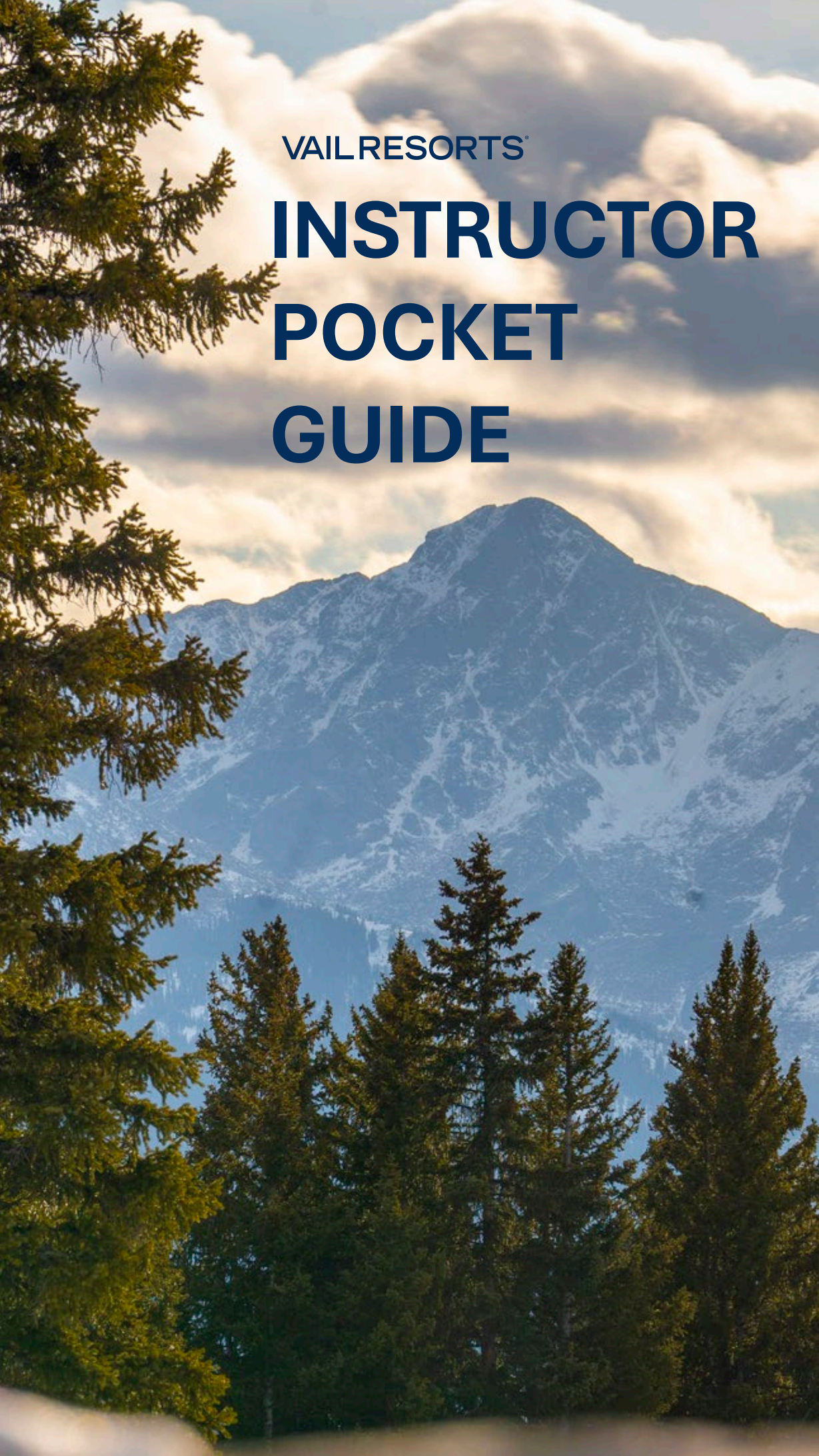


VAIL RESORTS®

INSTRUCTOR POCKET GUIDE

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MY EVERYDAY COMMITMENT TO SAFETY



Your top priority while working at Vail Resorts is to put your safety above all else.

Your leadership team is here to support you and is there to help answer any questions you have at anytime.

It is such an amazing sport that we get to teach everyday and we want you to make the most of it. Making decisions that keep you safe will ensure that you have a fun and healthy season!

If you do experience an injury to yourself or with a guest, please report it immediately to patrol and your leadership team.

TEACHING OVERVIEW

TEACHING FUNDAMENTALS

- Collaborate with students
- Pace information, terrain and activities
- Promote play!
- Help students to reflect
- Adapt to changing needs of student
- Manage emotional and physical risk

TEACHING CYCLE

- Welcome & Introduction
- Assess Students
- Determine Goals & Plan Experiences
- Create Experiences for Learning
- Guide Practice
- Review & Preview

PROGRESSION BUILDING

- Break things down into simple, achievable steps
- Move more quickly or slowly through the steps depending on the ability of your students
- Recognize there will be differences in the group and tailor pace to suit each learner

FIRST TIMER PROGRESSION

MILESTONES
Terrain Selection: Flat groomed area and gentle slope

WALKING IN BOOTS

Ensure that everyone's boots fit properly (check socks & pants for comfort)
Follow the leader, climbing, duck duck goose, make fans or bow ties in the snow, walk like a …(gorilla, frog, duck...)

INTRODUCE THE SKI AND HOW IT WORKS

How to put it on and off
How it slides in all directions
Show and Tell, toe before heel, listen to the 'click'

1 SKI ON – WITH OR WITHOUT POLES

Walking, climbing, turning in circles
Follow the leader, Simon Says, Hokey Pokey

Gliding and stopping & turning
Do not rush this step. The more time you spend here, the easier it will be for students with 2 skis on.
Relay races, set up a course with poles or cones, scooter on your ski

FIRST TIMER PROGRESSION

MILESTONES (continued)
Terrain Selection: Flat groomed area and gentle slope

2 SKIS ON
Walking, climbing, turning in circles
This will be tiring. Take breaks and check for overheating.
Go on an adventure around your learning area, watch other learners
Make a circle with the group – tips in – make a flower stepping around the circle

CLIMBING (FLAT AND GENTLE INCLINES)
Side Stepping – both sides
Make fun pairs to say as skis move out and together – Peanut butter - jam, Sun - Moon, Poke – mon
Herringbone
Walk like a duck or a penguin

Terrain Selection: Flat area, gentle slope

PARALLEL STRAIGHT RUN
Gentle slope to flat
Challenge with flexing and extending or hopping.
Lift one ski, lean forward and back, limbo

FIRST TIMER PROGRESSION

MILESTONES (continued)
Terrain Selection: Flat area, gentle slope

TRAVERSE (straight run across the hill if your slope is too steep)
Paint a line in the snow with your skis

STRAIGHT RUN TO A GLIDING WEDGE
Challenge with various wedge sizes – big pizza, small pizza
Parallel to wedge and back to parallel – pizza - french fries

STRAIGHT RUN TO A BREAKING WEDGE (to a stop)
Turn toes in or turn heels out – keep tips together turn tails away
Wedge until stop
Use cones or other props to set stopping points (stop at each cone)
Red light/green light, traffic controller, Simon Says (stop/go)

INTRODUCE A DIRECTION CHANGE
Straight run to direction change both ways
Turn legs or point tips to left until stopped, repeat to the right.
Challenge with how much across the hill they can get their skis to turn
Flashlights on the tips of their skis – shine them left and right
Follow a track, draw a circle with the tips, set some cones

FIRST TIMER PROGRESSION

TIPS & TRICKS

Increase student engagement by being creative with the exercises you use to develop skills.

3-6 YEAR OLDS
Have bursts of energy and tire easily so take lots of breaks. They will require a lot of individual attention. Use songs and rhymes and have them copy you.

7-9 YEAR OLDS
Like challenges but keep them cooperative rather than competitive. Give them the opportunity to make decisions and be the leader of the group. Theme based activities are great (movie characters, video games...)

10-14 YEAR OLDS
Like independence and can reflect on their performance. Give them some individual tasks and get them to tell you if they achieved the goal. General instruction versus singling out of individuals is favored.

15 YEARS +
Generally want to know the "why" behind what they are doing. Explain the cause and effect of actions and let them experiment.

FIRST TIMER PROGRESSION

TIPS & TRICKS: BASIC TEACHING STRUCTURE

SHOW AND TELL
For each milestone, show your students what they are going to try and do. Give a brief verbal explanation as well to help learners process information.

LET THEM TRY!
Encourage play, experimentation and discovery in a task.

WATCH AND DISCUSS
What things are they doing well and where are they having trouble?
Give tips to help and remark on the things they should keep doing.
Be careful not to give too much at one time as it may overwhelm your student. Give lots of time to play before adding more.
Give lots of positive reinforcement.

Teaching is a cycle of these basic steps.

How do you know when to move on to the next task?
Let them get really good before adding on or moving to the next step in order to build confidence.

FIRST TIMER PROGRESSION

SAFETY CONSIDERATIONS & CLASS HANDLING

SAFETY OF SELF

Look around the space and identify potential risks:

- Other classes with beginners
- Where gravity may take your students
- Your students pushing or pulling on you – teaching them how to get up on their own and try to support with a prop rather than your hands or holding skis

CLASS HANDLING CONSIDERATIONS

- Can students see you and hear you clearly?
- Are you demonstrating for your students so they can see how it is done?
- Are you in a safe place where your students can practice and not run into you or each other?
- Are you able to see each student and provide feedback to individuals and the group?

FIRST TIMER PROGRESSION

SAFETY CONSIDERATIONS & CLASS HANDLING (continued)

TERRAIN CONSIDERATIONS

Notice why this terrain is good for learning:

- Why smooth for beginners?
- How big of an area do you need?
- How steep or shallow a slope do you need?
- How far up the slope should you go to manage speed?

TROUBLESHOOTING & PROBLEM SOLVING

You may use a variety of approaches to assist students in their progression.

The main two ways are:
Technical – movement based
Tactical – environmental (terrain, line choice, speed)

FIRST TIMER PROGRESSION

TROUBLESHOOTING & PROBLEM SOLVING (continued)

COMMON ISSUES & SUGGESTIONS

Loses balance either fore/aft or side to side

Technical – encourage student to bend evenly at the ankles, knees, and hips with small bounces

Tactical – try a more gentle slope to avoid stiffness from fear

One side (leg, foot) functions more strongly than the other (this is common)

Technical – ensure weight is evenly distributed on both sides (look for even bending in the joints in each leg) before trying to turn the foot or leg

Tactical – gliding over small rollers may help to create even pressure and function. Check equipment to ensure proper fit. Allow for more focused practice time on that side.

FIRST TIMER PROGRESSION

TROUBLESHOOTING & PROBLEM SOLVING (continued)

COMMON ISSUES & SUGGESTIONS (continued)

Difficulty maintaining a wedge or over crossing the skis
Technical – practice leg turning without skis on (sit with legs extended)
Tactical – 'edgie wedgies', 1 ski practice, pull student with a hoop on flat terrain to practice

Inability to get up
See Getting Up From a Fall

Inability to roll the ski on edge while climbing or in direction change
Technical – practice rolling the foot side to side with even weight on both feet
Tactical – practice rolling the foot and ski over on flat terrain or in a travers before attempting a hill. Try with 1 ski on before trying with 2 skis.

SECOND TIMER PROGRESSION

LINKING TURNS – MILESTONES

Terrain Selection: Gentle groomed slope

SMALL LINKED DIRECTION CHANGES
(serpentine turns)
Turn in and out of the fall line to each direction, wedge can still control speed
Wedge wiggles or snake, follow a track, shine 'flashlights' from tips of skis
Vary wedge sizes or how far they can turn across the hill without stopping before turning back into the fall line

ROUNDED LINKED TURNS
Start with small direction changes and gradually make turns rounder or larger
Following in your track will help students manage their speed
Wedge size will depend on pitch of terrain
Starting on gentle terrain will allow the wedge to be smaller and more maneuverable
Follow the leader, cat and mouse, garlands
Set up cones – play with the amount of distance cones are placed down the hill or off set across the hill. This will affect the turn shape and the speed.
Use side hills or berms to promote turning

SECOND TIMER PROGRESSION

LINKING TURNS – MILESTONES
(continued)
Terrain Selection: Gentle groomed slope

TURNING USES MANY SKILLS – *see Tips and Tricks*

Try to isolate one skill to work on and pair activities to that skill

Pressure *– bounces or hops, hands on knees, tapping or lifting a ski, leaning forward and backward, bending low and stretching high, in a wedge - making the inside ski as light as a feather, outside ski as heavy as a rock*

Pivoting/Rotational *- turning through cones, 360s, stop & go, spreading butter, shining flashlights*

Edging *– edge sets on a traverse, side slipping, cut the licorice, airplane turns*

SECOND TIMER PROGRESSION

TIPS & TRICKS: SKILLS

Technical Movements can be grouped into what we call 'skills'. It is common to focus development on one skill at a time. Have students play with these skills and note how different movements affect their balance, speed and direction change.

PRESSURE

Movements that focus adjusting body position to affect where on the skis students are balancing. These movements can come from all parts of the body (feet, ankles, knees, legs, hips, spine, arms). Forward/Backward, Side to Side, Up and Down

PIVOTING/ROTATIONAL

Movements that focus on being able to turn the ski(s) on an axis. Typically it is done using muscles in the feet and legs (separate from the upper body).

EDGING

These movements help to tip the skis on edge or make them flat on the snow. Typically, the feet, knees, hips and spine are used to adjust the ski angle relative to the snow.

SECOND TIMER PROGRESSION

SAFETY CONSIDERATIONS & CLASS HANDLING

SAFETY OF SELF

Look around the space and identify potential risks/hazards, such as:

- Other skiers and riders
- Where gravity may take your students and how your students can become spread out across the run
- Your students, pushing, pulling on you while trying to turn/stop
- Your students running into each other
- Merges with other runs and possible places you may get separated

CLASS HANDLING CONSIDERATIONS

- Have you set clear instructions in order to keep your class organized?
- How much are you demonstrating? Demonstrations should occur with both feet strapped into your snowboard.
- How are you providing feedback to individuals and the group?
- Are you leaving enough space between you and your students in case they lose control?

SECOND TIMER PROGRESSION

SAFETY CONSIDERATIONS & CLASS HANDLING (continued)

TERRAIN CONSIDERATIONS

Notice how you are using your teaching space, the amount of space used, how the students are organized, and how you are managing nearby classes or other skiers/riders.

Why this terrain is good for learning:

- Where are the easy vs harder routes?
- Best routes to avoid traffic
- Potential pitfalls with speed or camber
- Have the developed the skills that are needed to be on this terrain and control their speed?

SECOND TIMER PROGRESSION

TROUBLESHOOTING & PROBLEM SOLVING

COMMON ISSUES & SUGGESTIONS

Inability to manage speed either through braking or turning

Technical – start with ensuring student is balanced in the middle of the ski (pressure). Little bounces are an easy place to start, then work on leg turning or edging exercises like pointing their flashlights or drawing in the snow with their skis

Tactical – shift to a more gradual slope and then build back up

Desire to turn shoulders and hips to face direction of travel

Technical – isolate leg turning exercises like spreading butter with the ski.

Tactical – keep upper body facing to the outside of the turn or using side hills to assist turning effort of the skis

SECOND TIMER PROGRESSION

TROUBLESHOOTING & PROBLEM SOLVING (continued)

COMMON ISSUES & SUGGESTIONS (continued)

Fear of speed

Technical – play with turning of the skis to finish turns

Tactical – using rounder turns to slow speed (not just braking) like following in my track

Skis getting stuck in the snow due to overedging

Technical – practice rolling feet outwards and play with evening out lateral balance with small hops

Tactical - go smaller with the turn shape (make more smaller turns rather than fewer larger turns)

GREEN ZONE PROGRESSION

WEDGE TO PARALLEL – MILESTONES

Terrain Selection: Groomed green slopes with more pitch

LINKED WEDGE TURNS ON A STEEPER PITCH

Before moving on to a steeper pitch, ensure that your students are confident in:

- being able to remain balanced
- turning their skis across the slope
- applying edge and balancing against it
- varying their turn shape and speed and wedge size
- keeping space between themselves and others

CONTROLLING SPEED THROUGH TURN SHAPE AND WEDGE SIZE

Remember how turn shape affects downhill pace, momentum, and speed:

- A turn that comes across the hill at completion will be slower and vice versa
- More turns typically means a slower speed down the hill (if they are round)
- A larger wedge (to a certain point) will slow speed, a smaller wedge for faster speed (great for flatter terrain)

GREEN ZONE PROGRESSION

WEDGE TO PARALLEL – MILESTONES (continued)

Terrain Selection: Groomed green slopes with more pitch

CONTROLLING SPEED THROUGH TURN SHAPE AND WEDGE SIZE (continued)

Experiment with all of the above so that your students can learn for themselves that speed can be managed through a variety of ways.

Set up cones with a varied turn shape, follow the leader, cat and mouse

MATCHING SKIS THROUGH THE END OF THE TURN

Linking round turns matching at the finish of the turn

Practice turning uphill skill from small wedge to parallel static then in a J- Turn

Work to move the match of the skis farther up the turn

Tapping the inside ski

Use a flatter slope with more speed

Use lots of mileage to build confidence

GREEN ZONE PROGRESSION

TIPS & TRICKS: SIMPLE TO COMPLEX

Every exercise can be adapted to match the ability level of each student. As a rule, introduce an exercise at its simplest level then layer on complexity as needed.

For example, to promote ski matching:

- Start with matching as both skis are pointed across the hill to gradually moving the matching point higher up in the turn
- Hands on knees can be added to stabilize fore aft and later balance
- Tapping the inside ski could be added for those needing lateral balance help
- Adding airplane arms and tapping of the inside ski for students who are progressing quickly

Using layers of one drill means you can have all students in your group working on the same thing but tailored to their individual development. This helps keep everyone at their challenge level and engaged in the lesson.

Once the group has mastered a task, you can increase complexity through the pitch or smoothness of terrain, the speed of travel or timing of movements, or changing the size or radius of the turn shape.

GREEN ZONE PROGRESSION

SAFETY CONSIDERATIONS & CLASS HANDLING

SAFETY OF SELF

Look around your teaching area and watch for hazards:

- Other skiers and riders and the speed they are travelling
- The space between you and your students
- Fatigue and student's ability to maneuver themselves safely
- The steepness of terrain and ability for students to control speed
- Merge points and traffic
- Ensuring when stopped that you can be seen and avoided

CLASS HANDLING CONSIDERATIONS:

- Are you providing enough freedom for student exploration while still maintaining control of safety and learning?
- Have you set clear expectations of how to travel as a group?
- When may it be safer for your clients to go first and you follow behind? When could a snow school snake be dangerous?

GREEN ZONE PROGRESSION

SAFETY CONSIDERATIONS & CLASS HANDLING (continued)

CLASS HANDLING CONSIDERATIONS (continued)

- Are you sticking to ½ or 1/3 of the run to make room for others?
- If videoing students are you stationary and stable?
- If using a chairlift, have you explained all procedures clearly and are following lift protocols?

TERRAIN CONSIDERATIONS

This is such a fun stage of learning. Take advantage of rolls, bumps and berms on easy terrain to challenge students in a safe space. Be sure to point out safe stopping areas and move through flow zones.
Be aware of easy vs harder routes by checking grooming reports and conditions updates.

GREEN ZONE PROGRESSION

TROUBLESHOOTING & PROBLEM SOLVING

COMMON ISSUES & SUGGESTIONS

Inability to manage speed either through braking or turning

Technical – start with ensuring student is balanced in the middle of the ski (pressure). Little bounces are an easy place to start, then work on leg turning or edging exercises like pointing their flashlights or drawing in the snow with their skis

Tactical – shift to a more gradual slope and then build back up

Desire to turn shoulders and hips to face direction of travel

Technical – isolate leg turning exercises like spreading butter with the ski

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Fear of speed

Technical – play with turning of the skis to finish turns

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GREEN ZONE PROGRESSION

TROUBLESHOOTING & PROBLEM SOLVING (continued)

COMMON ISSUES & SUGGESTIONS (continued)

Skis getting stuck in the snow due to overedging

Technical – practice rolling feet outwards and play with evening out lateral balance with small hops

Tactical – go smaller with the turn shape (make more smaller turns rather than fewer larger turns)

FIRST TIMER PROGRESSION

MILESTONES
Terrain Selection: Flat groomed area and gentle slope

STANCE SELECTION
Balanced, stable and ready to move in any direction

SKATING
Show free foot in front of toe edge or behind heel edge
Small efficient pushes between the bindings generates momentum
Relay races, tag, Simon Says

CLIMBING
Board perpendicular to slope with rear foot in front of toe edge

STRAIGHT GLIDES
Push to start – rear foot steps onto board between bindings
Go as far as you can with 1 push

J-TURNS
Front foot strapped in and rear foot on snowboard between bindings
Turning both left and right with control and purpose
Smoothly spread peanut butter – turns don't use abrupt movements

FIRST TIMER PROGRESSION

MILESTONES (continued)
Terrain Selection: Flat groomed area and gentle slope

STOPPING
J-Turn to a stop on both toe edge and heel edge
Red light/green light

GETTING UP with 2 feet strapped in
Heel edge and toe edge
Practice rolling over

BEGINNER LIFT USAGE
Explain, Show, Try

FIRST TIMER PROGRESSION

TIPS & TRICKS

Increase student engagement by being creative with the exercises you use to develop skills.

3-6 YEAR OLDS
Have bursts of energy and tire easily so take lots of breaks. They will require a lot of individual attention. Use songs and rhymes and have them copy you.

7-9 YEAR OLDS
Like challenges but keep them cooperative rather than competitive.
Give them the opportunity to make decisions and be the leader of the group.
Theme based activities are great (movie characters, video games...)

10-14 YEAR OLDS
Like independence and can reflect on their performance. Give them some individual tasks and get them to tell you if they achieved the goal. General instruction versus singling out of individuals is favored.

15 YEARS +
Generally want to know the "why" behind what they are doing. Explain the cause and effect of actions and let them experiment.

FIRST TIMER PROGRESSION

SAFETY CONSIDERATIONS & CLASS HANDLING

SAFETY OF SELF

Look around the space and identify potential risks:

- Other classes with beginners
- Where gravity may take your students
- Your students pushing or pulling on you – teaching them how to get up on their own and try to support with a prop rather than your hands or holding skis

CLASS HANDLING CONSIDERATIONS

- Can students see you and hear you clearly?
- Are you demonstrating for your students so they can see how it is done?
- Are you in a safe place where your students can practice and not run into you or each other?
- Are you able to see each student and provide feedback to individuals and the group?

FIRST TIMER PROGRESSION

SAFETY CONSIDERATIONS & CLASS HANDLING (continued)

TERRAIN CONSIDERATIONS

Notice why this terrain is good for learning:

- Why smooth for beginners?
- How big of an area do you need?
- How steep or shallow a slope do you need?
- How far up the slope should you go to manage speed?

TROUBLESHOOTING & PROBLEM SOLVING

You may use a variety of approaches to assist students in their progression.

The main two ways are:
Technical – movement based
Tactical – environmental (terrain, line choice, speed)

FIRST TIMER PROGRESSION

TROUBLESHOOTING & PROBLEM SOLVING (continued)

COMMON ISSUES & SUGGESTIONS

Breaking/bending at the waist making it difficult to balance

Technical – encourage student to bend the knees and ankles rather than at the waist

Tactical – decrease steepness of terrain or decrease speed

Desire to turn shoulders and hips to face direction of travel

Technical – encourage student to explore squatting and extending with shoulders parallel to snowboard to understand and increased range of motion for control

Tactical – decrease steepness of terrain

.

FIRST TIMER PROGRESSION

TROUBLESHOOTING & PROBLEM SOLVING (continued)

COMMON ISSUES & SUGGESTIONS (continued)

Inability to get up from a seated position
Technical – Ensure that snowboard is perpendicular to slope and hands are close to snowboard and underneath the body
Tactical – use a slightly steeper slope or have students roll over to toe edge

Students taking too large of steps while skating
Technical – encourage to keep the unstrapped foot between the bindings
Tactical – ensure terrain is flat to ease fear of speed

Remember to keep it fun! Try to use themes and games that appeal to your students to engage your learners.

SECOND TIMER PROGRESSION

LINKING TURNS – MILESTONES
Terrain Selection: Gentle groomed slope

SIDE SLIPPING
Demonstrate both toe edge and heel edge emphasizing:

- Snowboard parallel to fall line
- Center of Mass (CM) balanced over engaged edge
- How to increase and/or decrease edge angle
- How to stop

Play red light/green light, Magic Eraser (scrub a line in the snow), be able to show 1st gear (slowest), 2nd gear, and 3rd gear (fastest) sideslips

TRAVERSING
Explain how to select and demonstrate an appropriate angle for traversing
Demonstrate starting from a stopped position, traversing, and ending in a stopped position
Challenge students with target practice while traversing, follow the leader, and stopping without sitting down/kneeling

SECOND TIMER PROGRESSION

LINKING TURNS – MILESTONES (continued)

Terrain Selection: Gentle groomed slope

TURNING

Demonstrate starting from a stop, turning, and ending in a stopped position

Explain turning to control speed and switch edges

Demonstrate both toe edge and heel edge

Use cones or snowballs to create a turn size/shape, focus on initiating and steering turn with front ankle and knee

SECOND TIMER PROGRESSION

TIPS & TRICKS: SKILLS

Technical Movements can be grouped into what we call 'skills'. It is common to focus development on one skill at a time. Have students play with these skills and note how different movements affect their balance, speed and direction change.

PRESSURE
Use games/drills that focus adjusting body position to affect where on the board students are balancing.
Hops, nose/tail presses, ollies, rocking toe to heel

PIVOTING
Have students play with ways to move their boards on an axis.
Spinning, pivot slips

TWISTING
Have students play with ways to move their boards on an axis.
Spinning, garlands, front knee steering

EDGING
Encourage students to use different movements to tip the board back and forth onto each edge.
Traverse with edge sets, sideslips

SECOND TIMER PROGRESSION

SAFETY CONSIDERATIONS & CLASS HANDLING

SAFETY OF SELF

Look around the space and identify potential risks/hazards, such as:

- Other skiers and riders
- Where gravity may take your students and how your students can become spread out across the run
- Your students, pushing, pulling on you while trying to turn/stop
- Your students running into each other
- Merges with other runs and possible places you may get separated

CLASS HANDLING CONSIDERATIONS

- Have you set clear instructions in order to keep your class organized?
- How much are you demonstrating? Demonstrations should occur with both feet strapped into your snowboard.
- How are you providing feedback to individuals and the group?
- Are you leaving enough space between you and your students in case they lose control?

SECOND TIMER PROGRESSION

SAFETY CONSIDERATIONS & CLASS HANDLING

TERRAIN CONSIDERATIONS

Notice how you are using your teaching space, the amount of space used, how the students are organized, and how you are managing nearby classes or other skiers/riders.

Why this terrain is good for learning:

- Where are the easy vs harder routes?
- Best routes to avoid traffic
- Potential pitfalls with speed or camber
- Have the developed the skills that are needed to be on this terrain and control their speed?

SECOND TIMER PROGRESSION

TROUBLESHOOTING & PROBLEM SOLVING

COMMON ISSUES & SUGGESTIONS

Swinging upper body to initiate turns

Technical – Focus on steering from the legs and feet while keeping the shoulders aligned with the board. Encourage riders to guide the front knee and front ankle into the new turn rather than swinging the upper body. Practice traverses and garlands emphasizing lower-body steering.

Tactical – Use shallow terrain with plenty of width so students don't feel rushed to complete turns. Set visual targets across the slope.

Momentum going down the slope instead of across the slope when turning

Technical – Focus on finishing turns by allowing the board to continue across the hill before beginning the next edge change. Focus on spending more time in the fall line to carry momentum into the finish of the turn and across the trail.

Tactical – Move to gentler terrain where students can comfortably complete turn shapes. Follow-the-leader exercises emphasizing round turn shapes and speed control through turning.

SECOND TIMER PROGRESSION

TROUBLESHOOTING & PROBLEM SOLVING (continued)

COMMON ISSUES & SUGGESTIONS (continued)

Swinging back foot around or back foot dominates steering

Technical – Emphasize front-foot steering to steer the board. Practice garlands focusing on allowing the nose of the board to lead direction changes.

Tactical – Use larger, slower turns that provide more time to steer progressively. Follow instructor tracks that promote round turn shapes. Reduce terrain steepness.

Fear of speed

Technical – Focus on completing turns and increasing edge engagement in the 2nd half of the turn. Reinforce balanced athletic posture and encourage riders to maintain a balanced athletic posture while riding through the fall line and slowing before turning.

Tactical – Use turns to slow speed rather than relying solely on braking. Reduce terrain steepness. Follow instructor tracks and progressively increase speed.

GREEN ZONE PROGRESSION

MILESTONES
Terrain Selection: Groomed green slopes

LINKING TURNS
Start by demonstrating starting from a stop, turning, and ending in a stopped position
Progress into eliminating stopping between turns
Funnel turns, hourglass path down the trail

CONTROLLING SPEED THROUGH TURN SHAPE
Remember how turn shape affects downhill pace, momentum, and speed

- A turn that comes across the hill at completion will be slower
- More turns typically means a slower speed down the hill (if they are round)

Experiment with different turn shapes and sizes with your class so they can learn for themselves that speed can be managed through turn shape, not just braking
Set up cones or snowballs with a varied turn shape, follow the leader, cops and robbers

GREEN ZONE PROGRESSION

MILESTONES (continued)
Terrain Selection: Groomed green slopes

WHY THIS TERRAIN IS GOOD FOR LEARNING

- Look at the snow today and look for easy vs harder routes
- What runs have less traffic today and are groomed/not groomed?
- Remember to move through slow zones and use safe stopping areas
- What skills are needed to be on this terrain to manage speed? Pick one to develop and use some fun games and challenges that use terrain features in your area.
- Remember to make sure students have mastered skills on easier runs before challenging them with more difficult terrain

GREEN ZONE PROGRESSION

TIPS & TRICKS: SIMPLE TO COMPLEX

Every exercise can be adapted to match the ability level of each student. As a rule, introduce an exercise at its simplest level then layer on complexity as needed.

For example:

- C turn starting and ending in a stopped position
- S turn by linking toe and heel C turns starting and ending in a stopped position
- Linking multiple S turns
- Changing the size of turns starting with large, and slowly getting smaller and smaller (tornado/funnel)
- Combining tornados/funnels back to back to create hourglass shapes
- Follow the Leader (Cops and Robbers) where the leader turns at any point and makes any size turn. The follower tries to match the exact track/path in the snow and matching the turn size/shape

Using layers of one drill means you can have all students in your group working on the same thing but tailored to their individual development. This helps keep everyone at their challenge level and engaged in the lesson.

GREEN ZONE PROGRESSION

SAFETY CONSIDERATIONS & CLASS HANDLING

SAFETY OF SELF

Look around your teaching area and watch for hazards such as:

- Other skiers and riders and the speed they are travelling
- The space between you and your students and the space between students
- Fatigue and student's ability to maneuver themselves safely
- Enough space to safely navigate the terrain and perform turns
- The steepness of terrain and ability for students to control speed
- Merge points and traffic

CLASS HANDLING CONSIDERATIONS

- Are you providing enough freedom for student exploration while still maintaining control of safety and learning?
- Can students see you and hear your instructions?
- If videoing students are you stationary and stable?

GREEN ZONE PROGRESSION

SAFETY CONSIDERATIONS & CLASS HANDLING (continued)

TERRAIN CONSIDERATIONS

This is such a fun stage of learning. Take advantage of rolls, bumps and berms on easy terrain to challenge students in a safe space. Be sure to point out safe stopping areas and move through flow zones.

TROUBLESHOOTING & PROBLEM SOLVING

COMMON ISSUES & SUGGESTIONS

Maintaining an athletic stance as speed increases

Technical – Encourage flexion in the ankles, knees, and hips while keeping the upper body relaxed and stable. Practice flexing and extending throughout the turns.

Tactical – Use terrain with gentle pitch where students can focus on posture without being overwhelmed by speed. Introduce rollers and small terrain features that encourage natural flexion and extension.

GREEN ZONE PROGRESSION

TROUBLESHOOTING & PROBLEM SOLVING (continued)

COMMON ISSUES & SUGGESTIONS (continued)

Reluctance to move the center of mass (CM) into the new turn

Technical – Encourage riders to extend to release the old edge and move the CM smoothly toward the new turn. Practice initiating turns from the feet and legs while allowing the body to move over the board.

Tactical – Use wide, gentle terrain that provides time to complete the edge change. Follow instructor tracks emphasizing moving across the board and into the new turn.

Balancing while riding through variable terrain

Technical – Maintain a centered stance and allow the legs to absorb terrain variations independently. Practice flexion and extension movements while keeping the upper body quiet and stable.

Tactical – Introduce rollers, side hills, and moguls progressively. Encourage exploration of different snow conditions on easy terrain to build adaptability.

GREEN ZONE PROGRESSION

TROUBLESHOOTING & PROBLEM SOLVING (continued)

COMMON ISSUES & SUGGESTIONS (continued)

Preference for turning and/or stopping on one edge over the other

Technical – Increase practice time on the weaker edge while reinforcing balanced movements and edge engagement. Perform edge-specific exercises such as garlands, traverses, and edge holds.

Tactical – Select terrain and routes that naturally encourage use of the weaker edge. Use repetitive mileage and focused challenges that require riders to finish turns on both edges.

BEFORE ADVANCING TO NEW TERRAIN OR ACTIVITIES

COMMON OBSERVABLE MILESTONES TO GUIDE PROGRESSION OF SKILLS

Students can:

1. Control their speed intentionally and independently
2. Stop where intended
3. Maintain group spacing and safety
4. Demonstrate previous milestones consistently
5. Demonstrate and communicate that they are comfortable and confident

COMMUNICATION

GIVING FEEDBACK

POSITIVE REINFORCEMENT

All students, and especially first-time learners, will need a lot of positive reinforcement to stay motivated

- Frame feedback in a positive way and be specific about what was great
- Focus on the effort made, not necessarily on the task that has been accomplished – this feeds into intrinsic vs extrinsic motivation
- Focus your feedback on what you want the person to START doing, rather than what you want them to STOP doing.

HOW TO GIVE FEEDBACK

Sometimes instructors face challenges providing feedback, including using too technical language, not properly engaging with students, or not providing practice time for students to apply feedback.

In order to avoid these pitfalls:

- Students may prefer more private feedback over feedback given in front of the group. Get to know your students and adapt to what they prefer.
- Ensure that all students receive individual feedback during the lesson

COMMUNICATION

GIVING FEEDBACK (continued)

HOW TO GIVE FEEDBACK (continued)

- Sprinkle your feedback in the lesson (some right as the improvement happens, some on the lift for example as to not overwhelm students or slow the pace of your lesson.)
- When giving skill-based feedback, be specific about the part of the body they should move, how it should move, when it should move, and the intensity of the movement – demonstrate the movement and let students know how it ties to the outcome they are trying to achieve
- Check for understanding by asking your students questions. Let them communicate what they understand about their experience.

BEHAVIOR MANAGEMENT

- Setting expectations for your class is a very important first step. You can do this as a team to create buy in.
- Keep your boundaries and stay consistent
- Positively reinforce behaviors you would like to see repeated. Thank people for helping, staying in order, listening etc.

COMMUNICATION

GIVING FEEDBACK (continued)

BEHAVIOR MANAGEMENT (continued)

- Not every situation merits a negative reaction. Distraction or redirecting, ignoring and humor can be tools to get the team on track
- Take time to listen to concerns. People want to be acknowledged and heard. Creating a relationship with your students is the most important part of your day and will make the whole teaching experience better for all.

GUEST SERVICE NOTES

GETTING UP FROM A FALL

Teaching students how to get up from a fall is an important part of learning the sport. We are conditioned to want to try and physically help others get up, but remember that this action increases your risk of injury and doesn't create independence for your student.

To empower your guests, be patient and try different methods of getting up to see which one they can perform with the least amount of effort.

How to support someone who has fallen:

- Demonstrate multiple ways to get up from a seated position
  - Snowboarders - seated to kneeling position
  - Skiers – moving hands around to front, using poles
- Take equipment off if necessary (board, 1 ski or 2 skis)

GUEST SERVICE NOTES

GETTING UP FROM A FALL (continued)

If it is an emergency and you must help someone up, please avoid bending over and rather bend at the knees. Be sure to face the student squarely, do NOT twist and pull, and let the student pull themselves up rather than you pull them up. A ski pole can act as a lever for students to pull themselves up.

The safest practice is for students to work independently from us as risk increases the more we physically support students. Holding the tips of skis or hands of snowboard students are examples where risk increases. Use props like edgie wedgies, hula hoops or bamboo poles to assist instead.

GUEST SERVICE NOTES

WORKING WITH A RANGE

Every lesson should start with a conversation to try to best understand the ability level, comfort level and goals of each student. This information will help you work with your team of instructors to place students in lesson groups.

The first run should always be on terrain that would be considered easy for your group so that you can assess the skill level. Here are things you can look for to see if the group is well matched:

- Speed – if they can manage it and the speed they are comfortable travelling
- Control of Turn shape – zig zag or rounded turns
- Control of their equipment/coordination
- Social Engagement – chatting, laughing, playing together

GUEST SERVICE NOTES

WORKING WITH A RANGE (continued)

When we think a student will have a better day in a different class, remember to:

- Have a positive conversation with the student explaining why you think they would have a better day in another group, ensuring they feel valued and not demoted
- Have a positive conversation with the other coach remembering the other student is likely near by
- Make sure student information is transferred in the app or on the new class card

Working with a range of students:

- Add complexity to the task for those that find it easy
- Change the turn shape or speed for some students
- Assign different paths or challenges using terrain
- Create pairs (stronger with stronger or stronger with weaker)

POLICIES AND PROCEDURES

TERRAIN MANAGEMENT

All instructors should be familiar with the teaching area(s) for beginners.
Where and how should you stop your class on the run?

- Know where there are SAFE STOPPING points for you and your group.
- Keep your eyes open for FLOW ZONES (busy traffic areas) and rather than teach a slow moving exercise, keep your class moving with the flow of traffic.
- Sometimes a busy run is unavoidable. In these cases, use a smaller turn shape to keep your class small, compact and avoidable
- Make sure when demonstrating to the group it is in an area of low traffic where you can be seen from above and out of the way of oncoming skiers & riders.

POLICIES AND PROCEDURES

LOST, SEPARATED, OR INJURED STUDENT

PREVENTION OF SEPARATED GUESTS

- At the beginning of day, have a system in place so students know what to do in case they get separated (exchange numbers, time and place to meet if separations occur, etc.)
- Always say which run you are doing and where you are going (which lift)
- Manage speed and stick with the group
- Use shoulder checks & frequent stopping in safe stopping points – how and where to stop or slow down

Know your resort's procedure for what to do if a student becomes lost or separated from the group

POLICIES AND PROCEDURES

LOST, SEPARATED, OR INJURED STUDENT (continued)

INJURED STUDENT

- Teach students what to do in an emergency – how to call patrol, phones at every hut, lift + restaurant, waving down members of the public if needed, etc.
- Load important phone numbers into your phone (Patrol, Kids Emergency line, your phone number, etc.)

Know your resort's procedure for what to do if a student is injured

IF YOU GET INJURED

- If possible, secure your class away from traffic
- Call patrol and your assistant manager. They will get you help and arrange for your class to be cared for.
- You MUST report all injuries as soon as they happen and before you leave the workplace.

POLICIES AND PROCEDURES

LIFT RIDING

SURFACE LIFTS

Students are generally ready to ride a surface lift (eg magic carpet) when they can manage to control their speed on the terrain to be used and are comfortable with their equipment and basic mobility.

Tips for using lifts with a class for the first time:

- Organize your class outside of the maze
- Watch others load the lift while narrating how to do it
- Explain how to behave on the lift – how and where to sit or stand, make sure to put the bar down and how to do it, how to get off at the top and where to meet.

CHAIRLIFTS & GONDOLAS

- Line etiquette:
    - Know the plan before joining the lift line (who's going with who, where to meet at top, etc.)
    - Speak professionally with other instructors and guests
- Be aware of which side students should load on (nearest to attendant) and remind students to remove pole straps or back foot of a snowboard from the binding

POLICIES AND PROCEDURES

LIFT RIDING (continued)

CHAIRLIFTS & GONDOLAS

- Be Familiar with all Kids on Lifts Procedures:
  - Know how many kids can load (per chair or gondola)
  - Ensure that all kids with Kindervests load with responsible adults
  - Know to identify ‘responsible’ adults with whom to send your kids (avoid people who look like beginners, who already have young children, snowboarders backside)
  - Understand how to use a Kindervests (instructors should not use handles – they are for lift attendants only)
- Teach kids how to help you by “jumping” up when it’s time to sit, or getting unloading the lift
- Ask students and responsible adults to put the bar down

POLICIES AND PROCEDURES

LIFT RIDING (continued)

CHAIRLIFTS & GONDOLAS

- Explain how to unload safely:
  - When to raise the bar
  - How to keep skis/board straight to avoid entanglements
  - How to clear the unloading area and where to meet at the top
- When loading or unloading with guests, avoid entanglements by choosing the outside of a chair where possible, providing clear instructions and not assisting adults off the chair
- Remember that students load first and the instructor