



TEACHING GUIDE

CANADIAN ASSOCIATION OF SNOWBOARD INSTRUCTORS

NAME: _____





This guide was written by the Canadian Association of Snowboard Instructors, and was designed as a tool to use in helping to turn beginners into life long snowboarders.

Remember, as a snowboard instructor, your goal is to introduce your students to snowboarding in a positive and fun way, and help to make sure that they return to go snowboarding again and again.

For more info, please visit:

www.casi-acms.com

www.quickride.ca

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RULES OF THE ROAD

The Alpine Responsibility Code

1. Always stay in control. You must 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. Do not stop where you obstruct a trail or are not visible from above.
4. Before starting downhill or merging onto a trail, look uphill and yield to others.
5. If you are involved in or witness a collision or accident, you must remain at the scene and identify yourself to the Ski Patrol.
6. Always use proper devices to help control runaway equipment.
7. Observe and obey all posted signs and warnings.
8. Keep off closed trails and closed areas.
9. You must not use lifts or terrain if your ability is impaired through use of alcohol or drugs.
10. You must have sufficient physical dexterity, ability, and knowledge to safely load, ride, and unload lifts. If in doubt, ask a lift attendant.



Smart Style Freestyle Terrain Identification



- **Look Before You Leap:** Scope around the jumps first, not over them. Know landings are clear, and clear yourself out of the landing area.
- **Easy Style It:** Start small and work your way up.
- **Respect Gets Respect:** From the lift line through the park.

<http://www.nsaa.org/safety-programs/smart-style/>

EQUIPMENT

The right set-up can make or break your student's day! The following recommendations apply to new snowboarders, learning for the first time. As they progress, their equipment choices will evolve with their skills.

Boards: The use of twin-tip (bi-directional) boards in rental fleets eliminates the need for time-consuming binding changes during lessons. Bindings are set once and can be used for goofy or regular riders.

Softer Flex, Convex Bases, Beveled Edges: Beginner riders will benefit from boards with a softer flex, slightly convex base and beveled edges. This allows the board to slide easily into and out of turns, without grabbing or catching edges.

While most manufactures are providing a “learner friendly” tune on their rental equipment (IE: Burton LTR System), any board can be tuned to allow for easier learning. A simple 3-degree bevel can be attained with nothing more than a file, some tape and a straight edge.

All snowboards should be waxed regularly. Maximize the slide and minimize the chance of edges catches to reduce the risk of falling.



TWIN TIP BOARD



CONVEX BASE

**Try a bevel on your own board. It'll turn easier, plus you can still have sharp edges for carving while sliding catch-free on rails and boxes.*

EQUIPMENT

Binding Set-Up: +9/-9 degrees (for beginner riders only)

Front foot and back foot angles of approximately +9/-9 degrees provide beginners with optimal comfort, balance and stability during the early stages of learning. If, during the lesson, a student's stance needs to be switched from regular to goofy, or vice versa, it can be done by simply switching feet and swapping the leash from one binding to another. Once riders are turning, it's recommended that the stance angles be adjusted to have a slight "duck" (negative angle) on the back, and more forward angle on the front foot (e.g.: -6/+18, or -12/+15), to a max of 30 degrees of difference between the two angles.

Double-Ended Safety Leashes:

With the bindings set up at +9 / -9, using a safety leash with a clip on both ends will make the switch between bindings much easier, especially on cold days!

Top Sheet Traction:

With the QuickRide approach to snowboarding, traction for the back foot is very important for all one-footed maneuvers, and to facilitate the switch from regular to goofy (and vice-versa). Luckily, most rental manufacturers have "built-in" traction on the top sheet; however, two stomp pads can be used on boards without built-in traction.



+9 / -9 DEGREE BINDING SET-UP (WITH TRACTION PADS)

EQUIPMENT



THE RIDING COMPETENCIES

These competencies form a type of “filter” in which we can analyse our students’ riding, and form a plan for improvement.

CORE COMPETENCIES: Novice & Intermediate Riders

Centred & mobile position: The rider maintains a relaxed, adaptable position with weight generally centred over both feet.

Turning with the lower body: When we turn the snowboard, efficiency requires that we use the hips, knees, and feet (or a combination of these).

Balance along the working edge: Using a combination of inclination (leaning) and angulation (bending) movements will help the rider to achieve edge grip and round turn shape.

ADVANCED COMPETENCIES: Advanced & Expert Riders

Strength & Flow: Adopting a position of strength while maintaining agility (constant movement) is crucial to directing the body through the turn in a fluid manner.

Arc-To-Arc: Using the snowboard’s geometry creates forces in the turn. Round turns help direct those forces into the next turn, creating efficiency and performance.

Loading & Deflection: Establishing edge grip and resisting the forces in the turn creates bend in the snowboard and builds pressure, which can then be used to deflect the rider across the slope, increasing speed.

Steering Versatility: Advanced riders are able to blend movements to allow the snowboard to slide or carve, or a range in between. Efficient steering movements create varied turn shapes and sizes, based on the rider’s specific goals.

THE SKILLS CONCEPT

Position & Balance

A good position helps improve a rider's stability and balance and includes the following:

- A ready position with the ankles, knees, and hip joints equally flexed. This position optimizes the length and strength of key muscles so a rider can be both stable and maximize mobility, as needed.
- Shoulders and hips positioned square to the front foot angle.
- Arms relaxed, and in a natural position alongside the body.
- Head and eyes directed to face the direction of travel.
- Body weight distributed evenly between both feet.



Neutral Position

Pivot

Rotational movements allow a rider to develop an effective steering angle, by using rotating movements towards the toeside or heelside edges, placing the board across the line of momentum (direction of travel). It will cause the rider's course to be deflected in a new direction.



Counter Rotation

Rotation: The use of both upper and/or lower body rotation together can be an effective way to generate steering angle and a powerful change in direction.

Counter-Rotation: During counter rotation, the upper and lower body move in opposition to each other. Counter rotation is a quick way to pivot the board, for a limited distance.

THE SKILLS CONCEPT

Edging

Edging is involved any time there is a change of direction.

Inclination: For every change of direction, riders need to lean, or tilt their mass to the inside of the turn to remain balanced - just as we would do on a bicycle to both initiate a change in direction and resist the forces associated with angular motion

Angulation: Edging with angulation uses the ankle, knee and hip joints to increase the edge angle while maintaining balance over a relatively small base of support. The COM stays closer to the centre line of the board (the BOS), thus increasing stability.



Pressure

Pressure is a sensory skill in which the rider moderates the forces acting on the board using movements in the lower joints to manage the changes under the snowboard due to terrain, speed and deformation of the snowboard.



Reactive Pressure Management (“Control”): Reactive pressure management involves the rider reacting to the pressures felt in the board due to terrain, slope, snow texture, or speed.

Proactive Pressure Management (“Create & Release”): Proactive pressure management involves the rider proactively creating pressure changes as a means of either controlling, creating or releasing the pressure in the snowboard.

Timing & Coordination

Timing & Coordination refers to the skill of harmonizing skills and movements so that they are performed at the appropriate time and for the appropriate duration (Timing) and that multiple movements are combined into a common effort (Coordination).

Timing: Timing refers to the process of selecting a movement and/or action at the appropriate time, for an appropriate duration and amount within a manoeuvre.

Coordination: Coordination refers to the blending and synchronization of multiple movements in the correct order to be effective and efficient.

TEACHING BEGINNERS

The QuickRide System

The goal of the QuickRide System is to create a certain level of mobility, control and enjoyment on the snowboard as quickly as possible. The progression is laid out in a series of five goals, or milestones.



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STEPS	STUDENT'S GOAL
1. BASICS	To learn to use the equipment, and gain comfort moving around on the snowboard with one foot attached.
2. SLIDING	To become comfortable standing on the snowboard while it is sliding.
3. CONTROL	To gain control of both speed and direction (across the fall line), with both feet attached to the snowboard.
4. TURNING	To learn to turn (changing edges in the fall line).
5. FLOW	To learn to explore the mountain safely.

S.A.F.E. MODEL

The S.A.F.E. Model

When presenting new manoeuvres or movements, the S.A.F.E. approach will provide a progression for effective presentation.

S.A.F.E. stands for:

Static

When introducing a new movement, have students visualize/feel the sequence of movements on flat ground.

Active

Students learn by doing – give a tactic or manoeuvre to try. During the initial trials, pay close attention to the terrain and situation to help ensure success.

Free

Focused mileage and practice. During this stage, mileage is the key. Allow students to practice, and ensure that positive feedback / correction is given if mistakes are made. Remember: “Positive, To, Try”!

Experimentation

Change the situation to encourage adaptation – vary the terrain or movements.

1. BASICS

GOAL:

To learn to use the equipment, and gain comfort moving around on the snowboard with one foot attached.

KEY CONCEPTS:

Equipment

Mobility

EXERCISES:

- Introductions
- Equipment: Parts Of The Board
- Attaching The Front Foot
- Equipment Familiarity & Mobility
- “The Neutral Position”
- Skating
- Climbing & Descending



2. SLIDING

GOAL:

To become comfortable standing on the snowboard while it is sliding.

KEY CONCEPTS:

Straight Running

EXERCISES:

- “Push-Push-Glide”
- Straight Running
- Experiment With Varied Body Positions
- Toe/Heel Drag
- J-Turns



3. CONTROL

GOAL:

To learn to control both speed and direction with both feet attached to the snowboard.

KEY CONCEPTS:

Sideslipping

Pendulum

EXERCISES:

- Intro To Edging (Gas Pedal Exercise)
 - One-Foot Attached Sideslipping & Drift Left / Right
 - One-Foot Attached Traverse
-
- Attaching The Board On A Slope
 - Sideslipping (two feet attached)
 - Pendulum (two feet attached)
 - Power Pendulum



4. TURNING

GOAL:

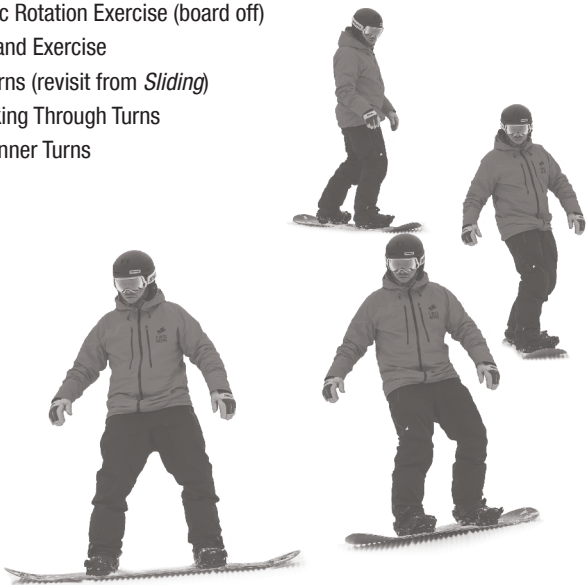
To learn to turn (changing edges in the fall line).

KEY CONCEPTS:

Beginner Turns

EXERCISES:

- Static Rotation Exercise (board off)
- Garland Exercise
- J-Turns (revisit from *Sliding*)
- Walking Through Turns
- Beginner Turns



5. FLOW

GOAL:

To learn to explore the mountain safely.

KEY CONCEPTS:

Novice Turns

EXERCISES:

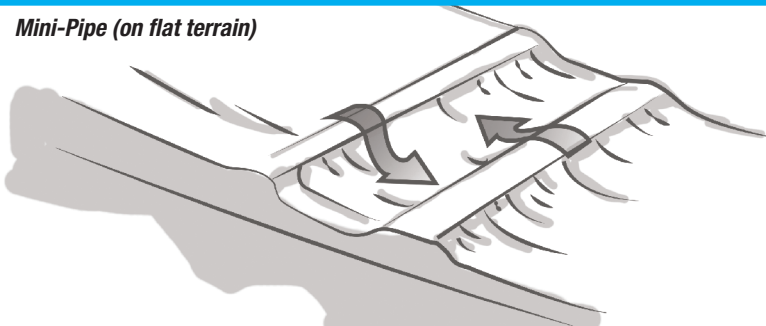
- Add Traverse Between Turns
- Traverse with Flexion/Extension
- Novice Turns ('release' the COM before, and flex after the fall line)
- Speed Control: 4 S's (Speed = Shape, Size, Slope)
- Sliding 360's
- Hopping in traverses



TERRAIN AS A TEACHING TOOL

Terrain that is formed, or sculpted, for beginners can help you in creating a positive experience for new snowboarders. The key is taking the technical skills from the QuickRide System, and using the terrain to enhance these movements, by creating new feelings and challenges.

Mini-Pipe (on flat terrain)



Mini-pipes are great tools to introduce and develop balance skills as well as get students sliding. The opposite wall ensures that riders stop in the middle, bottom part of the terrain.

TERRAIN AS A TEACHING TOOL

Rollers (with return slope)



Rollers are useful for challenging balance on the vertical (up/down) plane, as well as developing movement in the lower body (absorption). The return slope ensures that students' speed is reduced at the end.

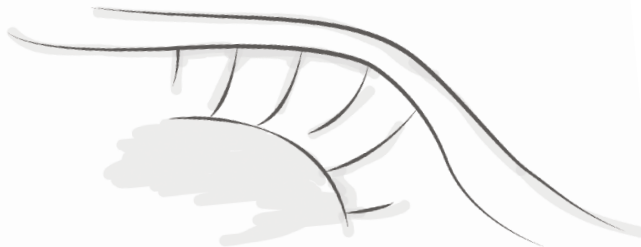
Banked Slope



The banked slope assists with direction change during the pendulum or turning phases, by assisting riders to come back to the fall line.

TERRAIN AS A TEACHING TOOL

Berms



When turning, berms can help students create direction change and speed control by re-directing their path of travel. Set up berms in succession to create linked turns.

Notes

USING LIFTS

Carpet lifts are the ideal solution for teaching beginners, as it allows students to get up the hill with the least effort and apprehension.

If a carpet lift isn't available, head to the chair lift once students have mastered *Step 2: Sliding*.

USE OF CARPET/CONVEYOR LIFTS

Carpet lifts are great for beginners, as they are simple to load, unload and ride. With the front foot attached:

LOOK: Look at the loading area and at the moving carpet.

WAIT: Wait until the loading area is clear to move into.

LOAD: Skate forward and allow the lift to move you forward onto the carpet.

STAND: Stand on the carpet, with a minimum of 5 metres between each person.

UNLOAD: With the back foot on the board, in front of the back binding, allow the carpet to send you off of the lift, and slide into the unload area.

LEAVE: Clear the unload area as soon as possible.

USE OF CHAIR LIFTS

With the front foot attached:

LOOK: Look for the preceding chair.

LOAD: Skate forward into the loading area. Turn and look for the approaching chair, and sit when it arrives.

LOWER: Lower the safety bar.

RIDE: Ride the lift to the top.

LIFT: When the lift is near the top, lift the safety bar.

STAND: Point the board straight uphill, and stand when it touches the unload ramp.

LEAVE: Clear the unload area as soon as possible.

TEACHING KIDS

TEACHING 3-6 YEAR OLDS

Kids aged 3 to 6 are quickly taking up snowboarding, thanks to advancements in kids' equipment. Here are some things to remember when teaching these little ones...

Do...

- ❑ *Ensure that equipment fits them, and is made for someone their size - not just a mini adult board!*
- ❑ *Adjust your expectations! Progress at this level will take on many forms, and will happen in many small steps.*
- ❑ *Incorporate fun, games, and plenty of trial and error.*

Don't...

- ❑ *Don't bother trying to have them skate or move with one foot attached. Strap both feet in and pull them with a tether on the board, a ski pole, or hula hoop.*
- ❑ *Don't rush to get them turning. Focus on balance first in varied situations and speeds.*
- ❑ *Don't expect them to last for long. Start in 15 minute chunks and progress from there.*



TEACHING KIDS

PRE-QUICKRIDE PROGRESSION

PRE-QUICKRIDE STEPS	QUICKRIDE STEPS
A: Off-snow exploration (equipment & balance) On carpet, learn about the equipment (doing up boots, and working the bindings), and practice balancing on a wobble-board or on the snowboard. →	BASICS
B: On-snow exploration (balance and sliding) Using an aid like a retractable tether on the board, a ski pole to hold, or a hula hoop, explore balance while sliding by towing kids around a flat slope.	SLIDING
C: Straight running with “j-stops” → Using a mellow slope, allow kids to straight-run and experiment with allowing the board to pivot and stop by looking with the eyes. Both feet should be strapped in for this.	
D: Mileage and practice → Don't rush it! Take the time to practice and experiment with these skills. Expose students to new slopes and speeds. If available, try terrain undulations and slider boxes. Once comfortable, then progress to the Control phase of the QuickRide System.	CONTROL
	TURNING ↓
	FLOW

TEACHING KIDS

QUICKRIDE TACTICS FOR CHILDREN

GOALS	KEY CONCEPTS	CHILD-FRIENDLY TACTICS
BASICS	EQUIPMENT MOBILITY	Handshakes, name game. Boot game / Freeze Tag Find your equipment Obstacle course (skating) Relay Race
SLIDING	STRAIGHT RUNNING	Tall / Small Animal Game Freestyle grabs to highlight planes of balance Imagine riding a box or rail for balance awareness.
CONTROL	SIDESLIPPING PENDULUM	Red Light/Green Light Squish bugs Markers / Targets Obstacles (hop over, under, around) Visualize air to fakie in the halfpipe for direction change
TURNING	BEGINNER TURNS	"Chicken-Out Turns" (Garland) Laser Guns Dance Exercise Magnet hands Hula Hoops
FLOW	NOVICE TURNS	Bend & Stretch Small doorways Follow the Leader Basketball turns

NOVICE SKILL DEVELOPMENT

Use these tactics to help improve the three *Core Competencies* in students who are already turning...

SKILLS	EXERCISES	TEACHING POINTS
Position & Balance	Riding fore, aft, and centred Hopping Switch riding (green terrain)	Development of centred position and mobility. Enhance stability through a strong position.
Pivot	Fall-line pivot (garland) Mini Motor Boat (on hips & knees) Pickle Jar (lower body rotation)	Develop lower-body turning movements (quiet upper body).
Edging	Static Edging Exercise (“no highbacks” analogy) “Stop-n-Hops” Sidecut turns	Balance over the working edge.
Pressure	Riding varied terrain Ollies Fall-line stops	Lower body mobility through flexion and extension.
Timing & Coordination	Follow the leader Counting Tornado Turns	Symmetry, rhythm, looking ahead.

TEACHING INTERMEDIATE RIDERS

Refining Skills:

WHOLE, PART, WHOLE

This method of presenting a lesson involves looking at the rider's overall skills (the "Whole"), and deciding which skill needs to be developed further (the "Part"). After some development of the "part", the exercises or tactics are then put back into their riding (the final "Whole").

Advantages:

- Good with private or semi-private lessons.
- Good for mobile students – students who have some experience and can get around the mountain already.
- No need for prior knowledge of the student and their riding level or style.
- Helps in both refining skills with mobile riders, and introducing a new aspect to their riding.

Additional Considerations:

The initial "Whole" phase of W.P.W. requires the instructor to analyze the student's current level of ability, and establish a plan for the "Part".

Within a "Whole, Part, Whole" sequence, it may be possible to have smaller sub-sequences. For example, when choosing a number of tactics to have your students try during the "Part", you may have to progress them in such a way that allows them to have the most success, similar to a Building Block progression. Alternatively, you may choose to present the tactics in a way that allows them to feel alternate feelings or analogies, similar to Guided Discovery.

Introducing New Skills:

BUILDING BLOCK

The Building Block approach involves a series of small steps, each building on the previous.

Advantages:

- The step-by-step approach calms apprehensive students and students with confidence issues.
- Good for introducing new material, or something the student hasn't tried before.
- Helps to reduce the potential consequences of new manoeuvres or skills. Keeps students safe.

Additional Considerations:

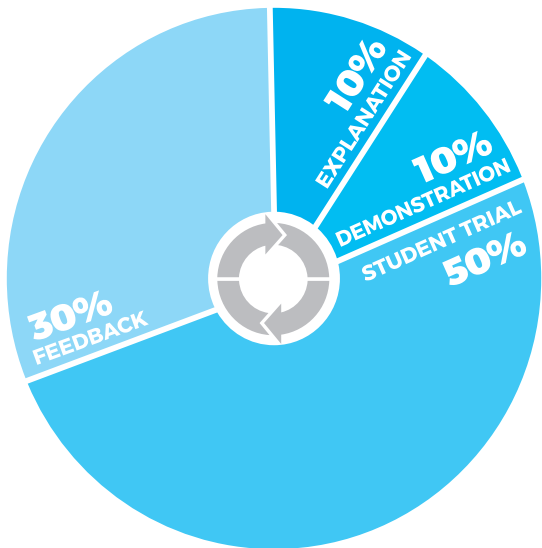
- Building Block progressions are not set in stone! Instructors must be aware of the progress of students when choosing what the next step will be. Are students struggling with the current step? Will they benefit from moving backwards in the progression in order to re-establish skills that aren't yet present?
- Building Block lessons aren't just for beginners - any time a student is learning a new skill, or there is an element of danger or consequence involved, it's a good idea to break the skills down into smaller, more manageable chunks.

TEACHING INTERMEDIATE RIDERS

REFINING SLIDING & CARVED TURNS:

COMPETENCY / OUTCOME	SKILL & SUGGESTED TACTICS: REFINING SLIDING TURNS	SKILL & SUGGESTED TACTICS: REFINING CARVED TURNS
CENTRED & MOBILE POSITION	<p>POSITION & BALANCE</p> <p>'Switching Hands' Exercise (alignment and use of core)</p> <p>Sliding 360's (centred position, lower COM for stability)</p>	<p>POSITION & BALANCE / EDGING</p> <p>Static Edging Exercise (Inclination vs. Angulation)</p> <p>Hopping in traverse</p>
TURNING WITH THE LOWER BODY	<p>PIVOT / EDGING</p> <p>'Headlight on Knees' Exercise</p> <p>Garland Exercise</p> <p>'Spray The Trees' Exercise</p>	<p>EDGING</p> <p>Arms Restricted (crossed, on hips, etc).</p> <p>'Sidecut Turns' / 'Rail To Rail' Exercise</p>
BALANCE OVER THE WORKING EDGE	<p>EDGING / PRESSURE</p> <p>Static Edging Exercise (Inclination vs. Angulation)</p> <p>'No High-backs' Analogy</p> <p>Clock Face Analogy</p> <p>Spraying The Trees</p> <p>Hop to change edges (flex in turn)</p> <p>Traverses with flexion</p>	<p>POSITION & BALANCE / EDGING</p> <p>Stop n' Hop's</p> <p>Drinks on Shoulders Analogy</p> <p>Cowboy Knees</p> <p>Carved traverse with slow vertical movement</p>
Skill: TIMING & COORDINATION	<p>Counting for symmetry and quickness</p> <p>Follow the Leader for coordination challenge</p>	

THE TRAINING CYCLE



Explanation - 10%

What, Why, How, Where & When

Demonstration - 10%

“A picture is worth a thousand words”

Student Trial - 50%

People learn by doing!

Feedback - 30% (Analysis & Improvement)

Use of P.T.T. (“Positive, To, Try”)

PRACTICAL TEACHING SKILLS

The following teaching skills will help you in structuring an effective lesson.

Guest Service & Safety

Choose safe and suitable teaching terrain, with the following points in mind:

- The ability level of the student.
- The learning stage of the student in relation to the skill/ manoeuvre.

Create a positive and student-centered learning environment.

Communication & Lesson Structure

Effective communication is the key to ensuring understanding in your lessons. Structure your lesson with the content in mind (*Building Block, Whole-Part-Whole, or Guided Discovery*).

Demonstrations

“A picture is worth a thousand words”. Remember the ability level of your students, and do what you said you were going to do.

Analysis & Improvement

1. Establish the ideal performance. (Riding Competencies)
2. Compare the performance to the ideal.
3. Decide on cause / effect & tolerance. (T.T.P.P.E.E.)
4. Deliver Improvement (P.T.T.)

Technical Content

Effective instructors present technical concepts in their lessons in a clear, coherent, and technically correct fashion.

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