



Toboggan Trainers Workshop (TTW)

Please refer to the Central Division 10 Toboggan Tips. Have FUN!!

OBJECTIVES:

- Students will review the aspects of teaching Outdoor Emergency Transportation as defined by the NSP Central Division and the Ohio region.
- Students will perform and demonstrate necessary Ski/Ride and Toboggan Maneuvers AT or ABOVE their level of achievement: Basic Level for Alpine Basics, Senior Level for Alpine Seniors.
- Students will Observe, Evaluate/Diagnose, and prescribe solutions for skiers/riders & design a lesson utilizing the 6 Pack.
- Students will teach a lesson based on a skiing/riding skill or a portion of operating a toboggan.
- Evaluated skills include: Knowledge, Teaching (6 pack), Ski/Ride Skills, Unloaded Toboggan, and Team: Lead and Tail. (marked with *)

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 is your viewing position? (Below, above, from the side, from the toboggan) What do you see? What helps or hinders the student? Always try to get as many views as possible. Can you describe that the student is actually doing? (This is like the scene size-up)

Evaluate/Diagnosis: What is the one problem you can address that will have the biggest impact on the success of the student. 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: What tasks, exercises and drills can you use to address your diagnosis? Remember, sometimes static drills are easier to feel and understand. Again, your prescription should address the specific issue, and should not be a broad-spectrum solution to the problem. Nor is a solution....."It will just take more miles."

The ultimate goal is to make a change. Change is never easy so you might hear the student say.... "that feels weird" or "different". Those are good words. Work from that and ask questions like how, or why is it different. **Different is good.** Give the student time to experience the change. This might take 1 run, or multiple, don't rush it. If you notice that it is not progressing determine what change you need to make. Can we simplify the movement pattern? Do we need to move to different terrain? Do a static drill? Work to lead them to the answer! If you think about teaching a pivot slip; is it a single movement or a compound movement? We might need to first practice hockey stops and hockey slides, then practice steering out of them. Maybe we need to introduce the falling leaf with a pivot. (dipsy-doo). Most skills are compound movements.

TTW Schedule:

Warm Up - Appropriate terrain, Stretching before toboggan practice,

Starting Off -

- * Athletic Stance & Body Positioning
- * Safety & Communication
- * Toboggan Parts/Inspection
- * Ski vs Board vs Tele: Understanding
- * Fundamentals: (Balance, Edging, Pressure)
- * Lift Operations & Carrier Usage.

* **Skills Review & Teaching Assignments** - Start on an easy-moderate slope, advance upward

Side Step, Herringbone, Skating, Uphill Traverse Explain skill usage

Braking Wedge, Wedge Turn, Modified Wedge Explain skill usage

Traverse: Explain skill usage

Sideslip: fore, aft, & straight down, both sides, Explain skill usage

Falling Leaf: both sides Explain skill usage

Hockey Stops: both sides Explain skill usage

Transition: Pivot Slip: wedge or no wedge, turn leg from hip

Kick Turns - both sides

* **Unloaded Toboggan: UNLOCKED HANDLES** Moderate terrain: Teaching Assignments

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

Positioning the Toboggan: Backing it in vs Driving in. J Turn.

Anchoring toboggan: Methods

Loaded Toboggan Skills/Practice:

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

* **Team: Lead Toboggan - LOCKED HANDLES:** Appropriate terrain Teaching Assignments

Positioning in handles

Fall Line Descent: Smooth, Consistent & Safe

Provides Effective Braking: may the chain, "feathering", pulling up the chain.

Performs Traverses - using "box turn" Variations 1 & 2 All transitions in or near fall line

Lead first / tail follows / then team traverse

* **Team: Tail Toboggan:** Appropriate terrain Teaching Assignments

Hand/Rope Position

Functional Tension/Secondary Braking/Reserve Braking Rule

Communication

Other Topics that May Be Addressed: Not evaluated

Unloaded Toboggan Pickup in Moguls

Loaded Toboggan Individual Descent - Advanced, smooth or mogul/ungroomed slope.

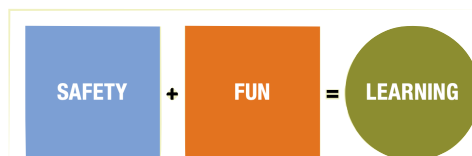
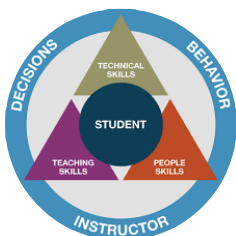
Fall line descent, smooth and continuous pace. Chain Brake engaged or automatically deployable. (dead man)

Inside vs Outside handles, Push/Pull to steer the toboggan. Pickup Drill.

Change of Position: Tail to Lead

Drop Ins - Belaying Toboggan

Recovery Maneuvers



Would a candidate pay you for the next lesson?

Resources:

Toboggan Manual: NSP

Central Division Senior Videos

Senior Scorecards

Central Division: 10 Toboggan Tips

Central Division: Toboggan

Maneuvers Defined.

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.

<u>INSTRUCTOR MATERIALS</u>	<u>STUDENT MATERIALS</u>	<u>REFERENCES</u>
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	
<i>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.</i>	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.	
	<p style="text-align: center;">CONTENT DELIVERY</p> <p>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.</p>	<p><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></p> <p><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></p> <p><i>An effective student summary enables the instructor to see if the concluding objective(s) have been matched with the</i></p>
<p style="text-align: center;">LESSON ACTIVITIES</p> <p>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"</p>		
<p style="text-align: center;">STUDENT SUMMARY</p> <p>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.</p>		
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
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TIME	INSTRUCTOR & STUDENT BEHAVIOR	
	SET	
	CONCLUDING OBJECTIVE(S)	
	CONTENT DELIVERY	
	LESSON ACTIVITIES	
	STUDENT SUMMARY	
	MONITORING & EVALUATION	



OET Instructor Evaluation Form

New Certification _____ Recertification _____				Evaluation Date:		
Patroller Name		NSP #	Division	Region	Patrol	
			CENTRAL	OHIO		
Email		Home Phone		Cell Phone		
TTW Evaluation Location						
Date:		IT Evaluator:			IT NSP #	
OET Instructor Assessment		Comments:			Met Expectations	Did Not Meet Expectations
					+ =	-
Demos: Skills/Tasks						
Side Slip						
Falling Leaf						
Traverse						
Hockey Stop						
Pivot Slips						
Demos: Toboggan					+ =	-
Unloaded						
Loaded Lead						
Loaded Tail						
Other:						
Teaching/ Coaching/ People Skills		Topic(s) _____			+ =	-
Technical Knowledge / MA					+ =	-
FINAL DECISION		<input type="checkbox"/> OET Instructor: Pass <input type="checkbox"/> OET Instructor: Recertification: Pass <input type="checkbox"/> OET Instructor: Fail: Please practice with your area IT & attend another TTW when ready.				
		Date:	IT Signature:			
Date Rcd:						

Please send to Ohio Region OET supervisor. ohioregionoet@gmail.com

** The Instructor Candidate should be able to demonstrate any skill or task on the most difficult terrain at their area and at or above their NSP Level: Basic, Alpine Senior, Certified.