Snowboarding Teaching Methodology APUL D and C

Contents

Foreword	3
How to work with the Snowboarding Teaching Methodology	4
The structure of the basic texts	4
1. Teaching methodology for beginners and intermediate	5
1.1 Lesson start	5
1.2 Fundamental movements with snowboard and getting used to the equipement	9
1.3 Straight run	16
1.4 Sliding down the fall line	19
1.5. Riding a lift	22
1.6 Side slipping (the "falling leaf")	24
1.7 Sliding and riding across the slope	27
1.8 Basic skidded turn	31
1.9 Straight run with both feet strapped in the binding	38
1.10 Up-unweighted skidded turn	40
1.11 Basic carving turn	45
1.12 Riding switch	49
2. Introdution to freestyle	51
2.1 Flat 360 spin	52
2.2 Tailpress	54
2.3 Nosepress	55
2.4 Tailpress slide	57
2.5 Nosepress slide	58
2.6 Ollie	60
2.7 Nollie	62
2.8 FS noseroll 180	64
2.9 FS ollie – FS 180	65
2.10 BS ollie – BS 180	67
3. Summary of teaching basic skills in methodology for beginners and intermediate students	69

3.1 Dynamic balance	69
3.2 Rotation and steering	69
3.3 Timing	70
3.4 Edging and pressure control	70

Foreword

A thorough understanding of a wide range of disciplines is necessary to perform the job of a snowboarding instructor. The snowboarding methodology for teaching is one of these disciplines, and it deals with the progression and consistency of specific steps during the teaching process. As a discipline, methodology explains not only when to include particular exercises but also, among other things, appropriate terrain, common errors and their fixes, safety, and teaching organization. The technique must be fully understood and considered in its whole context, particularly in light of the aims of the various teaching tools and activities, which frequently differ from those of the client and therefore, the lesson itself.

The authors of this publication are members of the APUL methodological committee, and they drew on not just their theoretical expertise but also their extensive international teaching experience. The methodology is designed for beginner students and takes into account contemporary trends and practices while maintaining the efficiency of learning.

This publication, along with APUL D and APUL C Snowboarding Teaching Theory, is primarily used as teaching material for APUL snowboard instructor courses, but it can also be used by snowboarders in the general public, experts from other associations, and certified instructors to brush up on or deepen their knowledge. The APUL website offers both of the abovementioned publications for free (Czech version), and as long as copyright is upheld, the writers have no objections to their unrestricted use. The primary objective is to offer the Czech snowboarding community a trustworthy, high-quality, and up-to-date information source and so participate in the expansion of snowboarding beyond our local mountains.

How to work with the Snowboarding Teaching Methodology

The secret to teaching snowboarding is the interaction between theoretical knowledge and methodological procedures, which we will examine in the next chapters. We will now go through how each of these chapters is structured and how we work with the text. Each chapter consists of a central text with a recurring structure. The basic text is improved with tips, highlighting troublesome situations, and a deeper comprehension of fundamental skills.

The structure of the basic texts

- The goal of the specified methodological element, or specified chapters This is a brief summary of the qualities of the provided element, the key newly learned skills, and the benefits that follow within the client's overall development when teaching snowboarding.
- Appropriate terrain, organization and safety What location should the instructor choose for the exercise and how should the group be organized to maintain the highest level of safety, etc.
- Descriptions of movements of sub-methodical elements and goal methodical elements (Fine Form) – These are in-depth explanations and instructions of movements and actions during the implementation of certain methodical elements. The so-called Fine Form, or the optimum application of the targeted methodical aspect, is what we are aiming for.
- Methodical approach All aspiring snowboarding teachers should pay close attention to this section. It includes a step-by-step systematic process that results in the accomplishment of Fine Form. The methodical process is always constructed in a very logical manner; we move from the most fundamental and straightforward methodical element to more complex ones. As we increase the number of sub-movements, we reach Fine Form.
- Most frequent mistakes and their fixes Useful information that the future instructor will probably come upon when instructing his students. In addition, you can find instructions for fixing these mistakes here.
- Additional exercise Enhances motor skills within the specified methodological element.

1. Teaching methodology for beginners and intermediate

1.1 Lesson start

The beginning processes are the same for both beginner and intermediate classes. Always apply the following actions before starting a lesson:

- a) Getting to know the clients Mutual introductions between all of the lesson's participants. The instructor makes an effort to gather client information that will be beneficial for the lesson plan (such as prior snowboarding or other sporting experience, resort knowledge, etc.).
- b) **Talking with clients or parents about the lesson plan**, including the timetable, meeting locations, lesson content, and level of difficulty.
- c) Establishing learning goals, including daily and overall goals for the course.
- d) **Lesson finalization** Evaluation of the teaching through dialogue with clients, invitation to further lessons, suggestions for additional training, and goodbye.

TIP: People tend to only remember your most recent few sentences. It is useful to recap the key ideas and learning goals for the client at the end of the lessons.

Warm-up

A properly executed warm-up lowers the risk of injury, engages the muscles for physical activity, and warms them up. The warm-up can be used to test client's mobility skills and clarify some biomechanical relations.

The basic elements of the warm-up are as follows:

a) warming up

b) dynamic stretching of certain sections of the body (we go continually from top to bottom, or vice versa).

Basic terminology and equipment control

It is crucial for instructors and students to communicate effectively. Next, we will go over every component of our equipment and explain how it works.

Brief description and of individual pieces of equipment

- a) Snowboard nose, tail, edges, base, inserts
- b) Bindings base plate, high-back, pedal, straps, screws, safety leash

- c) Basic terminology:
 - Frontside (egde) FS
 - Backside (edge) BS
 - $\circ \quad \text{Front foot} \quad$
 - \circ Back foot
 - Horizontal line (a straight line parallel to the ground level, "accross the hill")
 - Fall line (a route leading straight down any particular part of a slope)

Equipement check and explanation of the fundamental concepts

Equipment inspection is crucial, especially for novices. We examine how tightly the binding is fastened. It is good to know where to find a screwdriver at the resort or have your own pocket one and know how to adjust bindings.

Snowboard

- a) **Length** The ideal length should range from the ground up to the height between the collarbone and the chin. The discipline (style) we want to ride also affects the length. Beginners should choose snowboards that are shorter and softer.
- b) Width The ideal width should match the size of the boot in order to prevent the toes and heels from protruding over the edge of the snowboard.
- c) **Shape** For teaching beginners, twintip snowboards and a rocker shape are preferred.

TIP: Some snowboards (lower quality snowboards from rental shops or hard boards for advanced riders) are very difficult to control. It's a good idea to try riding these snowboards in order to better understand the possibilities of this equipment and adapt the lessons accordingly.

Bindings

1) Goofy or regular stance - We will check the binding settings on the snowboard depending on the client's front foot (goofy - right front foot; regular - left front foot).

The following are the most common methods for detecting the front foot on a snowboard:

- Asking about the student's experience in other board sports.
- The instructor slightly pushes the student who is standing with his back to him while the student has his eyes closed. In the snowboard stance, the student's forward-moving foot will be the front foot.

- \circ $\;$ The same stance as if the student were gliding on the ice.
- \circ The student kneels down, then stands up. The foot he stands on first will be the front foot of the snowboard stance.

TIP: None of the mentioned methods can be considered 100% valid in all circumstances – it is advisable to combine them. Some people don't have side preferencers. Small children do not distinguish between sides very much and ride to both sides. In these cases, we can postpone the decision about the stronger leg until later and try both sides (duckstance binding setting required).

- 2) Bindings angles We suggest the Duck Stance, where the toes point outward and the heels inward, for teaching beginners and for riding "soft snowboards". In this situation, the optimal angles for the front leg are 12 to 20 degrees, -5 to -15 degrees for the back leg. Riders on alpine or racing boards usually use positive angles on both legs ranging from 40 to 60 degrees. However, setting the bindings angles is very individual and depends also on the rider's style and preferences.
- 3) High-back angle Setting the high-back angle is also an individual matter. We advise placing the high-backs for beginner clients so that they touch the calves when they are in the basic stance with their legs slightly bent. We suggest more lean for a quicker and more aggressive ride on the edge.
- 4) The distance between the front and back bindings can be calculated using one of the following guidelines: the distance is slightly broader than shoulder width; the distance is the same as the distance from the floor to the center of the knee.

TIP: The subjective experience of a solid but comfortable stance on a snowboard is also a key factor, thus these recommendations should not be taken as being infallible.

5) **Safety leash** – We explain to the client how the safety leash works and how to utilize it. These days, this leash is rarely used, and we do not advise using it with soft boots.

Boots

We always suggest soft boots over hard boots (alpine boots) for beginners. For educating newbies, soft boots are more practical and comfy. Instructor always checks on the tightness of the client's boots. It is really challenging to regulate the ride on the frontside edge with a loose boot.

Clothing

All snowboarding clothing and accessories, such as hats, goggles, and gloves, will be looked over by an instuctor. A wrist protector (ideal for novices, as protection in case of unexpected falls on the wrists), spine protector, and helmet are all highly advised.

CAUTION! Checking clothes is especially crutial for children attending all-day classes. Some parents do not have enough experience with mountain weather and may underestimate it.

1.2 Fundamental movements with snowboard and getting used to the equipement

• **Goal** - To familiarize the learner with all of the fundamental guidelines for managing a snowboard, straping into bindings, basic stances, falls, and fundamental movements on a flat spot. The student will gain the knowledge necessary to practice other movements on the slope as well as the first sense of confidence in their snowboarding stance.

- Terrain flat
- Group organization row and circle organization (the best configuration for group lessons).
- Safety less crowded location.

Snowboard handling

In general, we handle the snowboard so as not to put the others nearby in danger. There are two main ways to carry a snowboard:

a) While walking a short distance, we can carry the snowboard in one hand between bindings. The snowboard base faces our body.

b) We can carry the snowboard behind our backs while walking farther. It is necessary to have enough room around you.

CAUTION! The bindings must be facing the ground when putting the snowboard down. We shouldn't ignore the potential of wind to flip the snowboard. We are carefully checking this! Injuries to other individuals as well as equipment loss are possible when snowboard runs down a slope by itself.

Strapping into the bindings

There are two ways to strap in on a flat terrain:

- a) Sitting
- b) Standing

There are two ways to strap in on a slope:

- a) Sitting, facing down the hill (preffered in teaching beginners).
- b) Standing strapping the front foot first while facing up the hill, then turning to face down the hill, sitting down and strapping the back foot in.

TIP: We always strap the front foot first, starting with the main (top) buckle! It is important to always clear the snow from the binding before we put our foot in it.

Getting up

Getting up is really demanding. It is complicated for some people and might be very frustrating. We teach students how to roll over on the ground and then stand up over the front and back edges. It is crucial to provide clients with a good demonstration and follow-up assistance during their first attempts.

TIP: In some cases, people are only able to stand up through the front edge, so it is practical to teach them the backside turn as soon as possible.

Falling down

Snowboarding involves falling. Even the finest snowboarders experience falls occasionally. Having the ability of falling is a crucial snowboarding skill. We make an effort to avoid falling on open, extended arms. We attempt to hold our breath and tense our muscles prior to impact.

- a) **To fall on the FS**, we clinch our fists, flex our elbows, and extend our forearms up to shoulder width. We first land on our knees when we fall, then we land on our forearms to soften the impact. We turn our head with our face to the side so that we don't strike our chin before the trunk reaches the snow.
- b) Fall on the BS: To prevent our arms from getting beneath the body as we fall, we hold them out in front of the body while clenching our hands into fists (!). We attempt to spread the force of the impact as widely as possible when falling backwards. We begin by landing on our buttocks, press our chins to our chest, and then swing onto our backs to complete the fall. Only at very low speeds may you use your forearm to slow the fall.
- c) **Stopping after a fall on the slope** In cases where the snowboarder keeps moving after a fall, either back down the slope or on his stomach, we strive to get the snowboard in the air as soon as possible to prevent the edge from being stuck. Unpleasant injuries are caused by the edge of the snowboard getting stuck in the snow at faster speeds. We wait until we come to a stop in a folded position. Get your bearings before cautiously using the edge of the snowboard to slow the slide if the slope is too steep and icy.

TIP: We can include the practice of falling in the lesson more often, not only at the beginning. In a safe place, we can try sliding on our stomach or back and then stop.

Basic snowboard stance

The basic snowboard stance ("basic stance") is a compact, stable, but relaxed stance with only the necessary minimum of muscle tension. For dynamic riding and quick responses to the changing situation, the proper stance is essential.

- The ankles, knees, and hips are slightly bent.
- The knees point slightly apart.
- The hips, as well as the shoulders, respect the set binding angles.
- The trunk is upright.
- The view is forward.
- The weight is evenly distributed on both legs in a ratio of 50:50, and the body's center of gravity is always above the snowboard. The arms are slightly bent and guided along the body between the front binding and the nose, or back binding and snowboard tail.

The hips, knees and shoulders are aligned above the snowboard in case of the "Duck Stance".



Basic snowboard riding stance

The basic snowboard riding stance ("riding stance") is based on the Basic stance, with the following changes:

- The center of gravity moves slightly towards the front foot. The weight is distributed on both feet in approximate ratio 60:40 % in favor of the front foot.
- The arms are slightly bent and guided along the body between the front binding and the nose, or back binding and snowboard tail. With a more open stance, the rear shoulder is slightly turned towards the direction of travel.
- The view follows the direction of travel.

The basic riding stance changes according to the discipline and binding settings (slalom boards). For higher speed or, for instance, freeriding, a more open stance is preferred. The upper section of the body, specifically the region of the spine and shoulders, is where the posture opens up the most. The riding stance, where all the joints (ankles, knees, hips and shoulders) are aligned above each other is used for example in freestyle snowboarding. The riding stance is shown in a more open manner in the image on this page.



We have to prevent these common mistakes:

- Excessive hip rotation
- Collapsed posture (insufficient muscle engagement)
- Muscle tension (unrelaxedness)
- Unstable posture (constant change of posture while riding)
- Weight on back leg

Moving with the front foot strapped in the binding

Static exercise

The goal is to familiarize the client with how the edges and the base behave on snow, as well as the fundamentals of handling the snowboard in this position.

Walking with a snowboard

We practice first on a flat surface and then on a slight incline. We can regulate the pressure and edge angle on the FS or BS edges using a strapped foot. The back foot is able to move freely in the direction of the snowboard's motion. The snowboard is in line with the shoulders. When we walk, the free (rear) foot initiates the motion. The back foot moves from binding to binding, and the snowboard is constantly slightly on the edge (FS or BS).

Riding with the front leg in a binding - "scooter"

The "scooter" is essential for the efficiency of teaching. We especially need it on the lift and when moving around the resort. On the flat, you can place the board in front of and behind the free back foot. Our free foot is always above the board while we are on a slope, and the board is always on the uphill edge.

1) Back foot in front of the snowboard

As we control the snowboard's edging with the sole of the foot, the weight is on the front, slightly bent leg. We try to mantain the board flat to the snow or slightly on the leading edge. The back foot is rotated in the direction of motion along the FS edge of the snowboard. The head is facing the traveling direction. In a ride, we begin the motion by briefly bouncing the back leg from the front binding to the back binding. We place the rear foot on the snowboard and stand in a riding position after gaining speed.

2) Back foot behind the snowboard

As we control the snowboard's edging with the sole of the foot, the weight is on the front, slightly bent leg. We try to mantain the board flat to the snow or slightly on the leading edge. The back foot is rotated in the direction of motion along the BS edge of the snowboard. The head is facing the traveling direction. In a ride, we begin the motion by briefly bouncing the back leg from the front binding to the back binding. We place the rear foot on the snowboard and stand in a riding position after gaining speed.

TIP: Most riders use their feet behind the snowboard to move. This position corresponds much more to the basic stance, which provides us with stability and comfort. For more experienced students, repetition and practice of both variations is also beneficial as a warm-up. At the same time, it helps to make sure that the clients have mastered this technique before we proceed to the lift.

CAUTION! Snowboarding is generally not that dangerous for knee injuries. However, the movement with one leg in the binding is an exception. There is a risk of injury to the strapped front leg. This needs to be kept in mind especially when using the lift or some more demanding methodical exercises.

Methodical strategy to getting used to snowboarding

- 1) Snowboard handling carrying and putting it down
- 2) Static balance exercises without snowboard
 - Falling down and getting up (FS, BS)
 - o Basic stance
 - Basic riding stance
- 3) Static balance exercises with front foot strapped in the binding
 - How to strap in
 - Stepping over the snowboard with the rear foot, edging
 - Basic riding stance with front foot strapped in, the back foot stepping on the snowboard pressing against the back binding
 - Turning around the back foot forward (the back foot stands in front of the snowboard) and backward (the back foot stands behind the snowboard)
- 4) Static balance exercises both feet strapped in
 - o how to strap both feet
 - o Falling down and getting up
 - o Basic stance
 - Basic riding stance
 - Squats in basic stance
 - o Alternately touching the front and back of the shoe with your hands
 - Alternately touching the nose and tail of the snowboard with your hands
 - Alternately lifting the nose and tail
 - \circ $\;$ Sliding the snowboard back and forth (shuffling)
 - Straight jumps, jumps with a little rotation of the boad
 - 90°, 180°, 270° jumps
 - Balancing on the edges (FS, BS)
 - Diagonal weight shift, practising the body inclination and therefore having a bigger edge angle (an assistant supporting the client and preventing him from falling is needed)
- 5) Exercises in motion front foot strapped in the binding
 - Walking (FS, BS)
 - Riding the "scooter" (FS, BS)
 - Riding the "scooter" (FS, BS) with a direction change
 - Relay games

TIP: Some exercises (for example, alternating loading of the left and right leg) can be performed with closed eyes to improve perception and automation of movement.

SKILL: Dynamic balance

For this skill, we will talk about stance and how it changes while riding. Gliding on snow or ice is a specific ability. People learn this skill at a young age in cold-weather regions (ice sliding, sledding, skiing, skating, but also walking on a frozen surface). There are also other sports that operate on a similar basis including skateboarding, surfing, etc. Some people lack such experience, and their initial attempts at sliding might be extremely tough.

When gliding, our primary concern is to find a balanced and relaxed position from which we can perform the movements required to control direction and speed.

1.3 Straight run

• **Goal** – Introduction to the basic form of traveling down the hill using the basic riding position. After mastering this skill, the client will gain confidence in sliding movement as well as a basic understanding of snowboard turning principles.

- Terrain A mild slope leading to a flat or counterslope.
- Group organization row.
- Safety less crowded location.

Straight run to a stop

Put the front leg into the binding. Place the snowboard in the fall line and your back foot between the front and rear bindings. We assist students by placing our foot in front of the snowboard before riding, preventing it from sliding downhill and allowing them to establish a basic riding stance. During the ride, students maintain the basic riding stance without making any other distracting movements. The snowboard moves across the surface until it comes to a complete stop. During the repetition, the client attempts to run straight without assistance from the instructor.

Straight run to a J-Turn

- a) **Stopping using foot braking** We begin by performing the straight run mentioned above. We stop by dragging our back foot (the toes or the heel) in the snow. The friction of the tip or heel with the snow will generate braking and turn the snowboard around the foot. The exercise is only done at slow speeds. This ability is quite useful for moving through the lift queue.
- b) Stopping by turning the snowboard We begin with the previously specified straight run. We load the inner edge with a small body tilt. Following that, we begin rotating the entire body in the direction of the turn towards the slope. We slowly rotate our entire body (head, shoulders, hips, knees, and ankles). We regulate turning by rotating smoothly. The gaze is always directed in the direction of travel or turn.

Methodology

- 1) Instructor's explanation and demonstration.
- 2) Training of walking up (FS) and down (BS) the hill.
- 3) Practicing turning on a slope.
- 4) Straight run to a stop.
- 5) Straight run to a J-Turn.
- 6) Straight run with squats.
- 7) Straight run with lifting the back foot.
- 8) Straight run to a stop by using the rotation of the whole body.

TIP: The length of the entire course has a significant impact on the teaching schedule. With a group that has a week-long lesson, going over the chapters up to this point can take up a half day program. The actual time spent on this methodical part can be reduced to half an hour for short private lessons.

Most frequent mistakes and their fixes

- ! Weight on the back foot –The solution is to bend the knee of the front leg and slightly straighten the knee of the back leg. The front hand points in the direction of travel together with a slight lean of the body forward. If the cause is fear, assistance of an instructor while riding is appropriate.
- ! **Unstable posture** We repeatedly practice to build muscle memory, strengthen the body, and increase our riding confidence.
- ! Wrong timing of the rotation Phasing moves with the instructor's guidance.

Additional exercises

- Alternately touching the behind of the front knee and neck
- Alternately shifting the weight back and forth (from the front foot towards the back)
- Coordination exercises: throwing gloves, snowballs, throwing in parallel moving pairs, etc.

SKILL: Rotation and steering

The student is introduced to the fundamentals of how a snowboard functions and rotates in this chapter. To turn a snowboard, essentially two things are required.

- Tilting the body to place the snowboard on the edge
- Moving the body to rotate the snowboard.

We'll talk about transferring rotation through movement of the body in this skill. It is crucial that the rotational movement of the body results in a force acting through the boot on the binding and then the snowboard since the boot and binding serve as the connection between us and the snowboard. Where the rotation begins in the body and how to teach it are hotly discussed topics in the instructor community. In order to snowboard at a higher level, we need to to know different ways of initiating rotation and use them depending on the discipline or circumstance. In order to teach the proper habits, we as instructors need to be able to employ several strategies. We going to concentrate more on how the head and shoulders initiate rotation in the upper body for the purposes of instructing total beginners. Simple instructions like "look in the direction of the turn" or "point where you're going" often prove beneficial for beginners. This strategy eliminates the worst negative habit, counter-rotation, and makes it simpler to coordinate and maintain the correct riding stance.

1.4 Sliding down the fall line

• **Goal** – Introduction to the basic sliding movements with both feet strapped in the binding. The client is able to control the speed and stop after achieving this skill.

- Terrain Gentle to moderately steep slope.
- Group organization row.
- Safety less crowded location.

Description of the sliding movement

We keep the snowboard perpendicular to the fall line on the BS, or FS edges. We distribute the weight equally between the two legs. We maintain the weight on the heels (for BS) or the toes (for FS) of both feet, and thereby putting pressure on the BS or FS edge. The basic stance is maintained, but the knees are significantly bent. In the case of BS, the view is directed down the hill in the direction of sliding, while in the case of FS, the view is directed uphill.

By releasing the pressure off the uphill edge, we begin to slide down. In order to release the pressure, put the snowboard more on the flat base and reduce the edge angle of the snowboard, we must move the ankles and knees. The start of the ride can be facilitated by extending our legs slightly higher; by stopping the upward movement, the pressure of the edge will be released, making it simpler for us to put the board more flat and begin sliding. When we come to a stop, we reload the uphill edge by moving downward (lowering our body's center of gravity).



Bubbles from the top: Releasing the pressure off the edge to start sliding, Reloading the pressure on the edge, Stopping.

SKILL: Edging and pressure control

The student now experiences the impact of smaller and bigger edging for the first time. By moving the legs beneath a steady torso, we are able to help the client realize that a larger edge angle implies braking. The ability to vary the pressure on the edge by moving vertically is another matter. We can load the board by moving lower and unload it by moving vertically upward.

CAUTION! We always begin with sliding on the BS! It is wise to review the falling principles before beginning to teach this methodical part. Sliding on the FS edge is particularly risky. The instructor must properly evaluate the circumstance and offer adequate support, especially during the initial attempts.

Methodology

- 1) Instructor's explanation and demonstration.
- 2) Training of rolling over sitting on the ground having both feet strapped in the binding (from FS to BS and vice versa)
- 3) First sliding attempt with instructor's assistance
- 4) Alternating sliding and stopping, extending the intervals between each
- 5) Smooth sliding
- 6) 1) 5) on the FS

TIP: With just one foot in the binding, sliding can be practiced for the first time. Clients can more clearly understand how edging works.

Most frequent mistakes and their fixes

- ! Bending of the upper body The student needs the support of an instructor who walks beside him and holds his hands; the cause is typically the client's fear of falling or not understanding the pricipal of sliding. The edging control with the knees and ankles rather than the front trunk (FS) or pelvic descent (BS) must be emphasized.
- Inability to maintain a straight line and slide down the fall line The most common cause is an unstable basic stance and uncontrolled weight transfer between the legs; the solution is to practice the basic stance and evenly distribute weight on both legs with the assistance of an instructor (see above).

Additional exercises

- Students in a group are split into pairs. They hold each other's hands, and the one who doesn't have a snowboard helps to keep the other stable as the other attached to the snowboard slides down. The helping person stands beneath the exerciser during BS and above him during FS.
- The student attempts to regulate the speed of the slide by slowing and speeding it.
- The student comes to a complete stop at the instructor's command and begins sliding again at the following command.
- Sliding with significant vertical movement when the edge is relieved and loaded.
- Sliding on command with hand position changes (hands on shoulders, knees, crossing them, etc.)

1.5. Riding a lift

Mastering the lift ride is a turning point in learning, primarily because it saves physical energy. Riding a lift, especially with towing, is far more difficult for a snowboarder than it is for a skier. It is also important to recognize that it can be dangerous. The presence of lift riding training in the lessons may vary according to the session (group/private) or the resort (lift difficulty).

Riding a T-bar or Poma

We ride the lift with the front foot strapped into the binding and the back foot freely settling on the snowboard between the bindings on a non-slip mat. The T-bar or the Poma, is placed between the legs. The weight is evenly distributed on both legs during the ride. With our front hand, we hold the T-bar (Poma), and our back hand is slightly away from the body over the tail. The entire body is relaxed and ready to react to any bumps in the way.

TIP: It's a good idea to plan for any issues caused by lift falls and have a solution ready. The fall of one of the students, especially when teaching numerous people at the same time, can interrupt the lesson plan and timetable.

Riding a chair lift

We are normally transported on a chair lift with a snowboard attached to the front leg. If we have beginners, it is best to go view the boarding area first so that students understand how the chair lift works. We direct the snowboard to the departure zone as we exit the lift. We set the riding stance with one foot in the binding once the snowboard contacts the snow. A back hand can assist us hang on to the seat until the very last second and achieve the required stability when departing.

TIP: If I have less talented students, I try to ask one of the more experienced skiers or snowboarders in the line to assist some of them in riding the lift.

Methodology of riding a towing lift

- 1) Repeating the basic movements with one foot strapped in (the scooter, J-Turn).
- 2) Explanation of operation, rules and risks of transport on a lift.
- 3) Towing the client using a spare T-bar, Poma or ski pole.
- 4) If we lean too much on FS or BS, we push off the snow with our back foot and get on the snowboard again. We practice using a spare T-bar or Poma.

How to assist the student when entering a towing lift

1) The instructor, who does not have a snowboard, assists with boarding.

- 2) If possible, we will ask the operator to slow down the lift.
- 3) The instructor walks with the student for a short distance and assists him in maintaining his balance. We have the student's back hand in ours.
- 4) The instructor emphasizes the importance of keeping the rear hand parallel to the snowboard right above the tail.

1.6 Side slipping (the "falling leaf")

This activity is a natural progression from sliding down the fall line; now, we alter the direction of movement and slide down the hill like a leaf falling from a tree, using weight transfer from one leg to the other. This is also where the exercise's name derives from. The student can ride down small hills after learning this activity. For the first time, we see the application of foreaft balance in this exercise.

• **Goal** – We begin by familiarizing our student with sliding down a fall line (straight-line movement) then progress to sliding down across the slope. The fore-aft balance function is encountered by the student. After gaining this technique, the student can go diagonally along a more difficult slope.

- Terrain Gentle to moderately steep slope.
- Group organization row.
- Safety less crowded location.

Description of the side slipping

We begin the "falling leaf" by sliding down the fall line as explained in Chapter 1.4. Following that, we will shift more weight to the front foot, which will result in a minor rotation of the snowboard tip downhill. The board also begins to slide diagonally down the slope towards the weighted foot. The ankles control the edge angle and thus the sliding speed. The view follows the direction of travel. It is critical to simply shift weight in the direction of the tip and foot, without turning the upper body.

To change the sliding direction, we smoothly transfer the weight from the front foot to the back foot in a balanced position. As a result of the weight transfer to the back foot, the tail will slightly rotate downhill and the board begins to slide diagonally down the slope towards the weighted foot. The ankles control the edge angle and thus the sliding speed. The view follows the direction of travel.

To come to a complete stop, we shift our weight above the center of the snowboard, distributing it evenly on both feet. This weight transfer will result in a brief transition to sliding down the fall line, which we will stop by loading the uphill edge by increasing the edge angle and moving slightly downwards (lowering the body's center of gravity).

We always start with the side slipping on the BS edge!

TIP: Even in this case, the instructor's active assistance can fundamentally speed up the teaching. It is quite useful to assist and correct the riding position while riding. It is practical to master the slope movement with one foot in the binding. From this position, we can provide highly effective aid while riding and assist more persons in the group. Be cautious; this is not an easy instructor ability.



Bubbles from the left: Weight transfer, Weight over the front foot, Beginning of the weight shift, Weight in the middle

Methodology

- 1) Instructor's explanation and demonstration
- 2) Static training practising the weight transfer without snowboard
- 3) The "Falling leaf" first attempts with instructor assistance, followed by additional selfpractice
- 4) 1)-3) on the FS

Most frequent mistakes and their fixes

! Upper body rotation – It causes excessive turning of the snowboard in the direction of the slope; the fix is to maintain your hands over the snowboard, imagine touching the nose or tail of the snowboard, while keeping gaze in the direction of travel.

! **Hip dumping into the direction of travel** – It results in insufficient weight on the leg in the direction of movement. the solution is pelvic fixation by placing hands on hips or imagining stretching towards the nose or tail of the snowboard.

Additional exercises

- At the end of the side slip (before changing direction), we shortly switch to sliding down the fall line (in case of problems with excessive weight transfer).
- Changing the weight on the instructor's command.

SKILL: Dynamic balance

Snowboarding requires a strong front-back balance. Transferring your weight from one foot to the other while riding in the "Falling Leaf" is a critical skill that must be mastered before teaching how to turn.

1.7 Sliding and riding across the slope

Sliding already occurs with a "falling leaf". In sliding across the slope, we slide faster and over greater distances than in the case of the "falling leaf". The key difference is the fact that we only slide in our riding position (goofy or regular). The track has the shape of a wide belt copying the length of the snowboard.

Riding across the slope refers to a faster, more controlled ride on the edge of the snowboard. We no longer skid the board, but rather load the uphill edge to the slope, leaving a small line in the snow.

• **Goal** – Introducing the client to a more dynamic type of sliding before moving on to the quickest kind of movement—riding on the edge. Once the client has mastered this skill, he or she will feel safer in their basic riding stance and be able to confidently navigate the slopes from point A to point B.

- Terrain Gentle slope.
- Group organization row.

• **Safety** - less crowded location. Since we will be sliding down or riding across the slope throughout this practice, it is important to be aware of oncoming traffic from above!

How to start sliding and riding across the slope?

We start both from the basic stance with following movements:

- We tilt the snowboard closer toward the base and lessen the edge angle by moving the ankles and knees;
- We shift more weight towards the front foot;
- We keep the basic riding stance and let the board slide/ride.

The result of these actions will be a minor rotation of the snowboard's nose as it begins to ride or slide diagonally down the slope in the direction of the load. We always keep pressure (more when riding than when sliding) on the uphill edge.

How to stop when sliding?

- We begin by turning our body slightly in towards the slope, which causes the snowboard's nose to turn in that direction;
- We shift the weight over the center of the board (evenly on each leg)

• We increase the edge angle by moving our ankles and knees and put more pressure on the uphill edge by lowering our body mass down

SKILL: Rotation and steering

Students actively try to turn and then stop by using the rotation that begins from the upper body, unlike in the falling leaf. They attempt to apply their prior knowledge from the J-turn exercise to riding while having both feet strapped in the binding.



Bubbles from the right: Creating lower edge angle by moving our ankles and knees, Weight over the front foot, Weight in the middle, Slight rotation, Stopping

How to stop when riding across the slope?

We use the snowboard's edge radius to stop. As we create a bigger edge angle and slightly lean towards the slope, the board will travel across the hill, leaving a narrow track in the snow, until it starts traveling slightly up the hill and stops on its own.



Bubbles from the right: Creating lower edge angle by moving our ankles and knees, Weight over the front foot, Body inclination, The board is turning, Stopping

The main difference between the sliding and riding across the slope

- The track in snow Because the snowboard is skidding, the track is wider in the case of sliding. Unless the board is carving and leaving a narrow track in the snow as you ride across the hill.
- Riding across the slope is faster.
- There is more pressure on the edge while riding across the slope.
- These is a bigger edge angle while riding across the slope.

Methodology

- 1) Instructor's explanation and demonstration
- 2) Static exercises without snowboard
- 3) Sliding across the slope (BS, FS)
- 4) Sliding towards a specific point (lift pole etc.)
- 5) Riding across the slope (BS, FS)
- 6) Alternating between the two

Mostly frequent mistakes and their fixes

 Inability to carve due to lack of pressure on the uphill edge when riding across the slope. To correct this, we must revisit the relationship between ankle movement and increasing the edge angle.

Additional exercise

• Following and copying the track of the instructor

SKILL: Edging and pressure control

The exercises of sliding down the fall line and falling leaf have already taught students how to deal with pressure and edging. It is critical that they feel the board cut function and allow the board to turn without requiring body rotation at this point. This is how snowboard works when we lean the body towards the slope and let the legs do the work.

1.8 Basic skidded turn

The first and most basic type of turn is the basic skidded turn. This is the slowest and least dynamic type of turn, in which we move using skidding (sliding). The goal is to master a simple, safe turn that will serve as a solid foundation for the snowboarder's further development.

• **Goal** – Introducing the first basic type of skidded turn to the client. The client is able to ride in a controlled manner with a change of direction that includes an edge change after mastering this ability. Understanding the use of fore-and-aft balance.

- **Terrain** Gentle and wide slope.
- Group organization Row.

• **Safety** - Less crowded location. We move or slide in a wide path during this activity, and clients can end up on different sides of the slope (regular/goofy), it is important to be aware of oncoming traffic from above!

Basic skidded turn (Fine Form description)

We start the basic skidded turn with sliding across the slope as described in chapter 1.6., in the basic riding stance. We then smoothly continue with the first series of movements:

1) We shift more weight to the front leg;

2) We tilt the snowboard more onto the base and lessen the edge angle and pressure off the edge by moving the ankles and knees.

The snowboard nose starts to move down the slope (in the direction of the fall line), which is caused by the weight transfer to the front foot, the release of pressure from the edge, and the action of gravity.

This is how we get to the fall line, where the snowboard is flattest. We proceed with a series of movements:

3) We lean slightly in the direction of the turn and change the edge, increasing the pressure and the edge angle on the new edge.

4) We begin the active rotation of the body in the direction of the turn (head - shoulders - hips - knees - ankles) and transfer the weight to the basic riding stance;

5) We complete the rotation and return the body to the basic riding stance (we are already in the basic stance when we cross the fall line perpendicularly).

We always start with the backside turn (from the FS edge to the BS edge)!

TIP: It is beneficial to concentrate on the work of the front leg. We apply pressure to the front foot, the ankle and knee movements begin, and the front foot flattens the board first. These movements cause the board to twist. If done correctly, the student will become familiar with the board's characteristic, called torsion. People who ride stiff snowboards will struggle with this.



Bubbles following the rider: *Sliding, Weight shift and the board flattening, Body inclination and rotation, Edge change, Finishing of the rotation, Basic riding stance*

Basic skidded turn – progression through the rotation training (sub-methodical element)

This is the first methodological step in mastering the basic skidded turn. We practice rotating movements and its effect on the change in sliding direction in this methodological aspect. In the basic riding stance, we begin with sliding or riding across the slope, as detailed in Chapter 1.7. Then we proceed with a sequence of movements:

- 1) We begin to load the uphill edge and increase the edge angle by slightly tilting the body into the turn;
- 2) We begin the active rotation of the body into the direction of the turn towards the slope (head shoulders hips knees ankles) the result of the rotation will be a gradual turning

of the tip of the snowboard towards (up) the slope (and then stopping in the basic riding position).

This methodical part is applied from a variety of starting positions that differ from the starting position of the snowboard in reference to the fall line. We begin with the snowboard almost perpendicular to the fall line and slowly slide down to a position where the snowboard is directed further towards the fall line, until we begin directly in the fall line. This is process of increasing the level of difficulty is called the Fan Progression. We will turn the snowboard towards the fall line with the instructor's assistance while maintaining the basic riding position, as stated in Chapter 1.3. or we can jump into the strating position in the fall line (more talendet clients).

We always start with the backside turn (from the FS edge to the BS edge)!

TIP: Teaching the basic skidded turn is the final point at which we cannot avoid splitting the group based on preferred front foot. It is critical to begin the BS turn from the FS edge while practicing phases of the first turn. As a result, we occasionally have to divide the group into Goofy and Regular and assign them different starting or ending positions.

Garland (sub-methodical element)

The garland is methodically and logically related to the previous sub-methodical element (Basic skidded turn - progression through rotation training). We combine rotational movement with weight transfer to the front leg. During this exercise, the snowboard rotates for the first time and approaches the fall line with its tip, but it does not pass the fall line and returns to the starting position - there is no edge change (we begin and end the garland on the same edge). The snow track resembles a big staircase.

In the basic riding stance, we begin the garland with sliding across the slope, as explained in Chapter 1.6. We then continue smoothly with the first series of movements:

- 1) We shift more weight to the front leg.
- 2) We tilt the snowboard more onto the base and lessen the edge angle by moving the ankles and knees.

The turning of the snowboard tip down the hill (in the direction of the fall line) is the result of weight transfer to the front foot and the action of gravity. We continue with the second series of movements before turning the snowboard parallel to the fall line:

3) We begin to load the uphill edge and increase the edge angle by slightly tilting the body (back to the slope).

- 4) We begin the active rotation of the body in the direction of the turn towards the slope (head shoulders hips knees ankles) and the transfer of weight to the basic riding stance or evenly on both legs.
- 5) We complete the turn to the slope (when perpendicularly crossing the fall line), the upper body automatically returns to the basic riding stance.

TIP: Students find BS turn considerably easier than FS. That is why it is critical to practice partial methodical elements for the FS turn. Sub-elements can be omitted by gifted learners and possibly returned to later as part of practicing and fixing some mistakes.

TIP: It takes significantly less time to learn a new movement pattern than it does to redo a mistake. Each skill must be properly practiced to the point of automation of the relevant movement. Instead of student progressing, we can achieve the learning of a significant error by accelerating the teaching process and making the terrain overly challenging.

Methodology

- 1) Instructor's explanation and demonstration
- 2) Static exercise without snowboard training of the rotation, simulating the turn by walking and practising the timing of all movements
- 3) Basic skidded turn progression through the rotation training (BS, FS) Fan Progression
- 4) Garland (BS, FS)
- 5) Linked garlands (BS, FS)
- 6) Isolated BS turn
- 7) Isolated FS turn
- 8) Linked turns
- 9) Linked turns changing the radius of the turn and speed
- 10)) Additional exercises

SKILL: Timing

Timing is an essential skill for advanced snowboarding, thus it must be cultivated. We combine previously taught techniques from earlier training when performing the basic skidded turn. From a teaching perspective, combining previously acquired movements into a single integrated movement pattern is the most efficient method. We concentrate on executing the transition between the previously practiced turn components with the proper timing.



- Weight on the back foot The student cannot further shift weight to the front leg since he has not mastered the basic stance when sliding down the fall line or across the slope. The fear of crossing the fall line is another typical concern. Practicing some of the earlier sub-elements will help. It should be stressed that the weight transfer is a result of the entire body moving forward, which causes the front leg to bend more.
- ! Counter rotation In order to further develop snowboarding skills, counter-rotation must be prevented. Rapid opposing movements of the upper and lower bodies cause a significant rotating moment; this is what we call a counter rotation. Unfortunately, a lot of self-taught people just learn this strategy, which could result in short-term success but is unproductive and slows down future progress. In the frontside turn, counter rotation mostly happens. Exercises that initiate the rotation of the upper body are the most efficient method of getting rid of it. Improving riders fore-and-aft balance skills also leads to eliminating the counter rotation.
- ! Timing of the rotation and the edge change Problems might arise with both early and late initiation of rotation. A simple "mantra" that the student repeats to himself while riding may help him or her appropriately coordinate individual motions. Another possible solution is the instructor's navigation (edge change on command).
- Excessive edging The student lacks the necessary feeling to affect the edging. The solution is to change the body's tilt into a turn; this can be accomplished by using various sliding motions (with varying intensities and speeds).

Additional exercises

Partner help – The student performs the turn with the instructor, who is not wearing a snowboard. After trying all possible methods for the client to handle the issue alone, we turn to partner help. When the student is fearful, older, or not in a good shape, we also use partner help. In the event of a fall, we can thereby avoid injuries.

- The turn initiation from zero speed We shift a lot of weight to the front leg in the basic riding stance at zero speed. The snowboard is then tipped, and we begin to slide directly to the fall line. With the second turn, we pause and proceed as before.
- Exercises preventing the counter rotation
 - Turning the thumb (or the entire hand): During the BS turn, the palm of the hand is parallel to the slope and the thumb is pointing up the hill; during the FS turn, the palm of the hand is perpendicular to the slope and the thumb is pointing down to the snow. By simply bending the arm at the elbow or shoulder, this exercise prevents us from using the counter rotation of the upper body.
 - We keep our hands above the snowboard's nose and tail during turning, whether we spread our arms out or just use the front arm. In this way, the shoulders are in line with the snowboard, and the rotation move is better controlled. It is important to focus on rotating the complete torso throughout this exercise to avoid having the rotation replaced by simply bending the arms at the shoulders. We point to the turn's direction with the front hand. Using, for instance, a ski pole lying on the upper back parallel to the snowboard, on which we place our arms, is a highly effective way to perform this exercise. This will fix the torso and arms into one unit, which results in an effective rotation.
 - Turn phasing must be performed on a moderate slope where there is no chance of gaining too much speed near the fall line. The idea is to try to separate the turn initiation (fore-and-aft balance) from the lead phase and turn termination. This means that we "stand still" during the turn phase when the snowboard heads directly down the slope in the fall line for a period of time and focus on keeping the proper position. The turn and rotation will begin a little later.
- **Stabilizing stance exercises:** The objective is to reduce unwanted movements and avoid veering too far from the ideal posture. For instance, a simple exercise that is also effective for counter-rotation is keeping the back hand behind the back and the front hand on the stomach. Additional options for preventing excessive forward bending include holding the hands behind the back or the jacket in the pocket area.
- Exercises to improve movement automation The objective is for the student to ride smoothly without having to concentrate too hard. Automation exercises should only be used once students have mastered riding since they distract focus from the primary actions. Examples of these exercises include singing while riding or even tossing snowballs.

TIP: Once students are making linked turns, there is no reason to rush into teaching them other turn kinds. This is your chance to take your clients for a ride, show them around the resort, and have fun. The fundamentals of freestyle, which are covered in chapter 2, can be taught in addition to the general guidelines for mobility on the slopes to add variety to the session.

Note

Different methods of teaching the basic (first) turn can be found in different methodologies. Another theory for the start of rotation and its timing is frequently offered. The so-called complex method, for instance, is interesting. The technique makes use of external forces brought on by the dynamic weight shift to the front leg, which results in a powerful rotating impulse. Starting the turn with a sharp and dynamic transfer of weight to the front leg (just prior to the transfer of weight to the front leg, we momentarily load the rear leg and so boost the dynamics of weight transfer) from descending directly or diagonally down the slope. We'll turn and apply a significant torsion. This technique will enable riders to significantly shorten the radius of the turn, making it especially useful for dealing with more difficult and steep terrain (and thus also appropriate for scenarios in more advanced lessons).

SKILL: Dynamic balance

Our primary goal while teaching the basic turn is to further develop front-back balance skills. It's crucial to learn how to start a turn by shifting weight to the forefoot. We can emphasize shifting weight to the front foot during instruction process and incorporate enough exercises to create the right habit. This is critical later on the steeper hills where individuals shift their weight to the back foot out of fear and struggle to make the turn.

1.9 Straight run with both feet strapped in the binding

Beginner snowboarders find it extremely difficult to maneuver on very gentle slopes where they must go straight. The gently sloped, narrow paths that connect the hills present a challenge for beginners who are unable to travel straight and must frequently change directions or they keep falling down. If there is more traffic at that time, this can lead to extremely dangerous scenarios.

- **Goal** To learn to control the ride with a flat base directly down the fall line.
- **Terrain** Gentle and wide slope.
- **Group organization** row.
- **Safety** Due to sudden changes in the direction of travel or even falls of clients, it is necessary to choose a very clear place with little traffic.

Description of riding the snowboard flat

A basic stance for riding is maintained by the rider. The legs must be able to respond to unevenness and continuously and gently adjust the board's position. The front leg carries just a little weight. Most importantly, there must be no body rotation that could cause the snowboard to spin (there is a chance of catching an edge, which could result in an uncomfortable fall). Therefore, it's important to maintain the basic riding position and avoid moving other than to absorb bumps as needed. The snowboard rider has very little control over the snowboard's direction. A snowboard moves down a slope following the fall line, which does not always need to be parallel to the slope's direction. Clients need to be reminded of this fact.

Additional exercises that are appropriate are some fundamental freestyle moves where we must ride on a flat base and where doing the trick reveals our weaknesses. Not only is the addition of freestyle components useful for the improvement of abilities, but it also diversifies education in an interesting way. Try a jump with a rebound off the snowboard base, a pop or a more difficult ollie, and basic presses like the tail press and nose press. Additionally, there is a 360° flat spin, that is a practical trick to develop rotation and edging skills. Introduction to freestyle, chapter 2, talks about these components.

SKILL: Edging and pressure control

On gentle slopes, edging control seems to be "clockwork". A very unpleasant fall might happen as a result of a little body position error. The student's riding stance is put to the test at this point. In order to avoid using the entire body to solve problems, we work to help the client comprehend and feel how the ankles and knees work when regulating the edge.

Methodology

- 1) Reminding of the basic riding stance.
- 2) Static practice to activate ankles and knees.
- 3) First attemps on a gentle and safe slope.
- 4) Adding vertical moves using leg flexion.
- 5) Jumps pop, ollie
- 6) Presses tail press, nose press.

Most frequent mistakes and their fixes

- ! **Too much weight on the back foot** Bending the front leg, placing the front hand on the knee, etc., riding with the front leg in the binding and the rear leg raised in the air.
- Wrong basic riding stance The pelvis may tilt or rotate excessively as one indication.
 Fixation exercises and speed reduction are used to solve problems.
- ! Too straight legs (extended ankles, knees and hips) It results in the board not riding flat.
- Body rotation in the straigh run It leads to turning the snowboard (there is a chance of catching an edge, which could result in an uncomfortable fall). Usually, the stance i stoo open in the shoulders and can be fixed with a different placement of the back hand. Simply put the rear hand behing the back or hold the jacket with it.

CAUTION! Connecting roads between slopes might be extremely risky. It is advisable to follow your clients and make an effort to keep them safe from oncoming skiers who might not be prepared for your client's fall.

1.10 Up-unweighted skidded turn

A faster and more dynamic variation of the basic skidded turn is the up-unweighted skidded turn. When changing edges, we lighten the snowboard by moving our bodies upwards. We move with a skid, just like the basic skidded turn. A student who has completed Course D should be aware of this turn's existence and the fundamental methods used to teach it. A student who successfully completes course C is expected to be fully aware of this turn and, of course, be able to demonstrate it in various contexts.

- Goal The student becomes familiar with the dynamic type of skidded turn. Once this ability is mastered, the student is able to ride steadily even on steeper slopes when changing directions, even crossing the fall line. Recognizing vertical movement and snowboarding's use of it.
- **Terrain** Slightly to moderately steep, sufficiently wide and clear slope.
- Group organization Row.
- **Safety** Less crowded location.

Up-unweighted skidded turn – progression through the rotation while adding the vertical movement (sub-methodical element)

We practice the effects of rotational and vertical movement on changing the direction of travel and edge control in this element. Beginning with the basic riding stance and sliding down the fall line as stated in chapter 1.9, we begin this sub-methodical element by keeping our bodies in the upper-limit position (knees are just slightly bent). Next, we perform the following series of motions:

1) We load the uphill edge by slightly tilting the body into the turn, increasing the edge angle;

2) We begin a smooth downward vertical movement (flexion of the lower body), which we try to connect with the rotation of the body in the direction of the turn towards the slope. We emphasize using lower body parts to begin rotation.

TIP: Students to whom we are aiming to teach this type of turn should have no trouble or special effort in performing the basic skidded turn. Right now, it is realistic to attempt the fine form of the up-unweighted skidded turn and, if unsuccessful, to return to the individual sub-elements. Take into consideration that you need to ride a lot with students and keep in mind that we spend a lot of time doing exercises.

Up-unweighted skidded turn (Fine form description)

We always perform the up-unweighted skidded turn in the form of the so-called 1 and ½ turn. As stated in the previous paragraph, the movement will begin with a turn towards the slope,

which will provide us the necessary speed and dynamics for continued progression. Then, without pausing, we glide seamlessly into another set of motions:

- 1) We shift more weight to the front leg;
- 2) We tilt the snowboard more onto the base and lessen the edge angle and pressure off the edge by moving the ankles and knees;
- 3) We start the dynamic upward movement by extending the legs.

The snowboard nose starts to move down the slope (in the direction of the fall line), which is caused by the weight transfer to the front foot, the release of pressure from the edge, and the action of gravity.

When the vertical motion is stopped, the board becomes lighter. At this point, we are trying to change the edge. We change the edge even before we reach the fall line because of increased speed, dynamism, and centrifugal force. We go on with the following set of motions:

- 4) By slightly tilting the body into a turn, we start to load the uphill edge and raise the edge angle.
- 5) We start a smooth vertical downward movement (flexion of the lower limbs), which we strive to connect with the rotation of the body in the direction of the turn towards the slope.
- 6) We finish the rotation and get the body back into the basic riding stance (our body may be a little lower than usual in this moment by performing basic skidded turn).



Bubbles from the left: Weight shift, the board flattening and upward movement; The board unweighting; Edge change; Body inclination and rotation into the turn, downward movement; Lowered Basic riding stance

SKILL: Timing

At D and C levels, the up-unweighted skidded turn is the most challenging turn to coordinate. Inefficient vertical movement and edge changes might be detrimental. If you up-unweight your snowboard at the incorrect time, you risk losing dynamic balance and control.

Dancing is a magnificent illustration of complex coordination of movements. The right rhythm is crucial when dancing. It is advisable to keep a rhythm, or rather regular turns, even when snowboarding, particularly while learning a complex movement pattern. It is best to demonstrate your students the proper course and rhythm.

TIP: It is probably not the right moment to learn this technique if the student is unable to apply the vertical movement to the turn, instead scattering it and making beginner's errors. We'll go back to the basic skidded turn in its dynamic form with a smaller radius.

Methodology:

- 1) Instructor's explanation and demonstration
- 2) Static exercise without snowboard training of the rotation, simulating the turn by walking and practising the timing of all movements
- 3) Up-unweighted skidded turn progression through the rotation training (BS, FS)
- 4) 1 and ½ BS up-unweighted turn
- 5) 1 and $\frac{1}{2}$ FS up-unweighted turn
- 6) Linked turns
- 7) Linked turns changing the radius of the turn, speed, terrain

SKILL: Rotation and steering

The intensity of rotation diminishes as turn speed and dynamics increase. When traveling at faster speeds, the turn can be completed by tilting and edging, which will greatly assist us when making the turn. We need to increase the rotation of all skidded turns with shorter radius. The provided rotation is small but still smoothly dosed in case of a long radius skidded turn.

TIP: In the case of vertical movement, the student's perception of how the movement was executed and reality frequently diverge. The head, which constantly tells us that our posture has lowered, is usually to blame. However, in reality, the students only bent their upper bodies forward instead of bending the lower half of their bodies. The solution might be video coaching. A little phone demonstration while teaching can have a significant impact.

Most frequent mistakes and their fixes

With the inclusion of mistakes related to the vertical movement itself, common problems are basically the same as for the basic skidded turn outlined in Chapter 1.8:

- ! Wrong timing The learner fails to follow the correct timing of the vertical movement, causing the edge to change at the incorrect time, and therefore the edge change does not occur before the fall line. Following the instructor's commands, who outlines the movement patterns in real time (during the turn), is the solution.
- Insufficient execution of movements Because the student fails to create the appropriate vertical movement dynamics, the key advantage of unweighting the board to change the edge is lost, and the turn can resemble a basic skidded turn. Extra mobility drills and stretching (homework) are the solution.
- Exaggerated execution of movements The student exaggerates the movement, but rather of achieving the desired impact, he loses control of the ride.

SKILL: Dynamic balance

Vertical movement while riding must be understood and managed correctly to avoid losing dynamic balance and control over the snowboard. With proper timing, the movement up will make changing the edge easier, and the movement down will manage the pressure on the edge in the second part of the turn.

The lowered stance on the FS and BS edge is different. The vertical upward movement eases the transition between these two stances (unweighting the board allows for easier ankle movements). Our goal is to be in the lowered position at the turn's end where we are able to resist the greatest. Because of the increased edge angle, the lowered stance provides for a more athletic ride.

Overall, we focus on the smooth execution of moves. We adjust the speed and range of movements to the situation. We systematically work to increase a student's range of motion if they have a limited range.

Additional exercises

The additional exercises are similar to those specified in chapter 1.8 for the basic skidded turn, however they are complemented by practicing vertical movement:

- **Drills using arms** To emphasize the downward movement of the body, we first touch the hips and then the knees (from the sides).
- **Hops** To emphasize the sudden upward movement, we will do the unweighting more dynamically, while attempting to bounce and so break the snowboard's contact with the slope at the highest point. We're trying to change the edge in the air by jumping from one edge to the other.
- **Garland** The exercise can be used as a complement. However, for many students, this is a coordination-intensive practice that can be far more difficult than the turn itself.
- **Timing exercises** To keep the rhythm, use voice directions from the instructor, repeat a basic mantra (counting, a few helpful words, etc.), or copy the instructor's track and rhythm.

TIP: Some activities may help to solve one problem but harm or worsen another. The first exercise given here, for example, can help with understanding the timing of the movement but frequently leads to poor execution of the movement (excessive forward bending). This must be kept in mind while incorporating exercises into the lesson.

1.11 Basic carving turn

Carving turns are a significantly faster and overall, more dynamic form of riding compared to skidded turns. With carving turns, we use the edges more, and the snowboard base has less contact with the snow than with a skidded turn. To change the direction of travel, we use more of the snowboard's own sidecut (radius) and less active body rotation. As we reach a higher speed while riding in this type of turn, we are exposed to significantly higher forces - especially the centripetal force, which we try to resist and at the same time use to create pressure on the edge. Greater pressure on the edge can be achieved by leaning more into the turn.

- **Goal** Familiarisation of the client with the turn, during which he or she rides at a higher speed and mostly uses the side cut to turn (does not skid). After mastering this skill, the client is capable of fast, controlled driving along the edge, even on steeper slopes.
- Entry skills basic skidded turn, ability to ride fast (not to be afraid of speed).
- **Terrain** Mild to moderately steep, sufficiently wide, and a less busy slope. Good snow conditions groomed slope without ice.
- **Safety** Less frequented places; above all, the first experience with a carving turn is very dangerous. There is a risk of colliding with other people on the slopes. It is therefore necessary to always take into account persons coming from above!

Explanation of the basic carving turn towards contour line

The turn to the contour line is the first methodical element in training the basic carving turn. In this methodological element, we practice increasing pressure on the edge by reaching the desired speed and tilting the body into the turn.

We start the turn to the contour line by riding along the fall line in the basic position. After reaching the appropriate speed, we tilt the body into the turn (towards the slope), thereby gradually increasing the edging angle. The consequence of increasing edging will be riding only on the edge - carving. The size (radius) of the turn to the contour line mainly depends on the edge angle, the radius of the snowboard, and the speed. The whole time we remain in the basic position with the weight evenly distributed on both legs, or 60% on the front leg and 40% on the back leg. To stabilize the basic riding stance and improve edging, we push our knees apart while riding. We do not allow any rotation of the body. The view is directed in the direction of travel. Because we are steadily pressing the edge, the snowboard is turning all the time, and we end up riding into the counterslope, which leads to a stop.

TIP: In order for the snowboard to carve, we need a lean. We need speed to lean. We work our way up to the carving turn gradually by increasing the speed of the basic turns and increasing the radius of the turns that we teach the clients.

CAUTION! The carving turn to the contour line is the most dangerous exercise in the methodology. Mostly because the average rider has no idea what we want to do. Especially dangerous is the carving turn on the BS, where the snowboarder cannot see the slope above him. If we include this exercise, we have to be careful and send students on commands, for example. We do not recommend dividing the group into goofies and regulars on the slopes. This will only increase the potential risk.

Basic carving turn (Fine Form description)

We always perform the basic carving turn in the form of a so-called 1 and ½ turn. We will start the movement with a carving turn towards the contour line as described in the previous paragraph, which will give us the necessary speed and dynamics for further continuation. When riding in the direction of the contour line (or in its vicinity), we execute a diagonal transfer of weight over the snowboard - by tilting the body into a new turn, we change the edges and continue with a new turn. The inclination of the whole body to the center of the turn is more significant than in skidded turns and depends mainly on the speed (or forces acting) and the steepness of the slope. The size (radius) of the turn depends mainly on the size of the edge angle, speed, and radius of the snowboard. We remain in the basic stance with the weight evenly distributed on both legs for the whole time, or 60 % of weight on the front leg and 40 % on the back leg. To stabilize the basic riding stance and improve edging, we push our knees apart while riding. We look in the direction of travel.



Bubbles form the right 1. Getting close to the contour line 2. Diagonal shift of the weight over the board 3. Edge change 4. Inclination of the body into the turn

How to teach the Basic carving turn

We advance towards the carving turn primarily by gradually adding speed to the previous turns. We base the teaching mostly on suitable terrain (wide and gentle slope), where we gradually progress to clean carving turns. We can include the carving turn to the contour line in a safe place as an exercise. The number of kilometres travelled is important. The instructor rides in front of the clients, making long, smooth carving turns and demonstrating optimal trajectory. We focus on stabilising the riding position.

Methodology

1. Explanation, demonstration by the instructor.

2. Exercise on the spot without a snowboard – walking in the trajectory of the turn with the timing of the movements we would make while riding.

- 3. Turn to contour line (FS, BS).
- 4. Individual 1 and ½ FS turn first attempt + subsequent practice.
- 5. Individual 1 and ½ BS turn first attempt + subsequent practice.
- 6. Linked turns.
- 7. Linked turns change of speed, radius of turns.
- 8. Additional exercises.

Most frequent mistakes and their fixes

- Excessive forward bending of upper body The solution is supplementary exercises, e.g. hands behind the back.
- ! Too much tilting of the body into the turn (edging) The cause is usually an incorrect estimation of the speed and the acting forces that compensate for the tilt. The only solution is repeated practice of the carving turn (or the turn to the contour line), during which the client acquires a feeling and an estimation.
- ! Rotation Trying to influence the trajectory of the snowboard with the upper body. As a result of the rotation, the edge contact is lost, and the snowboard starts to drift. The solution is stabilization exercises.
- ! Counter-rotation Due to the higher speed, the student is not able to keep the upper body in the basic position (shoulder axis parallel to the longitudinal axis of the snowboard) and the lower body. The solution is to return to simpler elements or find the easiest training slope possible.
- Weight on the back leg Due to greater speed (and fear), the student is not able to keep the weight evenly distributed on both legs (in the basic riding position) – the back leg bends and the front leg straightens. Complementary exercises are the solution.

Additional exercises

- Fixation of the upper body A controlled ride in which we keep our hands behind the head, on the hips, behind the back, fixed by holding the bar behind the body or on the shoulders.
- Fixation of even weight distribution Controlled riding, during which we keep our hands behind our knees.
- Carving turn finished over the contour line, we drive the turn in such a way that even if we almost stop, we continue to the next turn. We try to keep the snowboard on the edge, even at low speed. This is a challenging exercise where we try to develop a sense of edge control, especially in the ankles.
- Railway On a very gentle hill, we try a fast edge change (without skidding) in a straight line. The result should be a series of short carving turns. It often happens that this exercise starts to move the upper body (counter-rotation). That's definitely not the goal.
- Jumps while driving without losing control (challenging exercise).

SKILL: Edging and pressure control

In the basic carving turn, we can primarily understand and feel the side cut of the board and its function for riding. We hold a stable position without any rotation or other movement. We control the ride by tilting the whole body into an arc. Higher speed allows us to lean more.

1.12 Riding switch

Riding switch is a necessary skill, particularly for freestyle, but every rider may encounter situations when this skill will come in useful (traversing steep slopes). This is an important ability for the instructor to have; instructor demonstrations are best done in the same position as the student (especially if the learner is a child).

- **Goal** Learn to ride in the opposite (switch) stance
- Terrain Gentle slope; when mastering the skill, we increase the incline of the slope.
- **Safety** We avoid overestimating the students' abilities and pay close attention to the terrain's progressive increase in complexity.

TIP: It is helpful to have an appropriate binding position (duckstance) for switch riding. Riding switch will be quite uncomfortable if the student rides in a directional stance (both toes in the direction of travel).

How to teach Riding switch

The intensity of teaching riding switch is determined by the student's goals. If he is interested in freestyle, we incorporate it into lessons; if he is primarily interested in speed disciplines (slalom, snowboard cross), we can only mention switch riding briefly or skip it entirely.

We begin with the riding fundamentals described in chapters 1.7 to 1.11, using our initial back leg as the front leg - we ride backwards. In contrast to teaching turns for the student's stronger leg, we do not need to go through the complete methodological series, but rather aim for the fine form of the provided turn right away and return to partial methodological elements later if necessary.

TIP: Riding switch on a tow lift is a highly useful drill. It will take us a long time to figure out how to ride a tow lift switch. As we progress, we will become more used to the opposite stance.

Methodology

- 1) Side slipping and riding across the slope
- 2) Basic skidded turn
- 3) Up-unweighted skidded turn
- 4) Basic carving turn

SKILL: Timing

When learning to ride switch, the learner encounters the same difficulties as on his stronger side. The process of repetition leads to a greater understanding of the relationships between individual movements and phases of the turn. This contributes to the enhancement of riding skills on the student's strong side as well.

2. Introdution to freestyle

Freestyle is an essential part of snowboarding instruction. Even if a snowboarder's purpose is not to jump and ride rails in the snow park, freestyle components help him or her build fundamental abilities. The addition of basic freestyle movements improves understanding of snowboarding and breathes fresh energy into teaching process.

Freestyle follows the entire methodical progression. When getting used to the snowboard in the entry lesson, the first clues are already there (jumps, presses). Snowboarders love and apply the tricks and drills covered in this chapter in a variety of settings in addition to using them to enhance their fundamental skills.

When to include freestyle in the lessons?

Including depends on the following factors:

- Student's level of ability
- Snow conditions
- Traffic on the slope
- Student's interrest
- Benefits of using it in order to improve the fundamental skills

We place a lot of emphasis on the teaching's logical progression since we must always maintain the order of easier to more challenging. Most trick combinations that are more challenging can be broken down into a series of moves. In this chapter, some of basic tricks are described.

CAUTION! Because freestyle movements on the slopes sometimes involve sudden direction changes, spins, and jumps, we need to pay closer attention to safety.

It would be wise to practice some fundamental slope tricks before the student and I rush to the snow park. As required, we engage the terrain in meaningful ways. On the slopes, we are always aware of our surroundings and other skiers. The student must be at a certain ability level in order to include a specific freestyle element in the session.

2.1 Flat 360 spin

- **Goal** Learning a basic trick. The trick is an excellent exercise for timing of edge change and working with rotation.
- **Terrain** Mild to moderately steep slope.
- Entry skills The student must be able to ride in basic skidded turns with a clean edge change.
- Safety The risk with this trick is that the back edge will get stuck in snow, resulting in an uncomfortable fall.

How to teach a Flat 360 spin

It can be described as an "over rotated" turn. The trick begins with a turn (BS or FS). The breaking point happens as the edge is changed. It's all about feeling. Therefore, teaching this trick to clients who are not much skilled is inappropriate. This element can be taught in one of two ways, or in a mix of the two.

- 1) Upper body rotation When we finish the turn, we use more rotation. We concentrate on the head and shoulders (but the rotation must again move through the entire body and affect the snowboard through the ankle). We point the arm in the rotational direction. The vision also points in the rotational direction. When we want to stop the rotation, we return the shoulders to a parallel position with the board and stare straight down or up the hill (depending on where we want to end). This approach is quite useful for understanding rotations in the air.
- 2) Using fore-aft balance We actively transfer weight to the back leg at the end of the turn in the area of the horizontal line. This allows the board's tail to turn into the fall line with the help of the ankles' motion. We would complete the rotation by shifting our weight back to the front foot. We shift the weight to the center of the board and stop when we want to. This strategy is really useful for figuring out the work with front-back balance.

TIP: Lower-level riders should focus on rotation of the upper section of the body, or a mix of these two techniques. For more advanced riders, it is possible to revisit this exercise and use these two techniques to better explain rotation and the use of fore-aft balance.

Methodology

- 1) Instructor's explanation and demonstration.
- 2) On spot exercises without snowboard.
- 3) Practising the trick using the upper body rotation.
- 4) Practising the trick using the fore-aft balance.
- 5) Using both approaches to this trick.
- 6) Linked flat 360 spins.

SKILL: Rotation and steering

When mastering the Flat 360 spin, we generally practice the rotational intensity. Students should understand how to begin and maintain the rotation, as well as how to stop it. Understanding these principles is essential for more advanced freestyle tricks.

2.2 Tailpress

We ride simply on the tail of a snowboard with a flat base to achieve this basic snowboard trick.

- **Goal** Improvement of dynamic balance and flat base riding control, experiencing the flexibility of the snowboard.
- Terrain Easy and flat run.
- Entry skills Student must be able to straight run and play well with fore-and-aft balance.
- Safety It is quite a safe trick when performed on a safe terrain.

Description of a tailpress

On suitable terrain, we can introduce this trick early in the instructional process. In the basic stance, we begin from the straight run into the fall line. By squatting down and gradually decreasing the center of gravity, we gradually shift the weight to the back leg. As a result, the front leg is almost fully stretched when we use it to lift the snowboard's tip. With the help of our arms and a lowered center of gravity, we balance while tilting the body as much as possible over the back foot. We focus on maintaining a balanced stance while keeping our shoulders and arms in line with the snowboard. We return to the basic stance after finishing the tilt. In a more advanced variation of this trick, we jump into the tailpress rather than transferring the weight gently.

Methodology

- 1) Instructror's explanation and demonstration
- 2) Training without snowboard
- 3) Static training with snowboard on a flat surface
- 4) Training on a gentle slope in a fall line

Most frequent mistakes

- ! Not shifting enough weight towards the back foot
- ! Too fast or too slow weight shift resulting to a fall
- ! Lack of stability, shoulders rotation
- ! Not being able to ride the flat base

Additional exercises

- 1) Alternating riding flat and pressing the tail
- 2) Tailgrab
- 3) Tripod shifting the body weight even over the back foot and touching the snow behind the board with one hand or both hands

2.3 Nosepress

We ride simply on the nose of a snowboard with a flat base to achieve this basic snowboard trick.

- **Goal** Improvement of dynamic balance and flat base riding control, experiencing the flexibility of the snowboard.
- Terrain Easy and flat run.
- Entry skills Student must be able to straight run and play well with fore-and-aft balance.
- **Safety** There is a risk of falling over the nose.

Description of a nosepress

Nosepress is a more difficult trick to do than tailpress, and it can be tough even for more experienced riders. We begin the trick by riding down the fall line in the basic stance. We gradually shift the weight to the front leg by bending it into a squat and lowering the center of gravity. So the back leg is almost fully extended, and we use it to lift the front foot into the air. We balance (with the help of a lower center of gravity and arms) by tilting the body as much above the nose of the snowboard as possible. We aim to find a balanced position while keeping our shoulders in line with the board. We return to the basic stance after finishing the tilt. In a more advanced variation of this trick, we jump into the nosepress rather than transferring the weight gently.

Methodology

- 1) Instructror's explanation and demonstration
- 2) Training without snowboard
- 3) Static training with snowboard on a flat surface
- 4) Training on a gentle slope in a fall line

TIP: You can think of nose-pressing and tail-pressing as practice for extreme situations. This strategy can be applied to multi-element teaching in general. Testing how far I can go with a certain movement is beneficial for having a feel for how to work with those movements.

Most frequent mistakes

- ! Not shifting enough weight towards the front foot
- ! Too fast or too slow weight shift resulting to a fall
- ! Lack of stability, shoulders rotation
- ! Not being able to ride the flat base

Additional exercises

- 1) Alternating riding flat and pressing the nose
- 2) Nosegrab

SKILL: Dynamic balance

When we ride in the nose or tailpress, we use the flex of the board and look for balance in these extreme positions. We move our bodies forward and backward while performing these tricks. Practicing these tricks can be quite beneficial when coping with challenging situations caused by difficult terrain or riding errors.



2.4 Tailpress slide

A tailpress slide combines two tricks: a slow 180 spin and a tailpress.

- **Goal** Using previously learned tricks to do a new, more challenging move.
- **Terrain** Easy and flat run.
- Entry skills Student must be able to tailpress and do a flat 180 spin as well as have basic switch riding skills.
- **Safety** It is quite a safe trick when performed on a safe terrain.

Description of a tailpress slide

We begin by riding in a tail press. We begin the slide by adding rotation and loading the edge. Rotation can be initiated in a variety of ways (head, shoulder, hip, knee, ankle), but we usually aim to manage its dosage with the ankle. The way we deal with rotation will have a big impact on the trick's style. It is critical to synchronize rotation and work with edging (ankle work). We leave in the basic riding stance, in the switch position. We can try larger rotations once we've mastered the 180° trick.

How to teach a tailpress slide

We must be aware that we can rotate 180° to different sides. We're talking about the FS rotation and the BS rotation. Starting with FS rotation, where the rider sees the direction of travel during the trick, makes teaching this element easier. After we've mastered this technique, we can try the BS rotation or the trick starting in the switch position.

Methodology

- 1) Instructror's explanation and demonstration
- 2) Training without snowboard
- 3) Static training with snowboard on a flat surface
- 4) Training on a gentle slope, practising FS and BS versions of this trick

Most frequent mistakes

- ! Counter rotation
- ! Lack of rotational movement
- ! Not being able to use the uphill edge leading to catching the edge and fall

Additional exercises

- Rotating the board only 90 degrees and then returning to the starting position
- Performing the trick switch
- Adding more rotation (360, 540, 720 degrees etc.)

2.5 Nosepress slide

This trick is quite similar to the tailpress slide, however it is more difficult for most people.

- **Goal** Using previously learned tricks to do a new, more challenging move.
- Terrain Easy and flat run.
- Entry skills Student must be able to nosepress and do a flat 180 spin as well as have basic switch riding skills.
- **Safety** It is quite a safe trick when performed on a safe terrain.

Description of a nosepress slide

We begin by riding in a nose press. We begin the slide by adding rotation and loading the edge. Rotation can be initiated in a variety of ways (head, shoulder, hip, knee, ankle), but we usually aim to manage its dosage with the ankle. The way we deal with rotation will have a big impact on the trick's style. It is critical to synchronize rotation and work with edging (ankle work). We leave in the basic riding stance, in the switch position. We can try larger rotations once we've mastered the 180° trick.

Methodology

- 1) Instructror's explanation and demonstration
- 2) Training without snowboard
- 3) Static training with snowboard on a flat surface
- 4) Training on a gentle slope, practising FS and BS versions of this trick

Most frequent mistakes

- ! Counter rotation
- ! Lack of rotational movement
- ! Not being able to use the uphill edge leading to catching the edge and fall

Additional exercises

- Rotating the board only 90 degrees and then returning to the starting position
- Performing the trick switch
- Adding more rotation (360, 540, 720 degrees etc.)

SKILL: Rotation and steering

The trick effect is significant in freestyle. The rotation work helps greatly to the overall impression of the trick. The rider can either use the rotation for the trick smoothly with the entire body or phase it in individual sections of the body during the execution. For example, while rotating 90 degrees and returning to the normal position, we see the first practical application of counter-rotation. We can see here that rotation may be used in a variety of ways in snowboarding. The strategy of teaching initiation from above and eventually progressing to teaching initiation of rotation from the lower part of the body develops a broad skill base for the rider's continued development.

2.6 Ollie

A signature trick in freestyle snowboarding is the ollie. Whether on the hill, a jump, or a rail, the rider enters the air with the help of an ollie. Therefore, thorough mastery of this element is highly required. The ollie was adapted from skating, but because the feet are fixed in snowboard bindings, the bounce technique is significantly simplified. Here, we make use of the snowboard's flexibility as well as its strength in the rebound.

- **Goal** Learning a new trick, better understanding of the snowboard flex.
- Terrain Easy and flat run.
- Entry skills Student must be able to straight run and play well with fore-and-aft balance.
- **Safety** It is quite a safe trick when performed on a safe terrain.

Description of an ollie

Our board is flat as we stand in the basic stance. Our shoulders are in line with the snowboard, and our arms are held loosely and slightly away from the body. By squatting, we lower our center of gravity and get ready for the rebound. Then, we use the flex of the snowboard to bounce off the back foot after lifting the snowboard's tip into the air with the front foot. The rear leg serves as the point of rebound, but in order to execute the move effectively, the entire bent body, including the hands, must be dynamically engaged.

How to teach an ollie

First, we practice on a flat surface. The terrain's difficulty is steadily increased. We ollie over little barriers such as small pieces of snow or bumps. The intention is for students to gradually start overcoming challenges in this way.

Methodology

- 1) Instructror's explanation and demonstration
- 2) Training without snowboard
- 3) Static training with snowboard on a flat surface
- 4) Training on a gentle slope
- 5) Jumping over small obstacles

TIP: We can use something like a glove or a snowball as an obstacle to practice the ollie. While paying close attention to the proper ollie execution, we gradually raise the level of difficulty of the jumps.

Most frequent mistakes

! Popping off the both feet at the same time.

- ! Not shifting enough weight towards the back foot in the air and landing on the tail.
- ! Shifting too much weight towards the front foot in the air and landing on the nose.
- ! Extended legs not lowering enough before the take off.
- ! Popping off the board's edge.
- ! Landing on the board's edge.
- ! Rotation.

Additional exercises

- Linking more ollies in a row.
- Ollie to a press.
- Bringing the ollie to a jump in a terrain park.

2.7 Nollie

- **Goal** Learning another type of taking off.
- **Terrain** Easy and flat run.
- Entry skills Student must be able to straight run and play well with fore-and-aft balance.
- Safety Take care not to get your board's nose stuck in the snow while taking off.

Description of a nollie

The noseollie, also known as the nollie, is an ollie executed from the nose of a snowboard. When riding in a fall line, we take the basic stance. Our arms are relaxed slightly away from our bodies, and our shoulders are parallel to the edges of the snowboard. We lower the center of gravity by squatting and then we shift weight to the back leg slightly. We're still on the base of the snowboard, not edging. First, we dynamically transfer weight to the front foot while simultaneously pulling the rear foot of the snowboard into the air, and then we bounce off the front foot using the snowboard's flex. These are swing-like movements that are supported by arm swings and knee extensions. We bring in the legs to the body after the bounce, putting the weight back to the middle of the snowboard. This will bring the snowboard parallel with the slope. We stretch our legs slightly before landing and land on both at the same time. After the impact, we bend them again till we squat, reducing the impact. Knee flexion is affected by the height from which we fall. The height of the trick is determined by the bounce dynamics. We finish the trick by returning to the basic stance.

How to teach a nollie

We use the same method we used to teach the ollie. Nollie, on the other hand, is a bit more challenging for most individuals.

Methodology

- 1) Instructror's explanation and demonstration
- 2) Training without snowboard
- 3) Static training with snowboard on a flat surface
- 4) Training on a gentle slope
- 5) Jumping over small obstacles

Most frequent mistakes

- ! Popping off the both feet at the same time.
- ! Not shifting enough weight towards the front foot in the air and landing on the nose.
- ! Shifting too much weight towards the back foot in the air and landing on the tail.
- ! Extended legs not lowering enough before the take off.
- ! Popping off the board's edge.
- ! Landing on the board's edge.
- ! Rotation.

Additional exercises

- Linking more nollies in a row.
- Nollie to a press.
- Bringing the nollie to a jump in a terrain park.

SKILL: Dynamic balance

Ollie and Nollie combine front-back balance with vertical upward movement. Both of these abilities are already familiar to us. A jump or bounce is essentially a vertical upward movement that has been executed to the utmost. Training these two components is crucial for riding on unlevel terrain (bumps, freeride), in addition to using them in freestyle.

2.8 FS noseroll 180

It's a trick similar to the nosepress slide, but it's much more dynamic in execution.

- **Goal** Using previously learned tricks to do a new, more challenging move with a rotation partly in the air.
- **Terrain** Easy and flat run.
- Entry skills Student must be able do all above mentioned tricks.
- **Safety** We can expect some falls due to the dynamics of the trick.

Description of a FS noseroll 180

We begin by riding across the slope in a position on the BS edge. We dynamically transfer weight to the front leg while performing a rapid FS rotation. We lighten up and turn 180° by shifting the weight to the nose. The tip of the snowboard rotates in the air or remains slightly in contact with the snow the entire time. The movements of the head, shoulders, and arms create rotation. We finnish the trick by riding across the slope along the FS edge in the switch position.

Methodology

- 1) Instructror's explanation and demonstration.
- 2) Training without snowboard.
- 3) Static training with snowboard on a flat surface.
- 4) Training on a gentle slope, practising the trick across the hill.
- 5) Training on a gentle slope, practising the trick across the hill in a switch position.
- 6) Performing the trick in a fall line.

Most frequent mistakes

- ! Lack of upper body rotation.
- ! Not moving enough weight to the front foot, resulting in a fall after catching an edge.
- ! Excessive upper body rotation, resulting in overrotation of the trick.
- ! Upper body counter rotation makes the trick more difficult to perform.

Additional exercises

- BS noseroll, switch noseroll.
- Noseroll 360 the rotational movement is even more dynamic.

TIP: If we teach any trick that relies on the board's flexibility, we should take another look at our clients' snowboards. Large and hard boards are not appropriate.

2.9 FS ollie – FS 180

A basic spinning move based on the ollie is the frontside ollie. It's a rotation in which we can see the landing place the entire time. We spin in the direction of rotation around the vertical axis, so regular turns left and goofy turns right. If we perform the element on the slopes, we have three options for taking off. Takeoffs from the BS edge, the snowboard base, and the FS edge.

- **Goal** Learning a new trick with a rotation in the air, as well as understanding the timing of take off and rotation.
- Terrain Easy and flat run.
- Entry skills Student must be able do an ollie, basic flat rotation tricks, riding switch.
- Safety We can expect some falls due to the dynamics of the trick.

Description of a FS 180

- a) FS 180 off the BS edge We start with riding across the slope. We lower our center of gravity and ollie off the back edge. We help ourselves by swinging our arms up and in the rotational direction. We draw the legs toward the body after the bounce. We get our weight above the center of the snowboard in the middle of the trick. We are continually looking in the rotational direction. We land on both of our legs, which are bent. We finish the trick in the switch position in the basic stance.
- b) FS 180 off the snowboard's base This strategy will be used primarily while jumping from an obstacle. We go down the slope in the basic stance, with our weight evenly distributed across the base of the snowboard. Following that, we repeat the movements from the first approach.
- c) **FS 180 off the FS edge** It is better to start riding across the slope on the front edge. We lower our center of gravity in order to complete an ollie from the front edge. Then we repeat the movements from the first approach.

How to teach a FS 180

From the initial tries, when we start by riding across the slope on the edge, we progressively shift to a straight run into the fall line, increasing the range of the trick and the approach speed. It can be beneficial to practice this fundamental rotation while doing a BS turn on the heals. When the snowboard is on the edge, we can leverage the momentum of the turn to help us bring energy into the rotation.

Methodology

- 1) Instructor's explanation and demonstration.
- 2) Training without snowboard.
- 3) Static training with snowboard on a flat surface.
- 4) Training the trick while riding across the slope.
- 5) FS 180 in the fall line.

Most frequent mistakes

- ! Lack of rebound before initiating the rotation.
- ! Lack of rotation.
- ! Overrotating the trick due to too strong rotational movements (but not enough for FS 360).
- ! Revert inability to finish the rotation on the other edge in the switch stance.

Additional exercises

- FS 180 over a bump, an obstacle or a jump's knuckle.
- Switch FS 180.

SKILL: Timing

For the first time, we learn how to mix a clean jump into the air with a spin. There is just one rule to follow. We want to build adequate height when jumping for all air tricks. The spin is released a split second after the jump.

2.10 BS ollie – BS 180

The BS ollie is the second basic spin trick built on the ollie. It is a rotation in which we don't see the landing location after takeoff. We spin in the direction of rotation around the vertical axis, therefore regular spins right and goofy spins left. We have two options for taking off. It is preferable for the rider to try both kinds during slope training. The rider will use jumping off the front edge in all backside rotations, and jumping off the snowboard's base will be useful for this trick executed at the end of the rail. Jumping off the backside edge to begin the BS 180 is a difficult maneuver.

- **Goal** Learning a new trick with a rotation in the air, as well as understanding the timing of take off and rotation.
- Terrain Easy and flat run.
- Entry skills Student must be able do an ollie, basic flat rotation tricks, riding switch.
- Safety We can expect some falls due to the dynamics of the trick.

Description of a BS 180

We start with riding across the slope on the FS edge. We lower our center of gravity and ollie off the FS edge. We help ourselves by swinging our arms up and in the rotational direction. We draw the legs toward the body after the bounce. We get our weight above the center of the snowboard in the middle of the trick. We are continually looking in the rotational direction. We land on both of our legs, which are bent. After the landing, the head and look are oriented to the location where the trick began. We only gaze in the direction of travel when the board makes firm contact with the snow (revert elimination). We finish the trick in the switch position in the basic stance.

How to teach a BS 180

From the initial tries, when we start by riding across the slope on the edge, we progressively shift to a straight run into the fall line, increasing the range of the trick and the approach speed. It can be beneficial to practice this fundamental rotation while doing a FS turn on the toes. When the snowboard is on the edge, we can leverage the momentum of the turn to help us bring energy into the rotation.

Methodology

- 1) Instructor's explanation and demonstration.
- 2) Training without snowboard.
- 3) Static training with snowboard on a flat surface.
- 4) Training the trick while riding across the slope.
- 5) BS 180 in the fall line.

Most frequent mistakes

- ! Lack of rebound before initiating the rotation.
- ! Lack of rotation.
- ! Overrotating the trick due to too strong rotational movements (but not enough for FS 360).
- ! Revert inability to finish the rotation on the other edge in the switch stance.

Additional exercises

- FS 180 over a bump, an obstacle or a jump's knuckle.
- Switch FS 180.

3. Summary of teaching basic skills in methodology for beginners and intermediate students.

Individual skills occur from the start of the lesson and overlap in various ways. Our goal is to gradually develop the skills, focusing on correct execution in simpler situations before progressively increasing the level of difficulty. The student's understanding of how to work with a specific skill and apply it to different situations is also vital.

TIP: In general, it is preferable to provide students with a wide foundation and overview of individual skills at the fundamental level rather than focusing on a specific move or skill. It is good to create a training program for advanced riders or even professional snowboarders on a broad skill platform without them learning negative habits.

3.1 Dynamic balance

From the first slide on a snowboard, we deal with dynamic balance. The initial goal was for students to learn about the need for a solid, balanced, and relaxed basic stance (or basic riding stance). The next step was to use fore-aft balance (a falling leaf and then a basic skidded turn), which is a crucial ability that should not be overlooked. A vertical movement was introduced during the up-unweighted skidded turn, which can make the ride easier and whose value will rise as the terrain becomes more difficult and the speed grows.

Our main goal is for the student to understand the importance of a good riding position (being able to keep a stable position while riding) and to have a basic understanding of how to employ front-back balance and vertical movement effectively.

3.2 Rotation and steering

The strategy to teaching how to turn can differ amongst associations. The purpose of this methodology is to comprehend the larger context while teaching advanced snowboarding. The boot and binding transfer the rotation to the snowboard. In advanced snowboarding, rotation is initiated from many regions of the body (head, shoulders, hips, knees, and ankles). As a result, it is best not to focus too much on one technique during instruction, but rather to work on multiple methods of commencing rotation and gradually, based on the training of more hard aspects, explain to students the usage of individual movements.

3.3 Timing

Because of the slower speeds and less difficult features in introductory lessons, timing takes a back seat. In the basic turn, we regulate the timing of the edge change and the start of the rotation, with the goal of starting the rotation just after the edge change, thanks to the correct start of the turn using front-back moves rather than rotation. In addition, we deal with the timing of the vertical upward movement, in which we attempt to change the edge at the moment of reaching the highest point.

The major goal is for the student to understand that individual elements may be broken down into a series of motions that are then combined. In the future, this awareness can help in the proper timing and coordination of actions for more complicated elements.

3.4 Edging and pressure control

From the very start, the student gets familiar with the edge function. We start with simple things in the early phases of teaching. When sliding down the fall line, we discover that a larger edge angle causes the board to slow down. Another important moment is riding across the slope, where the student begins to learn how to use the snowboard's cut (radius). The important moment occurs during the basic skidded turn, when we start to solve the edge change and the so-called pedal action at the beginning of the turn.

The next step is to include vertical movement, which will allow us to set a bigger edge angle in the turn's exit (although this has only been briefly covered thus far; for now, we focus on the precise timing of vertical movement without losing dynamic balance).

The final crucial moment was the basic carving turn, from which the student should primarily take away the following three relationships: more speed = more lean = higher edge angle.

To summarize, this methodology gives thorough guidance for educating beginning and intermediate students. However, if we want to be outstanding instructors, we must understand not only this part but also the methods for advanced learners. Knowing where everything goes and what is important at a higher level will help us grasp the links in the teaching of the specific snowboarding skills covered in this manual.