



Toboggan Train the Trainer Workshop (TTW)

OBJECTIVES:

- Students will learn the aspects of teaching Outdoor Emergency Transportation as defined by the NSP and the Central Division in preparation for becoming an OET Instructors
- Students will practice and demonstrate Ski/Ride and Toboggan maneuvers at or above the basic OET level.
- Students will Observe, Evaluate/Diagnose, and Prescribe solutions for skiers and riders utilizing Movement Analysis and snowsports fundamentals to provide effective feedback.
- Students will design a lesson utilizing the 6 Pack.
- Students will teach a lesson based on skiing/riding skills or toboggan operations and provide effective feedback.

PREREQUISITES:

- Recommendation as an OET Instructor from IT or Patrol Director
- Complete the NSP Instructor Development Course
- Complete Online Courses

Review of Five Fundamentals of SnowSports:

	Ski	Snowboard	Telemark
*	Control the relationship of the center of mass to the base of support to direct the pressure along the length of the ski	Control the relationship of the center of mass to the base of support to direct pressure along the length of the board	Control the fore/aft relationship of the center of mass to the base of support to manage pressure along the length of the skis.
*		Control the relationship of the center of mass to the base of support to direct pressure along the width of the board	Control the lateral the relationship of the center of mass to the base of support to manage pressure from ski to ski
*	Control pressure from ski to ski and direct pressure toward the outside ski	Control torsional flex of the board using flexion/extension and rotation of the body.	Control the size, duration, intensity, rate, and timing of the lead change to manage fore/aft stability.
*	Control edge angles through a combination of inclination and angulation	Control the board's tilt through a combination of inclination and angulation.	Control edge angles through a combination of inclination and angulation.
*	Control the skis rotation (turning, pivoting, steering) with leg rotation, separate from the upper body	Control the board's pivot through flexion/extension and rotation of the body.	Control the turning of the skis with rotation of the feet and legs in conjunction with discipline in the upper body.
*	Regulate the magnitude of pressure created through ski/snow interaction	Control the magnitude of pressure created through the board/surface interaction	Regulate the amount of pressure created through ski/snow interaction with flexion & extension movements

6 PACK REVIEW: Set, Concluding Objectives, Content Delivery, Learning Activities, Student Summary, Monitoring & Evaluation

EFFECTIVE MOVEMENT ANALYSIS:

Observation: What do you see? What, when, and why does it happen? Remember to always observe from different positions. Can you describe what the student is doing? (This is like the scene size-up). Read what each fundamental. Are you seeing what is described? Start at the snow and work up. What are you seeing as it relates to the fundamentals.

Evaluate/Diagnosis: Why is it happening? Causes and effects: the body moves this way, and causes the ski/board to do this. Focus on the **cause**. Remember REAL vs IDEAL: compare the performance to the desired outcome. Ask yourself what **issue** you can address immediately to improve the student's success. This is like determining the chief complaint and addressing it. Use the fundamentals to guide your diagnosis. Address the chief complaint.

Prescription: What tasks, exercises, and drills can you use to address your diagnosis? Sometimes, static drills are more accessible and understandable. The prescription should address the specific issue, not be a broad-spectrum solution, and not be a solution that promises "more miles" without specifics.

EFFECTIVE MOVEMENT ANALYSIS: Prescription: continued

The ultimate goal is to make a meaningful change. Change is never easy, so you might hear the student say, "That feels weird." Those are good words. Work from that and ask how or why it is different. **Different is good.** Give students time to experience the change. This might take one run or multiple; take your time. If you notice the movement isn't progressing, determine the necessary change. Consider simplifying the movement, moving to different terrain, or practicing static drills. Lead the student to the solution. For example, teaching a pivot slip involves a compound movement. Divide it into two single movements. We might practice hockey stops and slides first followed by pivoting or steering the skis down the fall line. Most skills are compound movements.

TTW Schedule:

Warm Up - Appropriate terrain, Stretching before focus on Athletic Stance..

Starting Off -

- * Safety Reminders
- * Ski & Board 101: (How do they work? 30-minutes: Skiers with SB Inst., Boarders with Ski Inst.
- * Application of Fundamentals while Skiing/Boarding 30-minutes: Skier w/Ski, Board /Board.
- * Teaching: Learning Styles, Experiential Learning, MA, Importance of **Actionable** Feedback. Lesson Planning (6 Pack), Communication, Demos, the Tool Box, Do we teach as we were taught?

Skill Review & Teaching Practice - *Combined Groups.* Explain & Demonstrate, & How We Teach It. Practice teaching

Braking Wedge, Wedge Turn, Modified Wedge
Side Step, Herringbone, Skating, Uphill Traverse
Traverse & Traverse with and without the Forward Sideslip
Sideslip - fore, aft, & straight down, both sides.
Falling Leaf - both sides. (Is there only one way to do it?)
Hockey Stops - both sides
Transition - side to side Wedge Entry vs Pivot Slip?
Pivot Slip- no wedge between, turn leg from hip

Unloaded Toboggan Skills - UNLOCKED HANDLES Combined Groups: Explain & Demonstrate & how we teach it.

Parts of the Toboggan and Inspection
Ski/Ride Toboggan to the incident site- loose grip on handles, fall line descent, wedge vs. short radius turns; why?
Positioning the Toboggan: Backing in vs. Driving in.
Anchoring / Loading the toboggan: Methods

Loaded Toboggan Skills - LOCKED HANDLES: Appropriate terrain Teaching Assignments

Reserve Breaking Rule:

Lead Operator: Athletic Stance, Position in Handles (*why?*) Route Selection (*why?*), Consistent Fall Line Descent, Primary Brake, Communication, Emergency Stop

- * "Chop Sticks" - (w / bamboo)

Tail Operator: Athletic Stance, Hand Position, Rope Management for Functional Tension, Tail Rope in Fall Line. (*why*)
Secondary Brake, Patient Monitoring, Monitor Traffic, Communication, (*What problems do you see and why?*)

- * "Rope a Goat" with Tail Rope
- * "Ski Pole Drill"

Chain Brake: Use, Types, Chain Release (*when & why*), Deploying the Chain, "Feathering," Pulling up the chain.

Moving directional changes -"Box Turn" Variations 1 & 2: All transitions in or near fall line (*safety concerns*)
Lead first / tail follows when lead is in a stable position / then team traverse

Loaded toboggan Individual Descent - Fall line descent, Slow and Continuous. Chain Brake is engaged or
What and why should it be Automatically Deployable? (dead man switch)

- * **Ungroomed or Moguled Terrain: Inside/Outside handles** Push/Pull to steer the toboggan.

Change of Position: Tail to Lead

Drop Ins - Belaying:

Recovery Maneuvers:

