Throughout this outline, there are **electronic links to additional information**. Many of these documents are also posted to Outdoors for All's website: Get Involved → Training → Winter Training Materials.

Clinic Schedule: AM, 9-11:30am // Lunch, 11:30am-12:30pm // PM, 12:30-3pm

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On-Mt Clinic #1 – Snowboard Fundamentals

Instructors will learn about the basic skills of snowboarding, along with drills that highlight these skills. Instructors will then practice basic Movement Analysis on their peers.

A. Warm-up run to gauge riding ability/knowledge of the group. Discuss clinic safety and expectations.

B. Introduce the four Performance Concepts (from American Association of Snowboard Instructors):
   - Tilt: The act of creating an angle between both edges or on one edge and the sliding surface.
   - Pivot: The act of rotating a snowboard around a particular point or axis along its length.
   - Twist: The act of applying a torsional force that changes the amount of edge angle and pressure along the length of the snowboard.
   - Pressure: The act of managing the degree and location of forces between the snowboard and the snow along the snowboard's length (tip to tail) and width (edge to edge).

C. Introduce the three phases of a turn:
   - Initiation
   - Shaping
   - Transition or Finish

D. Discuss different words/vocabulary to describe the board/snow interaction:
   - Sliding – Movement of board across the snow in the direction of the "long axis" of the board.
   - Slipping – Movement of board across the snow in a direction perpendicular to the "long axis" of the board.
   - Skidding – Movement of the board in a curved path, characterized by simultaneous sliding (forward) and slipping (sideways) movement of the board.
   - Carving – "Edged" turn with minimal slipping or skidding.

E. Practice drills and tasks, and start to discuss which of the riding skills that each task highlights. Give feedback, relating to the above skills and terminology, to help riders improve their skills. For task descriptors, please refer to the PSIA-NW Snowboard Certification Guide (pages 27-29).
   - Skating
   - Fade Turn
   - Garlands
   - Side Slip
   - Falling Leaf
   - Basic Skidded Turns
   - Switch Basic Turns
   - Dynamic Skidded Turns
   - Basic Carved Turns
   - Ollie Airs
   - Flat Spin 360

F. Introduction to Movement Analysis (see pages 14-15)
    - Three components of MA:
        - Observation
            - Board Performance
                - Describe the path/track of the board
                - When and where does snow spray from the board?
                - Describe the balance of skills present? Is there one that's dominant?
                - Describe the edge release and engagement.
                - Describe if, when and where the board bends.
            - Body Movements
        - Evaluation – Connect "Board Performance" with "Body Movements" (Cause & Effect)
        - Prescription – Create a simple prescription for change that includes:
            - The observed board performance
            - Desired board performance
            - Desired body movements
    - Choose a task that highlights each of the three skills, appropriate to the terrain and the level of your group. For example, you might choose a garland.
        - Have the group experiment with making the task more or less 'efficient'.
            - **Observation:** What do efficient and inefficient movements look like?
            - **Evaluation:** If your group is comfortable with observation, start to evaluate movements.
            - **Prescription:** If your group is ready for it, ask them to choose one movement that will have the greatest impact, then create a prescription for change.
    - Keep it simple, and focus on one task/movement at a time.
    - Start on the snow, then work your way up the person's body:
        - What is the snowboard doing?
        - What parts of the body are causing the snowboard to do that?
    - Focus on "Efficient/Inefficient" instead of "Good/Bad".
        - Aim to use the body part closest to the snow. That will vary student to student, depending on their ability and adaptations.
    - **For more in-depth information on Movement Analysis, please review the new AASI Snowboard Technical Manual**

G. Possible "Chairlift Discussions":
    - Review your Responsibility Code.

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On-Mt Clinic #2 – Snowboard Fundamentals

Instructors will learn the beginner progression (Levels 1-3) and demonstrate a basic understanding of the beginner progression by teaching the group.

A. Warm-up run to gauge riding ability/knowledge of the group. Discuss clinic safety and expectations.

B. Teaching Basics
   - "SMART" goal setting (**S**pecific, **M**easurable, **A**ttainable, **R**ealistic, **T**ime-Bound) with your group, or for an imaginary student. This should be review from Dryland and Online Training.
   - Learning Styles (see pages 9-10):
     - Visual Learners – Learn best by watching and imitating the task.
     - Auditory/Cognitive Learners – These people need to verbalize and understand the task.
     - Kinesthetic/Proprioceptive Learners – These learners need to feel the task.
   - Teaching Styles (see pages 10-11):
     - Command
     - Task
     - Reciprocal
     - Guided Discovery
     - Problem Solving
   - Teaching Model (see pages 11-12):
     - Introduce the Learning Segments
     - Asses the Student
     - Determine Goals and Plan Objectives
     - Present and Share Information
     - Guide Practice
     - Check for Understanding
     - Summarize the Learning Segment

C. Snowboarding Progression
   - Show and describe the progression, from "never ever" through dynamic carved turns.
     - Level 1 = Student has never ridden a snowboard before or needs to reinforce some fundamental elements
     - Level 2 = Student can stand up on board, hike, skate, j-turn/fade turn and stop.
     - Level 3 = Student can chance edges, traverse, make c-turns and ride chairlift.
     - Level 4 = Student can control speed through linked toe and heel side, skidded turns.
     - Level 5 = Student can use flexion and extension movements, understand board performance, and vary turn shape to control speed,
   - Review the Performance Concepts – what skills are being used, and when? What is the skill blend at each level?
   - Discuss, describe and demonstrate possible exercises that you might use when teaching a certain portion of the progression.

- Discuss and explore appropriate terrain to be used along a progression.

D. Practice Teaching Progressions
   - Break instructors into small groups to practice teaching different portions of the riding progression. What skills are you teaching? Which exercises are you using? Why?
   - Possible 'scenarios':
     - Your student arrives for her first day of lessons, and she is brand new to snowboarding. >> Encourage Instructors to take the lesson slowly! Think about fatigue, and set realistic goals. You're lucky that you get to set the foundation, so set a great one!
     - Your student desperately wants to ride the chairlift, but this is his first lesson. He thinks the magic carpet is for babies. >> Riding the chairlift is a motivator. By progressing to the chairlift before your student has the necessary skills, you've lost that motivator. Don't rush to introduce equipment (such as tethers) just to progress through terrain. **Progressing to the chairlift too quickly can also be a safety concern.**
     - Your student can get down the hill on her heel side, but never completes a turn to her toe side.
     - Your student throws a fit every time you try to help him into his snowboard boots. He doesn't want to leave the office. >> What is your student's goals? Can you make a compromise? For example, ride one run, then make a snowman.
     - In your student's first lesson, she learned how to put on her snowboard, walk on the flats, climb uphill, do a straight run, and turn to a stop in both directions. She says she is ready to tackle the BLUE runs today. >> Safety comes first. What skills does she need to master before tackling blue terrain?
   - Make sure your Instructors understand that a participant cannot go on the lift until he/she can turn to a stop in both directions (Level 3). Emphasize the importance of flatland drills for beginners.

E. Possible "Chairlift Discussions":
   - Start to build your bag of tricks – brainstorm games and drills.
   - Ideally, how should you respond to specific incidents on/off the slope? What follow-up is necessary?
     - A runaway student who can't stop and panics.
     - A student who refuses to put on his snowboard.
     - You're snowboarding 1:1 with your student, who falls and injures her wrist. She doesn't want to finish the run.