



Snowboard Skills & Drills

For all the thrills without the spills

Name: _____

Memories and learning inspired through encouragement, accomplishment and friendship



December 2012

HOW TO USE THIS GUIDE

LEVEL 1 I am just learning to snowboard

GOAL: To have good directional control while side-slipping and traversing on both edges

I am able to put on, take off and carry my own snowboard

- Clears snow from boots and bindings ⇒ Board and equipment familiarization game
- Keeps hold of board/ places upside down to prevent running away ⇒ Demonstrate putting board upside down and why
- Knows how their bindings work (and restraining device if applicable) ⇒ "Sponsor shot" (base uphill)

I know how to place my snowboard safely on the ground

- Keeps hold of board/ places upside down to prevent running away ⇒ Explain how a board runs away (like a skateboard on a hill)
- Knows not to use a snowboard as a toboggan and why

Refer to the level title for a review of the students' current abilities

The goal describes the purpose for the level

Lesson outcomes are underlined

Points denote desired skills

Arrows denote effective drills

Please feel free to elaborate on these drills or even invent your own and share them with your fellow instructors. Creativity will help bring variety and enjoyment to your lessons for both your students and yourself.

LEVEL 1

I am just learning to snowboard

GOAL: To have good directional control while side-slipping and traversing on both edges

I am able to put on, take off and carry my own snowboard

- Clears snow from boots and bindings ⇒ Board and equipment familiarization game
- Keeps hold of board/places upside down to prevent running away ⇒ Demonstrate putting board upside down and why ⇒ "Sponsor shot" (base uphill)
- Knows how their bindings work (and restraining device if applicable)

I know how to place my snowboard safely on the ground

- Keeps hold of board/places upside down to prevent running away ⇒ Explain how a board runs away (like a skateboard on a hill)
- Knows not to use a snowboard as a toboggan and why

I can do a straight run on a gentle slope

- Can skate on flat terrain and climb up a gentle slope ⇒ Demonstrate skating, climbing, descending, straight running
- Standing BBP, hands over tip and tail, eyes forward ⇒ Explore different body positions
- No faster than walking speed – comes to a natural stop ⇒ "Simon says", "follow the leader"

I am able to side slip and stop on my toe and heel side

- Flex and extend ankles to adjust edge (lift or press toes) ⇒ Introduce with "Crab walk" ⇒ "Red light/Green light" ⇒ "Slow race"
- Knows how flip over to new edge while on the ground ⇒ Use of hula hoop for assistance
- Can side slip with good BBP, even weight both feet (board does not spin but stays perpendicular to hill)

- Can side slip on both edges without falling

I can stand up with minimal assistance

- Knows how to flip over to new edge while on the ground ⇒ Demonstrate flip over to new edge while on the ground
- Can stand up but may need help with initial balance ⇒ Demonstrate how to stand up on both edges

I can do pendulum side slip on my toe and heel side

- Returns to a controlled side-slip before changing direction ⇒ Demonstrate with emphasis on returning to a BBP with even weight distribution and controlled side slip
- Adjusts weight over nose of board to pendulum and back to center to side slip ⇒ "Bend knees, point for the trees"
- Adjusts front shoulder/hip to direction of travel for pendulum and back to perpendicular to the hill for side slip ⇒ Use front arm to point in direction of travel ⇒ Obstacle course
- Needs no assistance on both edges

I can traverse across the hill and slide to a stop

- Adjusts amount of edge to traverse the beginner slope ⇒ Emphasis looking uphill when traversing
- Has good BBP, quiet hands, and even weight distribution to stop ⇒ Get them to come to you and stop safely
- Knows to look uphill for safety

I can stay balanced and show good body position while riding

- BBP, quiet hands, even weight, eyes looking in direction of travel ⇒ Holding snowballs on palms over tip and tail without dropping while riding
- Uses edge control to stop board, no counter rotation

I AM READY FOR LEVEL 2

LEVEL 2

I am ready to learn how to turn

GOAL: To link turns on green terrain

I am able to do single toe and heel side turns on gentle slopes

- Isolated turns on the flattest part of the beginner slope (long turns) ⇒ Assisted walk through turns – holding both hands, then only back hand
- Uses upper body and COM rotation to turn (board follows) ⇒ Hula hoop assistance ⇒ “Bus driver” ⇒ “Press button” under front foot
- Adjusts weight on front foot to turn board into fall line, then back to center across fall line
- Lets board go flat in fall line before changing edges

I am responsible for my own equipment

- Can put board away safely ⇒ Board and equipment
- Can identify their own equipment ⇒ familiarization game

I am able to stand up by myself

- Always turns the board across the fall line ⇒ Demonstrate flip over to new edge while on the ground
- Can get up with both feet strapped in ⇒ Demonstrate how to stand up on both edges

I can control my speed throughout the turn

- Fully finishes turn – brings board back across the fall line on new edge ⇒ Encourage side slipping and stopping between each turn (“Bend knees and point for the trees”)
- Knows to turn across or up the hill to reduce speed ⇒ “Bus Driver”
- Doesn't spend too long in the fall line – continues upper body rotation through the turn

I can link turns showing good stance and balance with minimal counter rotation of my upper body

- No side slipping between turns ⇒ Traverse between turns ⇒ “Counting (number of seconds between turns)”
- 5 linked turns without stopping or falling ⇒ “Hop between turns” on toe edge
- Looks uphill before starting and checks blind spot

I am able to stay balanced while going over small bumps or rolls

- Knees bent, BBP, eyes forward (not looking at feet) ⇒ Use very small bumps or rolls – gentle terrain
- Absorption of terrain – no air ⇒ Check forward lean on bindings/feet angle positions if bending knees seems difficult

I can link turns on green runs showing good control

- Comfortable linking turns down mod-difficult groomed green terrain ⇒ Speed = size, shape, slope ⇒ “Tornado turns” ⇒ “Counting”
- Turning by upper body and COM rotation with board following
- Controls speed by adjusting turn shape
- Toe side and heel side turns should be the same shape and size

I know to look up the hill before starting to ride

I can ride safely with my group

- Stops beside group, then slowly traverses in
- Leaves space between riders
- Checks blind spot

I AM READY FOR LEVEL 3

LEVEL 3 I am able to link turns down green runs

GOAL: Able to vary turn shape and adapt to uneven terrain

I am equally confident turning on heel side and toe side

- Same turn shape through both turns ⇒ "Counting"
⇒ "Tornado turns"
- Speed is controlled through both turns ⇒ "Garlands" – gain confidence in turn initiation
- Same timing for initiation and edge change through both turns
- BBP, eyes forward, body aligned over board, hands tip and tail

I can vary my turn shape to control speed

- Can do a mixed radius run – 3 medium, 3 long, 3 short ⇒ Speed = size, shape, slope ⇒ "Counting"
- Adjusts to the pitch of the slope to have consistent speed ⇒ "Tornado turns"

I can ride up a side bank and turn back down it

- As prep for spines and half pipe, identifying safe terrain features ⇒ Introduce flexion and extension – extend on way up, turn and change edges, flex on way down run ⇒ Emphasis on slope safety, checking blind spot,
- Checks for uphill traffic on run
- Shoulders match bank angle checking for others
- Front shoulder leads rotation at top of bank ⇒ Start with very gentle
- Changes edges at top of bank ⇒ inclines and banks

I am learning to control pressure while riding over uneven terrain

- Uses independent leg action and lower body to absorb bumps on toe edge and heel edge (relaxed, bent knees, working separately) ⇒ Traverse bumpy runs on heel edge and toe edge ⇒ "Tall as a house, small as a mouse" – Up, turn, down
- Controls pressure during

turns, with extension to initiate the turn and flexion between the turns

I can get a small amount of air off a small jump/bump

- Check and call drop in ⇒ Review safety procedures for terrain features and parks
- Good alignment during approach – hands over tip and tail ⇒ Start with very small bumps/jumps
- Knees bent, with even pop or coast at lip ⇒ Emphasis on slope safety, checking blind spot, checking for others
- Absorption on landing ⇒ Hops and pops whilst riding between turns
- Riding out straight before turning ⇒ Ensure good class control to keep the group safe
- Stopping out of the landing in a safe spot

I am starting to use my lower body to help turn my board without counter rotating my upper body

- Steering with knees ⇒ Static "twist the disks"
- Smaller radius turns, faster turns (less time in fall line) ⇒ "Mason Jar" (gigantic peanut butter jar!)
- Less upper body movement to initiate turns ⇒ "Headlights on knees" ⇒ "Feed the gnomes"
- Upper body in alignment with board ⇒ "Puppet strings"
- Higher edge change

I can link turns on blue runs

- Comfortable linking turns down mod-difficult groomed blue terrain and un-groomed green terrain ⇒ Steering exercises ⇒ Riding varied terrain ⇒ Flexion and extension exercises
- Initiating turn with upper body and COM rotation, followed by lower body steering
- Extension at turn initiation and edge change, flexion between turns

I know how and where to stop safely

- Knows where to meet at top ⇒ Introduction to Alpine

- of lifts
- Stops at the side of runs or behind fences, in sight of uphill users, not under blind rollers, not under lifts, not in high traffic areas, aware of side hits and merges
- Groups together tightly with the other students when stopped

- Responsibility Code
- ⇒ Give students turns at leading the group
- ⇒ Emphasis every time group stops

I understand how to merge onto runs and who has the right of way

- Looks uphill for other users
- Calls the merge
- Gives way to uphill users

- ⇒ Introduction to Alpine Responsibility Code
- ⇒ Emphasis every time group merges

I AM READY FOR LEVEL 4

LEVEL 4

I am able to link turns on blue runs

GOAL: To ride confidently on blue runs and in a variety of snow conditions and terrain

I can spray snow to the side while I turn (spray the trees)

- High edge change
- Spray to sides (not down hill)
- Flexion earlier in turn (straight after edge change)

- ⇒ Steering exercises – especially for back foot
- ⇒ “Edge change clock face analogy”
- ⇒ Practice one side at a time
- ⇒ Look back at the spray
- ⇒ “Sponsor turns”

I can turn on uneven and ungroomed terrain

- Uses independent leg action and lower body to absorb bumps on toe edge and heel edge (relaxed, bent knees, working separately)
- Uses features to assist in making the turn

- ⇒ Traverse between turns, absorbing bumps with the legs
- ⇒ Traverse between turns, pumping down the bumps with the legs

- Turns on top or sides of bumps, not in the ruts between them

- ⇒ Use bumps like a side bank, rise up to turn on top, flex on way down

I can link turns on black runs

- Comfortable linking turns down mod-difficult groomed black terrain and un-groomed blue terrain
- Initiating turn with upper body and COM rotation, followed by lower body steering
- Extension at turn initiation and edge change, flexion between turns to control pressure and speed
- Shoulders match slope gradient in fall line
- Speed is controlled by finishing the turn completely
- Eyes look in direction of travel, not just down hill

- ⇒ Riding varied terrain
- ⇒ “Tea pot” – to encourage front shoulder initiation
- ⇒ “Press button” under front foot
- ⇒ Flexion and extension exercises
- ⇒ Steering exercises
- ⇒ “Show off t-shirt” – look back uphill on toe edge to complete turn

I can traverse through moguls on both edges

- Uses passive and active separate leg action to absorb or pump through moguls on both edges

- ⇒ Traverse between turns, absorbing bumps with the legs
- ⇒ Traverse between turns, pumping down the bumps with the legs

I can do rail to rail (edge to edge) turns on a cat track

- Awareness of other riders and skiers
- Pencil tracks in snow – no sliding turns
- Back foot follows front foot
- Controls speed with a larger slid turn or speed check (counter rotation)

- ⇒ “Pour water from boots”
- ⇒ Ride sidecut
- ⇒ “Pedaling” – back foot follows after front
- ⇒ Look back at tracks
- ⇒ Will need speed to keep balance, but introduce on flatter terrain

I am able to ride switch on green runs

- Comfortable linking turns down groomed green terrain ⇒ Introduce like beginner turns ⇒ Practice isolated before linked
- Turning by upper body and COM rotation with board following ⇒ "Sliding 360s on snow"/"spinning tops"
- Controls speed by adjusting turn shape
- Toe side and heel side turns should be the same shape

I am able to ollie and nollie while riding

- Ollie and nollie in the fall line ⇒ Practice on flat
- Ollie and nollie across fall line on toe and heel edges ⇒ Stop, go straight in fall line, Ollie/nollie
- Ollie and nollie at lip of small bumps/jumps to get more air ⇒ Ollie/nollie over lines/ snowballs

I approach small terrain park features with appropriate speed and good body position

- Check and call drop in ⇒ Review safety procedures
- Follow direction from feature spotter for terrain features and parks
- Good alignment during approach – hands over tip and tail ⇒ May use "Least Difficult" terrain park or similar size features (small jumps, spines, banked corners and tables)
- Knees bent, with even coast, pop or ollie at lip ⇒ Emphasis on slope safety, checking blind spot, checking for others
- Absorption on landing in transition ⇒ Ensure good class control to keep the group safe
- Riding out straight before turning ⇒ Good technique = safe technique
- Stopping out of the landing in a safe spot ⇒ Inspect the features first ⇒ How to identify safe features if they are not in the park ⇒ Demonstrate for speed/

watch other riders for speed
⇒ Identify a place to drop in for correct speed and mark for next run

I can safely pick my own line down blue runs and choose a safe place to stop

- Checks for traffic uphill before starting ⇒ Give students turns at leading the group and choosing a place to stop
- Checks blind spot regularly ⇒ Hit run – looking for the side hits
- Checks uphill before traversing slope ⇒ Riding varied terrain
- Is in control at all times ⇒ "Follow the leader"
- Stops in safe place, visible from uphill

I AM READY FOR LEVEL 5

LEVEL 5

I am able to turn down black runs

GOAL: Improve pressure control, timing & coordination on varied terrain and conditions

I can carve long radius turns on green runs

- Awareness of other riders and skiers, checking uphill ⇒ "Side cut turns"
- Pencil tracks in snow – no sliding turns ⇒ "Euro-carves"
- Edge change clock face analogy ⇒ "Edge change clock face analogy"
- Back foot follows front foot ⇒ "Pedaling" – especially for back foot pressure and steering to hold edge
- Controls speed by turning uphill ⇒ Slow but consistent flexion after edge change to hold edge
- Very high edge change
- Enough speed to stay balanced edge

I can turn confidently on all black runs in powder and cut up snow

- Adjusts fore/aft balance and pressure as necessary for powder riding/varied ⇒ Riding fore/aft exercises ⇒ Ollies/nollies ⇒ Give students turns at

- terrain choosing a line and leading the group
- Adjusts turn shape as necessary for powder riding/ varied terrain ⇒ "Follow the leader"
- Adjusts speed as necessary for powder riding/varied terrain
- Can choose a suitable line by looking ahead – doesn't get stuck

I can choose my own line down moguls

- Turns on the top or sides of moguls, not around them ⇒ Practice traversing 3-4 moguls between turns, then reduce
- Uses moguls like small park features ⇒ "Follow the leader"
- Keeps a consistent speed

I can ride switch on groomed blue runs

- Comfortable linking turns down groomed blue terrain ⇒ Steering exercises
- Initiate with upper body and COM rotation, followed by lower body steering ⇒ Flexion and extension exercises
- Controls speed and pressure with flexion and extension
- Toe side and heel side turns should be the same shape ⇒ Speed = size, shape, slope ⇒ "Tornado turns", "Counting"

I can turn through gladed tree runs

- Stays in sight of buddy/group/instructor ⇒ Review safety procedures when riding in the tree runs – have a buddy system
- Picks own line according to ability and terrain ⇒ Ensure good class control is maintained
- Looks at the spaces, not the trees ⇒ Start with turning one tree in, then back onto open run
- Minimal counter rotation – using steering instead to assist with tighter turns ⇒ Steering exercises
- Can adjust fore/aft balance and pressure control, turn shape, and speed as necessary ⇒ Riding varied terrain

I can ride down a narrow corridor

- Quick short radius turns with consistent speed – no stopping, no speeding up ⇒ Slalom race course ⇒ Steering exercises
- No counter rotation ⇒ Visualizing narrow corridor ⇒ "Tornado turns"
- Strong steering and initiation with COM

I can 50-50 small rails

- Check and call drop in ⇒ Review safety procedures for terrain features and parks
- Follow direction from feature spotter
- Good alignment during approach – hands over tip and tail ⇒ May use "Least Difficult" terrain park or similar size features
- Knees bent, eyes ahead of box/rail ⇒ Emphasis on slope safety, checking blind spot, checking for others
- Absorption on landing in transition ⇒ Ensure good class control to keep the group safe
- Riding out straight before turning ⇒ Good technique = safe technique
- Stopping out of the landing in a safe spot ⇒ Inspect the features first ⇒ Demonstrate for speed/ watch other riders for speed ⇒ Identify a place to drop in for correct speed and mark for next run

I am able to straight air a small jump landing safely in the transition

- Check and call drop in ⇒ See above procedures for "50-50 small rails"
- Follow direction from feature spotter
- Good alignment during approach – hands over tip and tail
- Knees bent, with even coast, pop or ollie at lip
- Absorption on landing in transition

- Riding out straight before turning
- Stopping out of the landing in a safe spot

I can do 180s across the fall line

- Changes edges ⇒ "Line, Wind and Pop" – use a turn onto an edge as the 'line' (turning to heels leads to a frontside, turning to toes leads to backside), 'wind' in opposite direction to 180, 'pop' evenly off both feet, release wind to 180 onto other edge
 - Pops and lands evenly tip and tail
 - Frontside, Cab, Switch Frontside, Switch Cab
 - Uses rotation, not counter rotation
- ⇒ Ollies and Nollies
⇒ Butters
⇒ "Sliding 360s on snow"/"Spinning tops"

I know how to set up and adjust my bindings on my board

I can identify terrain hazards and inspect them from a safe location

- Checks blind spot and uphill ⇒ Introduction to Alpine Responsibility Code
- Stops in safe spots, visible from above ⇒ Give students opportunities to lead the group/decide where to go next
- Rides at a speed suitable for the terrain and other traffic
- Understands and obeys mountain signage
- Can ride safely through the terrain park with awareness of approaches and landings
- Understands hazards related to merges and popular hit runs
- Understands how the conditions affect potential hazards, i.e. ice/powder

I AM READY FOR LEVEL 6

LEVEL 6 I have good board performance and strong skills in all conditions and terrain

GOAL: Continue to refine all skills in varied snow conditions, speed and terrain

I can adapt to all types of terrain and snow conditions

- Adjusts stance and balance, ⇒ "Follow the leader" pivot and steering, edging, ⇒ Riding varied terrain – pressure control and timing powder, ice, moguls etc. and co-ordination as neces- ⇒ Play with different types of sary turns – carved, slid etc.
- Changes turn shape and type as necessary
- Adjusts speed as necessary

I can carve long and short turns on blue terrain

- Linking carved turns on easy groomed blue terrain ⇒ Review Alpine Responsibility Code
- Pencil line in snow ⇒ "Side cut turns" on different terrain
- Watches for and respects other learners in these areas ⇒ "Euro Carves"
- Obeys all slow zones and signage
- Able to affect turn shape while carving

I am able to keep a consistent rhythm in short radius turns

- Quick short radius turns with consistent speed – no stopping, no speeding up ⇒ "Counting" ⇒ "Tomado turns" ⇒ Narrow corridor exercises
- No counter rotation
- Strong steering and initiation with COM
- Turns are consistent in size and shape

I can choose a safe line through an advanced gladed run

- Stays in sight of buddy/ group/instructor ⇒ Review safety procedures when riding in the tree runs – have a buddy system
- Picks own line according to ability and terrain ⇒ Ensure good class control is maintained

- Looks at the spaces, not the trees ⇒ Steering exercises ⇒ Riding varied terrain
- Minimal counter rotation – using steering to assist with tighter turns ⇒ Give students turns in leading the class
- Adjusts fore/aft balance and pressure control, turn shape, and speed as necessary

I can do jump turns on steep terrain

- As a means to turn instead of dipping the front shoulder down the hill to turn ⇒ Popping and ollies ⇒ Gradual progression to steeper terrain
- Popping enough to prevent catching the tail of the board
- Using ollies as necessary
- Landing evenly with both feet to stay balanced

I can change edges before the fall line and make round turns

- More carved than slid turns ⇒ “Edge change clock face analogy”
- High edge change ⇒ Steering and pressure exercises, especially for
- Speed is enough to stay balanced ⇒ Steering and pressure exercises, especially for
- Back foot is following front foot (consistent pressure across board) ⇒ “Sponsor turns”

I can choose an aggressive line through moguls

- Keeps a consistent speed ⇒ “Counting” to keep a rhythm
- Uses independent leg action to pressure the board and get board performance
- Quiet upper body and arms

I can do a fall line 180s off of a small jump

- Check and call drop in ⇒ Review safety procedures
- Follow direction from feature spotter for terrain features and parks
- Chooses suitable line in for type of 180 ⇒ May use “Least Difficult” terrain park or similar size

- Changes edge for landing features
- Pops and lands evenly tip and tail ⇒ Emphasis on slope safety, checking blind spot, checking for others
- Frontside, Cab, Switch Frontside, Switch Cab ⇒ Ensure good class control to keep the group safe
- Uses rotation, not counter rotation ⇒ Good technique = safe technique
- Stopping out of the landing in a safe spot ⇒ Inspect the features first ⇒ Demonstrate for speed/ watch other riders for speed ⇒ Straight airs, but approaching on edge and changing edges to land ⇒ 180s on side hits with natural line

I can board slide a small box or rail

- Check and call drop in ⇒ Review safety procedures
- Follow direction from feature spotter for terrain features and parks
- Counter rotation ⇒ May use “Least Difficult” terrain park or similar size features
- Low body position ⇒ Emphasis on slope safety, checking blind spot, checking for others
- No edge angle ⇒ Ensure good class control to keep the group safe
- Full revert to aligned position on landing ⇒ Good technique = safe technique
- Stopping out of the landing in a safe spot ⇒ Inspect the features first ⇒ Demonstrate for speed/ watch other riders for speed ⇒ “Speed checks” with less edge angle on snow ⇒ Board slides on snow ⇒ “Shiffies” on rails/boxes and jumps

FREERIDE SAFETY

- ◇ I know and understand Terrain Park etiquette
- ◇ I know how to jump safely
- ◇ I know why and how to spot a jump
- ◇ I know how to inspect terrain features
- ◇ I know how to use Terrain Park features
- ◇ I know how to ride safely through the Castle runs
- ◇ I know what tree wells are
- ◇ I know how to ride safely through gladed tree runs

BBP – Balanced Body Position: Relaxed, athletic “ready position”, back straight, knees slightly bent, aligned over tip and tail, eyes forward.

BEND KNEES, POINT TO THE TREES – (Body position to aid Side Slipping Control). Position to return to when doing pendulum before changing directions.

BUS DRIVER – (For rotation) Imagine there is a big steering wheel like a hula hoop around your waist. Grip either side of the wheel over tip and tail. To turn the board, firstly turn the wheel 180 degrees in that direction. Board will follow.

CRAB WALK – (Introduction to Side Slipping) Heel Edge: Sitting in snow (facing downhill), board across fall line, push up off hands and walk them down the hill. Control the speed with the heel edge. Toe Edge: Kneeling in snow (facing uphill), board across fall line, push up off hands and walk them down the hill. Control the speed with the toe edge.

EDGE CHANGE CLOCK FACE ANALOGY – (Timing of edge change/ flexion and extension) Imagine turns on a clock face. Beginner turns: Edge change at 3-4 and 9-8. Intermediate turns: Edge change at 2-3 and 9-10. Advanced turns: Edge change at 1-2 and 10-11. Flexion occurs after the edge change.

EURO CARVES – (Carving exercise) See how inclined you can get after the edge change. You will need speed. Make sure this is done with class control and with awareness of other hill users.

FEED THE GNOMES – (Steering exercise) Imagine there are hungry gnomes living on the nose and tail of your board, and you have cookies on your knees. On a heel turn feed the gnome on the nose of your board, on a toe turn feel the gnome on the tail of your board. Feed those hungry gnomes!

GARLANDS – (For turn initiation) On one edge, turn into the fall line, release the edge, and then turn back to the same edge again. Repeat going across the hill.

HEADLIGHTS ON KNEES – (Steering exercise) Imagine you have lights on your knees. Shine them in the direction you want to turn.

HOP BETWEEN TURNS – (To help with balance) Pop off both feet and land evenly when traversing between the turns. Highlight good BBP and balance.

HULA HOOP ASSISTANCE FOR SIDE SLIPPING – Heel Edge: Hula hoop is around student, student holds onto it for support, instructor controls speed by walking behind student holding the hoop. Toe Edge: Hula hoop is between student and instructor, student holds onto it for support, instructor controls speed by walking uphill of student holding the hoop.

HULA HOOP ASSISTANCE FOR ISOLATED BEGINNER TURNS – When on heel edge, hoop should be over the student. When on toe edge, hoop should be in front of the student. As student turns, instructor lifts and rotates hoop over their head and body so student always has uphill support to control their speed and help them balance between turns.

LINE, WIND AND POP – (Introduction to 180s/360s) Line: A heel turn will naturally lend itself to a frontside spin, and a toe turn to a backside spin. Wind: By pre-winding the upper body in the opposite direction to the spin, and then releasing the wind and rotating in the natural direction at the point of popping, there is added rotational momentum to the spin. Pop: Popping off both feet equally so that the board spins on a horizontal plane means you're more likely to land balanced and less likely to catch an edge.

MASON JAR – (Steering exercise) Imagine a huge peanut butter jar between your legs with the lid between your knees. Keeping your knees pressed out, screw on and unscrew the ‘lid’ of the jar in the direction of the turn.

PEDALLING – (To make rounder turns, improve carving) Separate the movement of the feet so the back foot's timing is always behind the front foot's. For a toe turn, press firstly on the front toes, then on the back. For a heel turn, firstly lift the front toes, then the back. Find the rhythm of “down, down, up, up” – it should make the edge change smooth, the turn rounder, and hold a carve better because the back foot is more engaged in pressuring the edge.

PENDULUM – ‘Falling Leaf’ or ‘Zig Zag’

POUR WATER FROM BOOTS – (Beginner carving exercise for rail to rail) Imagine your boots are full of water. Gently pour it out the front of your boots to roll onto the toe edge, or out of the back to roll onto the heel edge.

PRESS BUTTON UNDER FRONT FOOT – (To prevent leaning back) Imagine there is a big button under your front foot that you need to press in order to start a turn.

PUPPET STRINGS – (Steering exercise) Imagine you have strings from your hands attached to your knees. As you make a heel turn, let your front hand go over your heel edge, pulling your front knee forward over your nose and towards the heel edge. As you make a

toe turn, let your front hand go over your toe edge, pulling your knee back towards the toe edge. Back hand and knee follows similar rotational movement.

SHOW OFF T-SHIRT – (For completion of turns and rotation) Imagine you are wearing your sponsor's t-shirt. It has writing on the front and on the back. There are photographers at the top of the hill. When you're on your toe edge, you want to show off the front of your shirt, when you're on your heel edge, you want to show off the back.

SIDE CUT TURNS – (Carving exercise) Start with a straight run in the fall line, then roll onto one edge and ride the side cut across the hill. The board will turn slightly uphill. To hold the edge carve students will need speed and flex gradually to pressure the board, especially through the back foot.

SHIFTIES – (Introduction to board slides) Using counter rotation to turn the board where the upper body moves in the opposite direction to the lower body (like wringing out a cloth).

SLIDING 360s ON SNOW/SPINNING TOPS – (Introduction to Switch and 180/360 rotation) Start with a normal toe turn, then continue the rotation with a switch heel turn. Repeat spinning in same direction. Then change and start with a normal heel turn followed by a switch toe turn. (This way is usually harder for most students)

SPONSOR TURNS – (Timing of edge change) Imagine there are sponsors and photographers at the top and sides of the hill. You want to show off the bottom of your board as much as possible. Change edges as high as you can, and ride the new edge around the turn.

SLOW RACE – (Side Slipping Control) Without stopping, students 'race' to be the slowest at side slipping.

STANDING UP HEEL EDGE – Board across fall line, and close into body. Dig heel edge in. Put hands behind back and push up. Walk hands towards board. Either use one hand to reach diagonally over opposite knee or to grasp toe edge of board. Push off of other hand and stand.

TALL AS A HOUSE, SMALL AS A MOUSE – (Flexion and Extension exercise) Ride 'tall as a house' during the turn, and 'small as a mouse' during the traverse.

TEA POT – (For balance and turn initiation on steeper runs) Imagine you are a tea pot and your front arm/shoulder is the spout. Pour tea out down the hill every time you go to make a turn.

TORNADO TURNS – (For timing) Do 4-6 large turns (count to 4 between the turns), 4-6 medium turns (count to 3), 4-6 small turns (count to 2), 4-6 medium turns and 4-6 large turns.

TWIST THE DISKS – (Introduction to Steering) Unstrap from board, stand in stance on flat snow. Imagine there are turntables underneath the feet and twist them. See how the feet move in the snow. Re-strap on snowboard and stand on flat snow, replicate the movement, and see how board moves in the snow.