Toboggan Instructor Refresher

- **Introduction**
  - Expectations for the day
    - Have fun and stay safe!
    - Review and have an opportunity to demonstrate patroller and toboggan skills
    - Discuss teaching techniques and help build toolkit
  - Role of a Toboggan Instructor:
    - Be a “Trainer” first… make the learning process enjoyable for the student!
    - Coordinate the local patrol’s annual Toboggan Check-off process (eg, what is required, tips/tricks for managing it, course completion/release)
    - If unsure at any point, ask for help… Regional Advisor, TE, etc.
  - Overview of toboggan components (eg, skegs, chain brake, tail rope, handles, locks)

- **Patroller Skills**
  - **Snowplow**: Does the patroller maintain effective movement by slipping the edge(s) without railing during terrain changes?
  - **Sideslip**: Does the patroller maintain effective movement by slipping the edge(s) in either direction without traversing?
  - **Transition Maneuver**:
    - **Skiing**: Does the patroller maintain consistent speed with braking edge(s) on the snow while changing direction and not deviating from the “fall line” corridor?
    - **Boarder**: Does the patroller maintain consistent speed during direction change going from one braking edge to the other while spinning the board in the “fall line” corridor?

- **Toboggan Handling Skills**
  - **Unloaded**: Does the patroller safely and efficiently control the toboggan in the fall line to the accident site?
  - **Loaded – Front/Driving**: Does the patroller safely and efficiently control the toboggan in the fall line by using appropriate skill maneuvers while monitoring the patient?
  - **Unloaded – Back/Tail-rope**: Does the patroller safely and efficiently manage the tail rope, while maintaining optimal position for braking or an emergency stop by using appropriate skill maneuvers?

- **Teaching Skills**
  - **ADAPT**
    - **Assess** – observe and identify what strengths and development areas the patroller has
    - **Develop** – craft a lesson for ‘ONE’ development area that will do the MOST GOOD!
    - **Assign Tasks** – think of an activity or drill that can help and builds off any prior drills/activities (progression) and includes components of kinesthetic, visual & verbal learning
    - **Practice** – give the patroller ample time to practice (eg, multiple runs, varying terrain)
    - **Test** (Feedback) – assess progress and repeat ADAPT as necessary with new drills/activities
  - **Feedback**
    - Feedback needs to be (1) immediate, (2) focused on one thing, and (3) PISE = Positive, Improvement, Specific, Evaluation
    - Good teaching habits (eg, clear face, stand below group, talk clearly, safe location)
    - Avoid using: “I want to see you do…”, or “I didn’t like when you…”
    - Focus on: ‘Did you notice how you did…”, or “How did it feel when…” (and give a drill/activity to address the most critical area to make improvement)