

YAWGCO VALLEY

SNOWSPORTS INSTRUCTOR MANUAL

This manual belongs
to _____



EASTERN DIVISION

Revision November 2018

Yawgoo Valley Welcomes You to Snow Sports Instruction

Vision:

- Share the fun of skiing and riding to create lifelong snow sports enthusiasts.

Mission:

- Providing outstanding snow sports instruction for all ages and abilities in a fun and safe environment.
- Provide professionally trained and certified instructors to share their knowledge, skill and passion for snow sports.
- Help our instructors grow professionally to their fullest potential.
- Fulfill student goals in mastery of skiing and riding, building skills, confidence and enthusiasm.

Message from Max

Since its development in 1964, Yawgoo Valley has provided snow sports instruction to the communities of RI, southeastern CT, and southeastern MA. I began my relationship with Yawgoo in 1964 and took over the Ski School in 1968. We initiated the "Five Week Learn-To-Ski" programs with a staff of ten instructors. The Ski School continued to grow and prosper throughout the 70's. By 1971, we qualified to be a PSIA member school and by 1980, the school had grown to over 30 instructors.

Look at us now! We have an instructor staff of 130+ and over 1800 kids in these popular programs. These programs have generated so much popularity because the public sees professionalism, organization, and exceptional results.

With true grit, discipline, and attention to detail by our best clinicians, you can accomplish that title "Professional Ski Instructor of America" or "American Association of Snowboard Instructors". When you pin that coveted badge on your parka, you have a right to be proud.

Max

The YVSS Manual provides information that is specific to Yawgoo Valley along with additional excerpts of concepts, methodologies, techniques and progressions from PSIA-AASI. Through YVSS training we intend to give you the tools needed to teach your first lessons and beyond. Please don't try to be your own clinician. Your personality is yours, and it is your most valuable asset. Take anything you want with you from your training, but keep your personality. It will make your lessons more interesting. Teaching is not an act; rather it is an extension of your own self. Your personality, combined with your knowledge base is what will determine the kind of teacher you will be.

Keep your personality, and build your base.

Expectations as a member of the YVSS Snowsports Staff **Snowsports Instructor**

- Minimum age of 16 years or older

Skiing/riding competence on all terrain

- Enthusiasm, patience, passion for snow sports, friendly personality, professional attitude and a sense of humor.
- Willingness to teach children
- Skiing/riding competence on all terrain at Yawgoo Valley. Displaying a personal skiing capability beyond the level of the student, creating confidence and comfort in the personal ability of the instructor.
- Abide by and follow the policies and procedures of Yawgoo Valley Snow Sports
- Commitment to an approved calendar of work days, including peak holiday periods, weekends, and other times of high business volume.
- Reliable transportation to work, on time, each scheduled work day
- Maintain a professional appearance and professional conduct at all times.
 - ***Uniform jackets - Purchase/rental program through Yawgoo Valley Snowsports. To compliment the uniform jacket, black snowsports pants and a complimentary top is required and is responsibility of instructor to procure. Instructors must provide their own ski/snowboard equipment which must be current and maintained.
- Attend all required training and show strong professional commitment through professional development.
- Teach all lessons in a safe, supportive manner while keeping it fun.
- Maintain a high level of professional communication with Snow Sports Leadership, responding to on-going changes and responding to all verbal, written and email communications in a timely manner.
- Maintain a professional level of communication with peers and guests displaying an effective and positive manner of speech.
- Help guests achieve their goals by developing trust and building friendly and professional relationships, stimulating the desire in the guest to return.
- Model appropriate communication skills, giving effective feedback to students and using progressions, terrain choices and proper speed levels to match student ability and snow conditions.
- Model excellent guest service.

Apprentice Requirements & Qualifications:

-Minimum age of 14

- Enthusiasm, patience, passion for snow sports, friendly personality, professional attitude and a sense of humor.
- Willingness to teach children
- Skiing/riding competence on all terrain at Yawgoo Valley. Displaying a personal skiing capability beyond the level of the student, creating confidence and comfort in the personal ability of the instructor.
- Abide by and follow the policies and procedures of Yawgoo Valley Snow Sports
- Commitment to an approved calendar of work days, including peak holiday periods, weekends, and other times of high business volume.
- Reliable transportation to work, on time, each scheduled work day
- Maintain a professional appearance and professional conduct at all times.
 - ***Uniform - Jacket - purchase/rental program through Yawgoo Valley Snowsports. To compliment the uniform jacket, black snowsports pants and a complimentary top is required and is responsibility of instructor to procure. Instructors must provide their own ski/snowboard equipment which must be current and maintained.
- Attend all required training and show strong professional commitment through professional development.
- Assist in set-up/take down of equipment, late arrivals, as a chair rider, bathroom runner etc.
- Assist in teaching lessons in a safe, supportive manner while keeping it fun.
- Maintain a professional level of communication with staff Leadership, peers and guests displaying an effective and positive manner of speech.
- Help guests achieve their goals by developing trust and building friendly and professional relationships, stimulating the desire in the guest to return.
- Model appropriate communication skills, giving effective feedback to students and using progressions, terrain choices and proper speed levels to match student ability and snow conditions.
- Model excellent guest service.

A Day in the Life of a YVSS Instructor

Information you need to know to maintain your professional standards as a snowsports instructor at Yawgoo Valley. Being well informed on the policies and procedures of the school and products offered to the public will help to build a cohesive team.

Communication - YVSS communicates to staff in a variety of ways. You are expected to view, listen and respond in a reasonable amount of time. If we need to reach you quickly we use phone or text communication, that is generally an urgent request so please respond ASAP.

- Email Account = yawgoovalleyss@gmail.com sending email blasts and receiving communication at this email address. During the operating season a response is generated within 24 hours.
- YVSS Instructor Portal <https://yawgoo.snowproportal.com/> This is the school site and your go to for up to date information on upcoming events, clinics, submitting schedules, YVSS documents, manuals, forms, calendars and much more. Check in daily to see what's going on.
- Newsletters during the season will be published weekly providing up to date information on upcoming special events, trainings, needs for instructors. Outside of the Winter operating season newsletters are published less frequently
- Staff Room - communication board, training board and table announcements
- REMIND - YVSS also uses the REMIND application to send notices and updates.

Sign up for important updates from YVSS

If you have a smartphone, get push notifications.

On your iPhone or Android phone, open your web browser and go to the following link:

rmd.at/goosports

Follow the instructions to sign up for Remind. You'll be prompted to download the mobile app. You will enter your First and Last Name and your phone number

If you don't have a smartphone, but can get text notifications.

Text the message @goosports to the number 81010.

If you're having trouble with 81010, try texting @goosports to (401) 237-4126.

Don't have a mobile phone? Go to rmd.at/goosports on a desktop computer to sign up for email notifications.

Weather - check the weather prior to leaving your home to allow you to prepare for the day. Check the daily operating conditions at Yawgoo.com and you can sign up for Yawgoo Valley Text Alerts.

Timely - arrive in a timely manner allowing yourself enough time to sign-in, acknowledge your Supervisor on duty, obtain your assignments, boot up and be at your assigned station 15 minutes prior to the start of class.

Sign in/out - Sign in/out clipboards are located at the Snowsports desk in the brown bag room. Every instructor and apprentice must sign-in upon arriving whether you are on the schedule or not. You must also sign-out at the end of your day.

Supervisors on Duty - The supervisors schedule is posted in the staff room and at the Snowsports desk. All staff must make contact with the supervisor upon arrival and departure whether or not you are on the schedule or not.

Uniform - Consists of Snowsports uniform coat and black snowports pants. Snowsports uniform coat is available for purchase or as a seasonal rental with option to buy at the end of the season. Distribution dates will be advertised/posted each season. Uniform coats are worn during lesson/contact hours and training only. If you are skiing or riding on your own time you must wear your own coat.

Name Tags - This is your seasons pass. The uniform coat has a pass pocket. You will also need your pass when skiing/riding on your own time. lanyards work well for this.

Equipment - You must own your equipment. All equipment must be current and well maintained.

Equipment & bag storage - Space is limited. Staff is allowed to store 1 set/piece of equipment per discipline teaching. Equipment racks are assigned at the beginning of the season and will be posted in the staff room. All bags must be stored on available shelves and cubbies. ***You store your items at your own risk, Yawgoo Valley is not liable for lost/stolen goods.***

The Staff Room - is for staff members only. Be considerate and pick up after yourselves. There is a refrigerator and microwave for staff use.

Communication Board - Updates, help wanted & help ticket postings.

Training Board - Training communications & upcoming training clinics

Yawgoo Valley Snowsports Library - has many publications, documents, videos for your use. All material must be checked out/in.

Line-ups - You are required to be at your station/meeting area 15 min prior to the start of the lesson time. Seasonal Lesson Schedules and line-up times will be posted on the Instructor Portal, in the staff room, at the Snowsports Desk. Please be aware of all the lesson start/end times. It is important to start and finish your lessons on time.

Yawgoo Valley Products

January Program Lessons - 6 week package where students pick a day/time and come the same day/time for 6 lessons. Class durations vary, see below. Programs begin after January 1 and continue until 6 weeks have been completed.

Kinderschuss and Kindershred (ages 3-4) 45 minutes - Kinder Room

Designed to introduce young children to the fun of alpine skiing or snowboarding in a social group setting. Skills are introduced through fun games and activities focusing on balancing, walking, sliding and gliding.

Mini Trackers (ages 5-6) 1 hour - Snowsports Meeting Area

This course is a great option for Kinderschuss graduates as well as newcomers to the sport of skiing. Mini-trackers are organized into groups based on their indicated skill level at registration and their age. Newcomers will learn be introduced to the basics while students with some experience will move on to bigger and better techniques!

Junior Trackers (ages 5-7) 1 hour - Snowsports Meeting Area

This age group is energetic and eager to learn! We're here to show first-timers the ropes and mini-experts how to hone their skills.

Junior Shredders (ages 5-7) 1 hour - Snowsports Meeting Area

Riders will be led through skills development progressions that will allow them to become confident, proficient & responsible on the slopes. New riders are introduced to basic movement patterns while those with previous experience will continue to improve old skills & learn new skills for advanced terrain.

Trackers (ages 7-14) 1hour 15 minutes - Snowsports Meeting Area

Skiers will be led through skills development progressions that will allow them to become confident, proficient & responsible on the slopes. New skiers will begin with introduction to basic movement patterns while those with previous experience will continue to improve old skills & learn new skills for advanced terrain.

Shredders (ages 7-14) 1hour 15 minutes - Snowsports Meeting Area

Riders will be led through skills development progressions that will allow them to become confident, proficient & responsible on the slopes. New riders are introduced to basic movement patterns while those with previous experience will continue to improve old skills & learn new skills for advanced terrain.

Turn & Tour Trackers and Shredders (ages 10 - 17) 1 hour - Snowsports Meeting Area

This program is designed skiers and snowboarders who have progressed their skills enough to be independent on both lifts & trails. A one-hour lesson experience aimed to improve skills with a lift pass to practice newly acquired skills after the lesson. Students are released from instructor's supervision after 60-minute lesson.

Freestyle Trackers and Shredders (ages 7-14) 1hour 15 minutes - Snowsports Meeting Area

Designed for skiers and snowboarders to progress towards the next steps in blending skills for fun & exciting maneuvers over a variety of freestyle terrain features. From jumps to rails there is something to learn from any aspiring freestyle skier. All participants must be at least a skill level of 4, have their own helmet & equipment.

Grown Up Trackers and Shredders (ages 14 and up) 1hour 15 minutes - Snowsports Meeting Area

This program is designed for Adults and Teens! Students will enjoy the group atmosphere of learning comfortably with their peers! Whether you're coming back to after some time off or you're starting a new adventure our instructors have you covered! After your lesson, enjoy some free skiing until lifts close! Students are grouped based on skill level indicated at registration.

Junior Alpine Race Club (ages 8-12) 2 hours - Snowsports Meeting Area

Designed to further skill development towards making a carved and parallel turning & provide introduction to ski racing. Race experience or special race equipment is not required, must provide own equipment.

Group Lessons - Ski & Snowboard (ages 7 & up) 1 hour 15 minutes class - Snowsports Meeting Area

Group lessons are individual lessons offered 2 to 3 times daily for any level of skier or rider. Students may pre-register or walk-in and sign up for a group lesson.

Private Lessons - (ages 3 & up) 30 minutes up to 2 hours. - Snowsports Desk

You will be notified by the Supervisor on duty of the duration of the lesson prior to the start of the lesson.

Tracking Skill Levels

Skill Levels

Students are grouped accordingly by age and then by ability. As an instructor it is your job to determine the skill level of each child and record that level at the end of each lesson. If you know that a child needs to move to a different skill level, it is best to discuss that with the Hill Team (Hill Captain(s), Supervisors and Assistant Supervisors) before making any moves of students from one class to another class.

Progress Cards for Program Lessons

All participants of program classes are tracked for skill progress on the Program Progress Cards. After each lesson it is the responsibility of the instructor to update the cards for each student. Keeping the cards up to date is very important as it allows Supervisors easy access to student or

class progress in the event a parent questions progress or if an instructor is absent another instructor can review the progress cards and resume the class at the appropriate skill level.

1. Program Progress Cards are kept in the Staff Room and organized by day, by class.
2. Progress Cards must be updated after each lesson and returned to the envelope and box.
3. On the 6th lesson fill out the certificate on the card indicating the level the student has attained. Pass onto and review with the student and parent at the end of the class.

Training Clinics - Opportunities for you to enhance your skiing/riding and teaching skills are provided through Training Clinics. Training Clinics are offered throughout the week and will be posted on the Training Board in the Staff Room. Training begins at the start of the season with one 3 hour mandatory training which you are compensated for. After the mandatory training you are required to attend 1 training clinic per week which is part of your seasonal commitment and not compensated.

Free time - When you are not assigned to be teaching you may free ski/ride. Please change out of your uniform coat to do so. If you are planning on skiing/riding with friends plan to do so outside of peak lesson times.

Ending your day - If applicable fill out Program Progress Cards, Incident Forms, notify Supervisors of any pertinent information that may apply to classes you taught that day. Acknowledge the Supervisor and sign out.

Illness & Emergencies - If you are going to be missing your lesson shift because you are sick or having car trouble you must make verbal contact with the Supervisor on duty or the Snowsports Liason by calling 401-294-3802 ext 112. ***Please notify us as soon as possible***

Finding Covers - If you know in advance that you will be absent you must find a cover for your class. You can ask staff directly, advertise for a cover on the Communication Board located in the Staff Room and check with a Supervisor.

<p><u>CLASS COVER NEEDED</u></p> <p>_____</p> <p>in need of a cover for</p> <p>Day: _____ Date: _____ Time _____</p> <p>Class</p> <p>Type _____ Ages _____ Level _____</p>

<p><u>CLASS COVER FOUND</u></p> <p>_____</p> <p>can cover your class.</p> <p>Day: _____ Date: _____ Time _____</p> <p>Class Type _____</p> <p>The best way to contact me is:</p> <p>Phone: _____</p> <p>Email _____</p>
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Schedule Changes - All schedule changes must be submitted on a Help Ticket to the Supervisors.

Courtesy Letters - Most resorts in the North East reciprocate skiing/riding privileges to industry employees. Yawgoo Valley maintains a binder with those resorts who have reached out to Yawgoo Valley with their industry rates and requirements. Typically offers are for NON-HOLIDAY periods Sunday through Friday for reduced ticket rates all resorts vary in their offerings. You must present a letter of introduction from Yawgoo Valley (Courtesy Letter) at the ticket window for the resort you are visiting. Requests for Courtesy Letters must be submitted on a Help Ticket to the Supervisors at least 48 hours in advance. Courtesy letters will only be issued to you on your non-scheduled days.

Payroll Questions - Any payroll questions must be submitted to Tracy Hartman, General Manager on a Help Ticket.

**Yawgoo Valley Snow Sports
Help Ticket**

Print Name: _____ Date: _____

- Schedule Change: Please submit COMPLETED form to your supervisor.
- Courtesy Letter Request - 48 hours in advance
- Payroll Questions: Please submit COMPLETED form to Tracy Hartman.

Supervisor Signature: _____
Date: _____

**Yawgoo Valley Snow Sports
Help Ticket**

Print Name: _____ Date: _____

- Schedule Change: Please submit COMPLETED form to your supervisor.
- Courtesy Letter Request - 48 hours in advance
- Payroll Questions: Please submit COMPLETED form to Tracy Hartman.

Submitting a permanant schedule change?

- Adding/Removing from your schedule? Indicate Day of Week, Class, Time
- Switching day/lesson? Indicate FROM: Day of Week, Class, Time TO: Day of Week, Class, Time
- Submit to Supervisors

Courtesy Letter Request

- Indicate Resort to be visited
- Date(s) visiting Resort
- REMEMBER **
 - Allowed only on NON-SCHEDULED DAYS
 - For NON-HOLIDAY PERIODS
 - Must follow & adhere to resort policies
- Submit to Supervisors

PAYROLL QUESTIONS

- Include your full Name
- Date of check
- Question/issue with check

Supervisor Signature: _____
Date: _____

Safety, Fun and Learning

Safety



Seven Points to Your Responsibility Code

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

KNOW THE CODE: IT'S YOUR RESPONSIBILITY.

THIS IS A PARTIAL LIST. BE SAFETY CONSCIOUS.

Park Smart Terrain Park Safety Program Messages:

START SMALL - Work your way up. Build your skills.

MAKE A PLAN - Every feature. Every time.

ALWAYS LOOK - Before you drop.

RESPECT - The features and other users.

TAKE IT EASY - Know your limits. Land on your feet.



Class Handling

- Always begin your lesson and finish your lesson at the same point. Be sure and tell the parents where you will meet them at the end of the lesson.
- Never dismiss a student without a parent in site.
- Be sure that your students and parents know your name and can identify you.
- Learn your students name and make notations of what they are wearing that day.
- Be sure that the equipment of each student is appropriate. Educate the students and parents on equipment safety features and equipment maintenance.
- Be sure that the group is dressed for the weather.
- There should be no loose clothing. Scarves should be tucked in; jackets zipped; hair tied or in hats
- Before leaving the meeting area have a plan in place in case someone gets separated from you and/or the group.
- Always consider the elements of the weather in placement of the class on the trail. Do not stop for long period; keep them moving on cold days. Do not face them into the wind; place them with their backs to the sun.
- Be sure the terrain that you have selected for your group is appropriate for the ability of the entire group.
- Always introduce new movements on familiar terrain in which the students are comfortable with.
- Know the conditions of any trail that you intend to use at the time you intend to use it. Conditions do change.
- Emphasize to new skiers and riders the danger of being lured onto unsuitable terrain by well meaning friends and family

Riding the Lifts

Yawgoo Valley has two surface lifts (Rope Tows) and two chair lifts (Proud Mary and Conan). ALL first time, novice and small lift riders MUST use Conan as it is a variable speed lift and can be slowed to facilitate loading for under experienced users.

Chair Lifts

- No scarfs, loose hair
- Jackets zipped, strings tied
- Discuss each lift and its use before the first ride.
- Give a clear explanation of how to load and unload.
- Watch others load the lifts.
- Practice and organize before approaching the lift line.
- Give a clear explanation of where the class will be going and what the terrain is like.
- Let the lift attendants know if it is the first ride or if the students may need assistance loading.
- Always be sure that young children are escorted on chair lifts by experienced skiers. The instructor always boards lift last. If there is an apprentice with the class then the apprentice can go first and help the students unload.
- Clear away from the unloading area immediately and move to the side of the trail out of the way of traffic.



Rope Tows

- No scarfs, loose hair
- Jackets zipped, strings tied
- Proper Rope tow mitts or gloves
- Remove pole straps from wrists
- Dry land practice first
- Space it out
- Pay attention to what's going on ahead of you
- If you fall slide to the trail side away from the lift and get up
- You must return to the bottom to reload
- To dismount, step away and let go of the rope.
- Continue to move out of the way

What to do in Case of an Incident in Your Class

- Secure the area, mark the area, move the remainder of the group to the side of the trail
- Find out the nature of the injury, age, gender
- Make the student comfortable without touching the student or equipment
- Ask a passerby or the most capable of the group to go to the ski patrol to report the incident. - Lift Attendants & Supervisors have radios - Patrol Headquarters
- Send along clear descriptions of the location of the incident, the age, gender and nature of the injury.
- Keep the injured comfortable until the ski patrol arrives.
- Do not leave the scene until you are released by ski patrol.
- Ski patrol can communicate to your supervisor your whereabouts and need for a replacement instructor.
- Notify your supervisor of the incident and fill out a ski patrol incident report **before you leave** the ski area that day.

Ski School Incident Report –

School Name: _____

Area Name: _____

INJURED PERSON

Name: _____ Ability Level: _____ Rentals _____

Date of Injury: _____

Type Of Lesson: Alpine Snowboard X-Country Group

Private Clinic Class Level: _____ No. students in class: _____

Exact Location of Incident: _____

Weather and snow condition: _____

Groomed or ungroomed run? _____

Use supplemental form
if necessary.

Describe how incident occurred: _____

Did you see what happened: Yes No

Where were you when the incident occurred and what action did you take? _____

What was the class doing when the incident occurred? _____

How many times have you been on this trail and/or lift with the Guest? _____

Any Request/Instruction by or to guest prior to incident? _____

Comments made by injured or others: _____

Describe injured's behavior throughout your class: _____

How do you think the injured guest could have prevented the accident? _____

Describe student's injury: _____

SIGNATURES

INSTRUCTOR _____ Date: _____

SUPERVISOR _____ Date: _____

Print Instructor _____

Print Supervisor _____

Lost Child Protocol

- Make sure that each child knows your name and can identify you as their instructor for the lesson.
- In our uniforms we tend to all look alike. Be sure to point out something about you that will allow students to identify you.
 - The color of your helmet/hat, skis, boots etc.
 - A big sticker on your helmet or something attached to back/goggle strap
 - Anything that will identify you from other instructors
- Learn your students name and identify what they are wearing. Make notations in your notebook.
- Always have a plan in place before the group departs from the meeting area.
 - If someone becomes separated from the instructor/group they should return to the bottom of the lift the group has been skiing on and wait in a safe area outside of a traffic zone.
 - If the group has not been using a lift, they should report to the meeting area/station where they started their day.
- If a Child becomes lost
 - Secure the rest of your group
 - Locate the nearest supervisor with a radio
 - Give the supervisor the full name of the child, description of the child and what they are wearing.
 - Go to the meeting area to wait for the child
 - Allow another coach to take the group and continue the clinic.
 - The Supervisor will call patrol and lift attendant.

IT IS VERY IMPORTANT TO UNDERSTAND THE PLAN AND TO FOLLOW IT!!!

**Yavapai Valley Ski Area & Water Park
MISSING PERSON REPORT**

Season: _____ Date of Report: _____

Name of Person Filling Out Report: _____ Contact #: _____

Individual's Name: _____ Contact#: _____ Age: _____

Residence: _____ Parent's Name: _____

Able to communicate? Yes _____ No _____ Method of Communication _____

Physical Description/Clothing: _____

Critical needs, concerns, risk factors (e.g., medications, behavioral issues, etc.): _____

History/Habits that may help to locate the individual: _____

When was the individual discovered missing? (Date/Time): _____

Where and when was the individual last seen? _____

Who has been notified?
 Family/Guardian _____ Management _____ Camp Director _____ Ski Patrol _____ Supervisor _____

Was State Police Notified: _____

Troop/Barracks: _____ Case Number: _____

Person Contacted: _____ Date and Time: _____

Comments: _____

Plan to locate the individual: _____

Regional contact person: _____ Name and Title _____ Phone #: _____

When was the individual located? Date: _____ Time: _____

Where was the individual located? _____

Condition of the individual: _____

Plan to prevent future occurrence: _____

Copy to Management, Camp Director OR Patrol Director

Organizing the Class

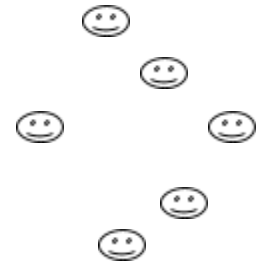
- Keep your group within an area that you can manage; use the buddy system if it is a large group.
- Make a group plan of where to meet if someone gets separated from the group.
- Keep count of your group to be certain that no one has strayed off, or is above you and in trouble.
- Have knowledge of YVSS Lost Child Protocol.
- Never stop under a lift or convene your group under a lift.
- Never convene your group in a high traffic area.

A Few Methods to Organize Your Group

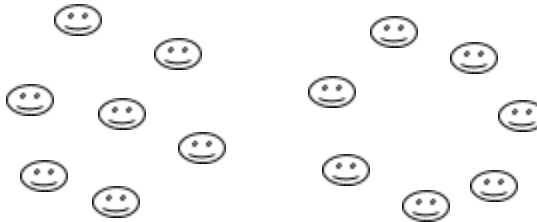
Line-up – we have been conditioned to line formations. For preliminary instruction this type of formation works well. Can also use this formation for demonstrations and to call students down



Semicircular – allows for better visual contact and is slightly less formal than the line up



Circle - instructor in the middle good for classes on the flat. Be sure to turn and speak to all the circle, Instructor within the circle- students feel less intimidated



Huddling up – least structured, works well when reinforcing the student performance and team atmosphere



Moving Students Down the hill/Setting up Drills & Activities

- Your Responsibility Code applies to every situation you set up on the hill.
- Be aware of traffic flow for each trail.
- Use appropriate drills and activities for the space you have available.
- Teach your students how to ski/snowboard within dense traffic.
- Avoid skiing/riding through terrain parks/features unless you have the authority to be there.

Methods for Moving Students Down the hill

Call Down –

- Works well with beginning groups.
- Single line
- If you have a large group, split the lines in half and have them face each other making runway in between the two lines.
- Instructor stands at bottom of line and calls students down one at a time.

Follow Me - (aka. line/train/snake) –

- Student(s) all follow instructor's path in one line.
- Good for first descents
- Certain terrain situations
- Setting turn radius
- Disadvantages
 - Difficult for students who have issues controlling speed.
 - Students have trouble seeing instructor.
 - Last skiers in line generally don't take the same path.
 - Instructor is not able to view all skiers.
 - Generally deemed as the "lazy instructors" method.

Send down –

- Student(s) and Instructor in line formation or group.
- Instructor clearly identifies stopping point.
- Instructor assigns task to group.
- Instructor sends students down one at a time.

Pairs –

- Instructor pairs up students.
- Instructor clearly identifies stopping/gathering point.
- Instructor assigns task.
- Pairs can go one at a time or together spaced out.

One on One

- Instructor skis backwards
- Guiding student
 - with hands on skis
 - hands to hands
 - using poles –
 - Student grasps poles held horizontally.
 - Instructor grasps poles and guides student.
- Side by Side
 - Using pole horizontally for student and instructor to grasp.
 - Instructor controls descent.

FUN

Don't assume that all of your students feel that lessons are **fun**. Many children associate lessons with school. It is up to you as an instructor to make the lesson fun.

Give your students a day they will remember for the rest of their lives. They have probably expended a great deal of money for the experience, and they deserve a positive one. Everyone remembers a day of **fun**.

Fun must be the second most important consideration in any of your groups. The first of course is **safety**. Keep yourself approachable at all times, and share with your students the joy of their success. Encourage them to practice and check back later in the day to see how they are doing. You have in your hands the ability to shape an individual perception of you, the sports of skiing and snowboarding in general, and Yawgoo Valley in particular.

This can sometimes be quite a challenge. Below are some suggestions to get the day off to a good start.

- Create team atmosphere where all are involved and have a say in the days activities.
 - Team name
 - Team guidelines
 - Team decisions
- Present yourself more as a coach, rather than a teacher.
- Stay in control, but keep the group informal.
- Talk is boring, movement is FUN!
 - Keep the group moving
 - Provide lot's of demos
 - Provide lot's of practice
- Utilize the CAP Model, Know your student(s)
 - Provide age/stage appropriate activities, tasks and games.
- Stay on appropriate terrain. Don't over face your student(s), Be SAFE
- Use props & games to build skills
- Tell age appropriate jokes and riddles; sing songs
- Try to ride the lift with each one of them, share their riding experiences, and tell them a few of yours.
- Present yourself as a real person that enjoys the sport as much as they do.
- At the end of the lesson, thank them for letting you ski or ride with them, and encourage them to return Yawgoo Valley again.

REMEMBER....IF YOU ARE NOT HAVING FUN, THEY ARE NOT HAVING FUN

LEARNING

It is the yardstick by which we measure our success as an instructor. After all, we are teachers. Without safety and fun, learning is unlikely to take place, so in the end, we will judge our success by what the class has taken away from our lesson.

How Students Learn

It is important to remember that each of us learns differently. Many of us tend to teach the way that we learn best. To be effective teachers we must develop knowledge and skills that will enable us to teach effectively. Below are six observations about the learning process:

- Learning requires motivation
- Learning requires repetition
- Learning occurs through association
- Learning occurs through the use of the senses – the more senses involved, the more rapidly learning takes place
- People vary in how they learn information or skills
- Learning styles are visual, auditory, proprioceptive, and kinesthetic. When teaching, focus on the style that will most enhance the learning experience for the student.

When we look at how students learn we need to consider learning preferences VAK (visual, auditory, kinesthetic), the Four Learning styles (feeler watcher, thinker, doer), Motor Skill Acquisition and The CAP Model. For study on these topics refer to PSIA/AASI's guides, manuals and reference materials.

Something to live by:

I hear....and I forget

I see.....and I remember

I do.....and I understand

Communication

Communication is the transfer of information, an idea from one person to another. When teaching snowsports learning to effectively communicate is essential in getting the job done and can also be one of the biggest challenges. Not only must you be able to communicate to be an effective teacher, you must also have skills that will allow you to be effective in managing your groups, in speaking with parents, peers, and co-workers. Effective communication results when the message is interpreted precisely as intended.

Three Dimensions of Communication

- **Sender, receiver, and message** – While you may be good at sending messages, are you able to listen effectively to receive and understand messages from your students and or their parents?
 - Necessary for understanding a student's needs or what a parent may want for their child
 - Necessary for dealing with conflicts.
 - Dealing with behavior management.

- **Verbal and nonverbal messages** – It has been estimated that 70% of communication is nonverbal. But in teaching skiing and riding 85% or more should be non-verbal
- **Verbal** – Your voice
 - Providing explanations
 - Keep it simple
 - Keep it brief – MOVE MORE THAN YOU TALK!!
 - Providing feedback – see Feedback
- **Nonverbal** –
 - Demonstrations are a form of non-verbal communication
 - You must be able to provide precise demonstrations.
 - You must provide lot's of demonstrations of the same task
 - Use
 - Follow me
 - Watch me
 - Do as I do
 - Smiling and laughing is infectious – SMILE!
- **Content and emotion** – Content is the substance of the message and expressed verbally, emotion is how you feel about the message and expressed nonverbally.
 - Create positive excitement within the group

Learn to Improve Your Communication Skills Developing your skills to become an effective communicator will give you the tools needed to lead, manage and become an effective teacher/coach.

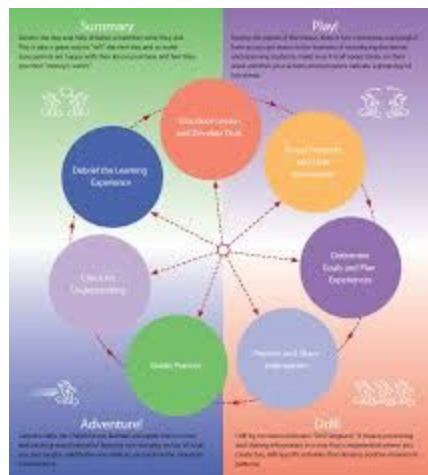
Develop credibility when you communicate

- Let the student(s) share in some of the decision making for the class.
- Be knowledgeable and skilled in your field.
- Be reliable, fair, and consistent in dealing with your student(s).
- Freely express warmth, friendliness, acceptance and empathy.
- Be dynamic, spontaneous, open and positive.
- Communicate with a positive approach
 - Praise and rewards to strengthen desirable behaviors.
 - Always catch the student(s) doing something right.
- Send messages high in information
 - Be evaluative during the process. Provide good feedback including what, when, and why.
 - Be specific.
 - Provide feedback that illicit how changes can be made.
- Communicate with consistency
 - Practice what you preach.
 - Verbal and nonverbal communication must relay the same message.
- Improve your listening skills – active listening involves interacting with the speaker by demonstrating that you understand what is being said.
 - Concentrate on listening to what is being said.
 - Search for the overall meaning of the message rather than focusing on individual details.
 - Avoid interrupting.

- Respect the student(s) and or parents rights to share their views with you.
- Repress the tendency to respond emotionally to what is said
- Ask questions when you do not understand something
- Use active listening techniques when clarity is essential.
- Improve your nonverbal communication – become more aware of the messages you send and receive
 - Body motion – movements of hands, head, eyes, entire body
 - Physical characteristics - appearance
 - Touching behavior – pats on the back, handshakes, arm around shoulder
 - Voice characteristics – tone, pitch, inflection
 - Body position – personal space

The Teaching Model

PSIA/AASI gives us the tools we need to deliver lessons in a logical sequence. Below is a reference to the Teaching Model which guides us in setting up and delivering lesson content to students of all ages. You'll find more information on the Teaching Model in PSIA/AASI's many guides, manuals and reference material.



Goal Setting

Establishing reasonable goals that meet needs and expectations of the students will drive motivation for each student. Throughout each step of the teaching cycle you as the instructor will monitor each student's success towards reaching the intended goals via the activities and terrain you have chosen. By continually monitoring and reassessing, activities and/or goals you can modify the activities and/or goals to move each student towards success.

- Select appropriate attainable goals
- Consider time allowed, conditions of the day, ages and stages
- Involve students in setting goals
- Suggest general goals for group and specific goals for individuals
- Formulate a logical progression
- Choose appropriate terrain/conditions

Pace & practice

Providing Feedback

During the learning process of a motor skill, feedback is the response that tells the learner how well the task was completed. Feedback comes in two forms *intrinsic* and *extrinsic*.

Here we will look at extrinsic feedback. Helpful feedback is goal-referenced; tangible and transparent; actionable; user-friendly (specific and personalized); timely; ongoing; and consistent.

Goal-Referenced

- Effective feedback requires that a person has a goal, takes action to achieve the goal, and receives goal-related information about his or her actions.
 - Skills or tasks currently working on

Tangible and Transparent

- Any useful feedback system involves not only a clear goal, but also tangible results related to the goal.

Actionable

- Effective feedback is concrete, specific, and useful; it provides *actionable* information.
 - Identify what is being rewarded
 - Be descriptive
 - Be positive
 - Always catch the student doing something right.

User-Friendly

- Feedback must be understood.
- Highly technical feedback will seem odd and confusing to a novice.
- Be genuine and be descriptive.
- Keep it simple for your students.

Timely

- Given during or immediately after performance.

Ongoing

- Adjusting our performance depends on not only receiving feedback but also having opportunities to use it.
- Let's do it again!
- Practice!

Consistent

- To be useful, feedback must be consistent. Clearly, performers can only adjust their performance successfully if the information fed back to them is stable, accurate, and trustworthy.

Here are a few rules that we at YVSS aim to teach by:

- Don't show off. Students don't care what you can do, they are more concerned by what you can help them accomplish.
- Try to remember all the names of the students in your group. It keeps your class personal and reinforces the feeling that you are a caring instructor.
- Begin and finish your lessons on time..
- Look and act professional at all times. You represent Yawgoo Valley and all instructors any time that you have the uniform on.
- Recognize fear in all of its forms. The child that is tired, or has to go the bathroom, may indeed be telling you that he or she is afraid. Work hard to be aware of all the symptoms of fear, and do what is appropriate to alleviate the situation creating the anxiety.
- **KEEP TERRAIN APPROPRIATE.** No one can learn anything on inappropriate terrain. It's not **safe**, it's not **fun**, and no **learning** takes place. **KEEP TERRAIN APPROPRIATE.**
- Conference with all students and their parents of at the end of your lesson. It's the only way they know where to go from there.

Fear and the Learning Experience

One important and often overlooked obstacle to learning the joys of skiing and riding is fear. Some children will tell you that they are afraid, but most will not. You must realize that most children are somewhat fearful of new experiences, and some are flat out terrified and they probably don't recognize it themselves. How do we know, and what are the signs? Some are obvious of course. Crying, screaming, those are hard not to recognize. Others are much more subtle.

A child that is constantly sick, a child that has a headache, a child that has to go to the bathroom, a child that has to be back early. These and countless other signs that only an imaginative child can dream up are sometimes signs of fear.

What can you as an instructor do to reassure your students that their skiing or snowboarding experience is not something to be feared?

- Build a trusting partnership
 - Patience
 - Understanding
 - Positive reinforcement
- Use a Team approach.
- Create a safe and positive learning environment
 - Teach and practice "Your Responsibility Code".
 - Use appropriate terrain
 - Teach new skills on familiar flatter terrain
- Practice, practice, practice
- Continually assess and check for understanding
- Be sure skills have been gained before moving onto another task.

Childrens Instructors

Many instructors shy away from teaching children for one good reason. That reason is that they don't do it very well. Make no mistake; teaching children is a specialty. All experienced instructors stand in awe of instructors that specialize in teaching children.

We suggest that you open your mind to the world of teaching children and strive to learn the subtleties that separate the professional children's instructors from the rest. If you do this, you will earn the respect of every instructor at your area and will become a member of a very unique group. There are many more benefits to teaching children than first meet the eye.

Here are a few things we've learned about teaching children over the years.

- Strive to know the physiological differences between children and adults.
- Talk to children at their own level. That means getting down on your knees or stooping to communicate. Don't talk down to them.
- Fun takes on a more important role than it does in an adult lesson. Your students want to have fun more than they want to learn to ski or ride
- Know their names, and have them repeat your name often. You need to be remembered by your students, and they will remember you if you strive to reinforce your name during the lesson.
- Just before the end of your lesson, stop and review what you learned during the lesson. This is important because when you then ski or ride up to mom and dad, you can ask your young student "what did we do today," and they will parrot just what you told them a moment ago. Believe me this is better than "uhhh, I don't know," which is the answer you will get if you don't reinforce what you worked so hard to do during your time together.
- **TALK TO THE PARENTS.** A short conference with parents before and after the lesson will go a long way toward convincing them that you are a professional.
- A written report with appropriate comments at the end is also important. Parents need reference points in order to continue a child's training either at this area, or at another ski area.
- Start and finish your lessons on time. Parents are busy people and they have the right to expect you to be where you are supposed to be when you are supposed to be there. They may well have plans after your lesson, and they don't want any unnecessary delays in their schedule.

Take pride that you are children's instructor. It's a specialty and if you do it well, you should be very proud of that fact.

CAP Model

PSIA/AASI's framework for observing students in the areas of cognitive, affective and physical development gives the instructor a better understanding of their students and how to tailor the lesson specifically to each individual. Below is an overview of the CAP Model. For more information on the CAP Model please refer to PSIA/AASI's many guides, manuals and reference material.

Getting to Know Your Students

Ages 3-5 years

These little skiers require time, patience, much effort and enthusiasm. At this age the children are learning to interact socially. While many have had exposure to preschool or organized activities, some may not and may have difficulty with separation from their parents.

The 3 - 5 year olds center of gravity is higher due to short legs, long torso and a large head. You will see them position themselves on the back of their boots and skis. This is fine, as the little wonders do not have the physical strength to stand upright and flex the ski boots forward.

When working with this age group focus on imagination, fantasy, surprise and humor. They love to imitate and enjoy exaggeration and silliness. Organize games don't work at this age level. Simple "follow me" and leading through an activity with a story works best. Kicking a ball, moving in a circle holding hands and "let's pretend" are other ideas.

C:

- Egocentric -The world revolves around them.
- Can only process one direction at a time. - No more than 1 verbal task.
- Cannot reverse direction/thought processes. - Instructor must face same direction as child.
- Relates to the world through fantasy and pretending. - Use pretend situations and themes to teach.
- Uses reasoning based on reality/how things look and happen. - Skis and chairlifts may appear to be "alive."
- Learning to judge space/distance and speed. - Kids may run into each other when stopping as a group.

A:

- Not aware of others needs and wants/plays besides others, not with them. -Does not matter if another child is crying, they still want attention and to have fun.
- Learning to share. - May still hesitate or not want to share a toy.
- Non competitive/playing is winning.- There should only be winners/no losers.
- Likes slapstick humor - It is OK to be goofy!
- Good is good, bad is bad moral development. - They will rarely do something they know is wrong. Give specific directions.
- May suffer from separation anxiety. - Get scared when Mom or Dad Leave them in an unfamiliar environment.

P:

- Head is large in comparison to upper body/trunk is longer than legs. - Like riding with 40 lbs on your shoulders!
- Similar strength in boys and girls.
- Whole body moves as a unit. - Leg rotation is difficult/whole body rotation is easier.
- Gross motor movements well defined, fine motor movements are still developing. - Fine balancing and edging movements are difficult.
- Better balance and flexibility in girls than boys.

Ages 6-13

The children in this age group are becoming more sensitive to the world around them and are

interacting in a more sophisticated way within it. They can watch a demonstration and imitate; they can learn from each other; they can solve movement problems independently and verbalize what they have accomplished. Through past skiing experiences they can retrieve and categorize physical information that has been stored (muscle memory).

Physically their legs are catching up with the torso in proportion, and the center of gravity is moving lower. As a result we can strive towards the strengthening of the skiing skills. Children at this age need to test their physical parameters, we as instructors need to continually keep them moving and using their bodies.

Ages 6-9 years

C:

- Sees the world from more than one point of view - Can work in a team or with others
- Can process more than one task at a time. - But not too many, (2-3).
- Able to judge space, distance and time. - Can see the amount of turns required for a determined space.
- Able to understand rules consequences, (but tend to act first). - May disregard what they know is the right thing because they are excited.
- Often overestimate abilities/cognitive conceit). - “I can do anything!”
- Able to understand concrete thinking/logic. - Can use deductive reasoning.

A:

- Developing awareness of others feelings. - Can consider others before self.
- Becoming competitive/self worth tied to accomplishment. - Coaching should emphasize competition with self.
- Willing to take on responsibility/formulate rules. - Wants to be a part of the decision making process.
- Knock-knock jokes, toilet talk are popular. - Keep it appropriate.
- “Clever as a fox” morals - See adults as a challenge to their own cleverness.

P:

- Center of Mass is moving down. - Balance is becoming easier.
- Fine muscle coordination is developing - More refined movements become possible.

Ages 10 – 13 years

C:

- Able to use abstract reasoning. - Can imagine, visualize.
- Can use problem solving skills. - Able to understand cause and effect relationships.

A:

- Self esteem vulnerable/can be very self conscious. - Use lots of positive reinforcement.
- Often worried about position in group/influenced by peers.- Motivated by group praise/embarrassed if singled out.

P:

- Rapid growth/body changes. - Strength and coordination may not match bone growth.
- Center of mass/balance change rapidly. - May not balance as well as they used to

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