

SCHWEITZER KIDS

PROGRAMS 2023-2024

Policies and Procedures Handbook



“What is a Great Children’s Instructor? Are you an instructor who’s as comfortable and effective with 4-year-olds as with tweens and teens? A teacher who not only expands student knowledge but also boosts your students’ esteem, self-confidence and self-image in the process? A pro who, in a single glance, knows what movements to focus on and which drill will most significantly impact those movements? If so, bravo! You’re exhibiting the people skills, teaching skills and technical skills inherent in great children’s instructors. This manual will validate your approach and offer additional takeaways in incorporate into your lessons.”

An excerpt from the Teaching Children Snowsports Manual 2021

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The COACH Model

CONNECT

1. Meet your student's basic needs (Maslows). Assess gear, hunger, bathroom needs etc.
2. Play and move
3. Create a sense of belonging
4. Ask questions - "What do your feet look like when you slow down?" or "What do you like to do on the weekends?"
5. Get on their level, take your goggles off, and use your people skills

OUTCOMES

1. Make sure the outcome is clearly defined and achievable for all guests
2. Define an end goal or a pathway to get to the end goal
3. Take into consideration the guest's ability, available terrain and the length of the lesson
4. The more you know your student (and about your student), the better you can tailor that lesson and achieve successful outcomes

AWARENESS

1. Create activities that are challenging but within the guest's ability, focus on safety
2. Ask open ended questions like "what body parts are you moving?" or "what do you feel in your feet and legs"
3. Focus on sensory feedback using Visual, Auditory and Kinesthetic (VAK) stimulation. Try exaggerating movements to help them gain a sense of the body.
4. Allow for self-discovery and provide specific feedback by stating what you see.

CHANGE

1. Know when to change things up to keep your guests engaged.
2. Pay attention to facial expressions, body movements and behaviors. If a child is bored or under challenged, are they acting out? Are they over challenged and trying to hide it?
3. Think about what and how you can change things up. Do you need to add a fun game? Go back to an easier lift? Do you need to change your expectations?

HIGH FIVES

1. Notice and praise successes – no matter the size.
2. Point out specific things that the students are doing well – notice them often
3. Focus feedback on body parts, movements, tool performance, sensations etc.
4. Be quick to look for the good in everyone!

CAP Model

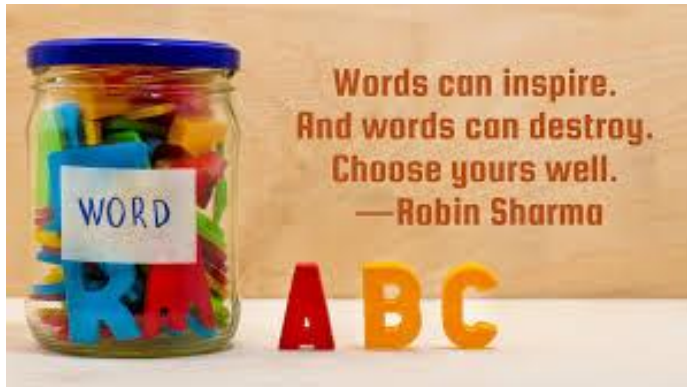
Cognitive, Affective, and Physical development of a child is dependent on what their age is. Confirm your expectations, desired outcomes and approach are appropriate developmentally.

Some things to ask yourself before you start your lesson:

- How often do I need to look back on the group to confirm they are all still with me?
- What level of independence do kids this age have?
- What types of games or drills might this age group enjoy?
- Can I expect the kids to manage all of their own gear on their own?
- Do they need comfort more than humor?
- How quickly might they tire out?
- If I ski through this dense, powder filled, tree line, will they sink to their waist?
- Can they hold on to the T bar by themselves?
- Should I take one more run or will that be pushing them?
- What should I change so they can be more successful?

Ages	3-4	5-6	7-12	Teenagers
Cognitive (think)	Egocentric "Me" Play games and mimics	Active Imagination Processes one thing at a time Short attention span	Recalls highlights of the day Directionality and reversibility	Abstract thinking Peer acceptance is important
Affective (feel)	Needs to feel safe May want parents Plays next to others Basic Silliness	New surroundings requires reassurance Cooperative play Learns through play	Likes to know when I do something well Compares achievements to peers Social play w/ rules	Doesn't like being singled out Likes to make progress and hit goals
Physical (do)	Larger Head, higher center of mass Body moves as a unit Larger muscles develop first	Smaller muscles starting to develop Uses skeletal bracing Tires easily	Strength and coordination may not match growth Learns movement through repetition and feedback	Rapid Growth can affect coordination Can move body parts independently of one another

Communication



Sometimes what we want to say, isn't exactly what we should say.

The goal is to develop effective communication with your student's parents. Be sure to listen to their concerns and take them seriously. Then work with them to find solutions and come up with a plan of action.

Instructors should be ready to communicate with parents when things may not be going exactly to plan. This is a very important skill and if an instructor does not have kids of their own, they should practice this skill often!

Try rephrasing:

I do not know if they are in my class or not
I will keep them with me until I find out!

I do not want him in my class.
It looks like your class is working on some really fun games that would be a good fit for Johnny's skill set.

I have no idea what happened!
I didn't see exactly what happened, but this is what I understand....

I cannot remember how many kids are in my group.
I have (x) number of kids and they are all here.

Your kid has behavior issues and can't come back to lessons.
Are there any strategies that work at home when Suzie is having a hard time?

Your kid causes too many problems and I don't like him.
I had so much fun skiing with Eric, my favorite thing about him is his thirst for knowledge!

When you point out kids' strengths, they grow in confidence. They know you see them. You see the whole individual, not just an empty vessel that needs to be filled with your knowledge.

~ Laura Lenz



CULT OF PEDAGOGY

Student Profile

One of the most important aspects to a successful lesson is understanding your guest. Consider the following when setting your expectations and communication methods.

- Personal experiences
- Personalities
- Motivations (intrinsic and extrinsic)
- Emotions
- Needs (do they have physical needs? Are they neurodivergent?)
- Learning preferences - Watchers, Doers, Feelers, Thinkers

When determining your group's desired outcome and your plan of how to accomplish them, keep in mind your student's needs. If their needs are unmet, they will not be in a place of growth, rather they will be in a state of deficiency.

Maslow's hierarchy of needs is a model for understanding the motivations for human behavior. It maps different motivations onto a pyramid, with each level representing a different human need.



Moving from the Fear Zone to the Growth Zone

<https://www.succeedonpurpose.com/post/moving-from-the-fear-zone-to-the-growth-zone>

There are 3 key things to overcome fear and grow into potential:

- 1) Identify the Fear - Fear is like a giant wall preventing us from growth. Before we can move past fear, it's imperative to understand what these barriers are and not just ignore them. Once we become aware of our fears and barriers, and move them into our conscious mind, it becomes easier to move through them.
- 2) Seek Solutions - If something's not working, try something new. There's always a solution to a well-defined problem. So, if we define the fear, and then seek solutions to break through it, the easier it is to find resources and tools to move through the fear or barrier.
- 3) Seek Comfort in Change – We remain in the Learning Zone while breaking through to the Growth Zone. As we expand our Learning and Growth Zones we become more and more comfortable with pushing ourselves and affect change.



Skier and Snowboarder Level Explanation

Kinder Kamp and
Kids Group Names

<p>1 Never skied or snowboarded before</p>	<p>First Time Frogs</p>
<p>2 SKI Can stop and turn both directions across the hill SB Can stop and use a falling leaf to change direction</p>	<p>Learn to Turn Trolls</p>
<p>3 SKI Comfortable stopping and making wedge turns on green terrain (Musical Chairs) SB Comfortable turning onto heel side edge • Working on turning onto toe side edge</p>	<p>Wedge Wizards</p>
<p>4 SKI Beginning to parallel turn on green and easier blue terrain (eg: Musical Chairs or Midway) SB Links turns (heel to toe and back) on green terrain</p>	<p>Parallel Prince & Princess</p>
<p>5 SKI Uses parallel turns to control their speed on all green and easier blue terrain • Rarely in a wedge on challenging blues (eg: Ridge Run) • Learning to use poles properly SB Confidently links different turn sizes and shapes on all green terrain and easier blue terrain</p>	<p>Mountain Magicians</p>
<p>6 SKI Always parallel on all blue runs and often parallel on easier black terrain (eg: Jacks Dream), using turn shape to control speed • Swings and plants poles SB Always links turns (heel and toe) on all blue and easier black terrain • Can ride switch on easy terrain • Exploring bumps, trees, and easier ungroomed terrain</p>	
<p>7 SKI Always parallel on all groomed blue and black terrain, using varied turn size and shape to control speed • Improving in skiing ungroomed runs and proper pole use • Skis ungroomed terrain 50% of the time SB Links turns on most terrain • Can ride switch on easy blue terrain • Can ride easy terrain park features smoothly • Rides ungroomed 50% of the time</p>	
<p>8 SKI Makes smooth turns of varying sizes and shapes on all blue and black terrain (groomed and ungroomed) • Working on rhythmic turns on more difficult black terrain with pole plants • Skis ungroomed terrain 75% of the time SB Adjusts turn size and shape to adapt to various terrain without using upper body to initiate turns Rides ungroomed terrain 75% of the time</p>	
<p>9 SKI Smoothly and confidently skis the entire mountain, exploring more difficult lines • Learning different strategies in the hardest terrain and snow conditions SB Rides all mountain conditions smoothly, including steeps, trees, and terrain park • No usage of upper body movements to initiate turns • Uses dynamic turns predominantly (moving upper and lower body independently with legs steering to start turns)</p>	
<p>9+ SKI Smoothly skis the fall line on the most difficult terrain in the most difficult conditions • Always uses a pole plant • Initiates turns from the feet and legs rather than the upper body SB Rides all terrain in all conditions smoothly and flawlessly, including medium to large terrain park features • Always dynamic with turns • Can adjust turn size and shape any time on demand • Can ride switch in most terrain</p>	

Skier Lesson Focus by Level

Level 1 - First Timer with no experience

- Learning about equipment
- Balance and movement – keep them sliding
- Getting up from a fall
- Terrain – The Dish, Magic Carpet surface lift

Level 2 – Learning to turn both directions to a stop

- Direction changes
- Speed control through terrain and direction change
- Getting up from a fall unassisted
- Terrain – Magic Carpet and Creekside Express

Level 3 and 4 – Linking turns both directions to a stop without assistance

- Moving on flat terrain, skating
- Controlling speed and stopping by turning not by using a wedge
- Beginning skidded parallel turns
- Terrain – Creekside Express and Basin Express

Level 5 and 6 – Linking parallel turns both directions on most terrain.

- Parallel turns to control speed on more advanced terrain
- Hockey stops
- Beginning carving rather than skidded turns
- Holding and using poles
- Terrain – Basin Express, Great Escape, Stella and Cedar Park

Level 7, 8 and 9 – Mostly parallel turns on blues and blacks

- Varying turn shape to control speed in varied terrain
- Exploring steeps, bumps, powder and crud
- Improving carving on steeper terrain
- Pole use and timing of pole plants
- Terrain – should be able to ski anywhere



Snowboarder Lesson Focus by Level

Level 1 - First Timer with no experience

- Learning about equipment
- Getting up from a fall
- Sliding and skating on the flats
- J-turns to a stop (foot out, on the flats)
- Terrain – The Dish, Magic Carpet surface lift

Level 2 – Learning to side-slip and turn to a stop

- Heelside side slip
- Controlling speed with an edge set
- Falling leaf
- Heelside turn
- Terrain – Magic Carpet and Creekside Express

Level 3 and 4 – Turning to a stop and side-slipping, has ridden a lift

- Toeside side slips and traverses
- Learning to make toeside turns
- Learning to link turns on easy terrain
- Terrain – Creekside Express and Basin Express



Level 5 and 6 – Linking toeside and heelside turns

- Improving heelside and toeside turns
- Linking turns on blue terrain
- Beginning to ride ungroomed runs
- Terrain – Basin Express, Great Escape and Stella

Level 7, 8 and 9 – Linking turns on blues and blacks

- Varying turn shape on all terrain
- Exploring steeps, bumps, powder and crud
- Improving switch riding
- Moving upper and lower body independently
- Leg steering to start turns
- Terrain – should be able to ride anywhere

Daily Class Rosters and Timesheets

Group Lessons – if a supervisor has not collected the lesson tickets from the guest, be sure to collect tickets from both kids and adult lessons and return them to a supervisor by the end of the day.

Private Lessons – the list of guests will be posted on the window of the Ski and Ride Center, you should not have to collect a ticket or receipt from the guest.

School Groups, Funatics and Mountain Xplorers – you will receive your class list from a supervisor.

Log into UKG and transfer your hours to the correct pay code. For directions on how to transfer hours check out the document saved on <https://smr.snowportal.com/>

Before the Lesson Starts

Introduce yourself

- Take your goggles or sunglasses off so they can see your face
- Make your name memorable with a mnemonic – Example: I'm Jason the Jet Plane, I'm Sarah the Sloth

Gather the student's information

- First and Last Name
- Parent's phone number
- Any allergies or medical conditions you need to be made aware of
- Write down what they are wearing (colors of jackets, pants, helmet)
- Ask if you can take photos and videos of the minors

Check their Equipment

Are their boots on properly?

- On the correct feet
- Buckled tightly and correctly
- Socks are pulled up
- Pants are outside of the boot cuff

Is their helmet strap on properly?

- Buckled
- Adjusted correctly

Are their skis appropriate?

- Not too long/short
- Outdated bindings?
- Do their boots fit in the bindings

Weather appropriate equipment

- Waterproof pants
- Sunglasses or goggles
- Waterproof gloves or mittens
- Neck gator or helmet sock

Chat with Parents

- Did the student go to the bathroom?
- Where have they skied before?
- Do they have sunscreen on?
- Any specific goals for the lesson?

Introduce the students to each other

- Come up with a team name
- Review your team's safety plan
- Group into the buddy system

Safety

Separated Student Procedure

Loose Moose – Always refer to the student as a Loose Moose not lost. When you determine you have a student on an independent study session, you need to report to a Supervisor IMMEDIATELY. Snowsports Supervisor Phone 208-597-5887

How to Avoid a Loose Moose:

- Discuss with your class where to go and what to do if they separate from the class.
- Give specific instructions on where the group is stopping.
- Usually have your students follow you, spend a lot of time looking over your shoulder to keep tabs on them. Assign a “caboose” or “ski patrol” child who will bring up the rear of the line (usually best to have a stronger slider in this role).
- Stop and regroup frequently.
- Never ski/ride around a corner or over an edge without first making sure all the students know where you are going.
- Do not panic when you become separated. Go to your pre-planned meeting location and think logically as to what may have happened then call the Snowsports Supervisor Phone 208-597-5887 immediately.
 - Have a clear description of the student: Color of jacket, color of helmet, their name, point last seen, and a likely scenario as to where they may have gone.
- Be sure to communicate the Loose Moose situation to the parents at the end of the lesson.

Reacting quickly can mean the difference between us finding them first, versus the parents.

Communicating with your supervisor when things like this happen will make it considerably easier for us to help you explain an unfortunate situation to a parent.

There are times when you may want to follow the group instead of leading, for example on powder days. This is when you need to give very direct and specific instructions on where a class groups up. When you are following behind this tactic works best to help students that fall and can't get up or lose equipment regularly and are unable to put their own skis back on.

Student Injury

1. Protect the injured student from any further hazards. Place a person or equipment **uphill** from the injured person to warn other guests and avoid having someone accidentally add another injury to the situation.
2. Keep your class together
3. Call Patrol 208-603-2173 (direct line to patrol dispatch)
4. Call the Snowsports Supervisor Phone 208-597-5887
5. Stay with your student, but do not move them until ski patrol arrives
6. As soon as possible fill out an Instructor Comments Form and Incident Diagram and hand it to a Supervisor for review
7. If reasonable, follow up with the injured party **after** consulting with your supervisor or director

Other ways to contact patrol:

- Use capable bystanders to assist in getting ski patrol.
- Use adult students, *only in an emergency situation*, assist in getting ski patrol.
- Mountain radio channel 1
- “Talk about” radios, channel 9- 11
- Mountain Dispatch phone extension, 2258 on phones at top and bottom of each chair lift

Chairlift Safety

Prior to taking your lesson to the chairlift please consider the following:

- Group size and ability
- Weather conditions and visibility
- Time frame (plan on the first time down Creekside taking 1hr)
- Age of kids you have, 6 years old and under must ride with a competent adult and wear a vest to differentiate them to the Lift Operators.

CAUTION! Do not create a sense of fear while explaining the lift rules, this can cause a child to not want to ride.

When taking your group to the chairlift for the first time, take a moment to stand and watch people unload explaining the process before you head down the Bunny Hill. Once you get to the bottom of Creekside Express explain what the comfort bar is and if they are supposed to pull it down or ask a Lift Operator to put it down for them. Instructors will load last, with the last group of students.

1. Stay out of the corral until the whole group is together
2. Know who is riding the chair with whom
3. Walking in the lift line, don't step on other people's equipment
4. Wait until chair passes you prior to shuffling out to the Load Here line
5. Look over your shoulder and grab the armrest or back of the chair
6. **Sit still, hold on and don't mess around**
7. If the student is older and stronger explain the Comfort Bar
8. Ski tips up prior to unloading
9. Shuffle away from the top of the lift to a designated group meeting area

Bathroom Procedures - Updated

We will have students in our lessons that will not be able to fully undress themselves to use the restroom. When you help them, please remain outside of the restroom/pit toilet. Help remove mittens, jackets and assist with unzipping if they are unable to do it themselves, then send them into the restroom on their own. If you have a small child that requires more assistance take them down to Kinder Kamp, as they are trained on the proper procedure. You should NEVER go into a bathroom stall/pit toilet with a child.

Code Yellow and Code Brown

Sometimes students have an accident. For some kids, they take it in stride and are able to continue the remainder of the day. For others, you may need reinforcements from the parents/guardians to assist. If the child is capable of removing their wet/soiled undergarments on their own and bag them up, let them just suit back up in their snow pants (but be sure their boots and socks are still dry first). Call the supervisor phone and they will contact the parent/guardian to assist in this process if needed. We do not want you to put yourself at risk with bloodborne pathogens.

Program Details

Kinder Kamp

Ages 4-6 Ski

Where we meet: Kinder Kamp side door

When: Most levels offered most days

AM Lesson line-up is at 9:45a, lesson departs at 10:00a / ends at 12:00p

PM Lesson line-up is at 12:45p, lesson departs at 1:00a / ends at 3:00p

Timeline:

9:45 Line-up:

- Write down student's names, allergies or medical issues and a description of kids clothing (coat, pants and helmet color).
- Double check equipment needs are met
 - do boots fit, do boots fit the skis, are the skis the right length
- Make sure they are dressed properly for conditions
- Put vests on children 4-6 years old
 - Red (1st time), Green (level 2), Blue (level 3) Black (level 4)

10:00 Start heading outdoors

11:55 Back to the Kinder Kamp room, bring student's equipment with you

- Fill out AM lesson progress card.

12:45 Line-Up:

- Be at your assignment area and repeat the morning routine

1:00 Start heading outdoors

2:55 Back to Kinder Kamp

- Fill out progress card with next level notated.

Progress Cards

Please fill out for all levels of Kids Lessons. These are a fun way to communicate a child's progress and a great keepsake. Be creative and have fun with these, the kids really treasure them! You can work on them on the chairlift or be back 5 minutes early to fill them out.

What: There will be coaches that Work the Kinder Kamp program as a Program Staff employee. When you are scheduled as Program Staff you will arrive in Kinder Kamp at 9:00am and remain with the children all day, even through lunch. You will be helping dress the kids and getting them ready to go to their lesson.



Group Lessons

Ages 4-12 Ski Adults 13 +
Ages 7-12 – snowboard Adults 13+

Where we meet: Snowsports School Meeting Area Sign

When: Levels 1 to 4 are offered daily

AM Lesson line-up is at 9:45a, lesson departs at 10:00a / ends at 12:00p

PM Lesson line-up is at 12:45p, lesson departs at 1:00a / ends at 3:00p

Timeline:

9:45 Line-up:

- Stand at your level sign (assigned by supervisor)
- CONNECT with parents and kids to determine what level they are
- Once grouped keep them together!
- Write down student's names, parent's phone numbers, allergies or medical issues and a description of kids clothing (coat, pants and helmet color).
- Double check equipment needs are met
 - do boots fit, do boots fit the skis, are the skis the right length
- Make sure they are dressed properly for conditions
- Put vests on children 4-6 years old
 - Red (1st time), Green (level 2), Blue (level 3) Black (level 4)

10:00 Slide away with supervisor approval

11:55 Back to the meeting area, leave student's equipment near your level sign

- Discuss progress with parent and present progress card with next level notated.

12:45 Line-Up: Meet supervisor for any communication.

- Be at your assignment area and repeat the morning routine

1:00 Slide away with supervisor approval

2:55 Back to the meeting area to find parents

- Discuss progress with parent and present progress card with next level notated.

Progress Cards

Please fill out for all levels of Kids Lessons. These are a fun way to communicate a child's progress and a great keepsake. Be creative and have fun with these, the kids really treasure them! You can work on them on the chairlift or be back 5 minutes early to fill them out.

Mountain Xplorers (MX)

Ages 6-13 Skiing

Levels: Advanced wedge to All Mountain

Where to meet: In front of the Yurt

When: Weekends and select Holidays

AM Lesson line-up is at 8:15a, connect with kids at 8:45a, lesson departs at 9:00a / ends at 11:30a

PM Lesson line-up is at 12:15p, lesson departs at 12:30p / ends at 3:00p

What: This is a flexible multi-week program for children that have advanced beyond a wedge. Students can attend any weekend and holiday period for 2 lesson sessions any day. Program includes coaching, a Schweitzer season pass, public race course privileges, and gear check.

Timeline:

8:15 Line-up

8:45 Connect with kids

- Check off on your class list who has arrived

9:00 Leave immediately! (with supervisors' approval)

11:25 Return MX kids to Yurt, talk with parents.

12:30 Leave with afternoon class! (with supervisors' permission)

2:55 Return MX to front of yurt, talk with parents

- Turn in class list to locker room basket

3:15 Punch out

MX and Funatics Levels

Gold = 4

Green = 5

Orange = 6

Silver = 7

Purple = 8

Blue = 9

Red = 9+

4	SKI Beginning to parallel turn on green and easier blue terrain (eg: Musical Chairs or Midway) SB Links turns (heel to toe and back) on green terrain
5	SKI Uses parallel turns to control their speed on all green and easier blue terrain • Rarely in a wedge on challenging blues (eg: Ridge Run) • Learning to use poles properly SB Confidently links different turn sizes and shapes on all green terrain and easier blue terrain
6	SKI Always parallel on all blue runs and often parallel on easier black terrain (eg: Jacks Dream), using turn shape to control speed • Swings and plants poles SB Always links turns (heel and toe) on all blue and easier black terrain • Can ride switch on easy terrain • Exploring bumps, trees, and easier ungroomed terrain
7	SKI Always parallel on all groomed blue and black terrain, using varied turn size and shape to control speed • Improving in skiing ungroomed runs and proper pole use • Skis ungroomed terrain 50% of the time SB Links turns on most terrain • Can ride switch on easy blue terrain • Can ride easy terrain park features smoothly • Rides ungroomed 50% of the time
8	SKI Makes smooth turns of varying sizes and shapes on all blue and black terrain (groomed and ungroomed) • Working on rhythmic turns on more difficult black terrain with pole plants • Skis ungroomed terrain 75% of the time SB Adjusts turn size and shape to adapt to various terrain without using upper body to initiate turns Rides ungroomed terrain 75% of the time
9	SKI Smoothly and confidently skis the entire mountain, exploring more difficult lines • Learning different strategies in the hardest terrain and snow conditions SB Rides all mountain conditions smoothly, including steeps, trees, and terrain park • No usage of upper body movements to initiate turns • Uses dynamic turns predominantly (moving upper and lower body independently with legs steering to start turns)
9+	SKI Smoothly skis the fall line on the most difficult terrain in the most difficult conditions • Always uses a pole plant • Initiates turns from the feet and legs rather than the upper body SB Rides all terrain in all conditions smoothly and flawlessly, including medium to large terrain park features • Always dynamic with turns • Can adjust turn size and shape any time on demand • Can ride switch in most terrain

Funatics

Ages 7-14 Skiing and Snowboarding

Levels: All levels available

Where to meet: At the yurt

When: Saturday OR Sunday January 6/7, January 20/21, January 27/28, February 3/4, February 10/11, February 24/25, March 2/3, March 10

Lesson line-up is at 8:15a, lesson departs at 9:00a / ends at 3:00p

What: Funatics is an all-day multi-week program where kids are grouped according to age and ability level into classes and then assigned a coach for the season who will guide them. We teach improvement in skiing ability and much more, including understanding safety, the mountain environment, Leave No Trace principles, character development, teamwork, beginning racing and NASTAR use, and mountain weather. We ski, explore, meet other kids, and have fun on the mountain to help kids learn to love the mountain environment. Program includes coaching, a Schweitzer season pass, public race course privileges, and gear check. This is a Full Day lesson with a supervised lunch break.

Timeline:

8:15 Line-up

8:45 Connect with kids - Check off on your class list who has arrived

9:00 Leave immediately! (with supervisors' approval)

11:00 to 1:00 Staggered Lunch Break

2:55 Return to front of yurt, talk with parents

- Turn in class list to locker room basket

3:15 Punch out

Private Lessons

Check into SeeBooks to see if you are either *requested* or *assigned* to a Private lesson.

Line-up is 15 minutes prior to the lesson start time

2 hour - Available 9:00a, 11:00a or 1:30p (up to 3 people)

Half Day (3 hours) - Available 9:00a, 9:30a, or 12:30p (up to 5 people)

Full Day (6 hours) – Available at 9:00a or 9:30a (up to 5 people)

Late Day Special (1.5 hours) – Available at 2:00p (up to 2 people)

1 hour – available for 3 and 4 year olds or adaptive lessons

You should have access to review your assigned private guest information on your schedule. To make their experience successful try to reach out to them the night before and give them the White Glove service they deserve. Help them learn where to go in the morning, what time they should leave Sandpoint to make it on time, where to grab an amazing cup of coffee on their way up... anything to make their experience seamless.

Kids privates have 2 potential meeting areas:

1. Outside of the Ski and Ride Center
2. Kinder Kamp foyer (2-6 year olds only)
 - Make sure they are wearing a colored vest
 - Fill out a Progress Card so the Kinder Kamp staff can communicate the child's progress to the parents

If it is not specified which location the lesson starts, ask a Supervisor or the Ski and Ride Sales Desk (please be respectful as they are usually VERY busy).

Private lessons may have multiple people and multiple ability levels. If you are booked on a Half-day or Full-day lesson it can be split into different times with different participants. For example a family of 4 could have you start a lesson with a 4 year old for the first hour, then the remainder of the lesson could be for the other 3 participants.

It is very important that you are punctual with both beginning and ending your privates on time. A private can be booked on to you at any time and your lessons could end up going **back to back!**

Please contact a sup if your lesson starts late or if the guests wish to extend their lesson. Call the Sup cell 208-597-5887 or locate a supervisor immediately. **Snowsports School Cancellation Policy:** 100% product charge for cancellation within 48 hours. Full refund for more than 2 days' notice.

School Groups

Ages 6-17 Skiing and Snowboarding

Levels: All levels available

Where to meet: Snowsports School Meeting Area Sign

When: Monday through Friday (excluding holidays)

AM Lesson line-up is at 8:45a, lesson departs at 9:00a and 10:30a

PM Lesson line-up is at 12:15p, lesson departs at 12:30p and 2:00p

What: This is a 1.5 hour lesson for local schools. Great program to get you guaranteed work. Minimum of 3 kids per level per discipline.

Timeline:

- 8:45 Line-up
- 8:45 Connect with AM lesson group - Check off on your class list who has arrived
- 9:00 Leave immediately! (with supervisors' approval)
- 10:20 Return with 9:00 lesson group and grab the 10:30 lesson group
- 12:00 Lunch Break
- 12:15 Connect with PM lesson group - Check off on your class list who has arrived
- 12:30 Leave immediately! (with supervisors' approval)
- 1:50 Return with 12:30 lesson group and grab the 2:00 lesson group
- 3:30 Lesson Ends

Lesson Progressions

Skiing

1ST TIME – NEVER Been Skiing

Stepping, climbing, sliding

Terrain: Flat

Outcome: Basic balance, awareness of equipment, some mobility, understanding of physical requirements for controlling speed.

Emphasis: Ankle flex, vision up, foot turning, foot to foot balance.

Before you go on:

1. Can they demonstrate flexing into the boot?
2. Can they maintain lateral balance while stepping to either side?
3. Can they turn/brush the skis across the snow while maintaining a balanced stance?

Possible activities:

In Boots

- Talk about the equipment and how it works.
- In their boots rock fore/aft, move feet in arc in the snow, turn toes in/out, side-step up/down hill.

1 Ski

- Lift it and twist, touch the tip/tail, scooter straight/ figure 8, scooter and glide as long as possible.
- Repeat with ski on other foot.

2 Skis

- Repeat stepping movements, daisy turns, walk in figure 8's, push and glide with poles, and paddle turns. Brush one ski and then the other into a wedge, brush both into a wedge with a slight hop/unweighting move.

Gliding

Terrain: Gentle slope with flat or uphill to stop the skier.

Outcome: Some mobility, some directional control and stopping control.

Emphasis: Ankle flex/stance, vision up, foot turning, foot to foot balance.

Before you go on:

1. Do they maintain contact with the front of the boot while gliding?
2. Can they control edge movements enough to side-step without slipping?
3. Does the leg turn in the hip socket?
4. Can they maintain lateral balance while stepping to either side?

Possible activities: Side stepping, herringbone, skating, paddle turn, getting up after a fall. Use props (cones, hula hoops, balls, etc.) as teaching tools. Keep them Moving! Work them toward the Magic Carpet.

LEARNING TO TURN – Learning to turn both directions to a stop

Heading down the hill

Terrain: Gentle slope on the Carpet.

Outcome: Control speed and direction, stop at will.

Emphasis: Ankle flex/stance, rotating feet/legs under a stable upper body, tipping ski enough so it creates friction and control.

Before you go on:

1. Do they maintain contact with the front of the boot while turning?
2. Do the turning movements start from the lower body?
3. Are they keeping slightly more weight toward the outside ski than the inside?

Possible activities: Garlands, thousand steps, follow the leader. Send them toward animals on the side of the runs.

1. Start by going across the hill and turning further out of the fall line to stop.
2. Revert to the paddle turn if necessary.
3. After stopping, **step** the skis around to head the other direction.
4. Gradually increase the steepness of the traverse.
5. Direct the skis toward the fall line to move into the next turn.
6. Always stop by turning across the hill, **NOT A BREAKING WEDGE**.

Beginning to link turns

Terrain: Magic Carpet to Creekside Express, on easiest green terrain.

Outcome: Turn at will, linking different sizes at different speeds.

Emphasis: Ankle flex for balanced stance, turning feet combined with a slight weight shift, tipping ski more so it helps direction change, diagonal movements to create flow.

Before you go on:

1. Does their balance stay centered (fore/aft) while turning?
2. Do the turning movements start from the lower body?
3. Are they keeping slightly more weight toward the outside ski than the inside?
4. Are the skis released down the hill rather than stepped or hopped to start the new turn?

Possible activities: Garlands, high/low contrasts, forward sideslips, sideslips, using sidehill terrain, follow my leader. Have them ski around brushes or cones.

1. Ask for a very short traverse between turns.
2. Turn the leg/foot to start the next turn, allowing weight towards the outside foot so the ski responds better.
3. Demonstrate flexion and extension in the legs to move you forward and across the skis into the new turn.

WEDGE TURNING – Linking wedge turns both ways to a stop without assistance

Linking turns

Terrain: Creekside Express, or moderate green terrain.

Outcome: Linking different sizes at different speeds, beginning to match skis (parallel).

Emphasis: Ankle flex for balanced stance, turning feet/ weight shift combined, tipping ski more to help direction change, diagonal movements to create flow, active and independent use of the inside ski.

Before you go on:

1. Does their balance stay centered (fore/aft) while turning?
2. Do the turning movements start from the lower body?
3. Are they keeping more weight toward the outside ski than the inside? Are the skis released down the hill rather than stepped or hopped to start the new turn?
4. Can they steer the inside foot and change the inside skis edge without losing balance?

Possible activities: Garlands, sideslips, using sidehill terrain. Brush and cone course a must!

1. Bring the skis parallel during a very short traverse.
2. Do thumper turns either with or without a traverse.
3. Have them move the inside ski statically.
4. Encourage a bit higher speed to help the skis skid slightly.

Improving basic turns

Terrain: Midway, hard green terrain, or easy blue.

Outcome: Linking different sizes at different speeds with more edge control, matching skis earlier.

Emphasis: Ankle flex for balanced stance, weight shift directed toward the outside ski, turning from feet not upper body, improved edge awareness, diagonal movements to create flow, active and independent movement of the inside ski.

Before you go on:

1. Does their balance stay centered (fore/aft) while turning and as terrain changes?
2. Do the turning movements start from the lower body?
3. Are they keeping more weight toward the outside ski than the inside?
4. Are the skis released down the hill rather than stepped or hopped to start the new turn?
5. Can they steer the inside foot and change the inside skis edge without losing balance?

Possible activities: Garlands, forward sideslips, hockey stop moves, carved traverses, falling leaf, lifting inside ski, thumpers

1. Do thumper turns without a traverse and have them move the inside ski statically.
2. Encourage a bit higher speed to help the skis skid slightly. Weight directed towards the outside ski will provide more stability since the ski will respond better. Patience turns to insure decent turn shape. Keep or get people anchored in the basics, don't add new terrain if they don't have a strong foundation.

PARALLEL TURNING – Linking parallel turns on most terrain

Anchoring turns and improving control

Terrain: Midway, Zip Down, easy to moderate blue

Outcome: Linking different sizes at different speeds with good edge control and turn shape, skis are parallel.

Emphasis: Ankle flex for balanced stance, weight directed toward the outside ski, turning from feet not upper body, good edge awareness to be able to carve, diagonal movements to create flow.

Before you go on:

1. Does their balance stay centered (fore/aft) while turning and as terrain changes?
2. Do the turning movements start from the lower body?
3. Are they keeping more weight toward the outside ski than the inside?
4. Are the skis released down the hill rather than stepped or hopped to start the new turn?
5. Are balancing movements directed into the new turn to maintain fluidity?

Possible activities: Garlands, forward sideslips, carved traverses, falling leaf, 360's, railroad track turns, 1000 steps, skating/skate turns, pivot slips.

1. Weight directed towards the outside ski will provide more stability and better response.
2. Patience turns to insure decent turn shape.
3. Get them to release the skis down the hill, not push them to an edge.
4. Moving forward and across into the turn will put them in the right position.
5. At this level there must be constant movement, never static.
6. Strengthen the basics, do not add new terrain if they do not have a strong foundation.

Pole touch

Terrain: Could be Creekside Express to South Bowl.

Outcome: A pole swing that enhances the desired turn result and assists with dynamic balance.

Emphasis: Hand and lower arm, not shoulder/body, could be used for either braking or gliding turns.

Before you go on:

1. Is only their hand and arm moving?
2. Is the touch timed with either the edge release or edge set as desired?
3. Is the swing consistent throughout the turn, not all at once?

Possible activities: Turn signal, synchro ski, sideways edge sets, hockey stops, hop turns.

1. Pole use should assist with rhythm, flow, and timing.
2. Correct pole movements are important so that they do not interfere with the other balancing movements of good skiing.

Snowboarding

1ST TIME – NEVER Been Snowboarding

Stance, stepping, sliding

Terrain: Flat

Outcome: Basic balance, awareness of equipment, some mobility, understanding of physical requirements for controlling speed.

Emphasis: Evenly flexed stance, vision up, toe/heel edge awareness, foot-to-foot balance.

Before you go on: 1. Can they demonstrate balanced flexing? 2. Do they understand how to edge on both the heels and toes? Can they skate and glide with more weight on the front foot.

Possible activities:

Board off

- Review equipment and how it works.
- In boots rock fore/aft, rock heel/toe, hop and land balanced.

One foot in

- Strap in front foot and stand evenly flexed on both legs, lift front toe/foot and step in a circle while “chopping” the snow. Twist board using front foot. Skate straight and glide, skate and glide as long as possible to J-turns. Do small hops and land flat footed (look for ankle and knee flex).

Gliding

Terrain: Gentle or in dish-shaped terrain with adequate slope to stop forward movement.

Outcome: Better mobility, some directional control, improved stance and foot-to-foot balance.

Emphasis: Evenly flexed stance, vision up, toe/heel edge awareness, foot-to-foot balance.

Before you go on:

1. Can they demonstrate balanced flexing and board twist?
2. Can they intentionally move pressure from heel to toe and twist the board?
3. Are they stable and not waving their arms around?

Possible activities: Straight run to counter slope revert, i.e. back and forth straight runs based on the slope; gradually come to a stop in the bottom. Move the starting point farther up the hill as the gain confidence/skill. Straight run to a fade turn both heelside and toeside. Sideslips, either downhill or diagonal.

LEARNING TO TURN – Learning to turn one direction to a stop

Heading down the hill – heelside or toeside based on student preference.

Terrain: Gentle slope by the Carpet.

Outcome: Control speed and direction, stop at will.

Emphasis: Evenly flexed stance, vision up, toe/heel edge awareness, foot-to-foot balance, tipping the board enough so it creates friction and control.

Before you go on:

1. Can they demonstrate balanced flexing?
2. Can they intentionally move pressure from heel to toe?
3. Can they control the amount of edge angle in a sideslip to speed up/slow down?
4. Are they beginning to use torsional board flex to control edging and turning?

Possible activities: All of this can/should be done with the back foot out. The free heel can step to aid stability but not drag to slow the board. Keep the speed VERY slow, and coach them to use the board edge to stop rather than the back foot stop before they pick up speed. Side-slips straight down the fall line, diagonal side-slips to traverse, Falling Leaf.

BASIC TURNS – Single turns both toe-edge and heel edge to a stop without assistance

First Turns – heelside or toeside based on student preference.

Terrain: Graduate students to Happy Trails run as soon as they have control on one edge.

Outcome: Control speed by using a turn, stop at will, beginning to explore both edges.

Emphasis: Evenly flexed stance, toe/heel edge awareness, foot-to-foot balance, using torsional flex to create a turn rather than upper body movements.

Before you go on:

1. Can they intentionally move pressure from foot to foot and heel/ toe?
2. Can they control edge angle to prevent slams?
3. Are they using torsional board flex and pressure to control how the board turns and not rotary?

Possible activities: Review the activities from previous segment but now with both feet strapped in. Garlands! Utilize a garland to either start a turn or finish a turn. Garlands can be used on either toe side or on heel side.

First Turns alternate edge

Repeat everything from Step 3 and possibly even Step 2 but doing it on their alternate edge.

LINKING TURNS – Linking toe-edge and heel-edge turns on easy terrain

Beginning to link turns

Terrain: Creekside Express, or easiest green terrain.

Outcome: Turn at will, linking different sizes at different speeds.

Emphasis: Evenly flexed stance, toe/heel edge awareness, foot-to-foot balance, using torsional flex to create a turn rather than upper body movements, blending diagonal/transition movements to create flow.

Before you go on:

1. Does their balance stay centered (fore/aft) while turning?
2. Do the turning movements start from the lower body?
3. Is there only minimal pivoting of the board?

Possible activities: Garlands, Joystick turns with the front knee, forward sideslips, using sidehill terrain, follow my leader. Ask for a very short traverse between turns or several linked garlands then turn. Move knee to create torsional flex to start the next turn. Demonstrate flexion and extension of one leg more than the other to move you forward and across the board into the new turn.

Improving basic turns

Terrain: Midway, hard green terrain, or easy blue.

Outcome: Linking different sizes at different speeds with more edge control, less pivoting/skidding and higher edge angles.

Emphasis: Evenly flexed stance, foot-to-foot balance, using torsional flex to create a turn rather than upper body movements, blending diagonal/transition movements to create flow, bigger range of motion for improved control in varied condition and steeper slopes.

Before you go on:

1. Does their balance stay centered (fore/aft) as terrain changes?
2. Do the turning movements start from the lower body?
3. Is turn size/shape similar between the toe and heel turns?
4. Is there minimal pivoting and a well-defined "C" shaped track in the snow?

Possible activities: Garland to turn, turns with a traverse. Hops and ollies to promote leg flexion and foot to foot movements. Do patience turns to insure decent turn shape. Keep or get people anchored in the basics, don't add new terrain if they don't have a strong foundation.

Anchoring turns and improving control

Terrain: Midway, Zip Down, easy to moderate blue

Outcome: Linking different sizes at different speeds with good edge control and turn shape. Expanding into different terrain and snow conditions.

Emphasis: Evenly flexed stance, foot-to-foot balance, using torsional flex to create a turn rather than upper body movements, blending diagonal/transition movements to create flow, bigger range of motion to manage greater pressures. Versatility, and basic freestyle tricks.

Before you go on:

1. Does their balance stay centered (fore/aft) as terrain changes?
2. Do the turning movements start from the lower body?
3. Is turn size/shape similar between the toe and heel turns?
4. Is there a "C" shaped track in the snow on both edges?
5. Are balancing movements properly directed to maintain fluidity?
6. Is the student maintaining an upright posture and alignments in the steeper terrain?

Possible activities: Ollies, flat 360's, Quick stops with flexion, butters and presses, bumps, powder, crud. Basic freestyle. Flatland freestyle moves. At this level there must be constant movement, never static. Expand the range of motion outside of "normal" boundaries to do freestyle moves and improve versatility. Keep or get people anchored in the basics, do not add new terrain if they don't have a strong foundation. Keep it fun!

"I think we are nature, I think we naturally fit into the scheme of nature, but we create our lives in such a way that start fighting nature and the way of the universe. Sometimes, when I'm out there snowboarding I feel like I line myself back up"

Craig Kelly

All You Ever wanted to Know About Kids But were Afraid To Ask

By Jim Nendel

Whatever you know about skiing and snowboarding is useless unless you understand kids.

When you first meet your kids, you are battling years of ingrained indoctrination which has told them to beware of strangers. Please know that you do look strange to them! So often their defenses are up. Your task, should you choose it, is to lower those defenses. But beware, as children's specialist and former Schweitzer children's director Charlie Ebel famously noted: "Be careful, they can smell fear."

So how do we do this?

Build a Team:

Always pull your kids together and include them all. Make sure you let them see your face, as scary as it may be to us, it is not as scary as goggle covered eyes, so take off your goggles or sunglasses. And make sure you are talking to them at their level. Bend down or get on your knees so you are not towering over them like a scary giant or ogre. Make sure you are learning their names and they can start to learn each other's names as well. It often helps to have them assist you in coming up with a team name as well. Be creative. If you use nicknames, please make sure the name is appropriate and acceptable to the child.

Create a positive world. Kids live most often in an expansive, imaginary, fantasy world. Younger kids will live in worlds which are centered on animals, characters from books or shows, or wild fantasy. If you have not seen the latest kid's movies, you may want to do so, it helps you relate to the worlds they create. Older kids also live in fantasy worlds but theirs sometimes revolve more around themselves. They see themselves living in a world where their dreams to be a professional athlete, actor, singer, or some other position are a potential reality. Entering these worlds and helping them to develop imaginative games will help you earn trust and have fun. Encouragement will go a long way in building that trust.

Use Humor:

If you do not have a sense of humor, go buy one. If you cannot do that - I will pray for you! LOL! Be enthusiastic and understand that kids are there to have fun, not learn the ergonomic mechanisms of a medium radius turn. However, make sure that your humor is age appropriate and is not degrading. Please do not be afraid to be goofy and silly. Fun hats, wigs, and other props can often help to be ice breakers for kids. Find jokes and bring them with you to class.

Teach Kids About Safety:



Do not just teach rules, teach kids to make responsible decisions. Teach them to be “Response-able.” This is the ability to do the right thing. It is making the right decision and responding appropriately to a given situation. Bad decisions and inappropriate actions can get you or your kids hurt or killed. Good decisions and appropriate actions bring us home safely with a smile on our faces. Responsibility is a major life skill that needs to be taught and transfers off the hill to their everyday life. Give them a sense of the big picture and why they need to be safe in certain situations.

What Makes Kids Tick (and Toc)?

Young kids do not have a problem paying attention, they pay attention to everything. They see everything going on from the birds flying, to the lift running, to their friends goofing off and they see it all at once! They are all in. If they are happy, they are happy. If they are angry, they are very angry. But rest assured they can change at a moment’s notice.

As kids get older and advance in school, they gain an ability to follow directions and socialize. But remember to keep directions clear and concise. They have learned to hear directions and follow them. They are great at team building and love being part of a group. Boys and girls finally notice each other and love to pay attention to each other by insulting each other and teasing.

Teenagers are battling many things associated with the onset of puberty and self-awareness is at an all-time high and self-esteem often at an all-time low. Athletic ability often can change during this time and kids may find that they are regressing in their ability. Boys become tall and gangly and have a hard time coordinating limbs all at the same time. Girls experience a shift in their center of mass with the addition of hips and breasts and may struggle with balance issues. This is a dirty trick of nature and can be hard for kids to deal with. You will need to be imaginative to come up with new tricks to reteach old skills so that they can become comfortable in their new bodies and develop confidence in their abilities once again. These kids are also looking for examples to follow. You are someone they are looking up to as a role model.

Sports Do Not Build Character

We often hear that sports builds character. That is a misnomer. Sports and activity are a great platform to build character traits such as teamwork, perseverance, overcoming adversity, kindness, unity, acceptance, love, and a host of other important life skills. However, they are only learned if they are taught intentionally. These things do not come through osmosis, or learning how to make turns, or being grouped onto a team. If they did, then our professional athletes would be the highest role models in society and above reproach morally. Unfortunately, we know from a simple glance at news headlines that is not true. Kids are looking for people to look up to and you can have a huge influence on their lives. In our multi-week and daily programs, we have a unique opportunity to spend both quality and quantity time with these kids. They listen to you and watch what you do. We try to build into our programs character development in the affective domain and so part of what you are to do is teach these things that they can take home and use at school, with their friends and with their family. Be intentional in teaching this area and you will become a difference maker in the life of a kid. Have Fun and enjoy being with the kids!