



Rod Roy Instructor Manual

Safety, Fun & Learning

Based on the Canadian Technique



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INTRODUCTION

This booklet has been written as a tool for Rod Roy instructors and is based on the Canadian Ski technique. It is meant to be used along with the CSIA skier Development Program booklet. In depth details on the Canadian Ski Technique are available by reading the Canadian Ski Instructors Alliance Manual. Ask your Section Supervisor to obtain a copy for you. If you have any problems, suggestions, or queries, contact your Section Supervisor for guidance.

DUTY OF A ROD ROY INSTRUCTOR

1. Goal of an instructor is to provide a **safe** and enjoyable **learning experience**.
2. It is our duty to be up to date and teach current techniques.
3. Each instructor has the responsibility to professionally represent the sport of skiing-snowboarding and in particular *Rod Roy Ski Schools*.
4. It is our duty to embody true sportsmanship and good behavior. Set an example for the students and follow the **Alpine Responsibility Code**. **Wear a helmet**.
5. The supervision of children requires you to act as the "*careful and prudent parent*". Instructors must exercise good judgment in selecting **terrain**, appropriate supervision for the **lifts**, in the **parking lot** and in the chalet.

CLASS MANAGEMENT

- **Be punctual** to class line-up (10 minutes early).
- **Use student's names**. Include everyone.
- Use proper language. No swearing.
- Use **clear and concise directions**. Maintain good **eye contact** while talking (goggles up, scarf down)
- Let each student follow the instructor each session. **Give each student individual feedback each session**.
- **Count your students often**. When moving, look behind frequently. Know where everyone is at all times.
- Stop your class in a safe spot without distractions.
- The instructor is the **BOSS**. Be firm and consistent.
- Always remain as a "**group**". Do not allow students to go in to warm up individually.
- **Ski at the level of your class** (terrain and speed)
- **Be a positive role model**. No smoking or talking about drinking/parties in front of students. Wear a helmet.
- **Be respectful to others on the mountain** (other skiers/snowboarders, patrol, other ski schools, lifties).
- Be prepared to modify your lesson plan to match the day's terrain and snow conditions.
- Wear a watch and **manage your time** effectively.
- **Always dismiss your class at the class signs**.

TEACHING METHODS

- People learn best and retain most when they discover things for themselves.
- Teach to the senses, not to the intellect.
- Use demonstrations often to get your point across. Demonstrate a manoeuvre 1 or 2 times when it is first introduced to give students a mental picture of what they are striving for.
- Prepare an interesting lesson. Consider "themes" to stimulate learning.
- Make your explanations short and to the point.
- Be prepared to alter your lesson plan based on ski conditions, terrain and density of skiers on a particular trail.
- Don't use our technical jargon. Keep your lessons enjoyable and light.
- Be enthusiastic, friendly and dynamic.
- Correct one skill at a time.
- Always remain within a "normal voice range" of your class.
- Educate the student to which skill he should work on to achieve the next stage.
- Coach students as they move.
- **Terrain is a vital determinant in the success of a lesson. Do not introduce challenging terrain too early.**

SAFETY

- Instruct your class on the purpose of the ski patrol and what to do if one of their friends gets hurt.
- As an instructor it is your responsibility to **choose the proper terrain** for your class.
- Ensure that the student's equipment and clothing are appropriate.
- Helmets are recommended for skiers and snowboarders of all ages. Wrist guards are recommended for snowboarders. If one of your students does not have a helmet please notify your director. Students without helmets must not ski in glades.
- Instruct students how to use the lifts correctly.
- **All children, age 8 & under, must be accompanied on a chair lift by a competent adult.**
- Remember - you are responsible for your class!
- Instructors and students should know the Alpine Code (see page 22).
- Students in the Laurentide – Full Supervision program (wearing pinnies) must always be with accompanied by a Rod Roy staff member.

COLD WEATHER TEACHING

- Maximize movements, actions, and exercises, minimize explanations.
- Watch for frostbite. Have students watch each other.
- Stop in sheltered locations - avoid the wind.
- If the students require warming, take the **entire** class in the chalet for a pre-determined amount of time. Go in as a group, warm up as a group, and return to the slopes as a group. The instructor must remain with their group for the entire duration of the lesson.
- Extra dedication and enthusiasm are required on behalf of the instructor - a lesson can always be a success, even in cold weather, as long as the instructor keeps the class "active" and "motivated".
- Avoid having the class wait at "critically cold" locations (i.e. exactly at the top of the highest peak)

SKILLS IN SKIING

There are five key elements involved in skiing:

- Stance & Balance
- Pivoting
- Edging
- Pressure Control
- Timing & Coordination

These five skills are used in every turn you make. The significance and combination of these skills determines the difference between the novice and expert skier.

By focusing on skill development, students learn in a positive environment, progressing as their individual skill level permits.

Stance & Balance: The ability to balance through a wide variety of situation while sliding (center of mass over base of support). Stance is the way we align body parts and it should be relaxed and athletic.

Pivoting: Pivoting is the action of moving the ski by turning the leg and foot. By pivoting the skis we create a steering angle. The turning effort should be confined to below the pelvis.

Edging: Edging results when the base of the ski forms an angle with the snow surface (edge angle). Proper edging is achieved by involving the ankle, knee and hip joints.

Pressure Control: PC is a sensory skill in which the skier moderates the pressure on the skis. The skier can change the pressure by bending or extending the legs, changing the amount of edge, changing the steering angle, stepping from one ski to the other or by a combination of these things.

Timing and Coordination: T & C refers to the skill of harmonizing movements so the right things happen at the right time. In the expert phase, T & C are the magic elements that make skiing appear effortless, fluid and graceful.



Rod Roy Skier Progress Report Card Colour levels 2016

While we feel the Achievement Level concept is invaluable, do not over-emphasize the importance of the evaluation. Instead emphasize to your students that improving their skills is the ultimate goal - and that the achievement levels are simply a "benchmark" to highlight the progress of their skills.

Rod Roy Colour Level	CSIA development program	Skier consistently demonstrates:
Red	Exploration 1 / Bronze	Linked snowplow turns on green trails. Good speed control with wedge.
Green	Exploration 2 / Silver	Parallel skis some of the time on green trails. Balance on outside ski. Round turn shape, good rhythm.
Orange	Exploration 3 / Gold	Parallel skis most of the time on green trails. Turns both skis together. Good lateral mobility. Good speed control by turn shape/radius.
Blue	Adventure 1 / Bronze	Parallel skis some of the time on Blue terrain. Separation of upper and lower body movements. Pole plant correct side. Able to adjust balance by using small and large joints. Round turn shape.
Black	Adventure 2 / Silver	Linked parallel turns on Blue terrain. Consistent balance on outside ski. Able to increase edge grip with lower body. Well timed pole plant. Good speed control on varied and steeper terrain.
Purple	Adventure 3 / Gold	Performance parallel turns. Steering with lower body. Able to maintain good balance in varied terrain. Speed control with short radius turns. Carving on Blue terrain.
Bronze	Performance 1 / Bronze	Performance turns (short and long radius). Consistent carving on outside ski. Good body separation while edging increases. Refined speed control on steep pitches. Use of ski reaction for rebound into next turn.
Silver	Performance 2 / Silver	Linked parallel turns on advance terrain. Mobility and strength on challenging terrain. Coordinated movements at advanced speed. Consistent steering in short radius turns on steep pitches. Ski rebounding to link turns.
Gold	Performance 3 / Gold	Dynamic skiing in all conditions. Refined balance and mechanics in all situations. Able to vary speed and turn shape as desired in varied conditions. Anticipation and control of ski reaction.



SKIER PROGRESS REPORT



NAME _____
CLASS _____

● Easy terrain

- Red**
linked snowplow turns
- Green**
parallel skis some of the time
- Orange**
parallel skis most of the time

■ Intermediate terrain

- Blue**
parallel skis most of the time
- Black**
linked parallel turns
- Purple**
performance parallel turns

◆ Advanced terrain

- Bronze**
performance turns short & long radius
- Silver**
performance turns steep terrain
- Gold**
dynamic skiing all terrain (steeps, bumps, glades)

Based upon the C.S.I.A. Skier Development Program. Complete details at www.rodroy.com

Skill Development

STANCE & BALANCE
STEERING WITH LOWER BODY
SPEED CONTROL
TURN SHAPE
EDGING ABILITY
ADAPTATION TO VARYING TERRAIN
POLE PLANT
TIMING & COORDINATION

improving
solid
strong

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Comments

www.rodroy.com

Instructor _____

Date _____

Attendance Cards

On your attendance card you will keep track of...

- Weekly attendance of your students. √ ☐= present A = absent
- Indicate the "skier description code" (listed below) for each student
- If a student needs to be moved to another level indicate which level he/she should be moved to so the student is moved to the correct class the first time.
- You may see "Buddy" noted beside a student's name. This means that they will need a ski partner for their free time. Please try to pair this student with some other students in your class

Skier Description Codes: Please check off the codes that best describe each skier....

- 1 - Aggressive Skier
- 2 - Cautious / Slow Skier
- 3 - Prefers green trails
- 4 - Prefers blue trails
- 5 - Prefers black trails
- 6 - Inconsistent attendance
- 7 - Behavior issues

<i>Ski Attendance Card 2014</i>								11/21/2013	
Class #				Saturday					
Instructor									
NAME	Bus #	Monitor	Program	Description	Member since	skier progression level	Attendance	A = Absent	
Polsenberg	Cody		D		2003		☐☐☐☐☐☐☐☐		
Reinblatt	Kaiden				2012		☐☐☐☐☐☐☐☐		
Roy	Marc		S4		2010		☐☐☐☐☐☐☐☐		
Roy	Matt		S4		2010		☐☐☐☐☐☐☐☐		
Southern	Kathleen				2006		☐☐☐☐☐☐☐☐		

Skier Description Codes:

- 1 - Aggressive Skier**
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- 3 - Prefers green trails**
- 4 - Prefers blue trails**
- 5 - Prefers black trails**
- 6 - Inconsistent Attendance**
- 7 - Behavior issues**

"Buddy" indicates that the student needs to be paired with another student during their free time.

S2 = Skier (bus) 2 hours lessons
 S4 = Skier (bus) 4 hours lesson
 SF = Skier (bus) 4 hours lesson + full supervision
 S2Uam = Skier (u-drive) 2 hour lesson in the morning
 S2Upm = Skier (u-drive) 2 hour lesson in the afternoon
 S4U = Skier (u-drive) 4 hours lessons
 A2 - U-drive adult half-day lessons

Skier Progression: computer code/RRSS colour/CSIA level/abilities

51 - RED/Exploration 1 Bronze	Executes linked rhythmical snowplow turns on easiest green trails
52 - GREEN/ Exploration 2 Silver	Executes part of the turn with skis in parallel position on green trails
53 - ORANGE/Exploration 3 Gold	Executes basic parallel turns on green trails (no wedge)
54 - BLUE/ Adventure 1 Bronze	Executes basic parallel turns on blue trails (no wedge)
55 - BLACK/Adventure 2 Silver	Executes rhythmical & linked parallel turns on blue trails
56 - PURPLE/Adventure 3 Gold	Executes linked performance parallel turns on blue trails
57 - BRONZE/ Performance 1 Bronze	Executes linked performance turns while adapting to varying terrain on blue trails
58 - SILVER/Performance 2 Silver	Executes rhythmical & linked dynamic turns on black trails
59 - GOLD/Performance 3 Gold	Executes linked dynamic turns while adapting to varying terrain on black trails

Teaching the Progression

A. BEGINNERS - First Timers

Goal -To introduce your students to the sport of skiing. The first day is always the most difficult for a new skier. It is your job to provide the proper guidance and encouragement to your students. **Be positive!** Do lots of demonstrations, have your students moving as much as possible, and give “hands on” corrections. Do not push your students beyond their capabilities; they will lose confidence in themselves and you.

Terrain - Flat area at the bottom of the hill and a gentle slope with an easy out-run to alleviate the fear of speed. Gradually climb higher as your students become proficient with the braking snowplow. Remember choice of terrain is extremely important when dealing with beginners.

Skills

- Stance & balance.
- Pivoting

Plan

- Familiarize with equipment.
- Experiment with stance & balance.
- Increase mobility.
- Introduce snowplow.



Refer to the following exercises:

1. **Walking in ski boots** (no skis). Play follows the leader walking forwards, backwards and sideways. Show how to side-step up a gradual slope by rolling ankles and knees slightly into the hill. Walk pigeon-toed and practice pushing out the heels into a snowplow from a standing athletic stance.
2. **Walking on skis** (X-country style), turning around, side-stepping and how to get up if you fall. Do this first with one ski (scooter exercise) and then with two skis. Have your students try to turn their feet while keeping the upper body facing forward. Teach your students how to **sidestep** up a slight grade.
3. **Straight running**. Concentrate on a relaxed athletic stance; flexed at the ankles, knees and hips, keeping the hands in front. Do flexion/extension exercises during straight running.
4. **Straight running with a wedge**. Push out heels from a stationary position first. Continue to emphasize proper stance. Instructor can ski backwards holding the tips together of students who are having difficulty maintaining the wedge. Students should be on a fairly flat ski (i.e. have an imaginary ball between their knees, and NOT have their knees locked together).

5. **Braking snowplow.** By pushing the heels out evenly into a larger wedge speed will be reduced. Introduce the braking snowplow standing on the flats, practicing going from a small wedge to a larger wedge. Encourage students to use the braking plow to stop at a marker that you have set (i.e. your ski pole). The braking plow will give students confidence that they can control their own speed. As your students become more proficient have them gradually climb a little higher.
6. **Steering exercise.** Demonstrate how to make a slight change in direction by steering only the feet in one direction or another. This is not a rounded snowplow turn! Speed should be controlled using the braking plow.
7. Repeat step #6, but as the student veers to the left or the right for the 3rd time, instruct him/her to continue steering the ski (hence completing 1 turn). Repeat for opposite direction.
8. **Introduce snowplow turns.** To start the turn, steer the feet in the desired direction and gradually apply pressure to the outside (downhill) ski. A simple explanation is; "Relax (slight extension), steer the feet, slowly apply pressure to the outside ski, and brush the ski out throughout the entire turn..." If the student is turning the upper body to make the skis turn he won't be able to apply any pressure to the outside ski.
9. **Speed control.** By making rounded snowplow turns, students will discover a new way to control their speed. Place ski poles so that your students will have to go around them and make complete turns.

** Note: As you go through exercises 1-6 do **lots** of demonstrations and have your students do each skill until they are comfortable with them. Have them climbing on the side and repeating each skill as often as possible (i.e. work in cycles). Always remember to keep beginner skiers moving at all times so that they will not get cold or bored. Once you have introduced the braking snowplow and snowplow turns you can begin to think about heading up a novice lift (Magic Carpet). See your Supervisor to get permission to use the lifts.

B. SNOWPLOW

Goal - Skis remain in a wedge throughout the turn. Speed is controlled by shape of turn and size of wedge.

Terrain - Easy beginner slope - wide and gentle.

Skills

- Stance & balance
- Pivoting

Plan

- Increase mileage
- Work on rhythm to link turns

Refer to the following exercises:

1. Hands on knees
2. Airplane turns
3. Boot top
4. Inhale - exhale
5. Apple picker/Basketball lay-ups
6. Paddling a canoe

C. STEM PROGRESSION

C-1 Novice Phase - Glide Christie

Goal - Initiate the turn in a snowplow wedge, gradually pivot the inside ski to finish steering with skis parallel (skidded arc).

Terrain - A wide gentle green slope that snowplow students are comfortable on. Increase the speed (walking to jogging) this will allow the skis to slide easier into parallel

Skills

- Stance & balance.
- Pivoting
- Pressure Control

Plan

- Introduce side slipping.
- Increase speed.
- Emphasize extension for initiation.

****Note:**

Matching of skis. In the novice phase this should be demonstrated after you have crossed the fall-line towards the completion of the turn. Do not try to rush the matching of the skis, let it happen naturally. Gradually increasing the speed of your students, promoting solid balance on the outside ski will permit the skis to naturally match earlier in the turn.

Refer to the following exercises:

1. Diagonal side-slipping (Skidded Arc)
 2. Take one, take two (Timing at Start of Turn)
 3. Apple Picker/Basketball layups (Flexion & Extension)
 4. Uphill Christie
 5. Fan Progression
 6. Picture Frame (Open Body)
-

C-2 Progression towards Parallel

Goal - To further the progression towards parallel skiing by matching the skis earlier in the turn.

Terrain - Continue to gradually increase speed and promote balance on the outside ski. Extension should start to be moving laterally into the turn. Students at this level should be able to handle green slopes and easy intermediate slopes.

Skills

- Stance & balance.
- Pivoting
- Pressure control
- Edging
- Timing & Coordination

Plan

- Increase speed and confidence with mileage.
- Introduce edging.
- Emphasize balance on the outside ski.



Refer to the following exercises:

1. Uphill Christie (Edging)
2. Pick Pocket (Open Body Position)
3. Side slipping (Edging - hold/release edges)
4. Power plow (Edging)



D. PARALLEL PROGRESSION

D-1 BASIC PARALLEL

Goal - To steer skis in parallel position throughout the turn, thus eliminating the wedge.

Terrain – Green runs and well groomed intermediate slopes with consistent fall line.

Skills - All five skills.

Plan - Separate the turn in to three phases;

1. **Initiation** - Unweight ski by extending up and forward.(neutral position) Start steering lower body into the turn. Transfer weight to new working ski.
2. **Steering** - Steer through turn maintaining lateral balance by increasing edging. As pressure builds on skis it must be moderated by bending joints (flexion).
3. **Completion** - Link turns and transfer energy efficiently by regulating edging and pressure control.

Note: Introduce pole plant to initiate turn.

Refer to the following exercises:

1. Drag One or Both Poles (Balance / Edging)
2. Apple Picker/Basketball Lay-ups (Flexion & Extension)
3. Hop Turns (Extension)
4. Hands on Knees (Flexion)
5. Inhale / Exhale (Timing)
6. Outrigger Turns (Edging)
7. Number of Turns (Rhythm)
8. Heavy Suitcase/Bucket of Water (Balance)



Photo credit: Dynastar

D-2. DYNAMIC PARALLEL

Goal - To increase the speed from Basic Parallel and to use continuous (dynamic) movements to make the turn more fluid and graceful.

Terrain – Start on intermediate progress to advanced slopes.

Skills - All five skills.

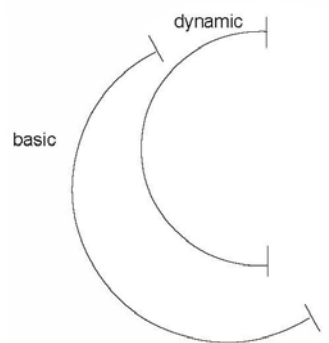
Plan - To begin edging phase earlier in the turn (see diagram).

To use more lateral movements for balance and edge change. As it is a more aggressive style there is greater inclination into the turn and greater angulation of the body.

Refer to the following exercises:

1. Double Pole Plant (Extension)
2. Roller Blade turns (Edging)
3. Tug of War (Edging)
4. 3-Point Flexion (Rhythm)
5. Step Turns (Edge Transfer)
6. Lead Change (Open Stance)
7. Power Plow (Edge Transfer)
8. 1000 Steps (Edging)
9. Superman Turns (Forward Extension)

Edging Phases in Parallel



D-3. SHORT RADIUS

Goal - To make aggressive, quick turns using the same principles of dynamic skiing. More energy is required with a short radius turn but we still want a rounded arc on each turn. The upper body should remain “open”, facing down the hill. Strong pivoting and edging are required.

Terrain - Well groomed terrain with a consistent fall-line. Intermediate to advanced.

Skills - All five skills.

Refer to the following exercises :

1. Javelin turns (Counter rotation)
2. Spiess Turns (Flexion / Extension)
3. 1000 Steps (Edging)
4. Hockey Stops (Edging)
5. Spiess With No Skis (Pivoting)
6. Short Radius In Crouch (Pressure Control)
7. Short Radius No Poles (Flexion / Extension)



E. BUMP SKIING

E-1. Introduction To Bumps

Goal - To be able to adapt to changing terrain.

Terrain - Small bumps on beginner or intermediate slopes. Contour grooming.

Plan

- To maintain contact with the snow by absorbing bumps (flexion) and extending legs in the hollows.
- To introduce the idea of reading the terrain.
- To promote turning on top of the bump.

Refer to the following exercises:

1. Bumps and waves.
2. Hop turns.

E -2. Advanced Bumps

Goal - To be able to ski changing terrain aggressively and in control.

Terrain – Intermediate and advanced slopes with moguls.

Plan - Practice skiing various paths through the bumps. Fall line and big turns.

Refer to the following exercises:

1. GS Turns Through Large Bumps
2. Follow the Leader
3. Spiess / Demi Spiess (Extension / Pivoting)
4. Superman Turns (Forward Extension)
5. One Legged Turn
6. Funnel

Tool Box (Alphabetical Listing)

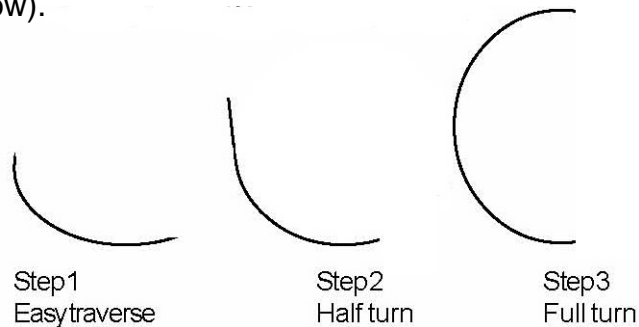
Exercises are designed to develop and improve skills. You should use these exercises to correct any problems that you **detect**. Don't do an exercise just for the sake of doing it.

Mileage will also help students to improve their skiing.

You are encouraged to adapt these exercises to your particular class. You can change the name of the exercise to better suit the age and abilities of your students if you wish. **Be creative!** It will make your lesson more enjoyable for everyone involved. There are many more exercises that are not listed in this manual. Think up some of your own exercises or ask your Supervisor for some ideas.

1. **Airplane Turns:** (*Stance & Balance*)
Have the skiers imagine that they are airplanes. They should ski with their arms extended outwards like wings, parallel to the snow.
2. **Apple Picker/Basketball Lay-ups:** (*Pressure control*)
Have the students extend up as though they were "picking an apple" or making a "lay up" in basketball, and flex down as though they were "putting the apple in a basket" or "dribbling a basketball down the court". Time the movements to correspond to flexion/extension through the turn.
3. **Banking Busters:** (*S & B / Edging*)
Here are a few exercises to help students who lean into the hill: 1. Hold uphill hand up. 2. Touch downhill hand to downhill knee. 3. Keep shoulders parallel to snow.
4. **Boot Top:** (*S & B / P.C.*)
Have student's complete turns by flexing and touching the boot top with their downhill hand.
5. **Braquage:** (*P.C. / Pivoting*)
Start side slipping, rise up, pivot feet 180 degrees (using minimal edging), and flex. Repeat 10 - 15 times one after another.
6. **Bumps & Waves:** (*S & B / P.C.*)
At slow speed through easy bumps, traverse maintaining contact with the snow. Legs absorb bumps and extend in hollows. Emphasize relaxed stance.
7. **Counting:** (*Timing & Coordination*)
In order to get students have nice, smooth movements in their flexion and extension, have them count 1,2,3 while extending and 4,5,6 while flexing.

8. **Demi Spiess:** (*Extension / Pivoting*)
 With minimal speed, spring up, pivot the skis around in the air, and as you land, flex and complete a tight turn. Repeat 5 - 10 times.
9. **Diagonal Side Slipping:** (*P.C. / Edging*)
 Begin to traverse in a flexed stance. Extend up, pivot the skis up the hill slightly, and maintain the original line of travel by allowing the skis to slide. The hips and upper body should remain facing the line of travel (i.e. open body).
10. **Double Pole Plant :** (*P.C. / T & C*)
 Plant both poles (one on each side of the skis) to initiate the extension. The poles should remain fixed in the ground, and the skier must rise and push the poles forward. A natural forward and **up** motion should occur as the skier moves through the planted poles.
11. **Drag 1 or Both Poles:** (*S & B / P.C.*)
 Drag outside pole or both poles by forcing the grips forward, while tracing marks in the snow with the pole baskets.
12. **Fan Progression:**
 Perform a series of "uphill christies". Begin with an easy traverse, then the 2nd half of the turn, and eventually work back to the beginning of the turn. (See figure below).



13. **Feet Oscillation :** (*Stance & Balance*)
 While performing parallel christies, "oscillate" the feet back and forth along the trajectory of the turn.
14. **Follow the leader / course:** (*T & C*)
 Set a course with poles or ski tracks. Set the radius and shape of turns. Have students follow you through a variety of maneuvers. You can develop your coordination by following in the tracks of a skier who varies the shape of his or her turns. The leader's task is not to descend rapidly, but to quickly change directions as if he or she were trying to outsmart the follower. It is important to stick to the tracks and stay accurate. Scanning the trajectory of the track allows you to make rapid decisions and anticipate obstacles which will help in the bumps.

15. **Funnel:** (T & C)

Have the skiers begin skiing as if they are at the wide part of a funnel. Have them gradually reduce the radius of their turn, until they are completing nice short radius turns. Tell the skiers to maintain the smooth rhythm of above even while going through the throat of the funnel.

16. **Uphill Christie:** (Stance & Balance / Edging)

Set up 2 ski poles. Have the skiers ski around one pole, then complete the turn and ski above the other pole.

17. **Hands on knee:** (S & B / P.C) Have the skiers rise up, execute a turn (at any level), and as they begin to complete the turn by flexing, have them place both hands on the downhill knee (to the outside of the knee).

18. **Heavy Suitcase / Bucket of Water:** (S & B)

The skier must pretend he has a heavy load in his hand (downhill hand), and this load causes him to lean over the downhill ski. As the next parallel turn is being initiated, the skier must transfer the heavy load (poles) by rising and passing the poles to the other hand.

19. **Hockey Stop (Stop Christie):** (Pivoting)

From a straight running position, rise up (extend), and quickly pivot both skis and stop as quickly as possible by flexing aggressively. The upper body must be facing down the fall-line once stopped.

20. **Hockey Stop With Pole Plant:** (Pivoting & Balance)

Do this exercise as you would do the regular hockey stop exercise, adding a pole plant to trigger the up (extension) movement.

21. **Hop Turns:** (P.C.)

Begin a parallel turn by jumping to 2-4 inches off the snow. The jump will simply advance the pivoting stage. As the skier lands, he/she will continue to pivot/steer the skis around and complete a full turn.

22. **Hop Turns in Traverse:** (P.C. / Edging)

Traverse a slope from one side to the other, hopping continuously until you have reached the other side. Notice the need to roll the ankles into the slope in order to have a "platform" to spring from.

23. **Inhale / Exhale:** (T & C)

Practice inhaling during the extension and exhaling during the flexion.

24. **Javelin Turns:** (S & B)

As a parallel turn is being completed, and the skier becomes comfortable on the outside ski, he/she should lift the inside ski and rotate it over the downhill ski (i.e. in the direction of the turn). Return the ski to a parallel stance just prior to the initiation of the next turn.

25. **Lead Change:** (*Pivoting*)
Steer through the fall line and make a conscious effort to slide the inside ski slightly forward as the downhill ski continues to steer around and carry most of the weight.
26. **Lift Uphill Ski:** (*Edging / S & B*)
As the turn is being completed, and the skier is comfortable on the downhill ski, lift the inside ski to promote an "angulated stance".
27. **Number of Turn:** (*T & C / Pivoting*)
Choose your ideal terrain and have students do a specified number of turns in a specified distance. It is best if you go first in order to measure out the distance for the group. (i.e. "Stop where I stop.").
28. **One Legged Turn (Variation A):** (*S & B*)
Traverse the slope on the uphill/inside ski. From a flexed stance, as the turn begins, extend up on the single leg, and complete a turn using the same ski the entire time. The end of the turn will resemble the exercise of lifting the inside ski.
29. **One Legged Turn (Variation B):** (*S & B*)
While skiing ONLY on the downhill ski, start the subsequent turn by rising up and into the turn (inclining over the downhill ski). Once the turn has been initiated, place the other ski back on the ground (i.e. the new "outside" ski).
30. **Outrigger Turns:** (*Edging*)
Hold poles by the grips as though they were an extension of your arms - essentially "outriggers" which must maintain contact with the snow at all times.
31. **Pick-Pocket:** (*S & B / Pivoting*)
Have skiers execute a turn, and as they feel comfortable on the outside ski, they should bring both hands to the downhill side and cover the in side or rear pocket, as if someone were trying to pick-pocket them.
32. **Picture Frame:** (*Pivoting*)
Each skier should select an object at the base of the hill. The object should be in line with the fall-line. As they perform a turn, each skier should hold the poles vertically and frame their object below. Feet steer underneath the body.
33. **Poles On Forearms:** (*Stance & Balance*)
To emphasize the skill of balance, while also restricting erratic arm movements, cradle the poles on the forearms while completing a series of turns.
34. **Power Plow:** (*T & C / Edging*)
In a snowplow stance, travel down the fall-line, and quickly alternate pressure from one ski to another.

35. **Rock and Roll:** (*Balance / Pressure Control*)
Rock back and forth trying to feel toes, arch, heel and then center of your foot. Can be done stationary or in motion.
36. **Roller Blade turns:** (*Edging*)
Stand tall then progress to low tuck position. Roll ankles side to side to turn arc to arc. Works well with side-cut carving skis.
37. **Rhythm Exercise:** (*T & C*)
Instructor stands at the bottom of a slope and waves his poles side to side at the desired rhythm. Skiers descend making their turns to the rhythm of the poles.
38. **Scooter:** (*Stance & Balance*)
Take off one ski and walk and slide around on the flats at the bottom of the hill.
39. **Short Radius In Crouch:** (*Pivoting*)
Have skiers crouch down, and hold their hands together behind their knees. Proceed to do short radius turns while looking ahead. An extension from the ankles and knees in that crouched position is still required. Select a gentle slope.
40. **Short Radius - No Poles:** (*Pressure control*)
Emphasize how an aggressive extension and corresponding flexion make this exercise much easier to perform.
41. **Side Slipping:** (*Pressure control*)
Standing on the hill, roll onto a flat ski and you will begin to slide down. Roll the ankles, knees, and hips into the hill gradually to feel the sensation of edging. Keep an open body while side slipping.
42. **Skating:** (*Timing & coordination / Edging*)
Skate on flat terrain or a very gentle slope.
43. **Slow Motion Turns:** (*Timing & coordination*)
To promote smooth turns, concentrate to perform each movement at half speed.
44. **Spiess:** (*Pressure control / Pivoting*)
With minimal speed, spring up, pivot the skis in the air, and immediately after you land, spring up and pivot the skis in the other direction. There is no brief turn completion as in "Demi Spiess".
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45. **Spieß with no skis:** (*P.C., Pivoting, S & B*)
Select non icy terrain. Poles must not be used. A quiet upper body must be seen. Encourage a smooth extension (i.e. knees shouldn't be bent backwards in a backscratcher position as they jump). Extension must come from the ankles, knees, and hips.
46. **Step Turns:** (*Edging*)
From a working (carving) ski, step up and forward onto the new outside ski. To do an effective step turn you must be applying pressure to the outside throughout the turn.
47. **Superman Turns:** (*Pressure control*)
Immediately following the pole plant, the skier should imitate Superman as he takes off from the ground (i.e. both hands reaching for the sky and both legs extending quickly). As the turn is being completed, the skier should return to a normal stance and flex.
48. **Synchro Skiing:** (*T & C*)
Set up students in sets of twos or threes. Have skiers descend in synchronization.
49. **Tug of War:** (*Edging*)
Have skiers work in pairs, one standing below the other and separated by 2-3 feet. The skier on the downhill side should hold on to his partners hands and begin to apply a constant pulling force in the downhill direction. The skier being pulled downward should try to resist the forces by edging and angulating with an open upper body.
50. **Tug of War In Traverse:** (*Edging*)
Do this exercise as you would do the regular tug of war exercise; however, have skiers traverse from one side of the hill to the other while doing the exercise.
51. **Turning on a Bump:** (*Extension*)
To simulate the feeling of extension, ski over a large bump. Notice at the peak of the bump it becomes very easy to pivot the feet.
52. **1000 Steps:** (*Balance / Edging*)
Perform continuous small steps from one ski to another throughout the turn. Maintain a well balanced stance with the hands out in front.
53. **3-Point Flexion:** (*Pressure control*)
To encourage a gradual flexion, have the skiers purposely touch 3 parts of their lower body as they flex. More specifically, their thighs, knees and shins on the downhill side. Reverse order for gradual extension.

Detection and Correction

In skiing, certain exercises work for certain people, while others don't. This does not mean that the exercise is not effective; it is just not for that person.

In this section, we have compiled a list of "common errors" that we see occur most often in skiers, and several different exercise solutions you can try, in order to correct the error.



"Okay Class...name four things he did wrong."

Error Detected:	Correction Exercise:
Banking (leaning on uphill ski)	<ul style="list-style-type: none"> • Lift uphill ski • Heavy suitcase • Airplane turns • Banking busters
Closed body/hips (rotation)	<ul style="list-style-type: none"> • Picture frame • Javelin turns • Lead change • Pick pocket
Difficulties pivoting skis	<ul style="list-style-type: none"> • Turning on a bump • Hockey stops • Braquage
Extension not forward	<ul style="list-style-type: none"> • Superman turns • Double pole plant
Feet too close together	<ul style="list-style-type: none"> • Lift inside ski • Javelin turns
"Jamming" skis (Z-turns)	<ul style="list-style-type: none"> • Slow motion turns • Counting
Leaning back	<ul style="list-style-type: none"> • Hands on knees • Double pole plant
No flexion	<ul style="list-style-type: none"> • 3-point flex • Heavy suitcase • Apple picker • Boot top
No fluidity	<ul style="list-style-type: none"> • Slow motion turns • Inhale/exhale • Counting • Funnel • Synchro
Poor balance	<ul style="list-style-type: none"> • 1000 steps • Rock & roll • Feet oscillation

Poor edge transfer	<ul style="list-style-type: none"> • Power plow • Step turns
Poor extension	<ul style="list-style-type: none"> • Hop turns • Demi-spiess • Spiess • Short radius in crouch • Short radius - no poles
Poor mechanics / timing	<ul style="list-style-type: none"> • Christie garland • Take one, take two • Fan progression
Poor pivot	<ul style="list-style-type: none"> • Hockey stop • Short radius - no poles • Spiess with no skis
"Popping" up and down	<ul style="list-style-type: none"> • Slow motion turns • Counting
Standing upright	<ul style="list-style-type: none"> • Hands on knees • Heavy suitcase
Stiff downhill leg	<ul style="list-style-type: none"> • Drag downhill pole • 3-point flex • Hands on the knees • Uphill Christie
Turns not completed (lack of speed control)	<ul style="list-style-type: none"> • Follow the leader • Number of Turns • Uphill Christie
Weak edging	<ul style="list-style-type: none"> • 1000 steps • Tug of war in traverse • Glove between knees • Roller Blade turns
Weight on inside ski	<ul style="list-style-type: none"> • Lift uphill ski • Heavy suitcase • Airplane turns

SAMPLE LESSON PLAN

CLASS # 5 **TRIP #** 1 **DATE** Jan. 14

INSTRUCTOR: *Lauren R.*

CLASS LEVEL: *Green (52) novice turns*

THEME OF THE DAY: *Stance & Balance*

PLAN: *Introductions*

Quick check of the student's equipment/clothing/ticket.

Verify that everyone knows how to use the lift

Warm up on easy terrain (magic carpet).

Review a good athletic stance

Review different types of balance

Try some exercises to emphasize point

Mileage on green runs

End lesson on easy terrain

POSSIBLE EXERCISES:

- 1. Hands on outside knee*
- 2. Inhale/exhale exercise while turning*
- 3. Airplane turns*
- 4. Apple picker/Basketball Lay-ups*

CLASS MANAGEMENT: *Review trail signs and safety rules*
Help them buddy up for the afternoon

EVALUATION : *Possible class changes for week 2*

Considerations:

Aggressiveness, terrain preference

Skill level, speed control

Friends in class or same time

CONCLUSION: *Great day 1*

Next week continue to work on balance

Explain speed control=shape of turns

Work on rounding the turns/ continuous pivoting action

ALPINE CODE

As outlined by /' Association des stations de ski du Québec

1 - Keep it under control!

Remain in control of your speed and direction. Make sure you can stop and avoid any person or obstacle. This article emphasizes mountain users' responsibility for keeping their movements under control. They must choose trails that correspond to their level of ability and stay alert, in case rapid reaction is needed to avoid a collision.

2 - On trails, yield to those below!

Yield the right of way to persons downhill and choose a course that ensures their safety. It's difficult for people partway downhill to see what's going on behind them- after all, we don't have eyes in the back of our heads! On the slopes, one has a clearer view from above; a person in an uphill position relative to other users is responsible for maneuvering to avoid them.

3 - Don't hog the road!

Stop on a trail only if you are visible from above and if you are not obstructing the trail. To avoid placing oneself needlessly in danger, it is preferable to stop only on the side of a trail, out of the way.

4 - At intersections, yield to those above!

Yield the right of way to persons uphill when entering a trail and at intersections. Just like automobilists who must yield at intersections, mountain users must avoid cutting off another person who has already started a descent.

5 - Give the ski patrol a hand!

If you are involved in or witness an accident, remain at the scene and identify yourself to a first-aider. Whether or not mountain users were involved in an accident, they must help a person that is injured. They should also assist members of the ski patrol in gathering information.

6 - Hold on to your equipment!

Use and wear at all times a proper device to prevent runaway equipment. Mountain users must use safety mechanisms that, in event of a fall, prevent their equipment from getting away from them and injuring another person. In the case of skis, this would consist of the braking system built into the bindings, while for snowboards, one uses a leash.

7- No Alcohol and drugs!

Keep out of the lifts and trails if your ability is impaired through use of alcohol or drugs. These substances weaken mental capacities and affect people's ability to react rapidly and remain in control of their movements. Alcohol and drugs don't go along with safety!

8- Respect signs!

Obey all signs and warnings and never venture off the trails or onto a closed trail. The mountain operator posts signs that provide essential information for finding one's way safely around the mountain. Consequently, it is important to read and obey them. Slide only where allowed.

KNOWING YOUR EQUIPMENT

Skis have evolved dramatically in the last decade and as instructors we should have a general knowledge and understanding how our equipment is designed to function.

Modern skis can be made using a variety of materials including wood, fiberglass, carbon, Kevlar, Titanium to name a few. Different combinations of materials and various shapes create skis that perform better in differing types of conditions. **Skis must be matched to the skier, considering their weight, height, ski ability, athleticism and terrain preference.**

Terminology

Flex- A ski's flex describes how much it bends. The **camber** is the tension that allows the skier's weight to be distributed evenly along the length of the ski. Ski flex must be matched to the skier's weight and strength. The heavier and more aggressive skiers need a stiffer flexing ski.

Sidecut- Sidecut describes the bow-tie shape of the ski when viewed from above. As the sidecut becomes more pronounced the easier the ski will turn. Sidecuts are measured by drawing an imaginary circle using the ski edge as the outer perimeter and then measuring the radius. It gives a measurable number so we can understand how pronounced the sidecut is. Normally, the greater the sidecut, the shorter the ski.

Torsional Stiffness- Torsional stiffness describes the skis' resistance to twisting. Advanced skiers need torsionally stiff skis to maintain edge hold and precision steering. Softer skis are better able to skid through a turn.

ROD ROY SKI SCHOOLS
Statement of Position for Instructors

INTRODUCTION

To be fair to both the Rod Roy Ski & Snowboard Schools and you, the instructor, we must know each other's position. This outline will provide you with our basic policies concerning the responsibilities of an instructor.

RULES AND REGULATIONS

Before you agree to teach for our Ski School, you must be prepared to comply with the following general guide on rules and regulations.

Preparation

- a) It is compulsory to attend the pre-season clinics and any other clinic organized and conducted by the Rod Roy Ski School.
- b) Purchase or rent the Ski School Instructors' ski suit. Wear a helmet.

Participation

Must instruct on a regular basis as continuity is extremely important.

Punctuality

- a) Know where you are going each week (a schedule and map will be provided by the Section Director).
- b) Must arrive at the ski centre allowing enough time to get yourself prepared for the morning clinic.
- c) Must be at the class line up spot 10 minutes before lessons are scheduled to begin.

Pre-teaching responsibilities

- a) Attend a clinic with your Supervisor prior to bus arrival.
8:25 a.m. for Laurentide
8:45 a.m. for RR Max
- b) Help students with their equipment, however, any adjustments needed should be forwarded to the Ski Shop.
- c) Prepare a lesson plan for each class, follow weekly themes.

Teaching

- a) All classes should run the full instructional allotment.
- b) Keep the class together at all times.
- c) Teach by the progression and methods outlined at the Ski Clinic and the Rod Roy Instructor Manual.
- d) Be prepared by knowing the skill sequence in the instructor's manual.
- e) Present information in a pleasant manner.
- f) Keep everyone active and avoid standing for long periods.
- g) Make the classes enjoyable and fun. If children are cold, use exercises and climbing to keep them warm. Be sure you watch for frostbite on all students. When lining group up, always do it in the sun and out of the wind. On cold days, take them into the chalet to warm up for 10 minutes midway through the lesson.

Attendance

Students must attend classes if they have paid for them. A daily attendance record is kept and recorded with your Supervisor. A student should only transfer classes with the approval of the Supervisor and the instructor concerned.

Report Cards

Each instructor is responsible for writing a detailed anecdotal report on each skier in his/her class at the completion of the ski season.

Patrol Duties

All instructors are expected to assist the Section Director by keeping an eye on the R.R.S.S. students on the hills when classes are not in session.

Accident Policy

1. Take charge of the situation.
2. Look at the general state of the victim. Is there a life-threatening injury through serious bleeding or is the victim breathing? Take care of this before anything else.
3. Prevent further injury. Cross your skis, or delegate this task to a student, at least 4 to 6 metres above the victim or at a point where all skiers will detect there is an accident. The skis should block the skiers' approach to the accident site.
4. If the victim has struck something and you suspect a possible back injury it is imperative that you do not move them.
5. Ask for help. If there are no patrollers present ask a passerby, not one of your students, to notify a ski patroller. Make sure they know the name of the trail and the exact location of the accident site.
6. Keep your class in a safe area off to the side of the trail. Supervise them.
7. Keep the crowd moving to prevent confusion and further injuries.
8. Take the victims skis off very gently without moving the legs. Never remove a boot.
9. Keep the victim warm and comfortable. Reassure the victim. It is imperative that one person remain with them to reassure and comfort them. Never leave the victim unattended.
10. Once the patrol has arrived pick someone to carry their skis and poles to a safe place. You as their instructor are responsible for their equipment.
11. Play down the extent of the injury with the other class members. Retain a positive attitude and make the most of the remainder of the day.
12. **Notify the Section Director** or the Accident Chauffeur as soon as possible.

Chain of Communication

Each instructor is responsible to his Section Director. The Section Director should be consulted regarding any problems involving class control, discipline, attendance, etc. Supervisors are assigned to each Section to aid instructors with their teaching. Supervisors work in conjunction the Section Director, so if you are looking for help or ideas in the teaching of your class, go directly to the Supervisor.

Expense Allowance

Expenses will be reimbursed bi-weekly by cheque (starting week 2).

Policy on Transportation

It is expected that instructors will provide their own transportation to the various ski centres. Carpooling is recommended.

Dress

Instructors will wear the School suit and helmet during the day. When you are wearing the School jacket, you are our "representative" and should present the correct image of the School. Jackets are to be worn done up at all times, not "flapping in the breeze". Helmets are required.

Department

Instructors must provide a good example to Ski School members, friends and potential customers. Be professional, avoid negative comments and always try to uphold the name and image of the School.

Rod Roy Snow School Safety Guidelines for Instructors in Laurentide

These guidelines exist to ensure the safety and success of every child/teen participating in our programs. We are responsible to create a safe environment. Instructors must exercise good judgement in selecting terrain, appropriate supervision for the lifts, in the parking lot and in the chalets.

Duty of Care: is a legal term implying that when you take a child or group of children into your care you are responsible for their well being. You must act as a careful and prudent parent would as you are the parent in absence.

Class management: All students must be written in on a class card. **Full name.** Instructors must be able to identify their students by general description (colour of suit, helmet). If a student changes class, they must be crossed off the class card with a note of where they are moved to. The new instructor must write in the details on the new class card. All students have an ID tag affixed to their snow suit which includes their name, medicare information, bus number and bus stop. Inform your students what to do in the event they become separated from the group (return to the class signs/ present themselves to a lift operator/ present themselves to another instructor).

Full supervision: Children who are registered in our full supervision (generally all bussed children who are 10 & under) will be identified on the class card and are required to wear a pinnie over their ski suit. These children **must always be accompanied by a Rod Roy staff member**, and have been assigned a lunch /free time monitor. Full supervision children must be handed over to their monitor (or a supervisor) at the end of each lesson.

Lessons: Lessons must start and finish at the designated line up area. Students cannot be dismissed until they return to this area. Supervisors must be notified when instructors arrive at the end of the lesson. U-drive children who are 10 & under must be handed over directly to their parents at the end of the lesson, or to a supervisor.

Lift Loading: All children age **8 & under must** be accompanied on a chairlift by a competent adult. Load the child on the same side as the lift attendant. Ask the adult to wait with the child at the top of the lift until you arrive. All beginners regardless of age and size must ride the chairlift with a competent adult on day 1.

Terrain: Instructors are responsible to choose the proper terrain for their class. Increasing the difficulty of the terrain before the students are ready will deter their success and decrease their confidence as well as possibly putting them in an unsafe situation. All beginner classes **must** be approved by the supervisor before they ride the chairlift. Instructors must remain on open designated runs (patrolled). Instructors may not take their classes on any closed trails or those marked marginal conditions. All double black runs are out of bounds. Supervisors must approve classes which can go on black marked runs.

Helmets: Students and instructors are required to wear helmets while in class. It is strongly recommended to be worn at all times. Students **must have helmets** to be taken into gladed (sous-bois) runs. Notify your supervisor if one of your students arrives to class without a helmet.

Speed: Most injuries happen when students are moving faster than they should be. Instructors must teach speed control and demonstrate and lead at an appropriate speed.

Terrain park: Rail or air features are strictly out of bounds. Classes must be approved by the supervisor to go into **any** park.

If an accident occurs: Secure the scene. Ensure the rest of your class is out of harm's way. Mark the site to alert oncoming traffic. Do not move the injured student. Keep them warm. Do not remove their boots. Send a passerby for the ski patrol and remain at the scene until they arrive. Reassure the injured student as well as the class. Notify another Rod Roy staff member and report the incident to your supervisor.

I have read the above safety guidelines and understand them. I understand the responsibility placed on me as an instructor and will do my best to ensure a safe environment for my students.

Instructor _____ Date _____

Signature _____