YAWGOO VALLEY

SNOWSPORTS
INSTRUCTOR MANUAL
SNOWBOARD

This manual belongs to_____

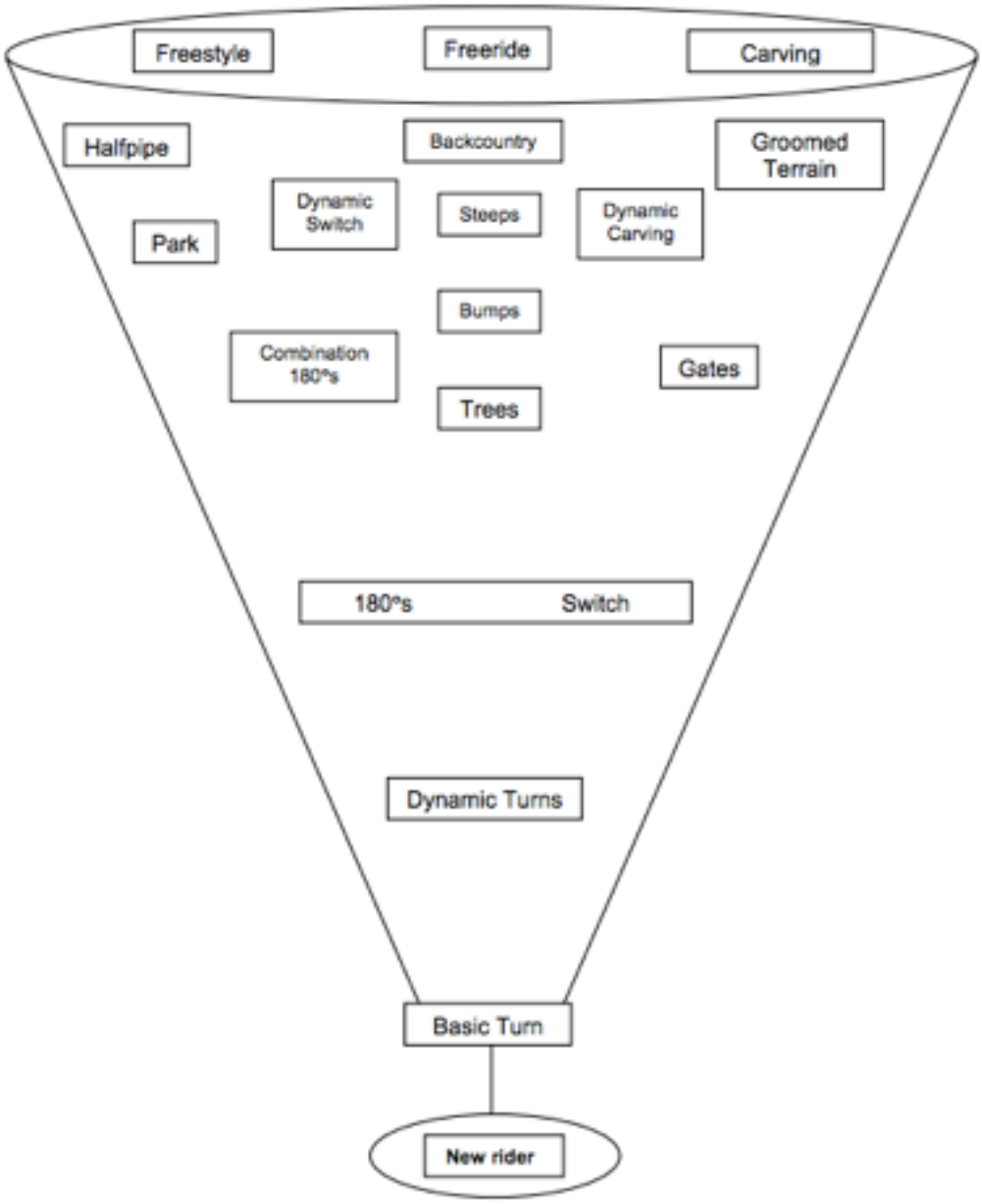
EASTERN DIVISION

Revision November 2018

******CREATED EDITED FALL OF 2014 ~ph 11_3_18**

THE RIDING MODEL/ THE Y MODEL

SAFTEY, FUN & LEARNING



Teaching	**Snowboard Movements**	**Body Movements**
Explanation	Tilt	Flex
Demonstration	Twist	Extend
Practice	Pivot	Rotate
Feedback	Bend	

Gear/Equipment

Softgoods

Students should be appropriately dressed for the weather in layers, so that if the weather changes they can continue to be comfortable. Outer layers should be waterproof and include jackets, pants, hat or helmet (preferred), gloves or mittens, and if necessary a facemask with goggles. Under layers should be warm and quick drying. Students should have only one layer of socks, as multiple layers can bunch and cause irritation. Pants should be kept outside to minimize snow getting into boots and irritation. Be mindful the snow-skirt inside pant leg goes over their boots (never tuck inside boot).

Hardgoods

Boots:

Snowboard boots must be appropriately sized, with all laces and ripcords tied and secured. Always check the sock is pulled all the way up. Top cuff of boot should always be below the rider's calf. The fit of the foot to the boot and the fit of the boot to the binding are essential for safety, comfort, and responsiveness of the board.

Bindings:

There are three major binding styles: soft, step-in, and rear entry.

Soft style bindings have a base plates, toe and ankle straps, ladders, ratchets, a heal cup, and a high back. Each strap has a ratchet for tightening, know how they work.

Step-ins have a base plate and sometimes a high back attached with some type of mechanical securing mechanism that attaches directly to the boot. Ensure you know how each system works before starting lessons

Rear entry are similar to soft style bindings, but the heal cup and high back fold down to provide an entry point for the boot. A well-adjusted, secure, smooth fit is key to good movement transfer

All bindings should be sized/adjusted to fit the students' boot before the lesson starts. Ask for assistance from senior staff if you are unsure about how a binding works (there are several wacky designs). Soft style should be secured ankle strap first, then toe strap in a static position to ensure a proper fit. Adjustments can be made on most bindings to ensure the proper fit.

Deck: *There are many shapes, sizes, and styles of decks available. Deck choice should be based on weight, personal riding style, and skill level.*

Parts of a Deck:

Length: Decks are generally sized by length to land between the chin and nose of rider.**Nose:** Portion of the board from the front foot to the tip. Generally points to the direction of travel.

Tail: Portion of the board from the rear foot to the end. Generally points to the direction from where you came.

Base: Portion of the board that touches the snow when the board is flat. Wax to be slick on snow and ice for sliding.

Edges: Sharp metal strips that run the outer edge of the board, in full circumference between the base and side. Used for control of direction and speed.

Side cut: Curve of the edge of the board from the tip to the tail. Plays a big roll in overall shape of your turns.

Effective Edge: is a manufacturer's way of measuring the total metal edge that can make contact with the snow and is a major factor in a board's performance qualities.

Waist width: Width of the board from edge to edge in the center between front and back binding. to place your foot during one- foot tasks.

Camber: Distance between the snow and the middle of the base with no weight on the board. Zero camber, reverse camber, and alternative camber change performance of the board.

Flex: Boards can flex two ways: torsionally or longitudinally. Torsional flex refers to twisting through the long axis of the board. While longitudinal flex refers to bending the board tip to tail. Both types of flex are used to control turn shape, initiation and freestyle movements.

Movement analysis

Movement analysis (MA): is the process of observing students perform specific tasks, describing the movements you've observed, and analyzing the relevance and effects of those movements. MA begins from the moment we get on snow with our students and continues through the entire lesson. MA is a very important aspect of teaching used to help our students improve. We must evaluate what they are doing and instruct changes to help improve the effectiveness of their riding. One tool for MA that is commonly used is the task, observe, describe, analyze, or TODA model.

Task: Give students a task. It is much easier to look at movements if you know the goal.

Observe: Simply watch the performance and identify if the task was done as instructed.

Describe: Be sure to describe the movements and the resulting board performance accurately and concisely.

Analyze: Carefully and deliberately analyze the movements. What movements and board performance options do you see? What is effective? What presents opportunities for improvement? What is the new goal or task?

Students are not always interested in the technical aspects of what they are doing; they often just want to know how to improve. So with that in mind, keep all feedback short, simple, and specific to the goals you set at the beginning of the lesson. Statements like “First let's work on your edging” are much easier for students to handle than statements like “Wow, there are a million things wrong with that.” To perform MA you must pay close attention to how the riders’ body movements effect the board. This is known as a cause and effect relationship. Once you have analyzed the movements, then you can start developing tasks to move toward more effective movements.

Feedback

Feedback is the process of informing the student what you have determined during MA. Feedback should be objective and non-judgmental. Judgmental or unwelcome feedback will have a very negative effect on the student's confidence and learning experience. There are two ways to deliver feedback: while the student is riding (concurrent), or after the fact (delayed). The most effective tends to be immediately after the student performs a specific task so he or she can try to implement the suggestions on the next attempt. Giving too much concurrent feedback can be distracting, and too much time between the movement and the feedback can be ineffective.

Asking students questions about what movement they are using, can help them understand what worked and what didn't. Open-ended questions are usually the most effective at getting the students to describe the movements they are performing. When actually giving the feedback, try to give the student encouragement about something they did well and then suggest a specific movement to improve. For example, “That was a very nice heel turn. Next time why don't we try to keep our eyes up and look where we want to go?” Feedback is highly important in building

students' confidence and helping them improve. Never forget to allow them time to practice one movement before giving them feedback about something else. You may run the risk of confusing and overwhelming them.

Terrain Selection

Assess what terrain will best allow you to accomplish the goals you and the student have set for the lesson. Always assess conditions that day. A good thing to remember is “New task, old terrain; old task, new terrain.” New terrain can get students excited and help build confidence, but keep in mind terrain that is inappropriate for the student’s task. A task that is too difficult on new terrain can have negative effects on a student's performance. Have an escape route planned (especially on new terrain) in case conditions have changed or students have difficultly mastering the terrain.

Fall Line: The fall line is the path a ball would take if allowed to roll down the slope. This is helpful in teaching students to "read" the hill and understand the best way to attack it.

Managing ability/splits:

Student ability splits can be one of the most challenging things we deal with as instructors. Often the easiest option, if possible, is to move the student who is excelling or having difficultly to a different group. However, this is not always possible, so we must learn to work with students with different skill levels. There are several ways to accomplish this. While teaching on terrain appropriate for the lowest level rider, have more skilled students practice more challenging tasks.

Pair more skilled students with less skilled members to help coach each other. It is usually best to address each member of the group individually and teach to the least skilled member first, before helping more skilled members with their tasks.

Freestyle:

Here at Yawgoo Valley, we are not allowed to take students on any man-made freestyle features during programs, group lessons, and private lessons unless permitted by snowboard school management. However, upper level students can be taught flat-ground freestyle moves such as ollies and 180s. Jumping on natural terrain is no longer prohibited in lessons, but student safety is our primary goal. It is essential for all riders to ride within their limitations and be under control on all terrain at all times. Students must be trained in the ATML model for all airs and maneuvers that may be attempted. Thus it is important to address Smart Style and what symbol denotes freestyle terrain so the students are aware in case they choose to use freestyle terrain here at Yawgoo or somewhere else while not in a lesson. Recent developments in our Snowboard program have granted us the opportunity to offer private freestyle lessons and freestyle programs. Freestyle coaches will be selected from only freestyle accredited instructors, as well as those individuals that have mastered our In-House Freestyle training.

One model for breaking down and analyzing freestyle moves is ATML, which stands for:

Approach, Takeoff, Maneuver, Landing

Approach: This phase includes everything the rider does prior to the move. Goal is to achieve the best-balanced body position and correct board position for maneuver planned.

Takeoff: In this phase the rider enters the “action zone,” transitioning from preparation to the actual maneuver. Typically includes a jump or pop.

Maneuver: This phase is where the rider does the actual trick. (i.e.: grab, spin, shifty, etc.)

Landing: In this phase the rider seeks to come back to earth in balance and with the absorption and speed control that sets up the next move.

The ATML model can be useful for explaining freestyle moves to students as well as for MA.

Riding Concepts - Movement Concepts

When snowboarding, since your feet are connected to the board, your body is limited in the directions that it can go. With limitations on how much your body can move, you are left with three movements: Flexion, Extension, and Rotation.

Flexion: The closing of your joints. When you take an extended arm and bring your hand to your shoulder is flexion. You do not have to close your joint all the way to cause flexion; just decreasing the amount that it is open also counts as flexion.

Extension: The opening of your joints. If your arm is flexed and your hand is at your shoulder, taking it from there and extending your arm to full length would be extension. Just as with flexion, it does not have to be a big movement. Bringing your hand from touching your shoulder to a few inches off of it would count as extension.

Rotation: When part of your body stays facing one direction and the other part moves over or under that part. It happens when we go to turn, do spins, and much more. Rotations happen mostly because our feet are attached to the snowboard. Keeping our body in line with our snowboard and moving our head to see where we are going, would be an example rotation.

Performance Concepts:

The different body movements that we use can lead us to manipulate our board in different ways. The four different ways our board moves are Tilt, Twist, Pivot, and Pressure Distribution.

Tilt: When you rock from edge to edge changing the height that the edge is off of the snow. The higher the edge, the slower your board will go. Also known as toe and heel side.

Twist: When you pick up your toes with one foot and with the other foot your heel, and vice versa. Commonly used to initiate edge-to-edge transitions. Aids in engaging and releasing edge from snow.

Pivot: When the board moves around similar to the hand of a clock. A pivot point can be set on any part of your board: under your front foot, the center of your board, on your back foot, etc.

Pressure Distribution: Can be applied to any area of your snowboard, either your tip or tail to bend the board. It is done by moving your center of mass or weight (pressure) over certain points of your board or moving the board under your body. Flexing and extending your legs can make adjustments in pressure.

Reference Alignments:

Reference alignments are used to help you watch a person ride and break apart how they ride. Here are some different reference alignments:

Front Foot: Where the front shoulder, hip, and knee are all stacked over the front foot.

Board/ Terrain: Ideally if you draw a line through the rider's shoulders and hips, both lines should be parallel to the terrain.

Center of Mass: Center of mass is between the feet and over the engaged edge.

Increase or decrease the difficulty of a task by using the TID model.

TID:

Timing: When you apply a movement earlier or later during the task.

Intensity: How hard you apply the movement during the task.

Duration: How long you apply the movement during the task.

Breaking down the turn:

Styles:

Open: Rider travels further down the fall line and switches edges before board traverses fall line. Open turns are not typically used for speed control.

Closed: Rider travels shorter distance down the fall line and switches edges at or after traversing the fall line. Closed turns are used for speed control.

Carved: When the tip and tail of the snowboard follow the same path

Skidded: When the tip and tail of the snowboard follow different paths

Size:

Short: Usually 3-5 board lengths wide.

Medium: Usually 6-8 board lengths wide.

Long: Usually 9 or more board lengths wide.

Riding Tasks

As you can imagine a good demonstration is important to show your students how to ride their snowboard. Since snowboarding embraces a diversity of riding styles, be more concerned with your ability to show movements, movement patterns and performance than any "final form" of a specific task. You may be asked to ride any or all of the listed tasks, once or several times during the course. Often we will ride the same task using different movement options. The possible riding tasks provided here, are a combination of free-riding and teaching demonstrations. Most tasks are listed with multiple movement and performance options. Learning to ride these tasks is both fun and easy. Information, definitions, and descriptions of tasks and terms are in the AASI manual. Since our objective is to show movement and performance, ask someone to describe what they see. If you are showing a movement, anyone should be able to see it, regardless of their knowledge of snowboarding. Ride these tasks in all types of conditions. **Do not attempt maneuvers that are beyond your ability**.

Skating

Climbing

Straight glide

Fade Turns

J-turns (toe & heel)

Sideslip

Traverse (toe & heel)

Garlands (traverse-turn-traverse)

Basic skidded turns

Carving

Dynamic turns

\ALWAYS REMEMBER TO :

PROVIDE A PROPER DEMONSTRATION

And

CHECK FOR UNDERSTANDING

Riding Tasks

Skating- Because skating is awkward for most students, make an effort to explore different ways to skate. The first version of skating is to walk with one foot (front foot) attached. While keeping the center of mass over the front foot and step the free foot on the toe side edge. Push with the free foot sliding the board forward. Introduce skating in a straight line; encourage small steps at first, working up to gliding a few feet between pushes. Keep the snowboard in contact with the snow. Try skating with the free foot behind on the heel side edge. Explore direction changes while skating. Skate in circles, play tag, go faster, and race.

Stepping and Climbing- Introduce the snowboard sidestep. Turn the snowboard perpendicular to the fall line while facing uphill. Tilt the board onto the toe-edge so it digs into the snow. Step up the hill in a one-two fashion. Leading with the free-foot and follow with the board. Take small steps! Practice stepping up the hill on toe side, and down the hill on heel side. The main goal is to use the uphill edge of the board to propel the student uphill in a climb and to provide a controlled descent when moving downhill.

Straight Glide- Experience the sensation of sliding, which is one of the foundations of snowboarding. Front foot is strapped in and free foot is placed in the center of the deck. Use terrain with a run out to guarantee that students will come to a stop. Make sure that the first attempt is a short glide, perhaps 20 feet. Start with the feet close together and stand on the free foot. Point the snowboard down the fall line. Step on the snowboard and, if needed use a slight push. A neutral, centered posture will best maintain balance. Keep weight evenly distributed on both feet. Caution students not to put out their free foot to stop, practicing straight glide until body appears comfortable with the sensation of gliding.

Fade Turns- Straight runs with a direction change. They can be done with one or both feet strapped in. The intended outcome is for the edge of the board to be engaged in the snow and make a slight direction change to either the toe or heel edge. Explore rocking feet toe side to heel side during straight glides.

J-turns- Similar to a fade turn but longer and with shape. Starting from a straight glide then engaging the toe side or heel side edge until the board is turned, pointing the nose slightly uphill. The result should be a J shape track in the snow.

Sideslip- The board should remain across the fall line keeping the center of mass over the engaged edge. Using the ankles to increase or decrease the tilt to control the speed or skid down the hill.

Traverse with one foot attached- A traverse is useful to control speed across the hill. Practice a traverse will help students learn to balance while moving on the edge. Start with the snowboard diagonal to the fall line. Push off with the free foot and step on the board. Keep equal weight on both feet. Slowly rotate the snowboard up the hill to stop. Step off the board with the free foot when stopped.

Traverse with both feet attached- From a stop, rotate or twist the snowboard until it is diagonal to the fall line. Keep equal weight on both feet. Once moving, edge angle will affect the

direction of travel. A greater edge angle will bring the snowboard across the hill because of the side cut. A smaller edge angle will allow the snowboard to drift down the hill. Rotate the snowboard uphill to stop.

Garlands- Similar to a traverse, starting off with the snowboard across the fall line. Allow the snowboard to drift downhill into the fall line by twisting or rotating the board. Turn the board back up the hill to slow your speed. Creating a Garland like track in the snow. Overall direction should be across the fall line.

Basic Skidded Turns-While in a turn slowly point the nose of the board down the hill into the fall line by disengaging the nose half of the engaged edge. Once the board is in the fall line make a turn across the fall line using the opposite edge. Connect heel side and toe side garlands to make an "S" shape down the fall line. Control your skid by increasing or decreasing your edge angle.

Snowboard levels ****this was past levels used for assessing/assigning levels/ classes ~ph 11_3_18

Level 1 New Rider - Intro to equipment, equipment check and static practice of movement patterns.

Working on: skating, climbing, straight gliding, faded turns, J turns, turning, and stopping on relatively flat terrain

Level 2 Has snowboarded before/ second lesson - Equipment check and check for independent knowledge. Quick movement review and static practice.

Working on: Refining Level 1 skills, traversing and garlands.

Level 3 Traversing across fall line and stopping - Equipment check and check for independent knowledge.

Working on: Refining Level 2 skills, skidded turns on green terrain, riding the chairlift

Level 4 Skidded turns on all green runs - Equipment check and check for independent knowledge. Linking turns on green runs and riding the chairlift.

Working on: Refining Level 3 skills, moving to blue terrain, switch riding Level 2 skills

Level 5 Linking turns on all green and some blue terrain - Equipment check and check for independent knowledge.

Working on: Refining Level 4 skills, starting to use turn shape and speed control to compliment terrain and conditions, starting to ride switch regularly, and exploring the mountain

Level 6 Linking turns on blues, switch on greens, able to handle varying terrain and conditions - Equipment check and check for independent knowledge.

Working on: Refining Level 5 skills, moving into advanced movements and black terrain

*******Updated August 2018 ***** this is what is being used on yawgoo.com for assessing/assigning levels. ~ ph 11_3_18*

First-Timer

I have never been on skis or a snowboard OR I am not yet able to stop with confidence on a gentle slope.

Novice

Level 1: I have taken at least one lesson or had some basic experience.

Skiers: I can move forward on flat terrain, climb and glide on slight inclines in a wedge.

Snowboarders: I can skate on flat terrain, make toe and heel side J- turns on slight inclines with front foot strapped in.

Level 2: I am exploring green terrain.

Skiers: I can skate on flat terrain. On easy green terrain, I can change wedge size while gliding, make shallow turns to J-turns and stop.

Snowboarders: I can perform skidded traverses and C-turns in both directions with both feet strapped in.

Intermediate

Level 3: I am gaining confidence on all green terrain, and learning to use the lifts.

Skiers: I link wedge turns with speed control on green terrain, can stop and learning to use ropetows and/or chairlifts.

Snowboarders: I can perform C-turns in both directions with speed control, am working on linking S-turns and learning to use the chairlift.

Level 4. I am confident on all green terrain and exploring easy blue terrain.

Skiers: I control speed on green and easy blue terrain. Skis begin with a wedge but align to parallel towards the end of the turn.

Snowboarders: I am linking skidded S-turns with speed control and shape on green and blue terrain.

Level 5. I am confident on blue terrain and seeking more challenging terrain.

Skiers: I am **aligning my** skis more consistently, starting and finishing turns with parallel skis. I am learning to use ski poles.

Snowboarders: I ambeginning to carve turns, varying turn radius and evolving from a stacked to more dynamic turn and seeking more challenges such as terrain park features.

Advanced

Level 6: I am confident on all terrain in GOOD conditions and looking to explore more challenging terrain.

I am learning to keep my skis parallel throughout the entire turn (skiers) or fine tuning carving (snowboarders). and seeking to explore steeps, bumps, glades and varying conditions.

SNOWBOARDING

Assessment Criteria

The assessment form breaks down each main category: riding, teaching, and professional knowledge, into eight elements. These elements are listed here and briefly described. Use these descriptions as a training tool to assess your own performance and compare your thoughts with what your trainers observe in your performance

Riding

Versatility: Adapt to changes in terrain, task, conditions and styles of riding.

Stability: Timing and subtlety of adjustments to movements and performance necessary to stay in control.

Movement: Rotation - Effectiveness of rotational movements of various joints.

Movement: Flexion/Extension - Effectiveness of flexing/extending movements of various joints.

Performance: Tilt - Refers to use and precision of snowboard edge angle.

Performance: Pivot - Refers to use and precision of snowboard rotation.

Performance: Twist - Refers to use and precision of torsional flex.

Performance: Pressure distribution - Refers to distribution and use of pressure between the board and the snow.

Teaching Methodology

Professionalism - Look like, act like, be a pro.

Group Safety - Risk management as it applies to the candidate, group and other guests.

Creates positive learning environment - Stress free, non-judgmental and respectful of others' feelings.

Communicates ideas and concepts - Includes both verbal and non-verbal communication.

Presents ideas in a logical sequence - Applies to a logical order of lesson content for the intended audience.

Organizes group; keeps group on task - Refers to ways of organizing the group to provide variety, clarity and choice when learning; focusing activities to the task.

Demonstrates different forms of feedback - Includes both verbal and non-verbal communication.

Pace; talk vs. action - Appropriate balance of talking and riding based on the makeup of the group or lesson, makes learning enjoyable.

Pro Knowledge

Movement Concepts - Relate body movements to snowboarding.

Performance Concepts - Relate snowboard performance to snowboarding.

Cause and effect relationships - Relate snowboard performance to movement. Relate

movement to snowboard performance.

Movement Analysis - This refers to the process of watching a rider, describing some of the observed movements and understanding the relevance and effects of those movements.

Teaching and Learning Concepts - Refers to the knowledge of current educational theory.

The CAP model - Refers to the use of this educational model describing cognitive, affective and physical issues of human development to make lesson content more appropriate to different students. Note: Refer to the ATS Children's Manual for information about the CAP Model.

Lesson content - Refers to the relevance, effectiveness and correctness of information used to teach snowboarding.

Equipment - Refers to knowledge of past and present snowboard equipment technology andIts' influence and application to teaching, learning and riding.