

GOOD ADVICE

- 1) Be prepared with a class plan that has options for learning styles, terrain availability, snow conditions & class skill levels.
- 2) Always assess students on terrain below the class skill level!
- 3) Always use the most moderate appropriate terrain! Be conservative!
- 4) Always check all gear before leaving the meeting area
- 5) Check for student understanding... constantly.
- 6) Keep the class in order, give specific instructions.
- 7) Practice, practice, practice! Perfect practice. If you can't do it, you will have trouble teaching it.
- 8) Make good decisions. Think about the outcomes.
- 9) Keep the atmosphere light. It's supposed to be fun!
- 10) Grade conservatively.

BRENT'S 3 CARDINAL RULES

- 1) **When in doubt, weight on the front foot**
- 2) **Always look where you are going**
- 3) **Keep the downhill edge off of the snow**

These three, simple “mantras” can save beginning and even more advanced snowboarders a lot of grief. They work because they (1) are easy to remember; (2) focus the rider on positive action — what to do rather than what not to do; and (3) reinforce a body position that produces the stance and balance required for efficient pressure control, rotary & edging movements.

When a snowboarder leaves his/her comfort zone, there is a natural tendency to shift weight to the back foot and lock the knee of the front leg.

When in doubt, weight on the front foot!

Many balance and turn completion problems arise when the rider is looking uphill or somewhere else from where they are going / intend to go next.

Always look where you are going!

The beginner “body slam” is the result of catching a downhill edge. Engaging a new edge between linked turns safely occurs when the board is realigning with the fall line, even though the edge change (release) starts earlier. However, when the board is more or less perpendicular to the fall line, the rider should avoid engaging the downhill edge. This is not to say the uphill edge needs to be engaged, hence

Keep the downhill edge off of the snow!



CASCADE SKI SCHOOL

SNOWBOARD PROGRESSION v3.4

This outline is a teaching guide for CASCADE SKI SCHOOL. As a CASCADE INSTRUCTOR you must follow this progression so that continuity will be maintained within the school. Instructors are encouraged to use their own methodology and teaching ideas within the framework of the ski school snowboard progression. You will find that this progression will match the back of the grade cards. **Please grade conservatively.** Students should be graded on their ability to perform milestones, maneuvers, and exercises **ON DEMAND**.

The CASCADE SKI SCHOOL SNOWBOARD PROGRESSION is a pocket teaching progression designed after the AMERICAN ASSOCIATION OF SNOWBOARD INSTRUCTORS, SNOWBOARD TEACHING SYSTEM. For more complete information on the S.T.S. please refer to the A.A.S.I. S.T.S. MANUAL and the ALPINE TECHNICAL MANUAL. There are a number of excellent books, web sites, publications, and videos available on snowboard teaching, riding, racing, and exam preparation. **USE THEM!**

CASCADE SKI SCHOOL has an excellent training staff, please feel free to ask for assistance with specific problems at the class or student level. They are also available for continuing education in the areas of snowboard teaching, free ride improvement, and exam preparation. **PLEASE USE THIS RESOURCE.** Specific class plans, designed by the individual instructor to achieve class goals, as well as anticipate snow and terrain conditions are important teaching tools. **BE PREPARED!**

CUSTOMER SERVICE STATEMENT

All too often we we think about our students as, just that, students or followers. If any of you have ever worked in a high intensity customer service occupation you may already understand the misnomer of that label. Our students are our customers, our clients. They come to us to provide a service. It is our job to understand their needs as well as *their wants* and to design a lesson plan that accommodates both needs and wants in a safe learning environment. To quote the P.S.I.A. Service Model, “Customer service, and good teaching, are founded on the idea of caring, combined with common sense”. You are the person who spends the most time with our clients, a positive experience is likely to create return business. Promptness, preparation, positive attitude, and a caring attitude will foster a positive teaching / learning experience. Remember the “Golden Rule”: Always treat others as you would like to be treated! (within the school guidelines). **MAC**

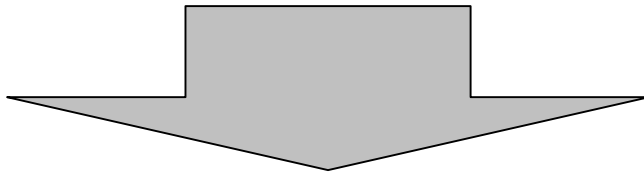
SAFETY! • FUN! • LEARNING!

THE JOURNEY TO RIDING EXCELLENCE

MOVEMENT & PERFORMANCE CONCEPTS

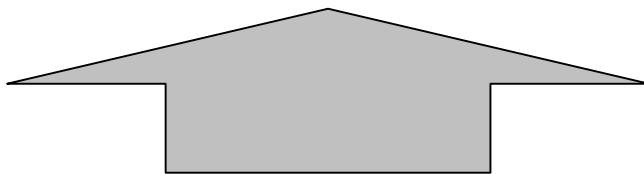
BODY MOVEMENTS

FLEXION & EXTENSION	ROTATION
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BOARD MOVEMENTS

ROTATION (PIVOT)	TORSIONAL FLEX (TWIST)
PRESSURE DISTRIBUTION	EDGE ANGLE (TILT)



BOARD/SNOW INTERFACE

- ASSESS WHAT YOU WANT

- SET A CRYSTAL CLEAR GOAL

- VISUALIZE YOURSELF DOING IT

- PRACTICE RELENTLESSLY

- BE PERSISTENT

- ACCEPT RESPONSIBILITY FOR THE OUTCOME

- ENJOY THE PROCESS

- FIND A COACH

- BELIEVE IN YOUR COACH

- TRUST YOUR COACH

- LISTEN TO YOUR COACH

- PUSH YOUR ENVELOPE

- TAKE INTELLIGENT RISKS

- KNOW YOUR LIMITS

- UNDERSTAND POSSIBLE CONSEQUENCES

- HAVE A SPIRIT OF ADVENTURE

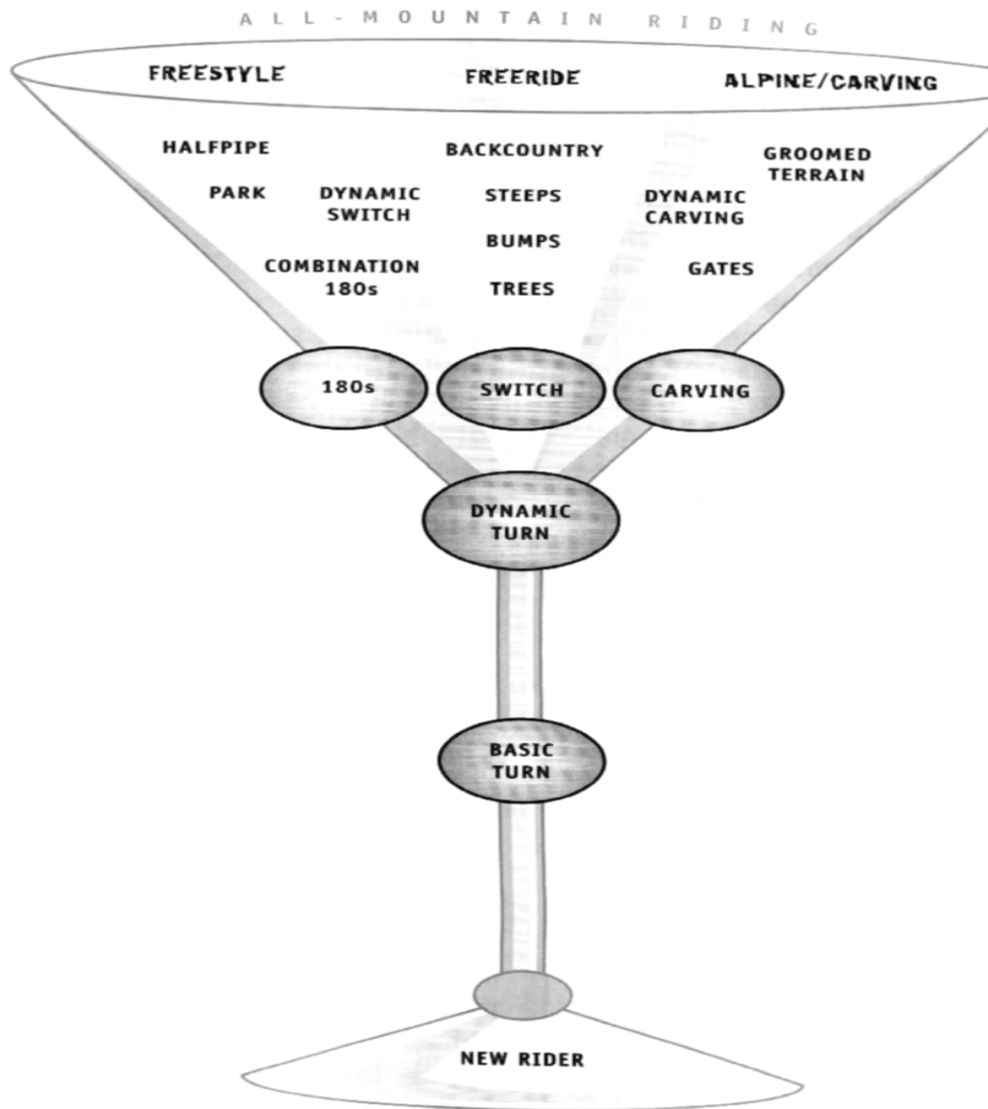


CLASS ACTION PLAN

- 1) Instructor and class introductions
- 2) Assess the class skill level & set goals
- 3) Plan tasks & exercises appropriate to the skill level of the class
- 4) Choose terrain for success / appropriate to the skill & task level
- 5) Introduce task
- 6) Demonstrate task
- 7) Explain task
- 8) Re-demonstrate task
- 9) Assess, redirect and/or reassign tasks
- 10) Allow for practice time
- 11) Give positive individual feedback
- 12) Close lesson with an explanation of what was accomplished, what should be practiced, & what will be worked on next time

A.A.S.I. “Y” MODEL

The “Y” Model separates different impressions and riding styles, resulting in expansion at the top. Students enter the model at the bottom and as their skills develop, have the option to pursue different tracks specific to their desired riding style. Most riders will probably find them selves following a combination of all three educational tracks.



LEVEL 1 – PRELIMINARIES AND BASICS

Experience: Never evers.

Goals: Getting to know equipment, balance, and feeling for equipment. First movements and gliding movements.

Terrain: Meeting area vicinity

Skill: Balance, Pressure Control, Edging.

Emphasis: Safety, Equipment, & Terrain Awareness.

Cross Reference: A.A.S.I. Manual, pp 51-84.

1.1 BASIC EXERCISES

Stationary Exercises

- 1) Introduction, goals & procedures, mountain code
- 2) Equipment check & familiarization
- 3) Warm up exercises
- 4) Basic Stance
- 5) Falling and getting up

Movement Exercises

- 6) Walking
- 7) Skating
- 8) Gliding
- 9) Climbing

1.2 STRAIGHT RUN

Goals: Balancing on sliding board, change of direction by pressure control on both toe and heel side.

Terrain: Gentle slope with long natural run out.

Skill: Balance and Pressure Control, Edging.

Emphasis: Basic stance, Balance.

- 1) Straight run
- 2) Knee flexion
- 3) Rock fore and aft
- 4) Traverse
- 5) Traverse to turn/stop

Note: Rider is in balance in a relaxed position with joints slightly flexed. Hands are held waist high, within the rider’s field of vision. **KEEP THE CLASS MOVING.**

1.3 FIRST TURNS w/one foot in binding

- 1) Straight run w/ slight direction change, each way
- 2) Link slight direction changes
- 3) J turn to stop
- 4) Direction changes w/ both feet in binding
- 5) Heel edge slip

LEVEL 2 – BASIC SKIDDED TURNS

Goals: Improved balance and control of speed through turning, both toe and heel side.

Terrain: Gentle slope to beginning chair.

Skill: Balance, Pressure Control, Rotary, and Edging.

Emphasis: Stance and control.

Cross Reference: AASI Manual, pp 85-86, photos pp 10, 58-60.

2.1 REVIEW OF LEVEL 1

- 1) Stance
- 2) Standing, gliding, skating
- 3) Hill/skier/rider awareness. Understand the “riders blind spot”
- 4) Introduction to lifts, lift line etiquette, loading, unloading, and mountain code

2.2 FALLING LEAF & GARLANDS

- 1) Traverse, toe side, heel side, linked
- 2) Introduce garlands
- 3) Vary turn shape
- 4) J turns, each direction
- 5) Toe edge slip

2.3 BEGINNING SKIDDED TURNS

- 1) Review fall-line and angle of attack
- 2) Turn into hill to stop
- 3) Basic turn
- 4) Vary turn shape
- 5) Link turns
- 6) Varied sideslips

HOW TO USE THE LIFTS

Students that have learned how to glide, skate, and sideslip are ready to use the lifts. Students should be introduced to the lifts by letting them observe boarders loading, riding, and unloading from the lifts. Pick a safe area where the class will not obstruct traffic or lift lines. Explain lift line etiquette.

CHAIR LIFTS: Follow all directional signs. Pair up with other riders or skiers. Move along to the loading point when its clear and the operator gives the OK. Riders should stand side by side and look either inside or outside depending on the chair design to load. Let the chair scoop the rider up. Maintain a straight ahead stance as the chair moves through the loading

THE MOUNTAIN 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

CREDITS: Thanks to P.S.I.A., A.A.S.I., Scott Knobbs and my “Three Amigas” for their help and advice in the preparation of this material. Also, the input of Milana, Morgan, and Martina, as well as all the instructors I have learned from by observation and through clinics.

INCIDENT PROCEDURE AND REPORTING

In the event of an incident involving any ski school student, instructor, or chaperone, please follow the applicable steps in this procedure. An incident may not include an injury or there may not be an apparent injury. Please take notes to maximize accuracy of the report.

- 1) Assess the situation. Have the class move below and away from the injured person.
- 2) Do not remove the injured skier’s or boarder’s equipment if they are not in an aggravated pain situation. Avoid any movement. Keep the injured person warm and calm.
- 3) Mark the area clearly with crossed skis or snowboards. Make sure there is a reasonable distance between the injured person and the marking and that the marking can be seen from above.
- 4) Summon the nearest patroller or send your best two skiers or riders to the nearest lift shack . Go directly to, and ask the lift operator to summon help. Instruct them to stay there to be picked up by the class.
- 5) Collect details from the injured person and any eye witnesses. Check binding settings and note them.
- 6) When the ski patrol or a Cascade Ski School supervisor arrives, relay all pertinent information and relinquish the situation.
- 7) Collect the balance of the class, as well as your messengers. Resume.

LEVEL 6 – DYNAMIC TURNS

Goals: Skill refinement, use of carved and skidded turns, and the ability to ride the mountain in various conditions and terrain.

Terrain: The entire mountain, parks, pipes.

Skill: Balance, Pressure Control, Edging, and Rotary.

Emphasis: Vertical motion for Pressure Control. Versatility.

Task: As terrain allows, ride in the fall line to promote timing and rhythm. Progressive Edging.

Movement Concept: Reinforce movements of the lower body.

Cross Reference: AASI Snowboard Manual, pp 99-100, photos pp12-14, 21 & 25.

6.1 REVIEW

- 1) Carving in medium to long radius turns
- 2) Progressive edge angle
- 3) Vary turn shape, intensity, and frequency
- 4) Flex & extend through the turn

6.2 CARVING

- 1) Angulation and stance
- 2) Dynamic body changes with smooth flow
- 3) Early weight transfer
- 4) Cross over and cross under
- 5) Active foot, knee, and hip steering throughout turn
- 6) Awareness and variance of turn shape, intensity, and frequency
- 7) Flex & extend through the turn

6.3 VARIED CONDITIONS

Movement Concept: Rider versatility.

Cross Reference: AASI Snowboard Manual, pp 105-112, photos pp 12-14, 21 & 25

- 2) Moguls
- 3) Powder
- 4) Crud, Mud, and Taters
- 5) Pipes, Parks, and Gates
- 6) Terrain and tactics
- 7) Ollies, grabs
- 8) No inversions!

ramp. Always sit upright and straight in the chair. Sit quietly so as to avoid swinging the chair. As the chair nears the unloading ramp, raise board tip for a smooth exit. Remember to tell the class which way to exit at the top. Clear the ramp and area around the top as soon as possible.

LEVEL 3 – SKIDDED TURNS

Goals: First turn, Rotary Skills, Turning to control speed and direction, Introduction to lifts.

Terrain: Gentle slope, groomed GREEN trails.

Skill: Balance, Pressure Control, Rotary, and Edging.

Emphasis: Stance, turning to control speed & direction - both toe & heel side.

Cross Reference: AASI Manual, pp 85-86 & pp 101-103, photos pp 10, 58-60.

3.1 FALL LINE TURNS

- 1) Review
- 2) Understanding hill/skier/rider awareness
- 3) J turns
- 4) Traverse
- 5) Garlands

3.2 SKIDDED TURNS

- 1) Uphill turns with increasing angle of traverse/fan
- 2) Straight glide to sliding pivot
- 3) Turn to stop
- 4) Vary the radius and duration of turns
- 5) Linking turns, corridor turns
- 6) Speed control!

3.3 SWITCH & SPINS

- 1) Switch/Fakie traverse
- 2) Garlands
- 3) Switch/Fakie J turns
- 4) Basic Switch/Fakie turns
- 5) 180° flat spin
- 6) 360° flat spin
- 7) Jump started spins

LEVEL 4 – DYNAMIC SKIDDED TURNS

Goals: Introduction of more dynamic turns. Moderate increase in speed.

Terrain: Moderate, smooth groomed slopes. Groomed BLUE terrain.

Skill: Balance, Pressure Control, Rotary, Edging.

Emphasis: Speed control through turn shape & frequency - both toe & heel side.

Movement Concept: Introduce active movement of the lower body.

Cross Reference: AASI. Snowboard Manual, pp 91-92, photos pp 22, 24, & 41.

4.1 REVIEW

- 1) Garlands
- 2) Fall-line turns
- 3) Linked turns/corridor turns
- 4) Introduce flexing & extending through turns

4.2 LINKED TURNS

- 1) Turn shape
- 2) Turn frequency
- 3) Flex & extend through the turn; experiment with vertical "UP to GO, DOWN to SLOW" and lateral movements
- 4) Corridor turns

Note: Flexing and extending and corridor turns are exercises that promote progressive edging, active lower body and enhanced pressure control skills. Promote flexing and extending with the legs using minimum upper body movement.

4.3 RIDING FAKIE (SWITCH)

- 1) Traverse
- 2) Falling leaf
- 3) Garlands
- 4) Fall-line turns
- 5) Skidded turns

LEVEL 5 – BEGINNING CARVED TURNS

Goals: Transition from skidded to carved turns. Increased edge awareness and improved body flow into the turn. Adaptability.

Terrain: Comfortable riding BLACK terrain. Appropriate to the task as available on the mountain.

Skill: Pressure Control, Rotary, and Edging.

Emphasis: Enhanced vertical motion for improved Pressure Control. Progressive edging. Versatility.

Task: As terrain allows, ride in the fall line to promote timing and rhythm.

Movement Concept: Reinforce movements of the lower body.

Cross Reference: AASI. Snowboard Manual, pp 99-100, photos pp 12-14, 21 & 25

5.1 REVIEW

- 1) Fall-line turns
- 2) Terrain and snow condition selection
- 3) Turn shape and frequency
- 4) Flex & extend through the turn

5.2 LINKED TURNS

- 1) Traverse with a hard edge
- 2) Increased edging
- 3) Progressive edging
- 4) Flex & extend through the turn

5.3 CARVING

- 1) Rhythm and flow
- 2) Move from vertical to diagonal body movements
- 3) Progressive edging from the start of turns
- 4) Vary turn shape and/or radius
- 5) Flex & extend through the turn, combining vertical & lateral movements (diagonal)