re explain  Starting points, explain safety again

### **Games/analogies:**

- Motocross analogies. Take off straight, be still in the air, and land straight on both wheels.
- Video analogies, Shaun White etc.

\*These kids break easier than the others so start with a small jump then gradually increase the size.

### **Safety Considerations**

Make sure the kids know all the rules: no jumping when someone is on the landing, always check the jump before you hit it, land on your feet not your head. Advise the kids on the correct safety gear, helmets, wrist guards, as well as how to call ski patrol and how to decide if you need them to come. Park Etiquette: Dropping in, spotting, waiting for people who have crashed, encourage the kids to check out the jumps before they hit them.

### **Checklist:**

**Appropriate jump size to skill level.**

**Balanced take off with a flat board on the run in.**

**Balanced position in the air**

**Landing on both feet, soft legs to absorb, with the board in the fall line.**

## **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 that 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 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 a 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. Teaching Aids: these are things to make that crying child smile. A small toy, finger puppet, hacky sack...ideas are endless.
5. 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

Even if you only have one kid, you still need some class handling techniques. Once you have your 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 eating snack.

2. Make sure the **kids know you**. You, too, look very different with gear on and eating snack. 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 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 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 the red trash can and stop.")
7. **Be conscience of traffic**. Do not use the entire width of the slope. Stay to the side of the run and establish a 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 and where to stop. Can be boring if students are standing around a lot. Avoid this call down method!

**Pick a spot:** Identify a spot on the hill (either a colored flag, or easily identified land mark) do a short demo, then hike back up to the class. Send the kids ahead to that spot. Always use the same spots on the run. This is really useful for the first time up the chair, so that you can help kids get up.

## 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.

Discus 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.**