

**Course Content  
For  
Toboggan Trainer Workshop (TTW)**

This outline describes an approach to delivering content for a TTW. The TTW is used to train, develop, certify and recertify Toboggan Instructors (TI), Senior Trainer/Evaluator Instructors (TE) and Instructor Trainers (IT).

Eastern Division Instructor Level Definitions: TIs and TEs differ in both skill level and instruction level. The TI teaches at the patroller level with a primary focus on toboggan handling and the fundamentals that apply to patroller skills or maneuvers to handle empty toboggans, loaded toboggan and the toboggan tail rope. The TI performs at a level 5 or 6 out of 10. TE trains and evaluates TI and Senior candidates in toboggan handling and are expected to understand and train and evaluate Skiing and Riding fundamentals. The TE will perform at a level 7 out of 10 or higher. ITs oversee the instruction process and certify that instructing objectives are met by TI and TE. ITs perform at a level 7 or higher and are in many cases performing at Certified Patroller levels of 8 out of 10 or higher. TE and ITs are certified by Division Steering and Staff ITs. There is no requirement for Division Staff or Steering to be Certified Patrollers.\*

The TTW Course outline found below describes a format where OET Instructors participating as students in the TTW event meet three objectives:

- 1) Understand PSIA and AASI terminology of the “Five Fundamentals” of skiing and riding and how they are applied to patroller skills and maneuvers used for handling toboggans.
- 2) Experience new content learning and receive personal evaluations of both their teaching delivery and personal toboggan handling performance in a clinic format.
- 3) Receive an overview of skill objectives and a format for delivering a Toboggan Enhancement Seminar (TES) and Senior Toboggan Evaluation (SATE).

Instructors leading TTW are Instructor Trainers (IT) made up of both Division Staff members and Regional IT's, trained and appointed by Steering Committee members. TTW events require an IT take on the Instructor of Record (IOR) role. However, they may delegate teaching assignments to qualified TEs under their supervision.

All NSP Instructors are required to attend an Instructor Development (ID) discipline to meet Continuing Education (CE) event on a three-year cycle. A TTW can include elements of the ID discipline to meet CE objectives. An OET Instructor Continuing Education (OETIC) can be registered together with a TTW when the objectives of ID CE are met. The outline described below meets all ID CE objectives. It is recommended that when OET ITs offer a TTW course, an OETIC course is also offered.

\*Eastern Division policies for reference only.

**Morning Session ONE – Short Lesson Demonstration utilizing the Five Fundamentals used to perform “Patroller Skills” (90 minutes)**

- Informal assessment of group skill level and ability during warm-up runs.
- State the objectives of the day: Clinic format which includes personal evaluations; integrating PSIA and AASI Fundamental into teaching content; emphasizing the 6-Pack lesson structure snippetized into teaching progressions; participation in Positive Immediate Feedback; practical 6-Pack Lesson Planning; and delivering the planned lesson.
- Demonstration of the FIVE Fundamentals integrated into “Patroller Skill” lessons (the following “Fundamental Five” handout is recommended for reference):
  1. Control the relationship of the COM (center of mass) to the BOS (base of support) to direct pressure along the length of the ski.
  2. Control pressure from ski to ski, directing pressure toward the outside ski.
  3. Control edge angles through a combination of inclination and angulation.
  4. Control the skis' rotation (turning, pivoting, steering) using leg rotation separate from the upper body.
  5. Regulate the magnitude of pressure created through ski-snow interaction.
- Deliver a progression of short ‘snippet’ lessons which emphasize the Five Fundamentals. The IOR shall deliver the first lesson as a demonstration that sets the teaching level. Demonstrations are an effective way for TIs to model the objectives and structure of snippet lessons. Utilize round-robin “positive-immediate feedback” from all participants (manage each PIS(E)\* input to be short and concise).
- ITs should highlight important teaching concepts used in lesson development, such as Snippet structures, progressions, ADAPT and Re-ADAPT, Fundamental which apply, etc.

\*PIS(E) is a modified version of Eastern Divisions PISE used by TEs. TTW events are also taught to TI’s who are not expected to EVALUATE for grading purposes like that used by TEs. The “Evaluation” afforded to TIs is defined by NSP’s Instructor Development curriculum under the section referred to as “Positive Immediate Feedback.” Instructor evaluation is meant as a student guiding method used by Instructors to teach specific improvements for skill performance. Hence, for the TI teaching level, PIS without the grade suffices. TI feedback is required to be Positive, state the skill which needs Improvement, and must include a Specific way to improve.

**Morning Session TWO – OET Style Lesson Planning Exercise (one-hour maximum, meets ID CE requirements. Could take place before snow time or during lunch.)**

- Indoors the participants utilize handouts or easels for a classroom-like setting.
- Lead a discussion on Fundamental Five and answer participant questions.
- Lead a discussion on 6-Pack Lesson Planning. Emphasize how Objectives and Summaries bookend each snippet lesson which helps student content retention.
- Emphasize how Positive Immediate Feedback is used to coach and improve skills performance.

- Lead a discussion on the benefits of structuring a series of progressive snippets and how a lesson can be Re-ADAPT'd if improvements require additional guided practice.
- Assign short Toboggan Handling lesson topics to each or pairs of participants. All write a 6-Pack Lesson Plan, which they will deliver during Session Three. Each lesson must be concise to the topic and include pertinent elements of the Five Fundamentals. Participants will be evaluated against the topic objectives. ITs should help participants hone their lesson objectives to fit the time requirement. A suggested list of assignable snippet lesson topics:
  1. Empty Toboggan – Intro to sled parts and functions (should be assigned to IT as a demonstration lesson with a 5-minute duration)
  2. Empty Toboggan – Importance of Fall-Line Awareness
  3. Empty Toboggan – Acceptable Fall-Line Skiing techniques with empty sled
  4. Empty Toboggan – Safe Accident Scene Arrival
  5. Empty Toboggan – Traversing Safely
  6. Empty Toboggan – Route Selection
  7. Loaded Toboggan – Patient Safety & Team Interaction (should be assigned to IT as a demonstration lesson with a 5-minute duration)
  8. Loaded Toboggan Front Operator – Ski/Snowboard Edge Braking Technique
  9. Loaded Toboggan Front Operator – Chain Brake Feathering
  10. Loaded Toboggan Front Operator – Terrain Awareness Anticipation
  11. Loaded Toboggan Front Operator – Communication
  12. Loaded Toboggan Front Operator – Route Selection
  13. Loaded Toboggan Front Operator – Mogul Strategies for Route Selection (optional senior level topic)
  14. Loaded Toboggan Tail Rope – Rope Management
  15. Loaded Toboggan Tail Rope – Proper Positioning
  16. Loaded Toboggan Tail Rope – Emergency Stopping
  17. Loaded Toboggan Tail Rope – Mogul Strategies (optional senior level topic)
  18. Loaded Toboggan Team – Team Traversing Techniques

### **Afternoon Session THREE – Lesson Delivery and Participant Evaluations**

- Plan for each to deliver their lesson incorporating one Fundamental Five principle and one Re-ADAPT. Remember, time mitigation and logistical concerns must be accounted for, such as toboggan uphill transportation. If working with a large group, consider splitting them among two independent IT evaluators.
- Round-Robin teaching evaluation using PIS guidelines. Involve all participants in lesson delivery evaluation as time allows, keep to one P and one I per participant. Alternatively, if teaching evaluation is provided only by IT's, a more detailed list of PIS may be employed. IT level individuals are typically trained and selected for their keen ability to effectively provide PIS(E).
- Collect written lesson plans.

**Summary:** By the Conclusion of the TTW event, each participant should have seen a demonstration and participated in effective short lesson planning; have an understanding of progressions; delivered a written 6-Pack Lesson Plan; implement PIS as the primary Positive Immediate Feedback technique; incorporated Fundamental Five principles into lessons; shown their understanding of using PIS to Re-ADAPT their lesson; and received a personal evaluation of both their teaching and performance. At the end of this event, the IOR must collect feedback questionnaire forms from all participants. Eastern Division Steering Committee is interested in feedback to improve future TTW's.

## APPENDIX

The outline structured above utilizes IT's to teach both morning based sections. The entire curriculum of Patroller Skills does not need to be taught. Choose a few that highlight the Fundamental Five and demonstrate how snippets can be chained together to create progressive skills learning. The goal is to introduce the Five and demonstrate to the participants how to string together an effective progression based seminar.

Similar to the list of assignable snippet lesson topics shown above for Toboggan Handling, this is a list of short snippet lesson topic ideas for Patroller Skills:

1. Snowplow – Fundamental Five Introduction
2. Snowplow - Narrow Corridor and Stopping
3. Snowplow – Steering Over Moguls
4. Sideslip – Lateral Pressure Control as in Narrow Corridor
5. Sideslip – Falling Leaf
6. Sideslip – Slipping Backwards (dealing with fear factor)
7. Transition Skill – Introducing the PSIA Pivot Slip Turn
8. Short Swing Skill – progressing the Pivot Slip with a fast cadence
9. Transition Skill – Setting the Senior Quality Standard

The short list above is not meant to be complete. Instead, it shows how to break up the Patroller Skills into smaller snippets that might be more effective for basic student learning. They are also listed in progression order. The items in the list can be re-arranged and broken down into smaller snippet topics.