



Toboggan Instructor Trainer Prep Clinic

OBJECTIVES: "Potential IT's. will understand the role of the Instructor Trainer for the NSP Central Division and...."

- ... will demonstrate the elements encompassing OET instruction (including equipment, techniques, movement patterns & terminology) as prescribed by the NSP & the PSIA/AASI.
- ... will perform and demonstrate OET Maneuvers AT or ABOVE the *senior level* & can describe the progressions necessary to teach the skills or maneuvers.
- ... will utilize **Movement Analysis** to Observe, Evaluate, and Prescribe solutions for skiers/riders. By understanding the snow/ski~board/body performance, including understanding cause & effect relationships, the instructor can communicate these in simple & positive language to prescribe solutions to guide student learning.
- can design a structured lesson utilizing the 6 Pack & can evaluate the effectiveness of a written lesson plan.
- ... can effectively teach a lesson, continually assess the student's progress & provide meaningful feedback, including a specific change(s).
- ... can evaluate the effectiveness of a lesson and communicate strengths, weaknesses, and suggestions to assist the student in becoming a more effective OET instructor.
- ... will demonstrate exemplary people skills by displaying a supportive & positive demeanor, engaging in meaningful two-way communication, recognizing the behaviors, motivations, and emotions of others, and managing risks to develop trust with the student.

PREREQUISITES:

- * Senior Alpine Patroller & Senior OET TE
- * Recommendation of Patrol Director or IT
- * Completion of Online Course

FUNDAMENTALS OF SNOWSPORTS: Note the similarities

	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 pressure from ski to ski and direct pressure toward the outside ski	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 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
*		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.

6 PACK REVIEW: Set Concluding Objectives, Content Delivery/Learning Activities

Student Summary, Monitoring & Evaluation

EFFECTIVE MOVEMENT ANALYSIS:

Observation: What do you see? What is happening? (Like a Scene Size Up) Always try to get as many views as possible. Can you describe what the student is doing?

Evaluate/Diagnosis: Why are they having this issue? This is similar to determining the chief complaint! Start at the snow and work up. Use the fundamentals to help guide you in making your diagnosis. Address the chief complaint.

Prescription: How can you fix this? What is the one problem you can address that will have the most significant impact on the success of the student? Remember, sometimes static drills are easier to feel and understand. Again, your prescription should address the specific issue and should be a manageable solution to the problem. A solution should never be....."It will just take more miles." Use simple words and phrases to describe what you want. Demonstrate what you want them to do.

The ultimate objective is to effect a change. Change is never straightforward, and a student may express discomfort or unfamiliarity, stating, "That feels strange" or "Different." These are valid observations as they signal the candidate is doing something different. Embrace the concept of "different" as a positive attribute. Allow the student ample time to acclimate to the change. This process may require multiple attempts or gradual progression. Patience is essential. If progress appears stagnant, assess the necessary adjustments. Simplify the movement pattern or task, consider altering the terrain, or incorporate static drills. Guide the student toward the appropriate solution. For instance, if teaching a pivot slip, determine whether it is a single or compound movement. Break it down into manageable tasks, such as practicing hockey stops and slides before steering out of them. Introduce the falling leaf with a pivot (dipsy-doo). Most skills are compound movements. Do not hesitate to dissect them into simpler components.

CLINIC ACTIVITIES:

Topics & Discussions throughout the Clinic

- * Ski vs. Board vs Tele: (What makes them different? What makes them the same?)
- * Why Fundamentals: (Balance, Edging, Pressure)
- * Understanding the Student: (Goals, Background, Ability/Disability & Fears)
- * People Skills: (Developing trust)
- * Learning Styles: (Aural, Visual, Kinesthetic)
- * Sequencing for Success (& Pacing): (designing a good progression.)
- * Importance of Practice (Introduction, Competence, Mastery, Transference)
- * Experiential Learning, Guided Practice & Reflection: (are we having fun figuring it out?)
- * "The art of teaching is the art of assisting discovery": (emphasize the change,)
- * Be aware of safety (for both you and the student).

Warm Up - Stretching Mentally & Physically !!! Selecting the appropriate terrain for warming up.

Movement Analysis: *What* do you see? *Why* is it happening? *How* can you address it?

- * Athletic Stance: Concept & Demo & Tasks.
Guided Exploration of MA through Athletic Stance: Static & Dynamic

Skill Review & Teaching Assignments - Start with static, move to dynamic on an easy-moderate slope

Gliding Wedge, 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 (pressure vs rotary approach)

Hockey Stops - both sides

Transition - side to side Wedge Entry?

Pivot Slip- no wedge between; turn leg from hip.

Unloaded Toboggan Skills - UNLOCKED HANDLES Moderate terrain: Teaching Assignments

Parts of the Toboggan and Inspection

Ski Toboggan to the incident site- loose grip on handles, fall line descent, wedge vs short radius turns; why?

Positioning the Toboggan: Backing it in vs Driving in.

Anchoring toboggan: Methods

Loaded Toboggan Skills - LOCKED HANDLES: Appropriate terrain Teaching Assignments

Reserve Breaking Rule:

Lead Operator: Position, Route Selection, Primary Break, Communication, Consistent Fall Line Descent
"Chop Sticks" - (w / bamboo)

Tail Operator: Patient Monitoring, Secondary Break, Communication, Keep Tail Rope in Fall Line.
"Rope a Goat" with Tail Rope

Chain brake usage: deploying the chain, "feathering," pulling up the chain.

Moving directional changes - using "box turn" Variations 1 & 2 All transitions in or near fall line
Lead first / tail follows / then team traverse

Loaded toboggan Individual Descent - Ungroomed or Moguled Terrain: Inside/Outside handles:

Fall line descent with a controlled & consistent speed. The Chain brake is engaged or automatically deployable.
(dead man switch)

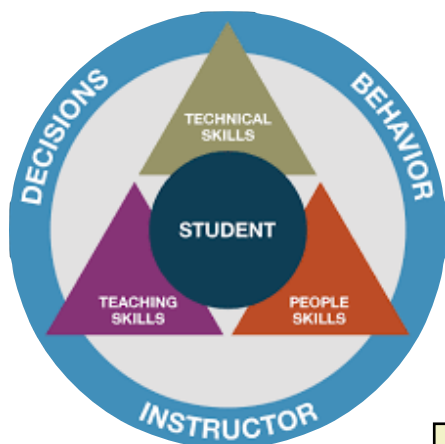
Change of Position: Tail to Lead

Drop Ins - Belaying

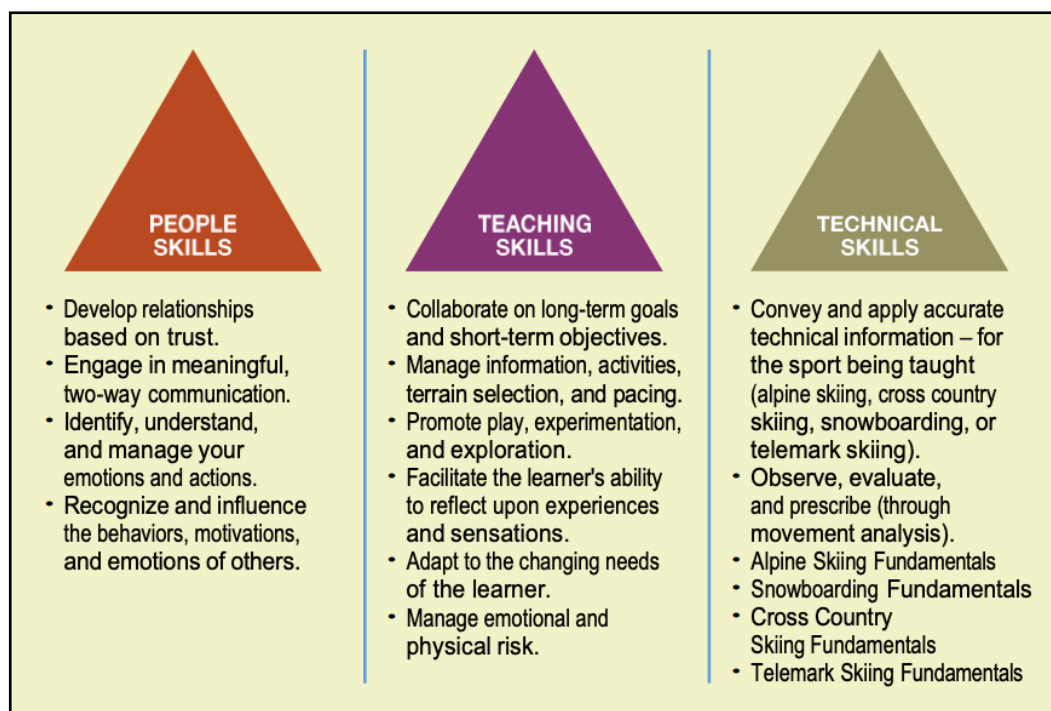
Recovery Maneuvers

Teaching/Evaluation/Scoring

The teaching component encompasses Knowledge Effectiveness, Teaching Effectiveness, and Scoring Effectiveness. The OET IT demonstrates the ability to provide effective feedback for senior candidates and mentor instructors utilizing movement analysis techniques. Because of the requirement to teach at multiple levels, including instructor mentoring, OET IT must pass this portion with a 5.



**Would a
candidate pay you
for the next
lesson?**



OUTDOOR EMERGENCY TRANSPORTATION

SIX PACK LESSON PLAN REFERENCE GUIDE

LESSON TITLE: State the specific lesson title. Multi-phased lessons or classes of long duration can use more than one lesson plan.

INSTRUCTOR MATERIALS		STUDENT MATERIALS	REFERENCES
Include all materials you will need for your lesson. This is also important for outdoor presentations. Also include any assistants you need.		Expected materials should be planned early enough so students can be informed prior to class. Specific materials required for your lesson should be listed here.	List all references here. Much of this can be found in the Outdoor Emergency Transportation Manual or Ohio Region OET Resources Webpage.
TIME	INSTRUCTOR & STUDENT BEHAVIOR		
Listing the running time or clock time for each part of the lesson is extremely important. By doing so, you are ensuring that all material is given in the proper amount of time for adequate coverage. Proper planning and rehearsal will help formulate the time used for each step.	SET		
	Include a brief statement of your set. This can include a review of previous concepts, drills or tasks. It can be an attention getter and a way to stir the interest of the student for what is to follow, and provide relevance to student's need to learn the upcoming material. Lessons may include larger or smaller sets or no set at all.		
	CONCLUDING OBJECTIVE(S)		
	This is the most important part of any lesson plan. It should dictate what is included in every step and use the key verbs: Describe, Show, Practice, Perform, Analyze, Model, Relate. Begin with "The student will be able to" (SWBAT). Understand what the student has learned in prior sessions and current level of skill and understanding. In planning, be careful using multiple performance-based objectives as it will be necessary to sequence them for success & will take an extended time to master.		
	CONTENT DELIVERY		<i>Ongoing monitoring is a vital part of information delivery. It can be as simple as a "question and answer" session. Immediate feedback will help you make "on the fly" adjustments to information delivery.</i>
	Content Delivery is how you are going to present the information to your class. It is the essential content. In OET, most CD will be demonstrations with individual & group practice. Remember to build exercises & progressions on previous knowledge, so the students can make a connection to a specific feel or sensation. <u>Different</u> sensations should be encouraged because the student is doing something <i>new</i> . Reinforce the different aspects of the feel. Give the students a <u>FOCUS</u> . (What to feel, Where to feel it. What to do or Where to look) Remember that a previously learned skill might diminish when a new skill is introduced. Be supportive and encouraging.		
LESSON ACTIVITIES			
	Guide practice by setting goals appropriate to the student's ability, energy, and desires. By sequencing drills and tasks you allow students the opportunity to reinforce the skills that have been presented. When you provide feedback during the lesson you have the opportunity to ensure your student is actually learning and understanding the desired outcomes. <u>Introduce one task at a time</u> and allow the students to practice that specific skill. <u>Repetition of movement</u> reinforces the learning. Don't assume one repetition will do. Instead, use a phrase like "Do three runs thinking about this....," then carefully sequence a new task into the progression. Reinforce the changes you see for the better no matter how small. If you don't see a change, think of another way to demonstrate your task, simplify the movement pattern, or move to less challenging terrain. Don't rush this step. Leave the student with tasks or a progression that they can continue to practice and perfect. Remember VIDEO can be a powerful teaching tool. "SAFETY + FUN = LEARNING"		<i>Guided practice is the most effective form of ongoing monitoring at this point, however, this is primarily applicable to skill based information. Reassess your lesson plan if your student activities do not incorporate observable behavior.</i>
	STUDENT SUMMARY		<i>An effective student summary enables the instructor to see if the concluding objective(s) have been matched with the</i>
	The student summary helps him/her sort through the content they have received. The student can describe what they are experiencing or learning through practice. The goal should always be an effective two-way dialogue between the student and instructor.		
	MONITORING AND EVALUATION		
	Feedback & Evaluation is paramount to learning since, without them, your students won't know how they're progressing. Quality feedback is non-judgmental and clear, and provides <u>specific solutions</u> to behaviors, movements or outcomes. Through well-considered feedback, you can reinforce effective performance movements while pointing out weaker or deficient movements. PSIA/AASI Fundamentals can be used to guide the evaluator. Utilize OBSERVE, EVALUATE (Diagnose) & PRESCRIBE to assist in planning. Again, video can be a useful tool. The final evaluation in OET involves the performance of a variety of tasks utilizing complex movement patterns that must be coordinated with other patrollers. Monitoring is always essential and should involve mastering each task while refining the movement patterns and building more complex movements in varied terrain and conditions.		

SIX-PACK LESSON PLAN REFERENCE

LESSON TITLE:

INSTRUCTOR MATERIALS

STUDENT MATERIALS

REFERENCES

TIME

INSTRUCTOR & STUDENT BEHAVIOR

SET

CONCLUDING OBJECTIVE(S)

CONTENT DELIVERY

LESSON ACTIVITIES

STUDENT SUMMARY

MONITORING & EVALUATION



Central Division Senior OET IT Prep Feedback Form

Participant Name _____

Division Staff examiners may ask OET IT candidates to perform some or all of the tasks listed on this assessment form. OET ITs must provide high-quality demonstrations at or above the Senior Level and demonstrate an understanding of the *PSIA Snowsports Fundamentals for Skiing, Snowboard, or Telemark* and how they can be applied through Movement Analysis to evaluate and provide meaningful feedback to a candidate or mentoring instructor. Since the OET IT's role is as a master teacher, the IT candidate must provide high-quality lessons above the level of an OET Instructor or Sr. OET TE. The OET candidate must pass all three areas.

PERFORMANCE TASKS:

☒ Has demonstrated at the IT Level

Ski-Ride Performance Tasks:

The OET IT candidate can demonstrate proper ski/board fundamentals (as listed below) in varied terrain. at or above the senior level.

*	Gliding Wedge, Braking & Power Wedge, Wedge Turns, (Snowboard switch)	<input type="checkbox"/>
*	Parallel Turns (Small, Medium, Large Radius) Skidded and Carved	<input type="checkbox"/>
*	Side Slip: both sides	<input type="checkbox"/>
*	Falling Leaf: both sides	<input type="checkbox"/>
*	Transitions: both sides	<input type="checkbox"/>

Comments:

Toboggan Performance:

The OET IT candidate can demonstrate proper toboggan fundamentals (as listed below) in varied terrain at or above the senior level.

SKILLS COMMON TO ALL AREAS:

☐

*	Maintains an athletic stance between/outside the handles & on the tail rope throughout run.
*	Hands are on the handles, approximately at hip height, slightly in front of the body. SB may ride with two hands on a handle and/or a hand on the crossbar.

Comments:

UNLOADED TOBOGGAN:

☐

*	Skis/Rides an empty toboggan (<i>with short turns</i>) to the accident site, maintaining a consistent & smooth fall-line descent with minimal lateral movement of the toboggan. The candidate stops a safe distance uphill and effectively communicates with the accident scene for instructions to position the toboggan. Effectively & correctly backs in and anchors the toboggan for patient pickup. Handles should remain unlocked throughout. SB may choose to have one handle locked to assist with positioning.
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LOADED LEAD & LEAD ALONE SPECIFICS:

☐

*	Select a fall line route and employ tactics to ensure it is safe for the patient & customers.
*	Provides effective braking (<i>including feathering the chain brake, if used</i>) throughout the run &/or execute a controlled emergency stop (<i>if requested</i>).
*	Performs Transitions with simultaneous edge change A/T or torsional flex SB
*	Monitors the patient and all traffic to ensure a safe run for the patient and customers.

LOADED TAIL SPECIFICS:

☐

*	Holds the rope using both hands in front of the body at a waist to mid-thigh level. A/T: The tail rope control is controlled by the downhill hand (<i>closest to the toboggan</i>) utilizing functional tension. The uphill hand holds the end (<i>loop</i>) of the rope. During the transition, the gathering of 1 coil of the rope is recommended. SB: The tail rope control is maintained by either hand; one controls functional tension, and the other holds the rope's end (<i>loop</i>). All: Only one hand should be in the loop at all times.
*	A/T: Performs Transitions effectively by following and anticipating the lead while managing functional tension. SB: will maintain a heel-edge sideslip throughout the run while managing functional tension. Transitions are not permitted for SB.
*	Traverses the slope, keeping the tail rope in the fall line and maintaining functional tension, stabilizing the toboggan with minimal slipping.
*	Provides secondary braking (<i>as needed</i>) & ensures the "reserve braking rule" is in effect.
*	Provides effective communication with the lead and monitors the patient and all traffic

TEACHING & EVALUATION:

KNOWLEDGE EFFECTIVENESS

*	Understands the goals and intended outcome of the lesson.	<input type="checkbox"/>
*	Provides an accurate observation of a candidate's performance through Movement Analysis and uses the Snowsports Fundamentals to describe what is observed. The IT links ski/board and body performance when describing cause-and-effect relationships. and evaluates the performance and compares them to the ideal vs real performance.	<input type="checkbox"/>
*	Identifies strengths & weaknesses of the performance and equipment and can provide a prescription to address deficiencies that change the student's performance	<input type="checkbox"/>

Comments:

TEACHING EFFECTIVENESS

*	Successfully manages the risks in the learning environment.	<input type="checkbox"/>
*	Selects terrain that supports the intended outcomes.	<input type="checkbox"/>
*	Provides clear, relevant information (descriptions & feedback) that encourages learning. feedback) that encourages learning.	<input type="checkbox"/>
*	Provides accurate and relevant demonstrations.	<input type="checkbox"/>
*	Uses appropriate drills/tasks to target a change in performance & understanding.	<input type="checkbox"/>
*	Paces learning to allow for practice & reflection as the student explores & experiments.	<input type="checkbox"/>
*	Adapts the lesson to meet the needs of the individual or group.	<input type="checkbox"/>
*	Provides Effective & Instantaneous Feedback	<input type="checkbox"/>
*	Encourages student reflection and self-coaching & Provides an effective summary of lesson and assignments for continued learning.	<input type="checkbox"/>

COMMUNICATION EFFECTIVENESS

*	Communicates concepts in a positive manner with simple language	<input type="checkbox"/>
*	Demonstrates an understanding of verbal and nonverbal communications	<input type="checkbox"/>
*	Delivers actionable feedback in a concise and positive manner	<input type="checkbox"/>

Overall Comments:

Division Staff/ Calibrator _____

Location: _____

Date _____

11/29/2024