SNOWBOARD INSTRUCTOR SKILLS WORKSHOP TRAINING MANUAL

20-21 WINTER SEASON

Steve Howie
Snowsports School Director

Revised November 2020

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Skills Workshop

On Snow sessions

December 12th and 13th, 2020
8:30am - 4pm

Special Note: If we are not open on the December **12th and 13th,** we will move the seminar back one week.

After course completion, if you are applying for a position on the Bristol Mountain Snowsports School you will need to bring the following documents with you on December 13th, 2020:

If you have an unexpired U. S. Passport, this is the only identification you need to bring. If not, you must bring one document listed in paragraph A and one document listed in paragraph B:

A. Driver's license, school identification card, voter's registration card, or photo identification issued by either the federal, state, or local government. The document must have your name and address printed on it.
B. Social security card or birth certificate.

Note: All employees under the age 18 must also provide working papers

A change in schedule may occur due to weather. Check the Bristol Mountain Facebook Page for Updates.

Please come prepared! Bring your snowsports equipment and proper clothing for the weather.

November, 2020

Dear Instructor Candidates,

Contemporary skiers/riders are diverse in their desired outcomes. The direction that an experienced instructor would take with their students depends on each student's needs, wants, goals, abilities, equipment, terrain availability and length of lesson. Today's instructors must understand contemporary skiing movements, the skiing fundamentals/skills concept, biomechanics, the laws of physics, ski/board design, learning styles and teaching styles. Equipped with this knowledge and the ability to analyze movements, an instructor should be able to create a stepping stone lesson plan customized to each student. Although much of the knowledge can be gained from manuals and clinics, what it takes to make it all come together is experience. Experience is gained when we see the results of our work. Without experience the end results are an unknown.

Given the fact that a new instructor has no snowsports teaching experience, how do we prepare them to teach? The following outline has basic information and a linear progression or script to use as a starting reference point. As you gain experience from teaching and coaching feedback, you will start to move away from the linear progression and start to use an individualize stepping stone lesson plans. The more you teach the more you start to recognize, if I take this path this is what will happen.

The important thing to remember is, it takes time and commitment to become an experienced instructor. It is my hope that we can provide you with the knowledge and guidance needed to gain that experience.

Sincerely,

Steve Howie
Snowsports School Director

BECAUSE the CUSTOMER

Because the customer
has a *need,*
we have a job to do.

❄ ❄ ❄ ❄ ❄ ❄ ❄

Because the customer
has a choice,
we must be the *better choice.*

❄ ❄ ❄ ❄ ❄ ❄ ❄

Because the customer
has sensibilities,
we must be *considerate.*

❄ ❄ ❄ ❄ ❄ ❄ ❄

Because the customer
has an urgency.
we must be *quick.*

❄ ❄ ❄ ❄ ❄ ❄ ❄

Because the customer
is unique,
we must be *flexible.*

❄ ❄ ❄ ❄ ❄ ❄ ❄

Because the customer
has high expectations,
we must *excel.*

❄ ❄ ❄ ❄ ❄ ❄ ❄

Because the customer
has *influence,*
we have the hope of
more customers

❄ ❄ ❄ ❄ ❄ ❄ ❄

Because of the customer,
we exist!

10 KEYS TO OUTSTANDING CUSTOMER SERVICE AT BRISTOL MT.

AN ASSEMBLAGE OF ADVICE BORROWED AND ADAPTED FROM ORGANIZATIONS KNOWN FOR THEIR GREAT CUSTOMER SERVICE:

1. **Treat Others as You would Want to be Treated. And treat their children as you would want your children to be treated!**
2. **Be Your Customer**
   Live the life of your customer and experience what they do! Stand in line for the ticket window or the skier services desk, call 374-6000 to ask a question, go through the rental process, and soak up feedback wherever you go. Be Curious.
   Overhear, be nosy, ask questions and feed back insights from your customers. We as instructors are the eyes and ears of the Mountain.
3. **Take personal responsibility for your customers.** It is everyone's (yes, everyone's!) mission to be customer focused -- even those seemingly out of the direct line of fire. And as instructors, we're never out of the direct line of fire.
4. **Every so often, make an outrageous, extravagant effort to serve a customer.**
   Walking in from the parking lot empty-handed while a customer struggles with their equipment? Lend a hand! Skiing/riding by a customer who's just had a "yard sale" fall? Stop for just a minute to help them pick up the pieces. Try just one of these random acts of kindness each time you're at Bristol -- they really add up, and can significantly help a mountain's reputation for extraordinary service.
5. **Listen Hard to Complaints**
   Complaints are a wonderful gift - they are feedback of the highest order. Enjoy them and learn fast. Provide an immediate and generous customer response. React quickly -- every problem is an opportunity to cement your relationship with your customer.
6. **Provide a Quality Experience Every Time You Teach.** Make sure that every lesson not only begins well, but even more importantly, ends well.
7. **Don't ever break your promises.**
   If you can't keep a promise, then don't make it. If you do make a promise, then make every possible effort to keep it. Period.
8. **Don't make things overly complicated for your customer.**
   Don't frustrate your customers! Make the information that your customers want readily available to them. Whatever they want and need from you, try and make it painfully easy and obvious for them to get it.
9. **Don't forget to say "thank you."**
   Make it a point to say "thank you" at every opportunity. Your customers will feel like you really appreciate and value them.
10. **Have Fun**
    Have fun with your customers. It builds relationships. Relationships are business!

SNOWBOARD LEVEL I LESSON OUTLINE

I. INTRODUCTION

A. Self to class
B. Class to instructor/each other - ask relevant questions (Goals, Background and Physical Condition)
C. State Goals

Balance: standing and in motion on a snowboard.
Self-propelling movements: walking, skating, and climbing
Gliding: straight run.
Turning and speed control.
Use of surface lift.
Comfort and confidence in the mountain environment.
Introduce “Your Responsibility Code”

D. Allow class to ask questions

II. PROGRESSION

A. Introduction to Equipment
-Give appropriate feedback throughout.

Visual check of clothing and equipment.
Explain functions of board components.
Explain use of leash and importance.
Show students how to get in and out of bindings.
Explain Fall Line concept.

B. Exercises with front foot in binding.
-Give appropriate feedback throughout.

Natural athletic stance with upright torso. Note ability to flex all joints.
Look in direction of travel, not down at board. Maintaining proper body alignment
Rock from toe edge to heel edge and from tip to tail of board.
Both feet on board, small hops.
Lift board parallel to snow in front of and behind free foot on snow.
Practice stepping from toe side to heel side using the stomp pad if needed

C. Walking and Gliding
-Choose terrain with natural run-out
-Have students look uphill before moving, and avoid collisions en route.
-Give appropriate feedback throughout.

Skating - pushing off on toe and heel side.
Skate to straight glide.
Toe step up gentle incline. Small steps with free foot, followed by steps off edged board perpendicular to fall line.
Glide to stop (using toe or heel brake, with boot against binding).
Straight glide - rocking fore and aft, centering on 60-40% weight front foot vs. back..
Straight glide - flexing and extending (rising and lowering building to hops w/back foot on board)
Falling and getting up (introduce as needed)

D. Introduction to Turning

-Choose terrain with natural run-out
-Have students look uphill before moving, and avoid collisions en route.
-Give appropriate feedback throughout.

Straight run with flexion and extension
Straight run moving to turns with toe and heel tipping movements.
J-Turn to stop(heel and toe)
Demonstrate sitting/kneeling and getting up.
-toe-side fall: knees strike first, make fists with hands.
-heel-side fall: butt strikes first, then roll on back.
-practice getting up on toe-side and heel-side.
-practice roll-overs to toe side and heel side

Strap in back foot on flat area. Do hops and other exercises in place to get used to "locked in" feeling.
Demonstrate sitting/kneeling and getting up with both feet strapped in.
-toe-side fall: knees strike first, make fists with hands.
-heel-side fall: butt strikes first, then roll on back.
-practice getting up on toe-side and heel-side.
-practice roll-overs to toe side and heel side

Repeat 1-3 with both feet strapped in.
Practice single turns to stop, both toe-side and heel-side.
Experiment with turning movements with both feet strapped in.
-focus turning effort on lower body, especially the feet.
-begin turns with edge engagement, then rotary movement.

E. Surface Lift

-When appropriate (student under control and able to stop)

Check for loose clothing, long hair. Note equipment. Is safety leash attached to front boot?
Demonstrate use:

See section “Using the Magic Carpet surface lift”

III. SUMMARY:

(Always finish at bottom with all students)

A. Review Lesson Goals.
B. Guidelines for independent snowboarding

Review Your Responsibility Code - where it's posted and encourage reading it.
Preview of next lesson. (Assess student’s ability then provide a preview of next lesson.): Give exercises appropriate to ability and what terrain to do them on.
Review current mountain and weather conditions.
Explain trail marking system
Encourage rest and re-hydration to avoid fatigue.
Stress importance of practice!

C. Offer Information on Base Area

Food Service, office locations, childcare, retail shop, ski patrol, etc.
Upcoming events

SNOWBOARD LEVEL II LESSON OUTLINE

I. INTRODUCTION

A. Self to Class
B. Class to Instructor/Each Other - ask relevant questions
C. State Goals

Chairlift use. (note: allow up to 40 minutes for each run up and down Infinity)
Linked turns of varying shapes, speed and radius on green terrain (focus on rotary skills)
Heel and toe side slips, skidded traverses, falling leaf maneuvers (edge pressure skill development)

D. Verify student's ability (*Students are ready for the lift when they have the ability to skate, glide and link turns(edge change) with both feet attached to the board.)* on launching pad

II. PROGRESSION

A. Chairlift Use
See section on Chairlift Loading and Unloading following the class outlines

B. At top, review class handling and safety procedures:
   a. Assign stopping points away from traffic and where visible from above.
   b. Tell class who goes first, next and last.
   c. Caution to look uphill before moving.
   d. Stop at safe distance from group to avoid collisions.

C. Review single toe and heel-side turns to stop.
-Try to achieve confidence on either side.

D. Turn initiation exercises:
-Give appropriate feedback throughout

Garlands (turns which do not cross fall line)
Shallow linked turns, focusing on twisting front of board to start each turn.
Traverses across the fall line (both toe and heel side) to a stop.
Long linked turns.

E. Side slips to refine edging skills...good progression for corner of Infinity.
-Give appropriate feedback throughout

Do straight toe slips, then heel slips. WATCH FOR TRAFFIC!
Toe/Heel slips with direction change to skidded traverse
   a. apply pressure to one end of the board
   b. twist to flatten that end of board to seek fall line
   c. look in the direction of travel.
   d. combine pressure and twisting movements for best results
   e. pressure-twist one end, then the other for "falling leaf" effect

F. Turns with varying radius, speed and shape.
-Give appropriate feedback throughout

J-turns (strong flexed finish with board pointing uphill)
Linked J-turns.
Linked turns with pronounced flexion and extension
Longer radius turns with increased speed.

III. **SUMMARIZATION** (Always finish at bottom of the mountain with all students)

Note: All goals for Level 2 Outline may not be achieved during the lesson time available. This will affect the review of skills learned and the next lesson expectations.

B. Review Lesson Goals

Chairlift use.
Linked turns of varying shapes, speed and radius (for rotary development).
Toe-heel sideslips, skidded traverse and falling leaf maneuvers (for edging skill development)

C. Guidelines for independent snowboarding

Review Your Responsibility Code.
Preview of next level lesson:

a. -linked skidded turns on Blue terrain
b. -switch riding

Identify appropriate trails and lifts - Infinity, Southern Cross, Comet Express
Review trail marking system.

1. 5. Review mountain and weather conditions as applicable to the day (ie: warn of frostbite, hypothermia, sunburn, snowmaking)
2. 6. Encourage rest and re hydration.
3. 7. Stress importance of practice.

D. Offer Area Information

Base facilities
Upcoming events

Children's Snowboarding Lesson
Level 1 Lesson Outline

1. **Introduction**

Self to class
Class to each other using fun and games
Check for appropriate clothing (hats, gloves, sun protection, etc.)
Check equipment (board correct size, boots on the correct feet and laced up)
Tell them the plan for the day (what they will be learning)
Discuss safety rules (staying with the class, telling the instructor if they are hurt, cold or need to use the restroom)
Ask for questions

2. **Lesson Progression**

Explain equipment (and what it does) and terminology
Board (front is "tip" and back is "tail")
Bindings
Leash
Base, edges
Front foot, back foot
Toe side, heel side
Fall line concept (rolling imaginary ball down hill)

Flat area activities
Show how to put board on and take off (have students help one another)
Falling down, getting up exercises;
on toe side, kneel and flop
on heel side, butt down first and roll
getting up, roll over to toe side and push up
Boot only exercises;
twist feet in snow, keeping upper body still
rock back and forth on (imaginary) toe/heel sides
tall/short movements, hops, rocking fore and aft

Exercise with front foot in bindings
-Give appropriate feedback throughout
-Physically get down to their level
Back foot step-overs: move back foot from tie side to stomp pad to heel side, back to stomp pad, etc.(Simon says)
Lift board off snow with back foot on toe and heel sides
Practice athletic stance (slightly flexed ankles) and looking in direction of travel (chin on lead shoulder) not down at snow!

Walking and gliding
Play games like “Follow the Leader”, “Copy Cat”, “Red light, Green Light”, “Tag”
Do circles and figure 8’s with back foot pushing alternately on toe and heel sides
Introduce skating (pushing off and gliding)
Demonstrate climbing up a gentle incline;
small step with back foot uphill, followed by small step off edge
board across fall line
keep hands in front; look up hill
progress to different size steps where appropriate

Play gliding games;
who can glide the furthest?
“jump on the bed” while gliding
hands over tip and tail, chin on shoulder
“fingers over toes, in between goes the nose”
Toe or heel brake with foot against binding

Introduce turning movements with back foot free
Edge turns; squash bugs with toes, heels
Slowly squash bugs with toes and heels while flexing ankles
Combine movements and practice until board is guided across fall line to stop on both edges

> Strap in back foot and repeat turning movements (good idea to repeat static movements with both feet strapped in on flat terrain first!)

Practice single turns from straight glide to stop on both edges
Incorporate all movements: tipping and pressure

> Introduce magic carpet surface lift (see attached guide). Be sure to demonstrate many times, and allow kids to watch others. Maintain control of class with clear instructions after unloading.

Increase mileage off surface lift; progress to shallow linked turns if time permits.

3. Summary
Review lessons learned
Preview next lesson (linking turns, turns from traverses, side-slipping)
Discuss safety, appropriate aspects of “Your Responsibility Code”
Where and when to ride
Ensure every child is reunited with parent or supervisor
Review lessons learned and child’s progress with parent

Using the Magic Carpet surface lift

Instructions must be clear and concise.
Make sure students understand the instructions before starting to load and are able turn and stop in control.

- Establish a meeting place at the top of the Magic Carpet, but away from the flow of traffic unloading.
- Establish a plan of action and meeting place if anyone gets separated from the group.

Proceed to and wait at the front of the loading line.
When it is your turn, skate to the loading area and point the snowboard up the hill and approach the Magic Carpet in the center of conveyor belt.
Continue to skate until you are on the Magic Carpet.
As the Magic Carpet begins to transport you uphill, place your back foot on the snowboard between the bindings, either on your stomp pad or next to your rear binding.
Stand with weight evenly distributed on both feet in your balanced stance.
Look over your lead shoulder, uphill toward the unload area.
In the event the Magic Carpet stops for any reason before you reach the unload area, stay balanced and prepare for the conveyor to start again.
At the unload area, prepare to unload with both feet on the board and glide to a stop.
Once stopped, skate to the agreed upon meeting place.

Chairlift Loading and Unloading

Students are ready for the lift when they have the ability to skate, glide and link turns(edge change) with both feet attached to the board.

- Establish a meeting place at the top of the chairlift, but away from the flow of traffic unloading.
- Establish a plan of action and meeting place if anyone gets separated from the group.

When approaching the lift area point out “Your RESPONSIBILTY CODE” and discuss with class how the code applies to loading and unloading the lift. Such as giving the downhill rider the right of way and stopping off to the side after unloading so as to not block the trail.

Stand by the Snowsports School Meeting place side of the lift and observe others loading the lift and use this as a visual aid in introducing the lift loading process.

Point out and discuss with class the safety signage with directions for loading and unloading the chair. Also at this time explain when to lift the safety bar up and talk about unloading procedures like tip up, back foot on stomp pad, balance, glide and how they are no different than what they learned in lesson 1.

Direct class to follow the directions of the lift operators and how to notify the lift operators if they need the chair slowed down for loading/unloading.

Loading the first time ride

Pair up the group into “2’s”. If there is an even amount of students, the instructor ALWAYS goes last up the lift. If there is a odd amount, the instructor ALWAYS goes up last with the student
Approach and wait at the “Wait Here” sign.
As the approaching chair passes you, the lift operator indicates to move toward the “Load Here” sign and wait for the chair.
Keep the tip of the board pointed forward, look over your back shoulder to watch the chair approach.
As the chair reaches you, sit down on your back cheek and move your free foot forward, so as to avoid catching it underneath the chair and pulling you off.
As you clear the loading area, face forward, keep the tip of your snowboard up, face forward, and slide back into the seat, lower the safety bar, and enjoy your ride.

Unloading the first time rider

Upon reaching the tower with the sign, “Lift Safety Bar”. Lift the safety bar and shift the hips

so that the lead foot is in front.
Prior to reaching the unloading station, raise the tip of the board, pointing the noise uphill, and place the free foot above the center of the board.
Upon reaching the station, slide out of the chair and stand up while allowing the chair to push you off the ramp using your balanced stance, straight glide and J turn to come to a safe stop.
Exit the unloading area off to the side and assemble to the designated waiting area.(on the sunset lift, encourage people to j-turn right-up the hill)

GENERAL SAFETY PRACTICES

by Joan Heaton

Some general safety practices that every instructor should follow are:

1. Conduct class in "safe" areas of trails and mountain (out of traffic, not under lifts, not at trail intersections, away from snow guns, etc.)

2. Teach safety procedures as prescribed by snowsports school and area policies.

3. Explain the safety rules for riders (refer to the “Your Responsibility Code”, listed below).

4. Stress safety appropriate to each specific activity. Point out possible dangers unique to that activity.

5. Reinforce safety awareness throughout the lesson.

6. Move the class safely and with specific directions (include how, when, and where to move and stop).
7. Inform students about their equipment in terms of its safety features (e.g. bindings, brakes, need for maintenance, and yearly binding release check).

ACCIDENT GUIDELINES

Accidents and other problems may occur despite all precautions, safety education programs, and personal efforts to make students aware of the inherent risks in riding. The following is a sample procedure for handling a Snowsports School incident.

DO NOT REMOVE EQUIPMENT OR MOVE INJURED STUDENT: The instructor's responsibility is to make the student as comfortable as possible, reassure that help (ski patrol) is on the way, and to keep the student warm.

SUMMON SKI PATROL: Information to be given to the patrol:

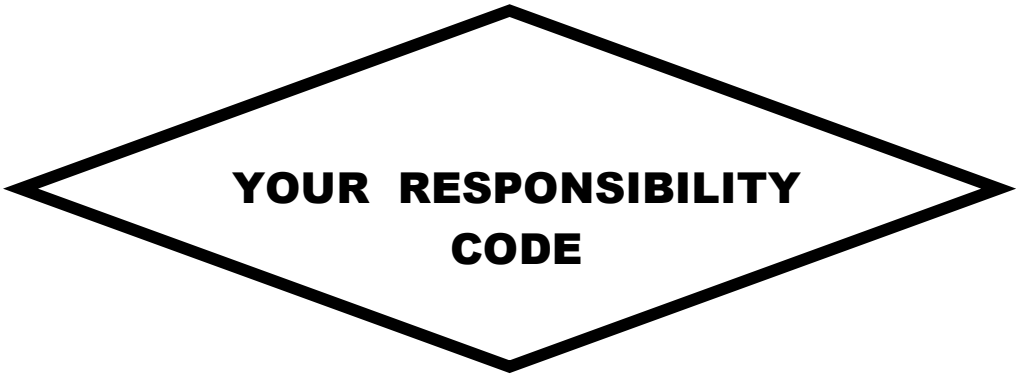
1. Name of trail
2. Exact location on trail
3. Any unusual conditions regarding the injured student

Clearly state this information over a radio or telephone or by messenger. Messengers can be your two best students if no other means is readily available and time is critical.

MOVE OTHER STUDENTS TO A SAFE PLACE ON THE SIDE OF THE TRAIL: Have the other students wait in a safe place away from the injured student.

WAIT FOR SKI PATROL: The instructor should stay with the injured student until the patrol arrives. The instructor should then rejoin the class after the patrol assumes responsibility for the care of the injured student, unless other arrangements for them have been made in accord with management policy. For example, a relief instructor and/or patroller might be dispatched to ride with the remaining students to the bottom. The class may have reached a point in the trail where it would not be unreasonable for them to proceed alone to the bottom, without an instructor or escort. Other means of transportation may be arranged, depending upon conditions.

REPORT INCIDENT TO THE Snowsports SCHOOL DIRECTOR AND FILL OUT AN INCIDENT REPORT: The director (or supervisor) should be informed immediately of any incident. On the day of the incident, the incident report and all necessary information should be completed. Obtain a list of class members, including names and permanent home addresses. Obtain and file a list of any other witnesses or potential witnesses. Be sure any area rental equipment is returned to the shop for evaluation, if necessary.

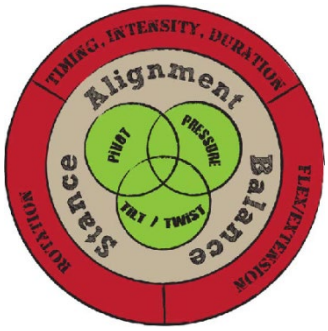


- Always stay in control and be able to stop or avoid other people or objects.
- People ahead of you have the right of way. It is your responsibility to avoid them.
- You must not stop where you obstruct a trail or are not visible from above.
- Whenever starting downhill or merging into a trail, look uphill and yield to others.
- Always use devices to help prevent runaway equipment.
- Observe all posted signs and warnings. Keep off closed trails and out of closed areas.
- Prior to using any lift, you must have the knowledge and ability to load, ride, and unload safely.

KNOW THE CODE.
IT'S YOUR
RESPONSIBILITY.

As instructors, we need to develop guidelines for applying the fundamental skills at each level of development. The American Association of Snowboard Instructors is an organization dedicated to teaching snowboarding, run by snowboarders for snowboarders. From AASI, these guidelines are developed and refined so we have a common set direction on how we teach snowboarding. These guidelines also identify the common features of each skill for each level of development, as defined by the selected maneuvers. Furthermore, the guidelines should remain valid at the expert level to help evaluation of the effectiveness and efficiency of movements in any situation that may be encountered. This requirement leads to the following guidelines.

COMMON THREADS OF THE AASI RIDING CONCEPTS



In any of these movements the timing, intensity and duration of the movements will have a direct impact on board performance (TID) and is accomplished by doing some combination of flexing/extending a joint and/or rotating a joint.

Stance Reference Alignments. Movements are more efficient and effective if:

- We seek a relaxed stance in which the movements are initiated by the front leg and enhanced by the back leg
- The stance is fairly tall, which allows for better muscular and skeletal efficiency
- Balancing actions involve the whole foot (neither toe nor heel bias) for both feet; this develops the ability to work the entire snowboard
- The upper body is disciplined and has a dynamic relationship with the snowboard
- Turns are linked, and there is a continuous flow of the center mass, which produces and maintains rhythm
- Muscular actions actively guide the snowboard throughout each turn, which greatly enhances the flow of the turn. At no phase of the turn does the body assume a static or passive stance in relationship to the board.

Tilting Movements. Edge control movements are more effective and efficient if:

- The snowboard is guided to the edge through progressive flexion/extension of the legs and knees
- Subsequent edge adjustments assist in achieving the desired turn shape
- The rider is balanced in the center of the effective edge
- The movements are adapted to the equipment used (for example, freestyle or asymmetrical)

Twisting Movements. Twisting movements are more effective and efficient if:

- The movements come from the lower body and the knees are both flexed through the turn. The timing of the flex is varied.
- The turn is initiated by altering the timing of the front leg movements (relative to the back leg) of the tipping motion to the new turn.

Pivoting Movements. Rotary movements are effective and efficient if:

- The pivoting movements are initiated by the front leg and enhanced by the back leg
- The pivoting movements are used to support active guidance of the snowboard throughout the turn
- The pivoting movements are used to complement pressuring and tipping movements

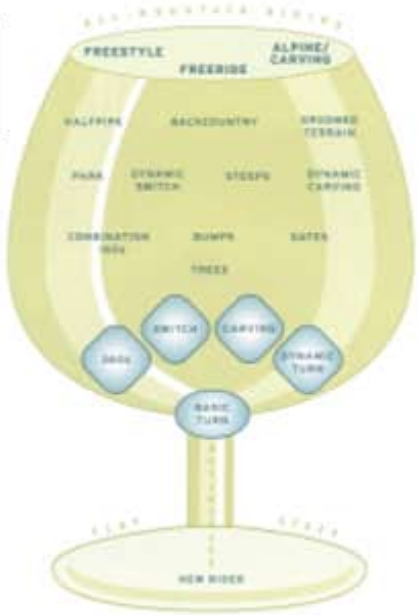
Pressure Distribution Movements. Pressure control movements are more effective and efficient if:

- Extension is used to increase pressure on the board as the center of mass moves away from the board
- Slow flexion is used to increase or maintain pressure on the board as the center of mass moves towards the board

The instructor is faced with a large array of choices during the course of a lesson, depending on factors such as student progress and changes in conditions. These guidelines are intended to help the instructor focus lessons on specific goals and to help him or her quantify student-desired outcomes. Because the guidelines apply in a consistent manner to all maneuvers, considerable freedom exists in the choice of appropriate tactics.

DEVELOPMENT PHASES OF SNOWBOARDING

The Y-Model of Snowboarding



Terrain Difficulty

New Rider

Beginner

Intermediate

Expert

Level 1:	First time snowboarding experience. Focus is on balance and stance. *Flat terrain on or near the Launching Pad.*
Level 2:	The snowboarder can perform a skidded traverse on both heel and toe side edges with turns in both directions with a slight uphill turn at the end to stop. Focus is tipping/twisting movements which will lead to a skidded traverse. *Launching Pad or Infinity.*
Level 3:	The snowboarder can perform a skidded traverse and garlands in both directions, and can make basic linked turns in both directions, toe side and heel side. Focus is on developing twisting skills having developed basic tipping and balance skills. *Introduce switch riding – Infinity and Sunset.*
Level 4:	The snowboarder can make turns in both directions and incorporate speed control, and is working toward smoother linked turns and use of flexion and extension movement from the hips, knees, and ankles. Rider is using pivoting movements to manage speed control and pitch through turn shape. *Can make basic switch turns. Green and mild Blue such as Milky Way, Nova, Sunset, and Eclipse*
Level 5:	The snowboarder is linking skidded turns in either direction with good speed control and shape and incorporating rhythm. A variety of turn shapes are used with confidence. Focus is on adding pressure control to the other basic skills to further refine turn shape. *Introduce small terrain features (small hits/moguls). Easier Blues such Universe, Southern Cross and Sunset*
Level 6:	Snowboarder is confident on most intermediate terrain under good conditions and is being introduced to carving (Milky Way and Nova are great intros!). Skidded turns of various shapes is not a great challenge. *Blend skills to develop varied turn shapes by varying timing, intensity and duration of movements. More challenging Blues such as North Star and Galaxy*
Level 7:	Fine tuning carving ability in moderate intermediate terrain. Student can link carved turns on all intermediate terrain. *Can do grabs off terrain features and ride the walls of the half-pipe. All Blues plus progression park on Shooting Star*
Level 8:	The snowboarder can ride with varied dynamics on all terrain and in all conditions. *Can do 180s, 360s and get air in the pipe. Black.*
Level 9:	The snowboarder is confident on the entire mountain and is working efficiency of movements and exploring the extremes of snowboarding.

AASI STS (SNOWBOARD TEACHING SYSTEM)

The AASI snowboard teaching system is the basis of what we use at Bristol Mountain and it includes three main areas: Teaching Concepts, Riding Concepts and Service Concepts, all under the umbrella of **Safety, Fun, and Learning**. This section focuses on the Teaching concepts area. The riding concepts and service concepts will be covered during your on snow training and as part of your continuing education as a snowboard instructor.

1. INTRODUCING THE LEARNING SEGMENT

Establish rapport between self and students, and between students and students.
Create an open, friendly, and supportive lesson environment.
Describe what the student can expect during the lesson and as a final result.

2. ASSESSING THE STUDENT

- Assess each student's level of riding ability.
- Assess each student's age, sex, athletic ability, physical abilities/disabilities and body type.
- Assess source and level of student motivation.

3. DETERMINING THE GOALS AND OBJECTIVES

- Ascertain and guide the student's expectations for the lesson.
- Set appropriate goals based upon the student's ability and expectations.
- Plan an appropriate lesson based upon content, practice time, and conditions.
- State goals to the group and to the individuals.
- Select appropriate terrain and snow conditions.
- Utilize the concept of lateral learning to determine objectives and activities.

4. PRESENTING THE LESSON

- Present information in a clear and concise manner.
- Recognize student-learning styles and utilize the appropriate teaching styles.
- Break lesson content into short, meaningful segments that can be easily mastered.
- Generate a stepping stone progression relevant to the group and individual goals.
- Use appropriate pacing of information flow, practicing, and riding.

5. DEMONSTRATION AND PRACTICING

- Demonstrate the desired riding concept
- Demonstrate from a variety of viewer perspectives (front, back, side) that give the student a clear, meaningful picture.
- Demonstrate the appropriate body movements and board performance for the selected task
- Demonstrate technical and tactical movements appropriate for the snow conditions and skill level of the student.
- Focus the students' attention on the appropriate portion of the demonstration.
- Set a practice task at an appropriate level of difficulty.
- Use a variety of types of practice.
- Provide specific and immediate feedback to students.
- Design short practice periods so that students can focus with intent to learn.
- Understand and apply principles of reinforcement.
- Guide initial practice and set students up for proper independent practice.

6. FEEDBACK

- Check for body alignment to the board, alignment of board and body to the terrain, and how body movements are effecting the board performance
- Check to see if students are able to accomplish the task given. If not, ensure that feedback to the student is given in a positive way and is oriented to desired body movements and board performance (the HOW).

7. CHECKING FOR UNDERSTANDING

- Verify student understanding based on physical behavior consistent with lesson objectives.
- Verify student understanding based on verbal responses consistent with lesson objectives.
- Utilize a variety of question/asking techniques.

8. SUMMARIZING THE LESSON

- Review the lesson objectives and communicate the degree of accomplishment to group and individuals.
- Preview the next learning steps and encourage further development.
- Establish independent practice guidelines for each student. *Discuss which trails/terrain can they ride and which lifts they should use.*

In addition to steps 1-8, the Teaching Model utilizes the following educational concepts to enhance learning:

TEACHING FOR TRANSFER

- Understand the concept of transfer in learning.
- Draw on the student's previous learning to facilitate present learning (positive transfer). Ex. Wakeboarding, skateboarding, sail-boarding and any other sport or activity, etc.
- Recognize when previous learning hinders present learning (negative transfer).
- Teach in the present to optimize positive transfer for future learning.

Twenty Things You Need To Know About Teaching Kids…..
…..Women and Seniors.

Tips for New Instructors
by Steve Howie

The following tips are a few highlights, or condensed versions of information that can all be found in the reference materials listed in the back. "Four Points for Teaching Women" was provided by Mermer Blakeslee and "20 Things You Should Know About Teaching Children and Youth **-** A Quick Reference " as provided by Jake Jacobsen.

Question…….Does your decision matter? During the average class lesson, two to three hours in length, with 4-6 kids, you will make more than 50 independent decisions.

Answer……Yes! So make them the right ones.

Developing a can-do relationship with your students
What can they already do? Have them share with you and the group what they already know how to do. If this is their first time skiing/boarding, everyone can do something. Walking, skating, jumping…..once you start the "I cans", it's hard to stop. If they have skied before you will start to hear things like; turning, stopping, and going fast, (but that's a subject for a little later). By taking the time before you even start, a child feels less vulnerable to being labeled a failure by those that don't know them. Being reminded of all the things they can do makes it easier to pick themselves up and brush themselves off when they fall and try it again.

Nick Names can be fun…..
……As long as it is not **Name Calling.** Just a couple of quick hints:

- Never use a nick name without a child's permission.
- When an unwanted nick name is used, it becomes name calling and harmful.

Nick names can help to build a rapport with your student. Choose them wisely and make them fun.

New or challenging task on gentle terrain
Kids need to experience a wide variety of movements that emphasize good balance and smooth movements. Providing them with challenging tasks on gentle terrain will help to develop an offensive vs. defensive stance in their skiing/riding. It is important to remember that when you introduce a challenging task and challenging terrain at the same time, the most likely outcome will be a defensive stance, or worse yet, failure.

Keeping their attention
Even the best instructors will have a difficult time keeping everyone's attention all of the time. When working with younger children it helps to have an attention grabber. Make it a game, when I raise my hand, so does everyone else and we all stop. Or when I yell freeze, snowball, or any other word they may relate to, we all stop and point to the instructor. Knowing all the kids by their name is crucial to being able to get their attention. If you care enough to remember their name, then they will care enough

to listen.

My space is your space
Younger kids 3-6 lack familiarity with personal space or general "outer" space. They tend to clamber on top of one another no matter what they are doing. Have your group stand in place and reach all around, stretch their arms as far as possible. The size of the area that each child can reach is his or her personal space. Once they start to move, they have entered "outer" space. Once understood, this concept comes in handy when establishing space between skiers/boarders on the hill or in the lift line or introducing how to use ski poles.

The CAP Model…..Cognitive**, A**ffective **and P**hysical **Model…..**
…….is a way we use to help organize information about what children need in order to learn. Keeping it simple, you should understand what these terms refer to.

- Cognitive refers to how a child thinks - develops learning preferences
- Affective refers to how they interact - their motivation, desire and emotional state
- Physical refers to how they move - their physical traits as they relate to skiing/riding

The areas of development, the traits and needs common to all ages, and how to meet these needs can be organized into the CAP categories. These traits and needs are influenced by the individual's stage of development.

- **Cognitive Development** - Understanding how children develop can help determine how to teach them.
  Jean Piaget, a child psychologist from Switzerland, theorized four stages of development.
  Sensorimotor Stage (ages 0-2) - When children begin to learn and operate in the world through sensory stimuli. "Ooooh! Snow is cold" or "I'm Hungry"
  Pre-operations Stage (ages 3-7) - When children begin to verbally, mentally, and physically interact with the world around them. Understanding based on prior experience or sensory input. Think in terms of "what is". "That turn was louder than the last kind we tried"
  Concrete operations Stage (ages 7-11) – Thinking mostly based on concrete objects, but beginning to visualize and manipulate objects in space mentally. Can imagine "what if". "If I don't turn as much, won't I go to fast and fall down?"
  Formal Operations Stage (ages 12 and older) - Marks the beginning of adult thinking. Abstract thinking is beginning to develop. Concepts of ideas such as "fairness and responsibility" now have meaning. "Those guys shouldn't go under the rope. The trail is closed"
  Very young children have a limited view of the world. They think of themselves as the center of the universe. As children progress from about 2 or 3 years of age to about 7, they begin to separate self from others. Part of development is a shift from the idea of self as the center of the universe to self as part of the universe.
  Cognitive growth also includes gaining an understanding of space. (see my space is your space) Children gradually shift from being limited by "what is" to contemplating "what if". As children move into the concrete operations stage (ages 7 to11), they shift from understanding only what they see to what they can't see. At this age hypothetical situations can be effective teaching tools.

Shifting from Imagination to Visualization. Younger children rely on prior experiences instead of abstract ideas. During the pre-operations stage, use of images gets better results than technical analysis. An example would be, picture a rabbit jumping up and down doing the bunny hop. Now imagine you're the bunny and let's hop your skis off the ground. Older children may not be interested in imagining themselves being transferred into something else, they are able to picture themselves skiing/riding. This use of mental imagery, called visualization, can be a powerful way to reinforce a child's performance.

Giving and following directions – Children learn to shift from being able to follow one instruction at a time to comprehend sequences of three or more instructions. A group of 3 to 7-year-olds may have difficulty focusing on more than one aspect of a situation at a time, even though they understand each separate aspect. Children entering the concrete operations stage (beginning about 7) gain the ability to sequence three or more instructions given at once. That said, keeping it simple and focusing on one thing at a time will get better results.

The best time to provide information is before or after the student attempts a movement, not while they are doing it.

The development of two mental processes known as reversibility and directionality can affect a child's ability to follow instructions.

Reversibility is the process of turning directions or thought process backwards. When working with younger children, anticipate that finding their way back may be difficult. Provide simple cues to guild children on returning before they leave or provide for adult accompaniment.

Directionality – Understanding right or left for another person. This is first dependent on developing laterality, the ability to distinguish between one's own left and right. The understanding of laterality usually begins at age 5 to 6. Once children develop laterality, they are ready to apply this understanding to the outside world.

Affective or Social/Emotional Development - Controls how individual children feel about themselves or interact with others. Behaviors that influence learning and performance on the hill include:

Humor – Laugher can release tension and make everything more fun.

Play, Rules and Competition – Play is what children do best. Through play, children learn about their surroundings, how to socialize and how to compete. Play is a natural part of development. Because failure has no place in play, children will continue trying whatever interests them.

Identity - A child's concept of who they are, or self-identity, is shaped in large part by social interactions with others. Children learn about themselves through interaction with their parents and caregivers. Through experience, they identify themselves as different from others. As children continue through life, they come in contact with significant adults besides their parents or caregivers, such as teachers or snowsports instructors. Young children tend to look at adults as all-knowing.

Moral Values – Development of moral value is closely tied to the development of self-identity. Moral values are used to determine right from wrong relative to others and the community. Morals shift from being based on pleasing others to what is valued by self.

Understanding how students think about themselves, others, and the world can greatly enhance your effectiveness as an instructor.

- **Physical Development** – An awareness of children's physical development will help to explain why children move the way they do.
  Center of Mass – Because a child's head is larger in proportion than an adult's, a child's center of mass (CM) is located slightly higher in the torso. As a result, children will place their bodies in a balanced position that is and looks different form adults. Younger children, (do to muscle development), will tend to bend at the waist and hips rather that the knees and ankles as seen in adults.
  Muscles and Skeleton – The development of motor control – Due to the development of larger core muscles before smaller extremity muscles, it is easier for a child to control larger muscle groups (such as legs) than smaller muscle groups (such as ankles). Because of less developed muscle in the ankle, younger children will tend do wedge turns with the outside leg extended. This uses the skeletal alignment rather than the muscular effort to maintain resistance. The relatively slow development of the limbs and extremities also explains why young skiers tend to use rotation (twisting of the whole body rather than turning the legs) as their major turning force.
  Movement Skills – We all have felt uncoordinated when trying to do a sport or activity for the first time. With time and practice, the necessary movements become more refined. Movement skills are broken down into three groups.
  Locomotor movements are traveling movements such as walking, jumping, and skipping.
  Non-locomotor movements originate from a base of support, such as bending and twisting.
  Manipulative movements are those that use objects such as balls or rackets.
  All of these movement types must be developed for someone to be competent in a sport or activity. This can be developed by adding a little more difficulty to the activity, for example, doing an activity without skis on and then doing it with skis on, performing statically and then moving, doing one skill movement and the adding another, and then finally, using the whole movement.
  Laterality – As mentioned earlier, laterality is the ability to distinguish between one's own left and right. Children (and some adults learning new movements) not only have a difficult time moving one side of the body in opposition of the other, but also in separating upper body movements from that of the lower body. Effective turning in alpine skiing and snowboarding often requires the upper and lower body to move in opposition. You will see new skier, children and adults, when trying to make a wedge for the first time, attempt to rotate their leg inward to make the wedge. As this happens quite often you will see the student also rotate their arms at the same time.
  Sensory Development – Children, like the rest of us, perceive the world through their senses. Sensory information related to movement comes through the kinesthetic, visual and auditory senses. In other words, we receive information about our position and movement though space by feeling (or doing), seeing, and hearing.

  Kinesthetic development – Is the body's ability to perceive body positions through sensory input. Touching and Feeling

Visual development – Visual interpretation refers to perceiving an object by clarity, color, size, and shape, separate from the background, relative to other objects or people. Spatial awareness is the awareness of space and relative distance. Young children can see things that are near them more clearly than they can see distant objects. When directing young children to focus on an object while skiing/riding, select something in the near range to be certain that the child can distinguish the object from the back ground. Full visual maturity occurs at around age 7.

Auditory development – Full auditory maturity comes at roughly the same time as visual maturity. Being able to pay attention to one sound among many and determine where sounds are coming from develops with auditory maturity. As an instructor you may wonder at times if your students have lost the ability to hear when they don't seem to pay attention to anything being said. The problem is not their ability to hear, it's our ability to compete with everything else they are hearing.

Developing Your Lesson Content….or "How many people can I get input from?" As you gain experience, and based on your knowledge of child development and teaching, you will start to develop a lesson plan. You will need to address each of the following points;

- Discover what the child would like to do. What is their motivation, (e.g., their affective profile)?
- Assess what they can do (e.g., physical maturity and skill development) by watching them perform simple tasks within their comfort zone.
- Decide what they need to retain, repeat, change, or add to meet the goal. Use your mental model of good kid's skiing and set reachable movement goals.
- Assess their understanding of the world (e.g., cognitive development) to create an action plan that is effective and appropriate to their learning style and stage of development.
- Be willing to adjust the action plan throughout the lesson as events unfold. Be willing to adjust goals and presentation tactic to be successful.

With younger skiers, parents will play a major role by providing you with expectations for the lesson. Quite often they will let you know what their child can do, and what they would like them to do. At times this information might be provided to you by your snowsports school supervisor who has communicated directly with the parent prior to the lesson. Remember, parents might set unrealistic or even unsafe goals for their child. It is your responsibility to assess the ability of your student, or students, and provide a safe and fun learning environment. If you have doubt, it is better to on terrain that is too easy rather than too difficult.

20 Things You Should Know About Teaching Children and Youth
A Quick Reference
by Jake Jacobsen

- Body count – count them when you are given the group and before and after every run.
- Learn names and have them learn yours.
- Do name games, give nicknames carefully, and make them repeat your name regularly.
- The activities start immediately – when you are assigned your group you can start walking, skating, and/ or sliding immediately. You will be able to assess movements very early on.
- Children under 9 – tag with surveyors tape around a leg or an arm.
- Create a team name.
- Determine a meeting place in case of separation.
- Introduce the lift attendants to your group…use these folks.
- Get to know your resort terrain and appropriate terrain for the different ability zones.
- SAFETY, FUN, AND LEARNING in that order!
- Determine the movements in need of change or enhancement.
- Develop activities/ games based on the movement(s) in need of change or enhancement.
- Relate the activity/ game to something of relevance to the child/ group. IE: movies, books, T.V., sports, current events, etc.
- Make notes at lunch re: terrain used, movement being addressed, and things to work on.
- Prepare yourself to tell the parents the desired outcome of each activity.
- Keep them moving and don't take too long to explain the activity.
- Get the activity started with the basics and allow the group to add to it (keeping the activity on task to change the performance as it relates to the movement being addressed).
- Try to arrange for the parents to see one run near the end of the class for the kids (and you) to show off the changes made.
- Review PSIA materials to learn about the ages and stages of development as it applies to snow sports education.
- HAVE FUN, smile a lot, when it gets boring for you it is boring for the kids so get moving again or change the theme.

Four Points for Teaching Women
by Mermer Blakeslee

- **Equipment:** Much of the trouble women have skiing comes from inappropriate and ill-fitting equipment. They've been set up for failure. Check especially that skis are the proper size and that boots fit well, have an appropriate ramp angle* and allow the ankle to flex. Canting and alignment work might be necessary, especially in cases of a large Q angle (making a woman knock-kneed).
  Make sure that women with slight calves aren't flopping around inside the boot cuff, the power strap (whether inside the shell or out) should be tight enough to hold the bladder snug.
  (*As many women need toe lifts as heel lifts. Too much delta can cause a student to drop their hips back.)

- **Physical differences:** Statistically, center of mass differences between men and women are irrelevant to learning to ski better. The *only* relevant physical difference between the majority of men and the majority of women is leg strength.
  Men have more muscle mass than women overall, but where that muscle mass is located differs--women carry more of their muscle mass in their pelvic area and men carry more in their chest. Sometimes we see this manifest itself on the hill when men try to muscle turns with movements initiated from the upper body and women try to initiate turns with their hips.
  A large Q angle (the angle the femur moves inward from the hip socket) can cause a woman to be under-edged, demanding (as well as boot work) more extreme edging movements, especially with the inside leg.

- **Psychological differences:** Women are often more sensitive to the learning environment. Teach to the *whole* person. Be sensitive to fear issues; often unintentional messages given by you or other students will damage the group dynamic and exacerbate fear. Cultivate an emotionally positive environment so students support and push each other to learn new movements or ski more difficult terrain. (In groups with all women, this seems to happen naturally.)

- **Learning:** Statistics show that women tend to be more task-focused than men. They care more about improving their present performance against their past performance and are generally less interested in competing with others in the group. As in all effective teaching, give specific, relevant, individual focuses and prescriptions that help each student with the task at hand and avoid *unhelpful* comparisons to others in the group that engender a competitive atmosphere. Women thrive in a supportive environment where the willingness to learn is emphasized over technical prowess.

Note: If this just sounds like effective teaching to the individual, that's good. I've found more differences in students *within* the same gender than between the genders.

Senior Skiers/Riders - *The Ageing Process*

Who are senior skiers/riders? While one defining characteristic is chronological age, it is certainly not the only characteristic. People will age at different rates depending upon such things as their genetic makeup, their lifestyle, and overall health. While we might consider our senior customers to be those skier/riders over 50, this is just a guide and will vary with an individual's "Physical Characteristics" and "Psychological Characteristics". Senior skiers/riders possess a wide range of physical abilities and psychological outlooks regarding their sport. While their shape, attitude and abilities will vary greatly, most will understand that their bodies have aged and as a result, they have to make certain adjustments to accommodate for this aging process. However, don't' be surprised by the number of Baby Boomers that are in great shape, work out on a regular basis, and maintain a youthful attitude regarding their age and abilities

Things you might not know about our senior customers as they age;

- **Skin:** Their skin and extremities become more sensitive to cold temperatures. Watch for frost bite and recommend sunscreen for UV protection. Because hands and feet may be more susceptible to low temperatures, check their comfort level for needed breaks to warm up.
- **Sight**: Vision becomes a factor. Besides needing more protected from the sun, their eyes do not adjust as rapidly as they once did. Focusing from distant objects to closer ones will take more time to focus, moving from sunlight to shadows, or at night moving from under the lights to darker areas will add to the problem. Depth perception decreases with age, especially at night and in poor lighting.
- **Sound:** The sound one's skis make on the snow, the sounds of skiers and snowboarders moving around us, the sound of lifts and snowmobiles, and the sound of an instructors voice all create a vast amount of stimuli for the nervous system to absorb and consequently to act and/or react to. The harsh sound that skis make on hard snow will let us know the snow is firm and we might have to make adjustments to our ski/riding. Although these sounds may not impact an experienced skiers/rider as greatly as a novice or senior skier/rider, even a small amount of hearing loss can affect one's ability to perform
- **Balance:** As age increases, the performance level of the inner ear decreases, including the sense of hearing and balance. Thus, the ability to perform certain physical tasks necessary to ski/ride becomes more difficult.
- **The Body:** As a person ages, changes in the make-up and performance levels of the various body parts impact skiing performance. Strength and endurance are affected by an increase in age. Example: older muscles experience an increase and accumulation of lactic acid during physical exercise. This may cause the muscles to be tight and constricted, making it more difficult to perform certain physical tasks. Arthritis and other partially disabling diseases also have an impact on skiing ability.

Important note: Senior skies and riders may not move as quickly as you do, but they do have a lifetime of experiences to draw from. I'm not saying they are smarter than you. You'll have to figure that out.

Another important note:

"There is no defining aging/elderly: you are as young as you think, and 'keeping it moving makes' you feel better and better."

Gwen Allard
PSIA-E Adaptive Board of Examiner
PSAI-E Adaptive Steering Committee

Reference Materials

References

PSIA Children's Instruction Manual
PSIA - Captain Zembo's Ski and Snowboard teaching Guild for Kids
PSIA - Core Concepts
PSIA - Rocky Mountain - "Handbook for Senior Skiers."
Hand Book for Teaching Senior Skiers – Crook and Jordan – 2007draft
AASI- Snowboard Instructors Manual

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GLOSSARY

AAS I
American Association of Snowboard Instructors,
the snowboard instructor's organization dedicated to teachrng snowboarding, run by snowboard enthusiasts, for snowboarders

AASI Snowboard Team
n. the team of AASI members, the primary purpose of which is to demonstrate current technique and teaching principles, help train fellow instructors, and represent AASI in the greater snowsports industry

action plan
n the basic recipe for teachrng a specific topic

aft
n. toward the rear of a snowboard

air
1. *n.* the substance we breathe 2. *n.* the general name for a maneuver performed off the ground while on a snowboard 3. *v.* to jump over or off of something

alignment
n. arrangement of the body so that the forces generated by the interaction of the snowboard with the snow pass through the CM and produce an intended movement

alley-oop
n. 180" turn plus uphill rotation in the halfpipe

alpine
ad/. a style of riding that takes advantage of a hard-boot setup - SYN. CARVING

American Teaching System (ATS)
n. PSIA's evolving education system; the concepts promoted by AASI are founded in ATS; the AASI ATS model, known as STS (for Snowboard Teaching System) includes teaching,
riding, learning, and service concepts.

ankle strap
n. a strap on the boot and/or binding that wraps around the ankle to provide heel retention

apex
1. *n.* the highest point a rider can attain based on speed, line, and trajectory, either in the pipe or off a jump 2. *n.* the farthest point of a turn, between the initiation and finishing phases

approach
1. n. the in-run and line to a feature; the movements and tactics a rider uses before reaching the takeoff zone of a feature; areas in the park and pipe designed for setting speed and preparing to use a feature; not a good place to stand 2. *v.* to ride toward a feature

assess
V. to collect important clues and evaluate student
characteristics such as emotional makeup, expectations, sensory and learning preferences,
physical ability, and riding experience. These clues indicate how the student will receive information and respond to being taught.

asymmetrical
ad[. a type of deck in which the toeside flex pattern, sidecut, and/or core is shifted toward the tip as compared to the heelside

ATML

Acronym for "Approach, Takeoff, Maneuver, Landing." A system consisting of four phases used to evaluate rider performance on any terrain feature.

auditory learners
n. students who process information verbally and cognitively; these students enjoy descriptions
and talking about their experiences

backside
1. *n.* a direction of initial spin or turn in which a rider's back is toward the direction of travel 2. *n.* the pipe wall that requires a snowboarder to turn while facing down in the pipe 3. n. when a snowboarder approaches the rail on the heelside, with the line of the rail behind; i.e., the rider is mounting the rail while flying backwards

balance
1. *n.* the ability to control equilibrium 2. *n.* the state of controlling the forces generated by the snowboard/snow interaction in order to remain poised and properly aligned on the board

balancing movements
n. muscular actions that maintain equilibrium or desired alignment on a snowboard

ball-and-socket joint
n. joint that allows movements of flexion/ extension and rotation

base
n. the bottom of a snowboard

basic
ad/. simple - SYN. FUNDAMENTAL

basic riding
n. style of riding in which a rider's CM and the center of the snowboard follow the same or a similar path

bevel
n. the measurement, in degrees, of the amount of material removed from the edge of a deck; bevel can be on the base and/or side of the edge

blind
ad/. When a snowboarder rides or lands looking away from the direction of travel.

blind side
1. *n.* the area to the rear, or heels, of a rider 2. *n.* [Slang] a clockwise rotation for a regular rider; counter clockwise rotation for a goofy rider - SYN. BACKSIDE

board performance
n. the aspects of snowboarding that describe how a snowboard moves; tilt, pivot, twist, and pressure - SYN. PERFORMANCE CONCEPTS,
SNOWBOARD PERFORMANCE

body
n. the middle of a lesson; includes explanation, demonstration, practice, and feedback

boot flexibility
n. the degree of resistance that a boot provides to movements of the ankle and lower leg

Brake
1. *v.* to slow down by interrupting the flow of a turn 2. v. to lose the mechanical advantage due to over-flex a particular joint when compared to other joints involved in a movement.

Butter
1. v. to skid accurately to assist or finish a rotation, smooth out a landing, or style out a press. 2. *n.* the use of controlled skidding to achieve a desired result in a trick.

Camber

n. the bridge-like arc seen when a snowboard is placed base down on a flat surface; spreads the rider's weight evenly along the length of as to describe a conical surface
the deck.

Cant
1. *n.* a wedge-shaped piece that can be placed under a boot or binding to align the boot from side to side 2. v. to make adjustments to a boot/binding setup to align the boot from side to side.

CAP
1. *n.* Cognitive, Affective, Physical; a model used by instructors to identify developmental issues related to different age groups 2. *n.*a design whereby the top sheet and sidewalls are formed from the same sheet of material

conclusion
3. *n.* a deck construction in which the cap is load- bearing

Cartilage
n. Tough elastic tissue that provides a cushion between bones.

Carve
v. to make turns with a minimum of skidding; pure carved turns display clean, long arcs in the snow as the entire edge of the snowboard passes through the same point in the snow.

carving
n. a riding style that focuses on turning, primarily using the snowboard's edge with minimal skidding or slipping - SYN. ALPINE

center of mass (CM)
n. the point at which the entire mass of the body may be considered to be concentrated; the average location of mass within the body

check for understanding
v. to determine whether students understand a task, exercise, or concept; methods include direct questioning, assessing performance, and observing whether the student can apply the material to a new situation

conclusion
n. the wrap-up of the lesson

counter
n. a twisted relationship between the upper and lower body

counter rotation
n. a movement of the upper body opposite to the direction of rotation of the snowboard and the lower body; can be active or passive

customer service
n. a service or product that places great value on customer satisfaction

deck
1, n. a toy that can become a snowboard by attaching bindings 2, n. a flat area on top of the wall of a halfpipe

demonstrate
v. to perform a task or exercise highlighting particular movements

detune
v. to dull a portion of the edge near the tip and/or tail of a snowboard to reduce the amount that edge will hook into and/or out of a turn

direct instruction
n. an approach to teaching basic skills and sequential material using lessons that are highly goal oriented and tightly controlled by the teacher - SYN. COMMAND TEACHING

directional stance
n. **a** binding setup, in which both bindings are turned, at least a few degrees, toward the tip of the snowboard

drill

1, *n.* **a** task or exercise used to enforce a desired
performance or retain knowledge 2. *v.* to practice or repeat an exercise

duck
n. a binding setup in which one binding is turned toward the tip and the other binding is turned toward the tail of the snowboard

duration
n. length of time

dynamic balance
n. a state of equilibrium maintained while a rider is in motion

dynamic riding
n. a style of riding in which a rider's CM and the snowboard travel on different paths, resulting in the constant flux of the distance between the CM and the board center

edge
n. a metal strip inserted between the base and the core on the side of a deck; the edge can be sharpened, allowing a rider to slice through hard snow and ice

edge angle
1. **n.** the measurement, in degrees, between the base of the snowboard and the snow *2.* n. the amount the snowboard is tilted onto its edge

effective edge length
n. the length of the edge, measured in centimeters,
that has contact with the snow

effective posture
n. the area from which a rider has the greatest amount of movement options

efficiency
1. **n.** the expenditure of the minimum amount of energy required to accomplish a given task 2. n. the expenditure of the required amount of energy to get the maximum performance from the snowboard 3. n. the ratio of the input energy to the output movement or performance

experiential learning
n. acquiring knowledge through experience; instructors create situations in which students learn through riding and riding tasks

extend
v. to make longer; to stretch or open, e.g., extend a joint

extension
1. n. a movement that increases the angle at a joint in the fore-aft direction 2. n. a piece of the wall of a halfpipe that is higher or has more vert than the rest of the wall **extensors** n. the muscles that cause extension at a joint

extrinsic feedback
n. a reward given to a student for a good performance; undermines intrinsic motivation; see INTRINSIC MOTIVATION
falling leaf
n. an exercise in which the rider skids back and forth, on the same edge, in an imaginary corridor; plural leafs

fall line
n. an imaginary line that follows the steepest descent; the path along which a ball would roll if released down the slope

feature(s)
n. All of the manmade goodies in the park, including each rail, box, jump, spine, halfpipe, quarterpipe, table, etc. available to ride or jib on

feed back

1. n. information students receive about their performance; helps clarify if and/or what action is needed to achieve a desired result 2, n. information instructors receive from students by watching and listening

flat
1. n. an area that is smooth and level 2. ***ad/.*** lacking in pitch, e.g., a flat landing 3. n. the area of the halfpipe between the transitions

flex
1. v. to shorten, e.g., to flex a muscle 2. v. to bend or close, e.g., to flex a joint 3. *ad/.* a general description of the stiffness or softness of a piece of equipment, e.g., the flex of a snowboard

flexion
n. a movement that decreases the angle at a joint

flexors
n, the muscles that cause flexion at a joint

forward lean
n. measured in degrees, the setting of the boot or binding that controls the maximum extension of the ankle

free foot
n. the foot that is not secured in a binding

free riding
v. a style of riding employed by snowboarders who enjoy trees, steeps, bowls, all-mountain natural terrain, powder, and backcountry; riding the entire mountain

freestyle
n. a style of riding employed by snowboarders who enjoy jumping, butters/presses, halfpipes, rails/boxes spines, tabletops, and other natural and manmade terrain features

front foot
n. the foot closer to the nose of the snowboard

frontside
1. *n.* the front (anterior, as opposed to posterior)
of a person's body, used to describe the direction
of initial spin or turn which a snowboarder faces the direction of travel 2. *adj.* used to describe a turn on a halfpipe wall that requires the snowboarder to face up or out of the pipe 3. *adj.* a rail approach in which a snowboarder approaches the rail from the toeside with the line of the rail in front

funbox
n. a box that is square or rectangular, slightly higher than the snow, and wider than a rail

fundamental movements
n. the aspects of snowboarding that describe how we move on a snowboard; include flexion/ extension and rotation

garland
n. a series of linked partial turns across a slope using only one edge

goal
n. a purpose, aspiration, intent, outcome, or end which is to be met

goofy foot
n. a directional stance in which the right foot is the front foot; see REGULAR FOOT

grab
1. *v.* to grasp and hold the board (versus a brief touch or slap) 2. *n.* the act of grasping and holding onto the board

guided discovery
n. an approach to teaching where the emphasis is on encouraging students to learn through their own explorations and to solve problems on their own

heel edge
n. the edge of the snowboard nearest the rider's heels

heelside turn

n. a turn using the heel edge

highback
n. the part of a soft boot binding that extends upward to support the back of the lower leg

hinge joint
n. joint that allows movement in two directions; open and close

homogeneous group
n. a class comprising riders of comparable speed and level

imagery
n, mental pictures of petformance

initiation
n. the beginning of a turn - SYN. TRANSITION

intelligence
1. **n.** the ability to learn 2. n. information

intensity
n. magnitude; amount of effort

intrinsic feedback
1. **n.** feedback that an instructor gives students so that they feel good about themselves and their performance 2. n. feedback a student received from their own sensations and experiences

intrinsic motivation
n. learning for the joy of learning; not for a reward; motivation driven from within

introduction
n. the start of a lesson; includes rapport, assessment, goals, and action plan

joint
n. a point where two or more bones are joined by ligaments and move relative to each other

kicker
n. a pile of snow that is formed to help the rider get air

kinesiology
n. the study of the principle of mechanics and anatomy in relation to human movement

kinesthetic learning
n. learning through feelings and sensations

lateral
l *.ad/.* [slang] sideways *2. ad/.* away from the median axis

learning pathway
n. a pathway of learning specific to each student based on developmental issues, experiences,
expectations, and desired outcome

learning preference
n. the preferred combination of sensing and processing information

leash
n. the accessory that prevents runaway snowboards;
required to ride lifts at many mountains

lesson plan
n. a plan for executing a lesson; includes goals, objectives, and activities

ligaments
n. anatomical structures that onnect two bones; responsible for joint alignment

longitudinal flex
n. the change in shape of a snowboard as a result of application of differential pressure along the board; a result of pressing by the rider and changes in terrain or snow conditions

median axis
n, an imaginary line that bisects the body into the right and left halves

movement analysis (MA)

n. the process of observing a movement and deciding on the relevance and effect of that movement to other movements and snowboard performance

movement concept
n. the aspects of snowboarding that describe how we move on a snowboard; flexion/extension and rotation - SYN. FUNDAMENTAL MOVEMENTS

multiple intelligences
n. a system for identifying comprehensive categories of human mental capabilities

neutral
1. *adj.* not extreme *2, adj,* posture in which the alignment of the body is centered

nose
n. the front, or tip, of a snowboard

objective
1. adj. without prejudice or bias 2. *n.* one of a series of small steps used to reach a goal

outcome
n. the performance capability achieved by the end of a teaching-learning segment. The actual lesson outcome may or may not be the original goal and may be different for each student.

pace
1. n. the intensity of a practice period, its duration, and the frequency of repeating practice; the speed of something 2. v. to orchestrate the activities that make up a lesson in order to maintain interest while avoiding premature fatigue

performance concept
n. the aspects of snowboarding that describe how a snowboard moves, including tilt, pivot, twist, and pressure - SYN. BOARD PERFORMANCE

pivot
1. v. to rotate about an axis extending upward from the snow through the middle of a snowboard
2. *n.* the action resulting from the application of rotational forces to a snowboard

pivot point
n. a point around which a snowboard rotates or spins

posture
n. the manner in which the rider stands on a snowboard; this may be effective or ineffective

practice
n. repetition of movements or other activities designed to develop or refine a skill

pressure distribution
n. a description of the spreading and location of forces between a snowboard and the snow, along the length of the snowboard

professional knowledge
n. an understanding of the components necessary in order to teach; includes knowledge of teaching theory, performance concept, movement concept, equipment, and service concepts

progression
n. a sequence of acts, movements, or events that increase in difficulty and are designed to help a rider meet a goal

p-tex
n. a type of polyethylene plastic used as base material for snowboards

reactive
ad/. acting in response to an event or circumstance

rear foot

n. the foot nearer the tail of the snowboard

regular foot
adj, a directional stance in which the left foot is the front foot; see GOOFY FOOT

retraction
n. a movement in which the legs are pulled up under the body by flexing the joints of the lower body

riding concepts
n. AASI's reference concepts for identifying and describing the technical aspects of movement and snowboard performance

riding model
n. a representation of modern snowboarding; the AASI reference for identifying riding style and performance - SYN. Y MODEL

risk management
n. the act of limiting or reducing danger to employees and students

rotation
n. circular movement about an axis, including the movement of a limb about its axis; the spinning of a snowboard about an axis perpendicular to its base

safety
n, freedom from the occurrence or risk of injury, danger, or loss
service concepts
n. AASI concepts used to provide exceptional customer service

sidecut
n. the shape of the edge of the deck responsible for the tip and tail being wider than the middle. This characteristic helps a snowboard turn when the edge is tilted and pressed into the snow

skate
v. to move on a snowboard by pushing with the free foot

skidded turn
1. *n,* a turn in which the edge slips laterally
2. *n.* a turn that is not carved
skidding
n. the movement of a snowboard characterized by simultaneous sliding and slipping (i.e., movement with vectors along both the long axis and short axis of the snowboard)

skill
1. *n.* the ability to perform a movement or activity 2. *n.* proficiency, art

sliding
n. the movement of a snowboard across the snow, in the direction of its long axis

slipping
n. the movement of a snowboard that is gliding in a direction perpendicular to its long axis

snowboard
1. *n.* a deck *2. v.* to slide over snow or access terrain park features by means of a snowboard

snowboard park
n. an area containing manmade and/or natural terrain features

snowboard performance
n. the aspects of snowboarding that describe how a snowboard moves; tilt, pivot, twist, and pressure - SYN. BOARD PERFORMANCE, PERFORMANCE CONCEPTS

Snowboard Teaching System (STS)
n. the AASI equivalent of the American Teaching
System (ATS) for skiers, includes teaching, learning,
riding, and service concepts.

spin
1. v. to rotate on an upright or corked axis without flipping or inverting 2. n. the maneuver resulting from rotation about an axis

split
1. n. the difference between the angles of the front and rear foot - see STANCE ANGLES
2. v. to separate a group of students into smaller, more homogeneous classes, due to their ability levels

stance
n. the general term indicating the location of the feet on a snowboard; stance can specify which foot is closer to the nose of the snowboard,
the angles at which the bindings are positioned, or the width of the placement of the bindings

stance angle
n. the measurement of the placement of each binding on a snowboard; a stance angle of *0"* describes facing the board edge, while a stance angle of *90"* describes facing the tip *(+90°)* or tail *(-90")*

steering
n. the act of guiding a snowboard with a blend of tilting, pivoting, twisting, and pressure control

stomp pad
n. a friction pad used for traction, located between the bindings on a snowboard

straight run
n. the act of sliding on a snowboard in the fall line

student-centered teaching
n. a teaching style that addresses the student': needs, desires, expectations, preferred learning styles, and reactions to the learning process

student profile
n. the unique combination of individual characteristics that each student possesses; includes physical attributes, background, sensory and learning preferences, motivation, and emotional state

switch
ad/. when the rider is facing the direction of travel while riding backward

symmetrical
1. ad/. having or showing symmetry; the same on both sides 2. n. a type of snowboard

tail
n. the back of a snowboard

teaching concepts
n. teaching behaviors that help students improve and enjoy snowboard riding, while incorporating safety awareness

teaching pattern
n. the elements of explanation, demonstration, practice, and feedback; see BODY

terrain park
n. an area with a concentration of manmade terrain features

tilt
v. to place a snowboard on its edge; see EDGE ANGLE

timing
n. moment of occurrence; starting point

tip
1. *n.* the front of a snowboard - SYN. NOSE
2. *n.* an instructor's favorite form of appreciation from a student

toe edge
n. the edge of the snowboard nearest to the rider's toes

toeside turn
n. a turn made using the toe edge

toe strap
n. a strap on the boot and/or binding that wraps around the front of a boot

torsional flex
1. *n.* the difference in edge angle between

different parts of the snowboard 2. *n.* the amount of twist present in the snowboard

transfer
v. to apply knowledge or skills learned in one situation to another situation; instructors are mindful of this phenomenon when designing tasks and learning situations. Also used in freestyle when moving from one feature to another, usually in the air

transition
1. v. to end one turn and start a new one 2. n. the curved part of a halfpipe that connects the flat with the vert 3. *n.* the judged portion of a halfpipe run between landing on one wall and taking off on the next wall

traverse
v. to move across the slope without entering the fall line

turn shape
n. the shape of the path a snowboard travels when in contact with the snow

twist
1. **n.** the amount of torsional flex present in the snowboard 2. v. to create torsional flex in a snowboard

unweight
v. to reduce pressure on part or all of a snowboard

visual learners
n. students who receive and store information best through visual input such as pictures, images, and demonstrations

waist
n. the narrowest part of the snowboard; near the center

warm-up
n. light exercise used to warm muscles and gently stretch connective tissue, especially tendons

wind-chill
n. apparent temperature felt on exposed skin due to a combination of temperature and wind

Y Model
n. graphic representation of snowboarding; developmental model for riders - SYN. RIDING MODEL

Your Responsibility Code
n. a code outlining the responsibility of each rider for safe conduct on slopes and lifts; this code is endorsed by AASI, PSIA, NSAA, and NSP