



# Training Passport 2015-2016

## Snowboard Inexperienced New-Hire Training (Adults, 7-14, & Mini Jibbers)

- ❖ Training is required and your job is contingent upon successful completion of all 8 days of this training, plus 3 audits. Please be on time and bring the necessary materials. Participation is required.
- ❖ This is paid training, so please sign the clinic attendance sheet each day and fill out a Time card, as this is how your pay is generated. Please be on time. Tardiness is not acceptable.
- ❖ Your training is meant to be Fun, informative, and educational.
- ❖ Ask any questions you might have. All questions are good questions. Training is the time to ask them.
- ❖ Please submit the top page to Mike (BCCSB) or Spike (BCASB) when complete and appropriate signatures are fulfilled.

**Instructor Name:** \_\_\_\_\_

**Instructor Signature:** \_\_\_\_\_

**Trainer(s) Name:** \_\_\_\_\_

**Trainer(s) Signature:** \_\_\_\_\_

### Training Attendance

Date			Worksheets		Trainer Initials
<b>Day 1:</b> _____	On Time	Late			_____
<b>Day 2:</b> _____	On Time	Late	Complete	Incomplete	_____
<b>Day 3:</b> _____	On Time	Late	Complete	Incomplete	_____
<b>Day 4:</b> _____	On Time	Late	Complete	Incomplete	_____
<b>Day 5:</b> _____	On Time	Late	Complete	Incomplete	_____
<b>Day 6:</b> _____	On Time	Late	Complete	Incomplete	_____
<b>Day 7:</b> _____	On Time	Late	Complete	Incomplete	_____
<b>Day 8:</b> _____	On Time	Late	Complete	Incomplete	_____

**Audit 1** - Level: \_\_\_\_\_ Date: \_\_\_\_\_

**Audit 2** - Level: \_\_\_\_\_ Date: \_\_\_\_\_

**Audit 3** - Level: \_\_\_\_\_ Date: \_\_\_\_\_

## Day 1 – Indoor Session / Off Snow Orientation

**Overview** – Day one will include an indoor presentation specific to the Beaver Creek Ski & Snowboard School covering policies, procedures, organization, and operations. Your trainers will then show you around Beaver Creek Village and make sure you have everything you need to be prepared for the rest of training.

- Welcome/Introductions
- Assign Training Groups
- Equipment Check
- Learn how to use the Computer System, what it is for, where it is located, and sign up for training. Most of this should also be available on [bcsnowpro.com](http://bcsnowpro.com)
- Village Tour
- Ski/Snowboard School office locations: Admins and Check-out areas
- Rental Shop Locations
- Meeting locations for Training
- Meeting locations for all Programs: 3-6, 7-14, Ultimate 4's, Adult Classes, Private Lessons
- Locker room assignments
- Uniform sizing
- Nametag Requests
- Beaver Creek Hats/Beanies
- Timecards
- Suggested reading: Snowboard Teaching Handbook (Pages 1-80)
- Homework: Complete Worksheet #1

## Day 2 - Experience the Beaver Creek Lesson First Hand

Overview – Day 2 will have all New Hire Instructors start their Beaver Creek “Experience of a Lifetime” by becoming students themselves. New Hire Trainers will treat the groups as though they were guests of the Beaver Creek Ski & Snowboard School. This will give you a chance to see what lessons look from the student’s perspective. It will also allow you to watch how your Trainer manages, and teaches the group. This lesson will provide you with an experience to reflect back on through the rest of training as well as through the rest of the season.

- Welcome/Introductions
- Fill out a “class list for your group”
- Ensure you have your trainers phone number in case you are separated from the group. Also, don’t get separated from the group.
- Ski Patrol and Ski & Snowboard School Emergency and non-Emergency numbers. Emergency Phones
- Check with group about any safety concerns or previous injuries.
- Introduce the Ski Safety Act(R&G), speed and safety, the Responsibility Code, family and slow zones at Beaver Creek. No tolerance policy for employees (R&G).
- Review SAFETY- Park SMART
- Equipment check.
- Review our employee ticket/pass scanning policy.
- Review Ski & Snowboard School lift line alternating procedure (2-3 public groups go, and then you may politely ask if 1 of your groups may alternate with them). Stress LIFT SAFETY. Review our Chair Bar policy (R&G). Implement lift safety into the remainder of training.
- Rider Assessment on Haymeadow, discuss the class split process and its implications
- Rider Assessment on Latigo. Verify that all new hire candidates are Level 6 riders.
- Rider Assessment – Switch Turns down Haymeadow
- Discuss current equipment. Review everyone’s equipment and the importance of being on current equipment. Talk about new trends in relation to equipment.
- Adjust new hire Stance/Board/Binding setups
- Ski/Ride through the levels. Check for understanding in relation to your own ability (levels 5-9). Isolate, compare and contrast skills through the levels. Choose only appropriate terrain to introduce each level.
- Review how to safely travel down the mountain through the slow zones as well as “The Funnel”
- Ride- Individual and specific feedback on your own riding.
- What level rider are you? Fill out your own EpicMix card for yourself and compare it with your Trainers card for you.
- What are some things you need to work on in your own riding?
- Mandatory Switch Run
- Review Worksheet #1
- Wrap up and review (check for understanding)
- Timecards
- Suggested reading: Levels 1 and 2 (Pages 1-80) in the Handbook.
- Suggested Homework: Complete worksheet #2.

## Day 3 – Fundamental Movements / Board Performances / Teaching / Learning

**Overview** – Today is all about fundamentals. Your Trainer will break down Riding Concepts, Teaching Concepts, and Guest Service Concepts. This will help to create a baseline of understanding from which the rest of training will rely upon. The information covered in Day 3 will set the foundation for teaching great lessons at Beaver Creek.

- Introduction to the Snowboard Teaching Handbook
- What is A.A.S.I./ P.S.I.A.? Why is it important for your job and the industry?
- Values: Safety, Fun, and Learning
- Reference Alignments: CM, Shoulder & Hips to Board, Shoulders and Hips to Terrain
- Fundamental Movements – Flex & Extension and Rotation
- Board Performance Concepts: Tilt, Twist, Pivot, Pressure
- Review the Snowboard Teaching System: Riding Concepts, Teaching Concepts, and Service Concepts together create the Learning Pathway
- Review the Teaching Model: Student Makeup + Instructor Behavior (Teaching Cycle) = The Learning Partnership
- Review the Teaching Cycle: Introduce Lesson and Develop Trust, Assess Students and Their Movements, Determine Goals and Plan Experiences, Present and Share Information, Guide Practice, Check for Understanding, and Debrief the Learning Experience.
- Review 4-Step Plan for Success: Explanation, Demonstration, Practice, Feedback
- PACING-don't do a challenge run at the end of the day- HIGHLIGHT SAFETY.
- Discuss Maslow's Hierarchy of Needs: Physiological, Safety, Belonging, Self-Esteem, Self-Actualization
- What is the CAP Model
- What are the Learning Styles, Sensory Preferences, and Multiple Intelligences
- Discuss Lateral Learning and Lateral Teaching.
- Teaching Styles: Direct vs Indirect
- Discuss Teaching for Transfer.
- Lesson environment- How to set up class rules and boundaries, even with adults. With children, use logical consequences vs. punishment. Review behavior management. Include a discussion on the varying dynamics of a class lesson and a private lesson.
- Discuss praise versus reprimand (positive versus negative). Both should be timely and specific. Reprimand should be private.
- Discuss parent conferences (when teaching children) and when they are appropriate. Also how you can market/sell tomorrow's lesson to the students/parents.
- Remember all you need to do is "Model the Model's" as long as you understand the ideas and concepts covered in today's training, there is no need to remember them all verbatim at this point in time...
- Mandatory Switch Run
- Review Worksheet #2
- Wrap up and Review. Check for understanding.
- Timecard
- Suggested reading: Levels 1-3 (Pages 81-147) in the Handbook.
- Homework: Complete worksheet 3.

## Day 4 - Teaching Levels 1, 2, & 3 / Creating a Student Profile

**Overview** – Day 4 gets into the specifics of teaching a first time snowboard lesson at Beaver Creek. Your Trainer will walk you through the progression of how to take a student who has never snowboarded before and get them hooked on the sport for life. Your Trainer will show you how to take all of the information you have been introduced to on the previous days of training and incorporate them into the first-timer lesson.

- Attend a Morning Meeting and Review meeting locations and times for Kids Classes, Adult Classes, and Private Lessons. Discuss the Checked and Walled procedures in Kids Class Lessons.
- Discuss Level Leaders, Greeters, and Rovers
- Review Beaver Creek Kids Class Lesson Bib Policies.
- Explain how Verbal Splits and On-Snow Splits are used in group lessons
- How is a student moved from one class to another? What works and what doesn't work.
- Discuss the procedure for moving students up a level if you are not working the next day.
- Review lesson content and how to formulate a student profile. Address why we formulate a profile.
- Train the progression for teaching a Level 1 lesson. Starting with level 1 meeting area. Follow the objectives outlined in the teaching handbook.
- Include ticket requirements for level 1's, how lunch assignments are given.
- Explore games and exercises that can be used in Level 1 lessons.
- Tour the Ranch
- Review Level 2 and 3 meeting areas and learning areas.
- Train the progression for teaching level 2 lessons. Follow the objectives outlined in the teaching handbook.
- Explore games and exercises that can be used in Level 2 lessons.
- Review the use of teaching aids at this level; bamboo poles, passports, buttons, etc. What is appropriate and when?
- Space and speed will be difficult for level 2 and 3 students to adjust to, be sure to set them up for success. A good time for command style teaching and lead/follow..
- Train the progression for teaching level 3 lessons. Follow the objectives outlined in the teaching handbook.
- Explore games and exercises that can be used in Level 3 lessons.
- Review common errors seen with Level 1, 2, and 3 students and cover ways of correcting those errors.
- Review appropriate terrain usage and pacing for levels 1, 2, and 3
- Discuss Epic Mix Academy for Levels 1, 2, and 3.
- Mandatory Switch Run
- Review Worksheet #3
- Discuss End of the Day Procedures. Ending times and locations. Review Checkout Procedures
- Wrap up and review (check for understanding).
- Timecards
- Suggested Reading: Level 4 (Pages 148 -178) in the Handbook
- Suggested Homework: Complete Worksheet #4.

## Day 5 - Reviewing Levels 1, 2, & 3 / Burton LTR / Video Session

**Overview** – Day 5 allows new instructors an opportunity to practice what they have learned on Day 4. Instructors will focus on getting some mileage with techniques that will help keep their students upright. Day 5 will also get instructors more familiar with the Burton LTR equipment that most of the students at Beaver Creek will be using. Finally, Day 5 will allow new instructors to see themselves on Video and give them a chance to get a little feedback from their Trainer.

- Review the progression for teaching level 1-3 lessons. Follow the objectives outlined in the teaching handbook.
- Explore games and exercises that can be used in Level 2 lessons.
- Review common errors seen with Level 1, 2, and 3 students and cover ways of correcting those errors.
- Review appropriate terrain usage and pacing for levels 1, 2, and 3
- Practice “hands on” teaching techniques to build comfort and confidence in techniques presented
- New hires that would like to, can practice teaching a Level 1, 2, or 3 exercise.
- Beaver Creek is a Burton LTR Center, What is this all about?
- Each instructor sets up their own LTR board in the rental center
- Review setting up students equipment for successful lessons
- Everyone rides LTR Boards and Bindings
- Ride different boards and stances within the group
- Ride with loose bindings, and loose boots
- Everyone in the group makes some turns on camera
- Review the video indoors and see if your “mental images” match your real world image
- Mandatory Switch Run
- Review Worksheet #4
- Wrap up and review (check for understanding).
- Timecards
- Suggested Reading: Level 4 (Pages 148 -178) in the Handbook
- Suggested Homework: Complete Worksheet #4.

## Day 6 – Teaching Level 4 / Creating your Bag of Tricks / Instant Teaches

**Overview** – Day 6 will take new instructors to the top of the Mountain and begin exploring beginner terrain from a teaching perspective. Your Trainers will take you through the objectives outlined for Level 4 lessons, and help you begin to develop your own teaching style. You will also be asked to begin teaching in front of your peers in short teaching presentations.

- Terrain selection- introduce and review terrain options for this level on Haymeadow, Highlands, chair 8 and chair 5.
- Review appropriate terrain for level 3 and 4. Discuss terrain selection and how to know where you should be. (Passports-Terrain Recommendations)
- Re-introduce the trail map and point out special learning zones.
- Review the realities of “mountain pacing”; chair 5- lunch- chair 8- chair 5-download.
- Warm up run on Haymeadow
- View Patrol Headquarters Location.
- Review “New Terrain = Old Skill, New Skill = Old Terrain”
- Train the progression for teaching level 4 lessons. Follow the objectives outlined in the teaching handbook.
- Ride through exercises and progressions and share your bag of tricks.
- Evaluation of a “learned skill” vs. introduction of a “new skill”. When do you know it’s time to move onto a new skill? Consider movements vs. outcomes, comfort level, control, and external vs. internal factors and can the student do a skill on demand. What terrain to introduce a new skill on?
- Be aware of students moving in and out of balance, students need to own each skill before moving on. They must own and have mastered all of the skills at each level before being promoted. Be conservative!
- Introduce some independence and let the students have some. Move from direct teaching to other teaching styles.
- Stress the importance of traversing skills and where and when they can come in handy later on.
- Discuss tactics for dealing with “The Grand Traverse”
- Use turn shape to promote skidding.
- Focus on riding at a Level 4 level (Switch and Regular). Practice Demos that will be appropriate for students at this level.
- Focus on the size and shape of the turn. The instructor needs to adapt their turn to meet the ability of the student.
- All New-Hires lead an exercise to promote a level 4 skill.

### **Exercise Presented** \_\_\_\_\_

- Review common errors at level 4.
- Discuss Epic Mix Academy for Level 4
- Mandatory Switch Run
- **Download** with the new hire group so they can experience it before teaching it.
- Review Worksheet #5
- Wrap up and review (check for understanding).
- Timecards
- Suggested Reading: Level 5 (Pages 179-217)
- Suggested Homework: Complete Worksheet #6

## Day 7 – Level 5 / Instant Teaches / Mountain Tour

Overview – Day 7 will provide new instructors with an opportunity to learn their way around the mountain. Your Trainer will show you approved routes to take across the mountain, highlighting different learning areas, mountain facilities, and terrain choices. Your Trainers will also take you through the objectives outlined for Level 5 Lessons. New instructors will also have an opportunity to see themselves on video.

- Review use of emergency phones/locations, 1050's and 1083's. Share number for calling patrol from a cell phone (970-754-5848-dispatch, 970-754-5111-emergency).
- Review our Ski & Snowboard on mountain facilities.
- Tour Kids Adventure Zones on mountain zones.
- Explain our tree riding & skiing policy.
- Point out Terrain Parks and how you can become certified to go into them with lessons.
- Explain our on mountain freestyle terrain and our policy about its use during lessons.
- Explain the out of bounds regulations and policies.
- Revisit and review "The Funnel" as well as explain our policy regarding skiing/riding in it before 2:30pm and also after 2:30pm..
- Explain our on mountain dining options and procedures. Discuss lunch procedures for all 4 locations.
- Train the progression for teaching level 5 lessons. Follow the objectives outlined in the teaching handbook. Although you may not teach this level until becoming more experienced it's important to know what students are working towards
- All New-Hires lead an exercise to promote a level 5 skill.

### Exercise Presented \_\_\_\_\_

- Review the terrain choices for teaching level 5. Introduce easy blue terrain; Stone Creek Meadows, Powell bumps. Discuss inappropriate terrain (Gold Dust & Latigo) and why it is inappropriate. Snowboard Level 5's still download!!
- **Ride all the way down Cinch from Spruce Saddle to the Base. No Shortcuts!**  
Stress Safety!! Ride like a student. No jibbing, no jumping, boards on the ground...  
Is this a good idea for your students? How long did it take?
- Discuss Epic Mix Academy for Level 5
- Discuss Levels 1-5 and answer any questions they may have.
- Discuss Teaching beyond Level 5
- Discuss Epic Mix Academy beyond Level 5
- Mandatory Switch Run
- Review Worksheet #6.
- Wrap up and review (check for understanding)
- Discuss Reverse Teach Day. Each teaching presentation needs to demonstrate an understanding of the fundamental movements, board performances, and the teaching cycle. Presentations should be presented with enthusiasm and creativity while still following the objectives of The Snowboard Teaching Handbook. Each new hire should teach one or two 10-15 min sessions starting with a never-ever rider up to Level 4.
- Timecards
- Suggested Reading: Review Levels 1-4. (Pages 81 -178)
- Complete Worksheet #7.



## Day 8 – Reverse Teaching / Review / Individual Evaluations

**Overview** – Day 8 provides an opportunity for new hires and Trainers to switch roles. This day will provide you with an opportunity to practice teaching a beginner lesson to the group. The basic format will mirror a beginner lesson. The lesson will start in the Level 1 meeting area and finish with students making turns on the beginner runs. Each new instructor in the group will have the opportunity to lead the class through a portion of the lesson throughout the day. At the end of Day 7, each new instructor will be assigned a teaching threshold and receive an individual evaluation from their Trainer(s).

- Review Worksheet #7. Clarify any questions.
- New-Hires deliver their teaching presentations on snow on the appropriate terrain. New-Hires must demonstrate a 4 step plan for success (Explanation, Demonstration, Practice, Feedback), display various teaching styles, cater to different learning styles, and communicate accurate descriptions of body movements and board performances.
- New-Hires will receive immediate feedback on their preparation, explanations, accuracy, demonstrations, and overall presentation. Discuss as a group the high and low points of all presentations to help everyone improve their own teaching.
- Teaching Presentation Topic \_\_\_\_\_
- Discuss audits; the procedure, where to be and when, what to wear, how to complete the audit sheet (not class list), and where to turn it in.
- Mandatory Switch Run
- Each New-Hire will receive an individual evaluation.
- Each New-Hire will be assigned a teaching threshold.
- Wrap up and review (check for understanding).
- Timecards

# Snowboard Instructors Cheat Sheet (Beaver Creek) 2015-2016

## Snowboard Teaching System:

Riding Concepts / Teaching Concepts / Service Concepts = Learning Pathway

## The Teaching Model:

<b>Student Makeup +</b> Discover your student's characteristics and background learning styles / preferences motivations, understandings, desires emotional states beliefs, attitudes, and values	<b>Instructor Behavior =</b> (Teaching Cycle) Use your Skills to: introduce and develop trust assess students and their movements help determine goals/plan experiences present and share information	<b>Learning Partnership</b> Create a lesson that: is creative, individual, student-centered is interactive, experiential, and fun contributes to the student's success produces positive results
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## The Teaching Cycle:

Introduce Lesson and Develop Trust  
 Assess Students and Their Movements  
 Determine Goals and Plan Exercises  
 Present and Share Information  
 Guide Practice  
 Check for Understanding  
 Debrief the Learning Experience

## Snowboard MA Model

Observation  
 Evaluation  
 Prescription

## RISE Model

Relationships  
 Identity  
 Simplicity  
 Edgework

## Maslow's

Self-Actualization  
 Self-Esteem  
 Belonging  
 Safety and Security  
 Physiological Needs

**ATML:** Approach, Takeoff, Maneuver, Landing

**TSR:** Trajectory, Speed, Rotation

**POP:** Projection of Primary

## Body

Explanation  
 Demonstration  
 Guided Practice  
 Feedback

## The Motor Learning Cycle

Static (stationary)  
 Simple  
 Complex  
 FreeRide

## SCARF Model

Status  
 Certainty  
 Autonomy  
 Relatedness  
 Fairness

## Motor Skill Development

Initial  
 Elementary  
 Mature

**Fundamental Movements:** Flex & Extension / Rotation

## Reference Alignments:

Shoulders and Hips Parallel to the Terrain/Slope

Shoulders and Hips Perpendicular to the Front Foot (aka parallel to the board)

Center of Mass over the working edge of the board with weight equally distributed between the feet

## Board Performance Concepts:

**Tilt** – the ability to tip the board onto the toe and/or heel edge, as well as adjust the amount of edge angle

**Twist** – the ability to longitudinally flex the board to engage or release the edge at the tip or tail

**Pivot** – the ability to control the direction the board is pointing

**Pressure** – The ability to manage pressure against the board, across the board, and along the length of the board  
 Up & Down Pressure, Edge to Edge Pressure, Tip to Tail Pressure, Pressure from Terrain

## Teaching Styles

Direct  
 Task  
 Command  
 Indirect  
 Guided Discovery  
 Exploration  
 Problem Solving  
 Reciprocal/Small Group

## Sensory Preferences

Visual  
 Auditory  
 Kinesthetic

## Learning Styles

Watcher  
 Thinker  
 Feeler  
 Doer

## CAP Model

Cognitive - How people Think  
 Affective - Social & Emotional Needs  
 Physical- Movement, Coordination, Motor Skills

## Fitts and Posner Model

Cognitive Phase  
 Associative Phase  
 Autonomous Phase

## Multiple Intelligences

Verbal/Linguistic  
 Logical/Mathematical  
 Musical/Rhythmical  
 Visual/Spatial  
 Bodily/Kinesthetic  
 Naturalistic/Environmental  
 Intrapersonal  
 Interpersonal

## Responsibility Code:

1. Always Stay in Control
2. People Ahead of you have the right of way.
3. Stop in a safe place for you and others
4. When starting downhill or merging, look uphill and yield.
5. Use devices to help prevent runaway equipment.
6. Observe signs and warnings, and keep off closed terrain.
7. Know how to use the lifts safely.

## Park Smart:

Start Small  
 Make a Plan  
 Always Look  
 Respect  
 Take it Easy  
 Pre-Ride  
 Re-Ride  
 Free-Ride

## 5-T's

Terrain  
 Traffic  
 Task  
 Technique  
 Timing  
 Surface



# 2015-2016 Daily Overview

## SB Inexperienced New-Hire Training

### Day 1

Indoor Session with Stacey and Trainers  
Uniforms/Lockers/Village Tour...  
Wrap up and review (check for understanding)  
Worksheet 1

### Day 2

Class Split (Haymeadow or Chair 2)  
Rider Assessment (Latigo)  
Equipment Check / Safety Concerns / Previous Injuries  
Safety: 5T's, Know the Code, How to move safely with a group  
Trainer teaches the group and creates a Beaver Creek "Experience of a Lifetime" Lesson to set the group for success in upcoming training days.  
Wrap up and review (check for understanding)  
read pgs 1-80 in SB Handbook, Review Worksheet 1

### Day 3

Introduction of:  
Reference Alignments, Fundamental Movements, Board Performances  
Teaching Styles / Learning Styles / Teaching for Transfer  
Discuss/Demonstrate different Teaching / Learning Styles  
Snowboard Teaching System / Snowboard Teaching Model  
Cap Model  
Wrap up and review (check for understanding)  
read pgs in SB Handbook, Review Worksheet 2

### Day 4

Introduce Levels 1, 2, and 3  
Intro/ meeting locations and times  
Equipment Check/ Safety concerns/previous injuries (students)  
Hands on Teaching  
Tasks and Progressions  
Explanation, Demonstration, Practice, Feedback  
Emphasize Hands on Teaching and utilize Reciprocal Style so everyone gets lots of hands on practice  
Wrap-up and Review (check for understanding)  
read pgs in SB Handbook, Review Worksheet 3

### Day 5

Review Levels 1, 2, and 3  
Mileage of hands on teaching techniques  
Burton LTR  
Video all New Hires (less about MA, and more about letting them see themselves ride)... What you should look like in Blue...  
read pgs in SB Handbook, Review Worksheet 4

### Day 6

Introduce Level 4  
Appropriate terrain usage and pacing (skills not terrain)  
Tasks, Progressions, and Games  
Instant Teaches / gets in front of the group leading an appropriate Level 4 exercise  
New Skill – Old Terrain / Old Skill – New Terrain  
Download Everyone  
Wrap-up and Review (check for understanding)  
read pgs in SB Handbook, Review Worksheet 5

### Day 7

Mountain Orientation/Tour  
Strawberry Park, Bachelor Gulch, (Arrowhead time permitting)  
Introduce Level 5  
Appropriate terrain usage and pacing  
Tasks and Progressions  
Snowboard all the way down Cinch from Spruce Saddle  
Introduce and Explain how Reverse Teaching Day will work  
Wrap-up and Review (check for understanding)  
review pgs in SB Handbook, Review Worksheet 6

### Day 8

Reverse Teaching Day  
One or Two 10-15 min teaching sessions per instructor  
Must demonstrate: Intro and Conclusion, Various teaching/learning styles,  
4 step plan, RA, FM, BP, Accurate Exercises, & Progressions  
Review Worksheet 7  
Wrap-up and Review (check for understanding)  
Finalize/Review Training Passports  
Complete Individual Evaluations  
Trainers Meeting with Spike and Mike

# Snowboard Progressions and Terrain Guidelines for Levels 1-5 at Beaver Creek 2015-2016

## Level 1

Equipment Introduction / Equipment Check

Active Warm-Up

Take the Students to the top of the Haymeadow Gondola

Gather Group near the base of the Sideslip Hill

Introduce Stance – Board Off

Strap Front Foot In

Introduce Stance – Board On (front foot strapped in)

One Foot Drills – Stationary (stepping from heel edge to toe edge, flat board, tilting board both edges, etc.)

One Foot Drills – Moving (walking, skating, sidestep uphill, rotating in a circle, etc.)

Review Stance – Board On (front foot strapped in)

Straight Glides – Hands on

Straight Glides – Using terrain or a foot drag to stop

Straight Glides – Independent

NO ONE FOOT J-Turns! (not yet anyway)

## Level 2

Intro to Sideslip Hill Magic Carpet – Hands on the first time

Top of the Sideslip Hill - Both Feet Strapped in

Techniques to get up off the ground

Heelside Sideslip – Hands on (until students are independently balancing down the entire sideslip hill)

Heelside Sideslip – Independent

Heelside Directional Sideslip

Heelside Floating Leaf

All students should now move to Chair 2.

Explanation of Chairlift unloading while at the top of the Chair 2 area

All students should do an entire lap of Chair 2 (Highlands) on their heels. (with breaks or re-group points)

Introduction to Chairlift – Instructor goes first, load every other chair, one student at a time, Hands On at the Top.

Ask the lift operators to run the lift at slow speed if necessary. Load this way every time until students are independently unloading, balancing, and stopping independently.

Toeside Exercises should use only a portion of each run on Chair 2 (Highlands) Include some FreeRide Time every Run.

Toeside Sideslip – Hands on (until students are independently balancing )

Toeside Sideslip – Independent

Toeside Directional Sideslip

Toeside Floating Leaf

The remaining exercises should use only a portion of Highlands (Chair 2). Include some FreeRide Time every Run.

When Changing from one edge to edge, at this level, have students sit down and roll over, or hands on with student

Traverses – Low Heelside and Toeside

Traverses – High Heelside and Toeside

Garlands – Heelside and Toeside

2-Footed J-Turns – (Both Feet Strapped In) Heelside – Hands on

2-Footed J-Turns – (Both Feet Strapped In) Heelside – Independent

2-Footed J-Turns – (Both Feet Strapped In) Toeside – Hands on

2-Footed J-Turns – (Both Feet Strapped In) Toeside – Independent

## Level 3

Highlands (Chair 2) Laps only

These exercises should use only a portion of Highlands (Chair 2). Include some FreeRide Time every Run.

C-Turn Heelside – Hands on

C-Turn Heelside – Independent

When Changing from one edge to the next, at this level, sit down and roll over, or hands on with student

C-Turn Toeside – Hands on

C-Turn Toeside – Independent

When Changing from one edge to the next, at this level, sit down and roll over, or hands on with student

S-Turn – Hands on, one complete S at a time

S-Turn – Independent, one complete S at a time

Linked Skidded Turns (S-Turns) Hands on (The Dance)

Linked Skidded Turns Independent

Linked Skidded Turns top to bottom on Highlands (Chair 2)

Linked Skidded Turns top to bottom on Haymeadow (Buckaroo Gondola)

It is ok (and probably best) for students to Sideslip the final pitch of Haymeadow (Haymeadow Face)

Linked Skidded Turns with Varying Radius and Rhythm on both Chair 2 and the Gondola

Introduction to traversing Catwalks from Chair 2 back to the Buckaroo Gondola

Bottom of the Mountain Only at Level 3! Students must be Level 4 to go to the top of the mountain.

## Level 4

Warm Up run on the Buckaroo Gondola or Chair 2

Chair 6 (Centennial) up to Spruce Saddle – Ride in a Gondola Cabin.

Both feet strapped in or walking to Chair 8 (Cinch) – Instructor should ride first and be hands on unloading if necessary

Appropriate Terrain for Level 4 includes all Green Runs up top as well as Chair 8 (Cinch) and Chair 5 (Drink of Water).

Chair 5 (Drink of Water) is preferred to avoid students lapping the Cinch catwalk (aka The Grand Traverse)

One foot practice to the top of Red Buffalo

Red Buffalo preferred first run up top

Heelside and Toeside Floating Leaf on the two steeper pitches of Red Buffalo

Linked Skidded Turns Review (Hands on if necessary)

Refining Turns on Green Terrain

Matching Turn Radius to Terrain

Exploring Movement Options

Timing of Flex and Extension Movements

Early Edge Engagement

Refining Twisting Movements in Turn Initiation

Variations of Speed and Speed Consistency

Variations of Turn Shape and Turn Shape Consistency

Introduction to Catwalks (the bottom of Red Buffalo or Flattops is preferred)

Introduction to Freestyle:

- 360's (on the ground)

- Tail-Presses, Nose-Presses

- Two-Footed Hops

- Ollies, Nollies

- Grabs (on the ground)

- Straight Glides – Two Footed

**DOWNLOAD TO THE BASE!! on Chair 6 (Centennial) NO EXCEPTIONS!!**

## Level 5

Warm up on Level 4 Terrain

Mileage, Mileage, Mileage

Continue with Level 4 Exercises

Refining Turns on Green Terrain

Matching Turn Radius to Terrain

Exploring Movement Options

Timing of Flex and Extension Movements

Early Edge Engagement

Refining Twisting Movements in Turn Initiation

Variations of Speed and Speed Consistency

Variations of Turn Shape and Turn Shape Consistency

Introduce Short Turns

Introduction to Riding Switch

Continue Developing Freestyle:

- 360's (on the ground)

- Tail-Presses, Nose-Presses

- Two-Footed Hops

- Ollies, Nollies

- Grabs

- Straight Glides – Two Footed

- Combo Tricks

Refining Catwalk Technique

Introduction to Blue Terrain

Stone Creek Meadows, Rosebowl and Chair 4 (Rosebowl) are the only Level 5 Blue Runs on the Main Mountain

**Gold Dust, and Latigo ARE NOT LEVEL 5 TERRAIN!**

The Funnel is closed at 2:30pm to Ski & Snowboard School

Introduction to Carving on Green Terrain

Introduction to Bumps (Powell Bumps just below Chair 5)

Introduction to Powder

Introduction to Firm Snow (#eastcoastpowder) (#thereisnoiceatbeavercreek)

Introduction to Park 101 (You must have your Park Pass to take students in the Park!)

**DOWNLOAD TO THE BASE!! on Chair 6 (Centennial)**

New Hire Name: \_\_\_\_\_

Date: \_\_\_\_\_



## **WORKSHEET #1**

1. Who are your Trainers? What are their phone numbers?
2. Who are the supervisors for each Snowboard program? What are their phone numbers?
3. Who is our Ski & Snowboard School Director? Who are our General Managers? Training Managers?
4. Who are the Adult Admins? Children's Admins?
5. What is the Indoor Supervisor utilized for? What is their number?
6. List 4 things you need to abide by in the locker room?
7. What is the uniform policy?
8. Do you know what you should carry in your uniform? Name at least 3 things
9. What is Beaver Creek's helmet policy?
10. What is the grooming standard?
11. What is an injury follow up form and where do you get them?
12. What is Epic Mix?
13. When, where, and what time do Private Lessons meet? Class Lessons? 7- Teen? Ultimate 4? Training Groups?
14. How do you sign up for staff training at Beaver Creek?
15. What is AASI and how do you become a member?

New Hire Name: \_\_\_\_\_

Date: \_\_\_\_\_



## **WORKSHEET #2**

1. What level rider are you?
2. Describe your own riding style.
3. What are the strengths and weaknesses in your riding?
4. What is the one tip that made the most sense to you?
5. What type of feedback have you received in training?
6. What are the reference alignments?
7. What are the fundamental movements?
8. What are the board performance concepts?
9. List all the points of the Responsibility Code.
10. What are the 5 T's?
11. What is the appropriate way to alternate in the instructor lift line?
12. The highest rate of injury is with 1<sup>st</sup> and 2<sup>nd</sup> year employees. Name at least two key elements that will help you to stay healthy and injury free this season.
13. Who should you report any on the job injuries to, and within what timeframe do you need to report it?
14. When is it ok to teach Snowboarding at Beaver Creek with only one foot strapped in?
15. Do you know where the computers are located for you to check your schedule? There are 4 main things to use our computers for. Are you familiar with all 4?



New Hire Name: \_\_\_\_\_

Date: \_\_\_\_\_



## **WORKSHEET #3**

1. What are the main points of the Teaching Cycle?
2. What are the different Teaching Styles?
3. What are the different Learning Styles?
4. What is the CAP Model?
5. Describe Teaching for Transfer? How can you relate to it?
6. What is Lateral Learning? How is it useful to you and your students?
7. What is a greeter? What is a level leader?
8. What does hands on "Slam Free" teaching mean?
9. What are some important things to look for with your student's equipment?
10. How can we manage fears in students when introducing new tasks?
11. When is it ok to teach Snowboarding at Beaver Creek with only one foot strapped in?
12. Describe the difference between a verbal split and an on-snow split.
13. What are the biggest differences between teaching kids and adults?
14. Does the Teaching Cycle still apply when teaching kids vs. adults? How does your approach differ?
15. Are there any differences in Terrain Selection when teaching kids vs. adults?

New Hire Name: \_\_\_\_\_

Date: \_\_\_\_\_



## **WORKSHEET #4**

1. List some safe ways to arrange your students in the snow.
2. What is a 1050? What is a 1083? What do you do if you have one or find one?
3. Describe praise versus reprimand.
4. What is the teaching progression for a Level 1 lesson?
5. What is the teaching progression for a Level 2 lesson?
6. What is the most important board performance to consider when sideslipping?
7. List a few ways to make level 1 and 2 exercises fun and exciting for your guests.
8. What are some common errors at Levels 1 & 2 we see our students make?
9. List some safety issues to consider when teaching Level 1 & 2's
10. What are Level 3 students learning to do?
11. What is the teaching progression for a Level 3 lesson?
12. How do you make Level 3 exercises fun for your students?
13. How do you prevent injuries to your students when they are learning to turn?
14. What skills should a first-timer have by the end of their first day?
15. When is it ok to teach with one foot strapped in at Beaver Creek?

New Hire Name: \_\_\_\_\_

Date: \_\_\_\_\_



## **WORKSHEET #5**

1. List some “hands on” techniques that help prevent a “slam free” lesson.
2. How long should you provide “hands on” assistance to guests in Private Lessons? Group Lessons? Children’s Lessons?
3. What is the most important board performance to discuss when students are learning to turn for the first time?
4. What does LTR stand for? What are Burton LTR boards designed to do?
5. What is easier to do on an LTR Board?
6. What is harder to do on an LTR Board?
7. What angles should a first time student’s bindings be set at?
8. What is an appropriate stance width for a first time student?
9. Which lesson products at Beaver Creek are considered LTR Lessons by Burton?
10. Why is pacing your students important?
11. List at least 4 signs of fatigue.
12. What do you do if you are going to be more than 15 minutes late for lunch?
13. What do you do if you are going to be more than 10 minutes late at the end of the day?
14. What do you do to summarize your lesson.
15. List four things that will help promote return students.

New Hire Name: \_\_\_\_\_

Date: \_\_\_\_\_



## **WORKSHEET #6**

1. When is it appropriate to take students to the top of the mountain?
2. What is the appropriate terrain for Level 4's?
3. What is the teaching progression for Level 4?
4. List 6 exercises you could use with Level 4 students.
5. Explain what New Terrain, Old Skill / Old Terrain, New Skill means.
6. What is the only way to get Level 4 students down the mountain?
7. Why do we download all Level 4 students?
8. After what time is it to late to do a run on Chair 8 and still make it to the Base Area for the lesson ending time?
9. Where do private lessons meet? What route do you take to get to Bachelor Gulch to meet a private lesson?
10. Where you can take class lessons for lunch?...Private Lessons?
11. Why is Epic Mix Academy Important to you and your students?
12. What is the Talons Challenge?
13. When are you allowed to teach in the Terrain Parks?
14. What is the Park Safety Pass? How do you get one?
15. What is Parkology?

New Hire Name: \_\_\_\_\_

Date: \_\_\_\_\_



## **WORKSHEET #7**

1. What skills do you need to see from your students before exploring blue terrain?
2. What is the teaching progression for a Level 5 lesson?
3. What are some safety issues when teaching Level 5?
4. List some exercises that you would use to teach Level 5.
5. Where is "The Funnel" located on the mountain and when is it off limits?
6. Where are the Family Slow Zones and what are the rules for these areas?
7. What are the Children's Adventure Zones and what level is appropriate for each of them?
8. What is our tree skiing policy?
9. When is it ok to take a class in The Park and which Parks can you take them into?
10. What are some customer service concepts you use in a Snowboarding Lesson?
11. What are private lesson perk cards? What can you get with them?
12. What is the correct procedure to follow if you are sick and unable to work on a scheduled day of work?
13. What do you think your teaching threshold is, and how do you raise it?
14. What do you think your strengths and weaknesses as an instructor will be?
15. Do you feel well prepared to teach now?

New Hire Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Questions Taken out of the Mix 2015-2016

1. What is Vail Resorts Skiing Backwards policy? Where can you ski backwards?
2. What is the Snowboard Teaching System?
3. What is the Snowboard Teaching Model? Describe it
4. Describe Lateral Learning.
5. What are some safety issues when teaching Level 2?
6. What are some safety issues when teaching Level 1?
7. Explain what 100% greet, courtesy and professionalism mean to you?
8. =What is the BEAVO program? What is the EAGLE VALLEY program? What is the SOS Program?
9. What is "Journey to Zero"?
10. What are our company values?
11. Who are the Training Managers?
12. What is Park Smart?
13. What are the important elements of lift safety and lift loading?
14. What are the phases of a turn?
15. Do you have a focus to improve your riding? What is it?
16. What is the Snowboard Teaching System?
17. What is the Snowboard Teaching Model? Describe it.
18. What are some safety issues when teaching Level 1?
19. What are some safety issues when teaching Level 2?
20. What is the difference between encouragement and feedback?
21. What is Chum, and where do you find it?
22. How many Terrain Parks do we have at Beaver Creek?
23. How do you become able to teach in the terrain parks?
24. What is the Park Safety Pass? How do you get one?
25. What is Parkology?
26. Describe your riding style. How did you look on Video?
27. Do you have a focus (from your trainer) to improve your Riding?
28. Do you have any Snowboarding Goals for the season?
29. Do you feel comfortable using your resources and do you know what those resources are?
30. What is the Talons Challenge?
31. Describe the dynamics of a class lesson versus a private lesson?
- 32.



## Clinic Outline

**Title:** 2015-2016 Inexperienced Snowboard New Hire Training (Day 2)

**Participant Qualifications & Prerequisites:** Inexperienced 1<sup>st</sup> year staff members.

**Description:** Day 2 will have all New Hire Instructors start their Beaver Creek “Experience of a Lifetime” by becoming students themselves. New Hire Trainers will treat the groups as though they were guests of the Beaver Creek Ski & Snowboard School. This will give new instructors a chance to see what lessons look from the student’s perspective. It will also allow them to watch how their Trainer manages, and teaches the group. This lesson will provide new instructors with an experience to reflect back on through the rest of training as well as through the rest of the season.

**Paid/Non-Paid; WC/No WC:** Paid/WC

**Objectives:** Training Passport objectives Day 2 . Rider Assessment and Group Split. New instructors experience a lesson delivered to them to set the framework for their training at Beaver Creek. Individual riding assessment with feedback.

**Duration:** 6.5 hours

**Materials:** Instructor Worksheets, Training Passport, AASI Vail/BC Snowboard Teaching Handbook.

**Terrain Guidelines:** All green, blue and black terrain with appropriate skills and ability.

**Smart Sliding/Safety:** Incorporate throughout the clinic; on hill awareness and actions in regards to the 5 T’s, the Responsibility Code, and Park Smart. This attitude will create a safer workplace for yourself and participants. Personal Participant Safety Check.

**Content (outline):** Day 2

Meet at the Stone House at 8:30 am.

Review worksheet #1.

Refer to Training Passport objectives for day 2.

**Cited Materials:** 2015-2016 Vail/Beaver Creek Resource & Guidelines Manual, PSIA/AASI Core Concepts, AASI Snowboard Technical Manual, AASI (Vail/Beaver Creek) Snowboard Teaching Handbook.

Prepared By: Chuck Hewitt

Date: 11/06/2015



## Clinic Outline

**Title:** 2015-2016 Inexperienced Snowboard New Hire Training (Day 3)

**Participant Qualifications & Prerequisites:** Inexperienced 1<sup>st</sup> year staff members.

**Description:** Today is all about fundamentals. Trainers will break down Riding Concepts, Teaching Concepts, and Guest Service Concepts. This will help new hire instructors create a baseline of understanding from which the rest of training will rely upon. The information covered in Day 3 will set the foundation for new hire instructors to teach a great lesson at Beaver Creek..

**Paid/Non-Paid; WC/No WC:** Paid/WC

**Objectives:** Training Passport objectives Day 3. Introduction to RA's, Fundamental Movements, BP, Teaching Styles, Learning Styles, and AASI/PSIA models that will help new instructors establish a baseline of riding, teaching, and guest service concepts.

**Duration:** 6.5 hours

**Materials:** Instructor Worksheets, Training Passport, AASI Vail/BC Snowboard Teaching Handbook.

**Terrain Guidelines:** All green, blue and black terrain with appropriate skills and ability.

**Smart Sliding/Safety:** Incorporate throughout the clinic; on hill awareness and actions in regards to the 5 T's, the Responsibility Code, and Park Smart. This attitude will create a safer workplace for yourself and participants. Personal Participant Safety Check.

**Content (outline):** Day 3

Meet at the Stone House at 8:30 am.

Review Worksheet #2.

Refer to Trainer Passport objectives for Day 3.

**Cited Materials:** 2015-2016 Vail/Beaver Creek Resource & Guidelines Manual, PSIA/AASI Core Concepts, AASI Snowboard Technical Manual, AASI (Vail/Beaver Creek) Snowboard Teaching Handbook.





## Clinic Outline

**Title:** 2015-2016 Inexperienced Snowboard New Hire Training (**Day 4**)

**Participant Qualifications & Prerequisites:** Inexperienced 1<sup>st</sup> year staff members.

**Description:** Day 4 gets into the specifics of teaching a first time snowboard lesson at Beaver Creek. Trainers will walk you through the progression of how to take a student who has never snowboarded before and get them hooked on the sport for life. Trainers will show new instructors how to take all of the information introduced on days 1-3 of new hire training and incorporate them into the first-timer lesson.

**Paid/Non-Paid; WC/No WC:** Paid/WC

**Objectives:** Training Passport objectives Day 4.

**Duration:** 6.5 hours

**Materials:** Instructor Worksheets, Training Passport, AASI Vail/BC Snowboard Teaching Handbook.

**Terrain Guidelines:** All green, blue and black terrain with appropriate skills and ability.

**Smart Sliding/Safety:** Incorporate throughout the clinic; on hill awareness and actions in regards to the 5 T's, the Responsibility Code, and Park Smart. This attitude will create a safer workplace for yourself and participants. Personal Participant Safety Check.

**Content (outline):** Day 4

Meet at the Stone House at 8:45 am.

Review worksheet #3.

Refer to Training Passport objectives for day 4.

**Cited Materials:** 2015-2016 Vail/Beaver Creek Resource & Guidelines Manual, PSIA/AASI Core Concepts, AASI Snowboard Technical Manual, AASI (Vail/Beaver Creek) Snowboard Teaching Handbook.

Prepared By: Chuck Hewitt

Date: 11/06/2015



## Clinic Outline

**Title:** 2015-2016 Inexperienced Snowboard New Hire Training (Day 5)

**Participant Qualifications & Prerequisites:** Inexperienced 1<sup>st</sup> year staff members.

**Description:** Day 5 begins with Trainers switching groups. This will offer new hire instructors a chance to see a different style of teaching and snowboarding. A large portion of the day will be spent reviewing the hands on teaching techniques that are utilized with first-timer and lower level lessons. Instructors will partner up and practice these techniques with one another. The Burton LTR products will be introduced today, and all new hire instructors will set up a board and take it for a test lap or two to gain a better understanding of the equipment their students will utilize. Finally, all new hires will get a chance to see themselves on film, and get a little feedback on their riding from their trainers.

**Paid/Non-Paid; WC/No WC:** Paid/WC

**Objectives:** Training Passport objectives Day 5.

**Duration:** 6.5 hours

**Materials:** Instructor Worksheets, Training Passport, AASI Vail/BC Snowboard Teaching Handbook.

**Terrain Guidelines:** All green, blue and black terrain with appropriate skills and ability.

**Smart Sliding/Safety:** Incorporate throughout the clinic; on hill awareness and actions in regards to the 5 T's, the Responsibility Code, and Park Smart. This attitude will create a safer workplace for yourself and participants. Personal Participant Safety Check.

**Content (outline):** Day 5

Meet at the Stone House at 8:30 am.

Review worksheet #3.

Refer to Training Passport objectives for day 5.

**Cited Materials:** 2015-2016 Vail/Beaver Creek Resource & Guidelines Manual, PSIA/AASI Core Concepts, AASI Snowboard Technical Manual, AASI (Vail/Beaver Creek) Snowboard Teaching Handbook.

Prepared By: Chuck Hewitt

Date: 11/06/2015



## Clinic Outline

**Title:** 2015-2016 Inexperienced Snowboard New Hire Training (Day 5)

**Participant Qualifications & Prerequisites:** Inexperienced 1<sup>st</sup> year staff members.

**Description:** Day 5 will take new instructors to the top of the Mountain and begin exploring green terrain. Trainers will take new hire instructors through the objectives outlined for Level 4 lessons, and help them begin to develop their own teaching style. New hire instructors will be required to teach in front of their peers in short teaching presentations..

**Paid/Non-Paid; WC/No WC:** Paid/WC

**Objectives:** Introduce appropriate progressions and teaching terrain for level 4. Trainer Passport objectives Day 5. Teaching opportunities for all participants in level 4 zone

**Duration:** 6.5 hours

**Materials:** Instructor Worksheets, Training Passport, AASI Vail/BC Snowboard Teaching Handbook.

**Terrain Guidelines:** All green, blue and black terrain with appropriate skills and ability.

**Smart Sliding/Safety:** Incorporate throughout the clinic; on hill awareness and actions in regards to the 5 T's, the Responsibility Code, and Park Smart. This attitude will create a safer workplace for yourself and participants. Personal Participant Safety Check.

**Content (outline):** Day 5

Meet at the Stone House at 8:30 am.

Review worksheet #4.

Refer to Training Passport objectives for day 5

**Cited Materials:** 2015-2016 Vail/Beaver Creek Resource & Guidelines Manual, PSIA/AASI Core Concepts, AASI Snowboard Technical Manual, AASI (Vail/Beaver Creek) Snowboard Teaching Handbook.



## Clinic Outline

**Title:** 2015-2016 Inexperienced Snowboard New Hire Training (Day 6)

**Participant Qualifications & Prerequisites:** Inexperienced 1<sup>st</sup> year staff members.

**Description:** Day 6 will provide new hire instructors with an opportunity to learn their way around the mountain. Trainers will show new hire instructors approved routes to take across the mountain, highlighting different learning areas, mountain facilities, and terrain choices. Trainers will also take new hire instructors through the objectives outlined for Level 5 Lessons. New instructors will also have an opportunity to receive some video MA and coaching from their Trainers..

**Paid/Non-Paid; WC/No WC:** Paid/WC

**Objectives:** : Trainer Passport objectives Day 6. Introduce appropriate progressions and teaching terrain for level 5. Mountain Tour and logistics. Individual riding and teaching assessment with feedback. Video all participants and allow them to see their own riding. Emphasis on the “image” they need to portray when in uniform

**Duration:** 6.5 hours

**Materials:** Instructor Worksheets, Training Passport, AASI Vail/BC Snowboard Teaching Handbook.

**Terrain Guidelines:** All green, blue and black terrain with appropriate skills and ability.

**Smart Sliding/Safety:** Incorporate throughout the clinic; on hill awareness and actions in regards to the 5 T's, the Responsibility Code, and Park Smart. This attitude will create a safer workplace for yourself and participants. Personal Participant Safety Check.

**Content (outline):** Day 6

Meet at the Stone House at 8:30 am.

Review worksheet #5.

Refer to Training Passport objectives for day 6

**Cited Materials:** 2015-2016 Vail/Beaver Creek Resource & Guidelines Manual, PSIA/AASI Core Concepts, AASI Snowboard Technical Manual, AASI (Vail/Beaver Creek) Snowboard Teaching Handbook.

Prepared By: Chuck Hewitt

Date: 11/06/2015



## Clinic Outline

**Title:** 2015-2016 Inexperienced Snowboard New Hire Training (Day 8)

**Participant Qualifications & Prerequisites:** Inexperienced 1<sup>st</sup> year staff members.

**Description:** Day 7 provides an opportunity for new hire instructors and Trainers to switch roles. This day will provide new hire instructors with an opportunity to practice teaching a beginner lesson to the group. The basic format will mirror a beginner lesson. The lesson will start in the Level 1 meeting area and finish with students making turns on the beginner runs. Each new instructor in the group will be required to lead the class through a portion of the lesson throughout the day. At the end of Day 7, each new instructor will be assigned a teaching threshold and receive an individual evaluation from their Trainer(s).

**Paid/Non-Paid; WC/No WC:** Paid/WC

**Objectives:** Training Passport objectives Day 7. Observe and critique trainees in regards to their teaching presentations and demos. Conduct individual evaluations with the trainees. Review all topics covered in the previous 6 days.

**Duration:** 6.5 hours

**Materials:** Instructor Worksheets, Training Passport, AASI Vail/BC Snowboard Teaching Handbook.

**Terrain Guidelines:** All green, blue and black terrain with appropriate skills and ability.

**Smart Sliding/Safety:** Incorporate throughout the clinic; on hill awareness and actions in regards to the 5 T's, the Responsibility Code, and Park Smart. This attitude will create a safer workplace for yourself and participants. Personal Participant Safety Check.

### **Content (outline): Day 7**

Meet at Stone House at 8:30 am.

Review worksheets.

Refer to Training Passport objectives day 7

Meet with each trainee for an individual evaluation and assign them a teaching threshold.

Verify understanding of the audit procedure, when and where to turn them in.

**Cited Materials:** 2015-2016 Vail/Beaver Creek Resource & Guidelines Manual, PSIA/AASI Core Concepts, AASI Snowboard Technical Manual, AASI (Vail/Beaver Creek) Snowboard Teaching Handbook.

Prepared By: Chuck Hewitt

Date: 11/06/2015



# Snowboard Audit Sheet

## Level 1

Date: \_\_\_\_\_

New Hire Name: \_\_\_\_\_

Instructor audited: \_\_\_\_\_

1. How did the instructor introduce themselves and establish rapport with the students?
2. What questions did the instructor ask to help determine ability level in the yard?
3. What questions did the instructor ask to determine the motivations and goals of the students?
4. What questions did the instructor ask to help determine the physical abilities of the students?
5. When and how did the instructor address any equipment issues? Board? Bindings? Boots? Helmet? Goggles? Gloves? Outerwear? Sunscreen?
6. How did the instructor determine that the student was in the right group?
7. What were the clearly stated goals of the class? Were they achieved?
8. How did the students learn the basics of walking and climbing?
9. What made the instructors demonstrations easy to see and understand?
10. Could the students get up after a fall? What tactics did the instructor use to help the students become successful with this?
11. How did the instructor teach the students to do a straight glide?

12. How did the instructor cover safety and the responsibility code during the day?
13. What is the daily procedure for lunch for First-timer Lessons
14. How did the instructor summarize the lesson? What was the plan for the next day?
15. What did the instructor do to encourage the students to return the next day?

**The instructor fills out the remaining questions and should review all answers with you.**

1. Did the auditor actively engage with the group and participate in the lesson? If not briefly explain why...
2. Does the auditor seem competent and clear with the procedure for teaching Level 1 students?
3. Does the auditor exhibit an understanding of safety?
4. Would you feel comfortable with the auditor teaching a Level 1 Lesson?

**Auditor Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Instructor Signature** \_\_\_\_\_ **Date** \_\_\_\_\_



# Snowboard Audit Sheet

## Level 2

Date: \_\_\_\_\_

New Hire Name: \_\_\_\_\_

Instructor audited: \_\_\_\_\_

1. How did the instructor introduce themselves and establish rapport with the students?
2. What questions did the instructor ask to help determine student ability levels in the yard?
3. What questions did the instructor ask to determine the motivations and goals of the students?
4. What questions did the instructor ask to help determine the physical abilities of the students?
5. When and how did the instructor address any equipment issues? Board? Bindings? Boots? Helmet? Goggles? Gloves? Outerwear? Sunscreen?
6. How did the instructor determine that the student was in the right group?
7. What were the clearly stated goals of the class? Were they achieved?
8. How did the instructor introduce the chairlift to the students?
9. Where and how did the instructor position themselves to assist the class up the lift for the first time? What other tactics did the instructor use to make the first lift ride successful?
10. How did the instructor get the class to master the beginner area?
11. What different teaching styles did the instructor utilize during the lesson?



12. How would you describe a Level 2 student?

13. How were safety and the responsibility code covered during the day?

14. How did the instructor summarize the lesson? What was the plan for the next day?

15. What did the instructor do to encourage the students to return the next day?

**The instructor fills out the remaining questions and should review all answers with you.**

1. Did the auditor actively engage with the group and participate in the lesson? If not briefly explain why...

2. Does the auditor seem competent and clear with the procedure for teaching Level 2 students?

3. Does the auditor exhibit an understanding of safety?

4. Would you feel comfortable with the auditor teaching a Level 2 Lesson?

**Auditor Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Instructor Signature** \_\_\_\_\_ **Date** \_\_\_\_\_



# Snowboard Audit Sheet

## Level 3

Date: \_\_\_\_\_

New Hire Name: \_\_\_\_\_

Instructor audited: \_\_\_\_\_

1. How did the instructor introduce themselves and establish rapport with the students?
2. What questions did the instructor ask to help determine student ability levels in the yard?
3. What questions did the instructor ask to determine the motivations and goals of the students?
4. What questions did the instructor ask to help determine the physical abilities of the students?
5. When and how did the instructor address any equipment issues? Board? Bindings? Boots? Helmet? Goggles? Gloves? Outerwear? Sunscreen?
6. How did the instructor determine that the student was in the right group?
7. What were the clearly stated goals of the class? Were they achieved?
8. Describe the difference between levels 2 and 3? How would you classify the level 3 group you audited?
9. How did the instructor introduce C-turns? S-Turns?
10. How did the instructor hone the student's skills, develop rhythm and build confidence?
11. How were you able to determine when a student was managing speed through turn shape? How does skidding apply here?

12. What are some teaching tactics the instructor utilized in the beginner areas?

13. How were safety and the responsibility code covered during the day?

14. How did the instructor summarize the lesson? What was the plan for the next day?

15. What did the instructor do to encourage the students to return the next day?

**The instructor fills out the remaining questions and should review all answers with you.**

1. Did the auditor actively engage with the group and participate in the lesson? If not briefly explain why...

2. Does the auditor seem competent and clear with the procedure for teaching Level 3 students?

3. Does the auditor exhibit an understanding of safety?

4. Would you feel comfortable with the auditor teaching a Level 3 Lesson?

**Auditor Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Instructor Signature** \_\_\_\_\_ **Date** \_\_\_\_\_



# Snowboard Audit Sheet

## Level 4

Date: \_\_\_\_\_

New Hire Name: \_\_\_\_\_

Instructor audited: \_\_\_\_\_

1. How did the instructor introduce themselves and establish rapport with the students?
2. What questions did the instructor ask to help determine student ability levels in the yard?
3. What questions did the instructor ask to determine the motivations and goals of the students?
4. What questions did the instructor ask to help determine the physical abilities of the students?
5. When and how did the instructor address any equipment issues? Board? Bindings? Boots? Helmet? Goggles? Gloves? Outerwear? Sunscreen?
6. How did the instructor determine that the student was in the right group?
7. What were the clearly stated goals of the class? Were they achieved?
8. List a few major differences between teaching Level 1-3 students and Level 4-6 students?
9. What skills did the instructor focus on during the day? Were the skills addressed the same for all students?
10. Was it possible for the students to vary their speed and/or turn shape according to the terrain? How did the instructor teach them this?
11. What terrain did the class use?

12. How did the instructor deal with different speeds and ability levels within the group?
13. How were safety and the responsibility code covered during the day?
14. What demonstrations did the instructor do during the day? What made the demonstrations easy to see and understand?
15. How did the instructor summarize the lesson? What did the instructor do to encourage the students to return the next day?

**The instructor fills out the remaining questions and should review all answers with you.**

1. Did the auditor actively engage with the group and participate in the lesson? If not briefly explain why...
2. Does the auditor seem competent and clear with the procedure for teaching Level 4 students?
3. Does the auditor exhibit an understanding of safety?
4. Would you feel comfortable with the auditor teaching a Level 4 Lesson?

**Auditor Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Instructor Signature** \_\_\_\_\_ **Date** \_\_\_\_\_