SNOW OPERATING

TERRAIN BASED LEARNING™
RESORT EXPERT TRAINER PROGRAM
GUIDE BOOK

SNOWOPERATING.COM

SNOW OPERATING AND YOUR SCHOOL

WE WANT TO BE A PART OF YOUR TEAM

When we come to your resort we are there to help you execute a world-class program. We know that the strengths of your team are already stacked in our favor. We want to become a part of your training and teaching culture helping to influence the resources that you need to be successful. It is our goal to help you capitalize on the successful traditions that your school has built and take every student experience and lesson to the next level.

WE BELIEVE WE ARE ALL A PART OF CHANGING AND GROWING THE INDUSTRY

Moving the needle significantly takes a lot of work and support from everyone on our team and yours. We know how hard instructors work to make a difference with every student. To move the needle in conversion, we must provide easier, sensational, fear-free, fun experiences. Measuring performance, building new habits, and growing conversion is our commitment to you and with your support we will all be a part of making a huge impact on the survival of our sports.

YOUR FEEDBACK

Your feedback is important to us. Each Resort has carefully selected your conversion team. Please drive concerns through them to us and we will work together to make sure that your program is always functioning at its highest level and continually improving.

OUR TEACHING PHILOSOPHY

FUN TRICKS THEM INTO LEARNING

Learning skillful technically effective snowboarding and skiing is important when trying to instill a passion for learning and the sport. It's critical that what students learn is technically sound however it's far more important that they have fun doing what they are learning first. Imagine learning the cycle pressure control in a high level short radius turn through the action of an Ollie. Teaching is the art of making hard things simple so that people are empowered to learn things they never thought were possible.

FREEDOM OF MOVEMENT WHILE SLIDING

It is our goal to build an environment that allows students to focus on making movements without fear of failure. By enabling them to focus on coordinating movements they will learn the freedom to make effective moves as they take it out to the mountain. High-level moves in a simple environment lead to confidence and enable students to create the sensations that make our sport so fun!

FALL LINE FIRST APPROACH

Terrain based learning features allow us to control the student's speed and turning. This means we can get people to find confidence sliding in the fall line right away. Rather than working hard to slow down and stay in balance while skidding, wedging, or traversing fearfully we can inspire them to jump right in and crush the scariest part of learning, pointing downhill. After they develop freedom of movement in the fall line they are far more able to make steering movements and balance themselves in control across the fall line.

IMMERSE THEM IN OUR WORLD

Making people feel like they belong is critical to conversion. If they feel like they're a part of your life, the resort community, and the sport's culture they will be more likely to stay engaged with snowboarding or skiing. It can be as simple as teaching them why we have 1,000 versions of the high five or showing them how to carry their gear like a pro. Every secret brings them a little deeper in to our family.

SCIENCE OF FUN

ANSWERING THE QUESTION "IS THIS FUN TO DO?"

It's easy to assume that each step of the learning experience is fun. Have you ever taken the time to evaluate each step of the learning progression you provide? Not every skill that is critically important to snowboarding or skiing well is actually fun to do. Is it possible to make those steps easier and more enjoyable, more fun? If it's more fun to do then people will connect with it on a stronger level and they will be more likely to buy into what we are trying to teach. If they want to do it they will do it, if it's fun to do they will want to do it.

SNOW "FUN THEORY" CHALLENGE

How many steps in the learning progression need to be redesigned for fun? We challenge you to take those necessary steps that can be tiring, boring, and difficult to learn and make them inspiring to do just because they are so much fun people can't resist it. Don't assume that just because it's skiing or snowboarding that it's fun. We must become creative to make it fun. A great example is fore pressure, highly important for early balance. Demonstrating it helps a person mimic the move, but is the move fun? Not until it helps them overcome a challenge. How about "the fore pressure challenge" to get them stoked to make this move a part of their snowboarding and skiing? You invent the challenge and cheer them on and they will own that move!

WHAT'S YOUR NUMBER

Of every student you've ever taught how much of their experience was truly fun for them and you? How many steps in your current progression are fun? How many people return for more experiences with you and your teaching style? No matter how high that number may be let's strive to grow each of those numbers every day we teach.

FOUR KINDS OF FUN

When building a learning experience it's critical to include and balance the skill development with fun value. Naturally instructors will create each type of fun at some point, however, achieving each type of fun in every lesson should be the goal.

SIMPLE FUN: The first few steps of the learning experience should be easy to do and thrilling to learn. Pumping the mini pipe provides thrilling simple fun.

COMPLEX FUN: Students should be challenged to learn new skills in small steps so that they can strategically accomplish their goals. The Ollie challenges the student to piece together several steps to accomplish the goal of getting a little air while feeling advanced level pressure build up and release.

FRIENDS FUN: Students can be inspired by their friends and family to achieve new goals and level up their skill. This type of fun is critical to long term engagement. The students desire to ride the lift and make turns enables them to play with their friends and family.

LIFE CHANGING FUN: Once a student feels like they belong in your lesson, the resort family, and the sport their identity becomes wrapped up in the culture of snowsports. This is the point at which we know they have been converted and will make this a big part of their life and family traditions!

SCIENCE OF FUN

FLOW

Losing yourself completely in doing something fun that you love to do is referred to as being “in flow”. When you lose yourself in a carve, slashing pow, loading up and blasting off a jump you get can get to a place that is so inspiring that you’re left hungering for more. This is flow… Putting your students in an environment where their skills and experience meet the requirements of the challenge can help them find flow (this can be hard to do when they have no skill… that’s where we need to help).

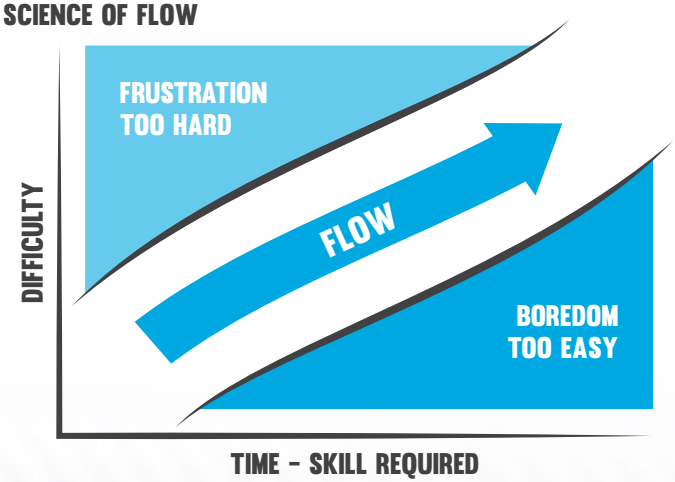
FLOW IS DIFFICULT TO CREATE…

Not every student will find their passion for sliding. Our goal is to connect them to those sensations that only high level snowboarders and skiers feel as early as possible. Then we want to keep them engaged in those activities building from one success to the next. This will get them into place where they hunger for progression and new skills, where they are reaching for new goals.

FLOW SCIENCE

1. **Completely involved in what we are doing** – focused, concentrated.
2. **A sense of ecstasy** – of being outside everyday reality.
3. **Great inner clarity** – knowing what needs to be done, and how well they are doing.
4. **Knowing that the activity is doable** – that our skills are adequate to the task.
5. **A sense of serenity** – no worries about oneself, and a feeling of growing beyond the boundaries of the ego.
6. **Timelessness** – thoroughly focused on the present, hours seem to pass by in minutes.
7. **Intrinsic motivation** – whatever produces flow becomes its own reward.

THE SCIENCE OF FLOW



QUICK TIPS

- When a student’s skill vastly exceeds the challenge they become bored.
- When their skill meets the challenge they strike that balance and find flow.
- However, when the challenge slightly exceeds their skill they become stimulated and will hunger for more.
- When their skill is overwhelmed by the difficulty they are in the greatest danger for failure, take a step back and break it down…

SCIENCE OF FUN

PLAY – DOING SOMETHING JUST BECAUSE IT'S FUN TO DO

The opposite of play is not work it's depression

Having a spirit of play is a critical element to recreation. Making learning to ski and snowboard fun starts with a playful approach.

Imagine walking in to a physics class, your first thought might be math, overhead projectors, boring speeches. Now think "what if we learned advanced knowledge like that in a hands-on experiential way?" What if physics were learned through experiencing sensations? Then the hunger for those feelings inspired us to seek understanding. That might be fun right?

The same is true for skiing and snowboarding. We want to start teaching with playful experiential learning and allow the student to seek skill after they connect with the sensations. We are meant to play as children, and as adults snowsports should be play!

TYPES OF PLAY

- **Movement Play** – Literally moving for the sake of feeling something that brings us joy
- **Object Play** – Using things like toys, skis, boards to create fun
- **Social Play** – Challenging others to games of skill, competition, or partnering to create fun experiences
- **Creative Play** – Using the imagination to inspire new ways to do things that bring us joy

BUILDING CONNECTIONS

THE KEYS TO CONNECT

PUT THE GUEST FIRST – This means that you consider their needs first and make decisions based completely in finding success for them.

SHOW THEM THAT YOU CARE – The best way I know to do this is to be with them and listen to them with the intent to understand. Every thought every turn I'm right there watching so that I can see clearly what happens and listen carefully to what they're experiencing.

LEARN WITH THEM – I have learned most of my skill from treating each experience with a student like it's the first time I have ever done or seen it. If it's a low level skill it's exciting to remember the fear and excitement. If it's a high level skill that I can't do I make sure that I am right there with them considering options and analyzing the fundamentals and helping them make good judgment calls.

MAKE IT SO MUCH FUN THAT IT CHANGES YOUR LIVES – To do this you have to let yourself be immersed fully into the experience. Watch their energy and emotional cycles, make sure that the environment that you create allows your students skill to be tested but only a little. Big steps can lead to big frustration. Simple steps in an underwhelming environment can make your students feel like they are mastering their whole life. Keep reminding yourself to keep it light and let your ego down so you can really play like a kid even with staunch city professionals. In the end we all just want to feel free like little kids!

BUILDING CONNECTIONS

STUDENTS – LEARNING ABOUT THEM...

Reading students can be difficult but it's critical to learn a handful of things about them in order to help them break through. Once you have broken the code it will be easier to help everything they need and want to learn much easier to understand.

THE KEY F'S OF MOTIVATION

Negative Motivations

Fear – Causes people to freeze up, panic, withdraw and retreat.
Frustration – Makes it hard to focus, listen, feel successful, or have fun.
Failure – Crushes the spirit, creates a sense of defeat and if it's painful can be a game ender.
Fatigue – Makes it hard to focus, perform well, and have fun.

Positive Motivations

Fun - Learning successfully and feeling sensations that they can control create empowering experiences – Your attitude can make the difference.
Family - Skiing and Snowboarding is a culture that feels awesome to be a part of. Bring them in to our family and help them enjoy the experience with theirs.
Freedom - The ability to express one's self through snowboarding and skiing by creating amazing moves in a unique way.
Future - If they are successful and connect with the sensations and skills that they never thought they could do, you can connect them to a long future of learning.

PRIMARY LEARNING STYLES

- **Thinker** – the math must add up!
- **Watcher** – Show me exactly what you want me to do
- **Doer** – Give me a safe place to try it
- **Feeler** – What sensations will I experience while I do it?

We are all a blend of these styles but it's important to key in to which method works best for each student.

TELL YOUR STORY

People need to know who you are, telling your story can be a source of inspiration and help build trust and confidence. Connecting with your students is as much about your understanding of them as it is about their ability to understand you. Just because you're perceived as an expert doesn't mean that you can rest on that alone. You have to be real, personable, and genuine. Share a bit of yourself when you are trying to help people learn new things or overcome a challenge. Their ability to buy in to the skills you know they need has a great deal to do with their belief in you.

THE KEY COMPONENTS OF AN INSPIRING STORY

A good leadership story has the power to engage hearts and minds.

Stories usually have these six crucial elements:

- Draws on your real past and lessons you've learned from it.
- Resonates emotionally with your audience because it's relevant to them.
- Inspires your audience because it's fueled by your passion.
- Shows the struggle between your goal and the obstacles you faced in pursuing it.
- Illustrates with a vivid example.
- Teaches an important lesson.

BUILDING CONNECTIONS

THE SCIENCE OF "FUNNY"

Comedy is formulaic. Comedians get funny by studying and practicing the style of other comedians. Essentially there are about 11 different formulas used in contemporary stand up comedy. Harnessing a couple of these systems can enable you to get an easy laugh out of your students and keep the vibe light.

- The reverse – lead them somewhere obvious and surprise them by delivering a completely unexpected idea : "I asked my dad the other day what the secret to a long happy marriage is? He said two times a week you should go out to a nice restaurant, have some good food, maybe a little wine... Your mom goes out on Tuesdays and I go out on Fridays!"
- Double Entendre: Find the alternate meaning of a word and use it to create laughter: Did you hear about the guy who got hit in the head with a can of soda? He was lucky it was a soft drink!

TEACHING STYLES, WHAT'S YOUR GO TO?

The way we learn and process information has an impact on how we tend to communicate and share information. If you're a thinker you might find yourself spending lots of time explaining how things work even to the detriment of your group of doer's. If you're an emotional person you may find that sharing your joy with someone who is more direct may be difficult. People are usually a blend of many styles but follow the signs to their dominant way of learning and you'll be able to adapt your teaching style to their needs.

COMMUNICATION STYLES

Prepare to communicate with all types and you'll find it easier to get your point across.

Assess your own style to start!

- **Controller** – To the point, give me the facts and nothing else
- **Analyzer** - Needs detail and time to process
- **Promoter** – Loves to talk and experience things with you
- **Supporter** – Calm and patient prefer to avoid conflict

HOW WE RECEIVE INFORMATION

Our senses allow us to learn everything from pain to total joy. Paying attention to your own preferential sensory input will show you what to work on so you can more effectively teach those different than you.

THE LEARNING CHANNELS

VISUAL
SEE IT.

AUDITORY
HEAR IT. SAY IT.

KINESTHETIC
DO IT.

BUILDING CONNECTIONS

PRIMARY TEACHING STYLES

Command – We set up a controlled environment and students follow our lead

Facilitative – We set up an environment filled with easy ways for students to reach and learn on their own through simple successful experiences.

FEEDBACK AND ENGAGEMENT

Positive and constructive feedback is critical verbal instruction. However feedback can come in many forms. Think of it more as your students level of engagement with you. How often are you able to connect with each student? How often are they able to and taught to experience some aspect of the learning environment? To keep a student engaged positively they need some form of feedback from their experience about every 6 seconds. This means that your attention must shift rapidly from one student to the next and the learning environment must allow students to seek their own form of engagement almost constantly. Static time, long pauses or ineffective long explanations, can leave students frustrated and under stimulated.

THE 6 SECOND RULE

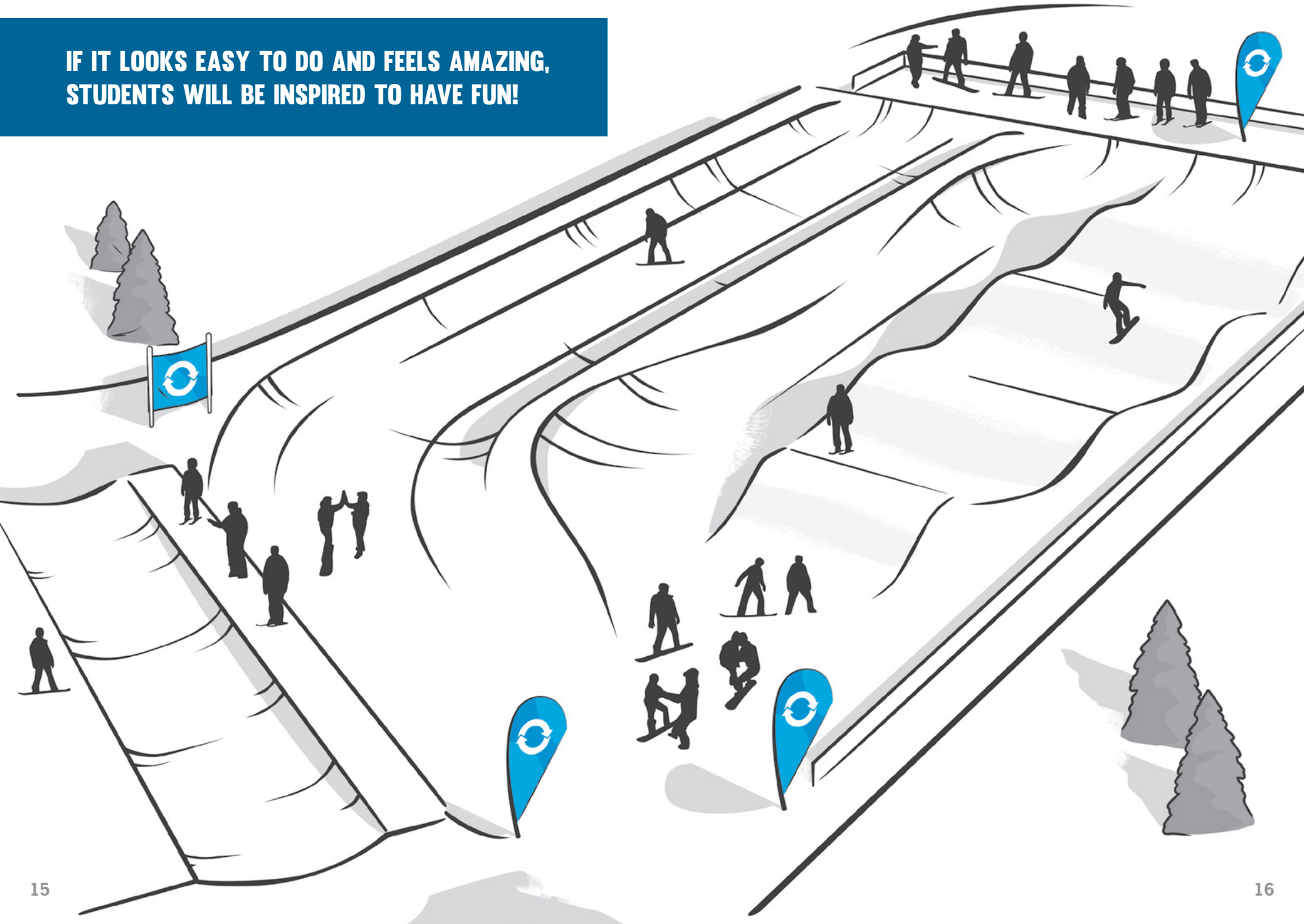
Students need to be seeing, hearing, feeling, and doing something fun, and that is focused on their personal learning experience about every 6 seconds. No pressure… The learning environment created by the controlled features will allow students to explore and be creative. This will allow you to do the same. Support and promote the student's desire to play with seamless flow of sensory input and basic structure that allows repetition and self-teaching.

SAFETY ALLOWS THE FUN TO HAPPEN

Safety is critical. Make sure they are not pushing beyond their limits too soon. Big steps can lead to failure and it only takes about 2-3 failures before they lose confidence and you lose their trust. One painful mistake and they are generally lost for the sport. Fun does not mean losing total control of the group or adding excessive risk. Remember you are the expert.

- Explain the risk before they go
- Give them clear tools for success
- Always easy to add a step

IF IT LOOKS EASY TO DO AND FEELS AMAZING, STUDENTS WILL BE INSPIRED TO HAVE FUN!



TERRAIN BASED LEARNING™

HOW TERRAIN BASED FEATURES MAKE A DIFFERENCE

The features are intended to be intuitive and students are meant to experience learning in a more active way. Working toward less explanations and more time repeating fun sensations. For newer instructors this process will make life easier and ensure that students get to feel amazing new sensations while moving through a natural learning progression.

MANAGING FEAR

The features are designed to control speed and stop students with little to no skill. Still students may be nervous. Each step of the progression is ordered by difficulty of feature and has an intended purpose. For example the mini pipe helps with first sliding and layering in important skills while the rollers and return teach students to control pressure through the shape of turn and overcome the fall line. Start out very hands on with your students and let them show you when they are ready to push themselves with out you. One small experience at a time!

THE FEATURE PROGRESSION

1. Introduction	3. Mini Pipe	5. First Turns	7. Banked Turns	9. Perfect Slope
2. Flats	4. Rollers	6. Pump Track	8. Traverse Track	10. Wrap Up

MAKING IT WORK

From day-to-day even minute-to-minute the condition, shape and speed of the features can change. It's important to test everything before you send your student's down them. When the speed or feel is missing a little, make up for it by changing where you drop in and in some cases how you use the feature. But always find a way to use the feature to their advantage. You have several things you would teach on a normal slope that just don't make sense in terrain based learning. You will still teach all of the important skills but it may come later in the experience and you may even find you don't need to teach it all because your students come by it more naturally. Just make sure that what you teach makes sense for fun and works on the terrain.

TERRAIN BASED LEARNING™ PROGRESSION – INTRODUCTION

INTRODUCTIONS ARE CRITICAL

A formal introduction is acceptable but an interactive introduction where students are learning about you while you're learning about them can be highly engaging!

BUILDING TRUST

Remember they have faith in your expertise so go the distance to make them feel like they came to the right person! Every step from here forward will define your ability to care for them…

CONNECT IN 3 EASY STEPS

Make eye contact and smile.
Invite them in and ask if they need anything.
Give them a simple tip, share a story, and make them laugh!

START OFF WITH HIGH ENERGY CONTACT

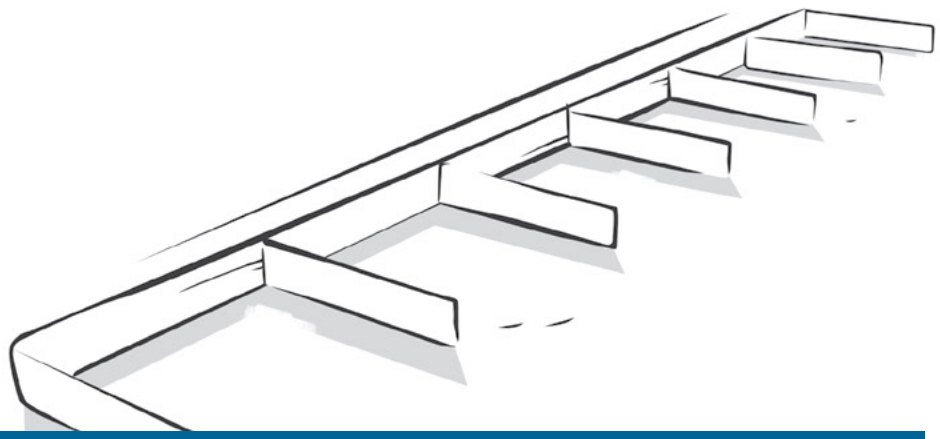
Every guest should get a high five and a quick bit of comforting encouragement to set them at ease and let them know they are with someone who truly loves to teach the sport.

GET MOVING

Start off with some balance moves while you're waiting for your group to arrive. Use this time to learn something unique about each student as you play and warm up together. This will give you a great place to begin connecting with them on a personal level throughout the lesson. A balancing trick, a quick tip about their socks, or an equipment check can help make them feel confident.

TRY THE INTERACTIVE NAME GAME

Here the instructor starts with some basic movements then asks for the students name and draws in the other students. The next move in the sequence is demonstrated with another student and so on until each name is learned…



TERRAIN BASED LEARNING™ PROGRESSION – THE FLATS

LAYERS OF FUN

Making stance and balance a fun a experience is easy to do when using creative exploration of the ranges of motion. The ranges of motion (flexion/extenison, foot to foot, toe to heel, and rotation) are the key ingredients to every skill that students will learn. Remember to think ollie instead of fore/aft because giving someone a fun challenge in a static environment will make it more fun to do. Once they learn how to create movements independently in each range then they can blend them together to build skills with timing and proper sequence. After they have developed comfort with new skills they will be able to create tactics to overcome the varying slopes and terrain that your resort has to offer. But it all starts with the first fun move…

CRITICAL EXPERIENCE STEPS

Snowboard

- ROMS – Presses/Edge hops/ Hop spins/quick drops
- Stance
- Ollies

One foot drills

- Fast plant skating
- Hop and glide
- Pivot hop and glide
- Power Steering
- Skidded circles

Ski

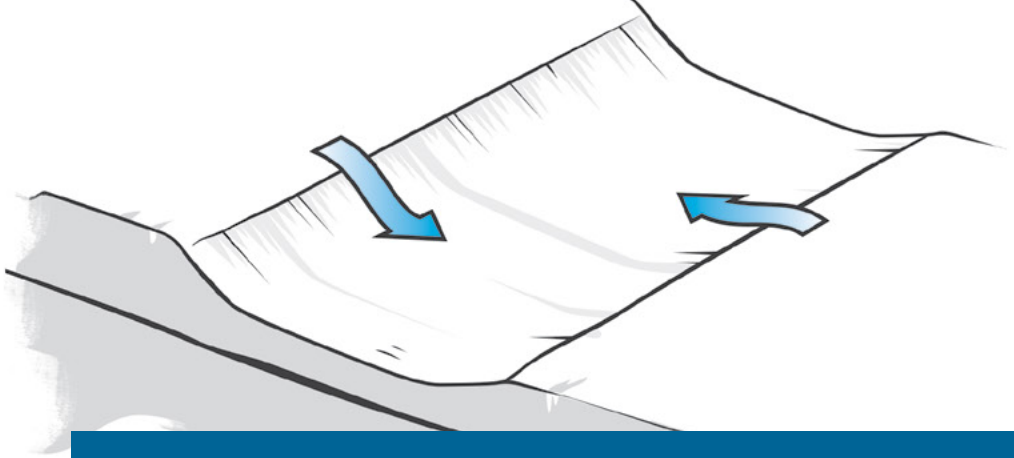
- ROMS – Presses/Edge hops/ Hop spins/quick drops
- Stance
- Ollies

One Ski drills

- Fast Plants
- Forward pressure Hop and glide
- Power steering
- Skidded circles

QUICK TIPS

- Keep it simple. Over doing skating, one ski, boot drills made sense before terrain based learning. Eliminate some of the old tools you had to use and trust that students will find those skills as they progress naturally through the features.



TERRAIN BASED LEARNING™ PROGRESSION – MINI PIPE

THE SWISS ARMY KNIFE OF FEATURES

The Mini Pipe is designed to be used like a skate ramp and allows for rapid repetition. In this feature layer in all the tools they will need to control speed, turn and stop through fun drills that make them feel like they're experiencing a unique piece of the action sports culture. This is the most versatile teaching feature in the progression. An entire lesson could be taught right here.

CRITICAL EXPERIENCE STEPS

Snowboard and Ski

- Start in the flat bottom
- Down Pump
- Tip and Tail pump
- Side slipping (skiers teach wedge also)
- Steered turn to fall line (foot assistance)
- Fall line 2 count to steered finish

QUICK TIPS

- Skiers remember to pressure the tongues of the boots when dropping in and drop into the tongues again when sliding down switch.

TERRAIN BASED LEARNING™ PROGRESSION – ROLLERS

IT'S ALL ABOUT WANTING TO GO FASTER

The Rollers are designed to force students to learn how to pump in order to make it to the end. When they ask for more speed you know its working. The goals here are to conquer the fall line, learn the pressure sequence in turning, learn fore pressure, and enjoy the ride.

CRITICAL EXPERIENCE STEPS

- Gain confidence in the fall line
- Learn fore pressure
- Learn the pressure sequence in turning
- Start on the first roller and work your way up
- Start low and forward
  - Skiers pressure tongues
  - Snowboarders tip the lead joystick forward
- Extend legs at base of roller, flex legs over the top and reset forward.
- Skiers pump then pressure tongues when sliding switch
- Snowboarders shift pressure to switch lead foot

QUICK TIPS

This feature only requires a couple experiences in most cases and is all about preparing the student to overcome the fear of the fall line before they head to the banked turns. Focus on praising their ability to maintain balance and have some fun flowing.

TERRAIN BASED LEARNING™ PROGRESSION – FIRST TURNS

LET THE BANK DO ALL THE WORK

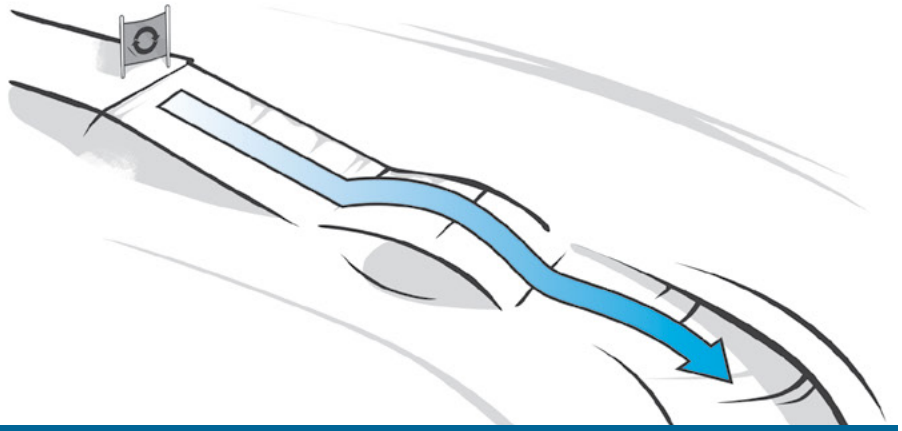
Students should experience a fully terrain assisted turn and come to a natural stop. The goal here is to keep the bases flat to start then progressively work toward basic edge control.

CRITICAL EXPERIENCE STEPS

- Cross slope starts with steered entries
- Low start tall finish drill
- Nose to tail drill
- Carved uphill traverse stops
- Power stops

QUICK TIPS

There will be a natural tendency to shift to the uphill edge. Skiers should focus on using that to their advantage and learn to get to the inside edge of the uphill ski. Snowboarders need to work towards flattening the base and allow the bank to redirect them.



TERRAIN BASED LEARNING™ PROGRESSION – PUMP TRACK

FLOW IN THE FALL LINE INTO A GENTLE TURN

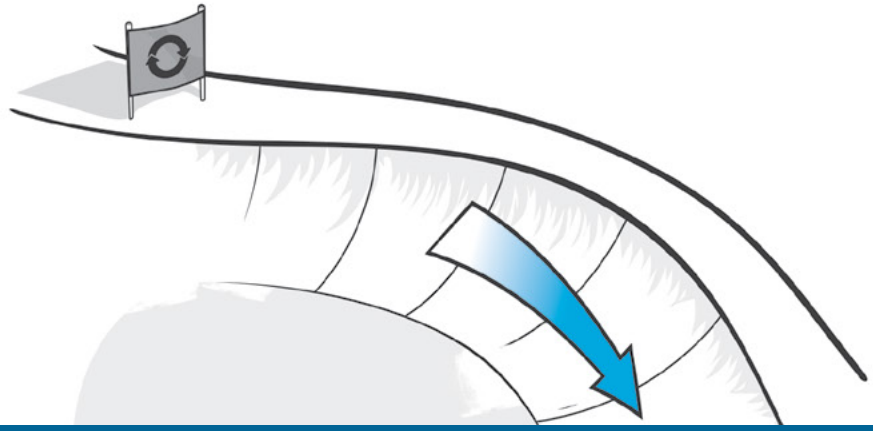
This feature is designed to help students relax in the fall line before changing edges. This will promote a smoother, rounder, more patient turn as they move toward the perfect slope.

CRITICAL EXPERIENCE STEPS

- Start low and pump the roller, rest low and pump through the bank
- Skiers focus on outside ski pressure and steering both feet through the bank
- Snowboarders work toward early edge engagement
- Power stops
- Carved stops

QUICK TIPS

- Focus on fore pressure when cresting the roller and maintain into the initiation of the banked turn.
- Make the banked turn a sensational experience by pressuring through the turn with active extension movements of the legs.



TERRAIN BASED LEARNING™ PROGRESSION – BANKED TURNS

THE BEGINNER'S BANKED SLALOM

This feature is simple high visual stimulation, low speeds, and gentle redirection from the bank. This experience creates an intuitive turning trainer. The student can experience flowing for 3-4 turns with out the fear of pointing downhill and accelerating all the way to the bottom.

CRITICAL EXPERIENCE STEPS

Snowboard

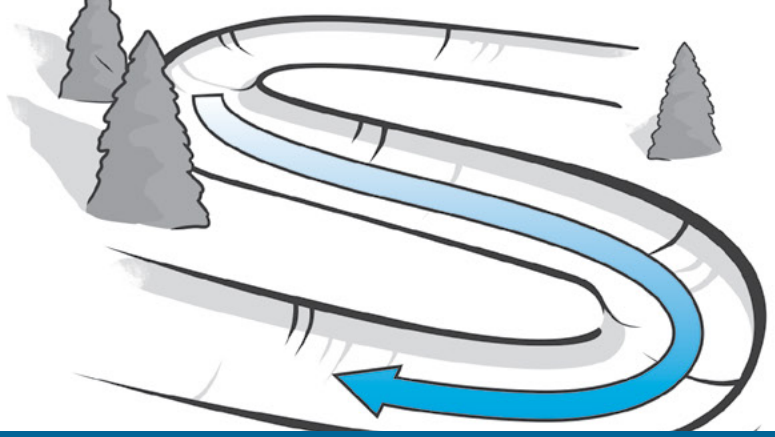
- Remind students to start with their lead joystick tipped forward and to pressure the lead tongue, then the rear tongue or the lead heel, then the rear heel to support the turn.
- Always hold their hands for the first experience here.

Ski

- Remind them to start in the tongues of the boots and that pressuring the inside edge of the outside ski will help them while they steer their feet and tip their skis toward their new turn.

QUICK TIPS

- Let them enjoy the experience but reinforce the need to steer through the shape of the bank and to engage and balance over appropriate edges.
- Make sure to remind them to traverse into the belly of the bank to ensure that they get more assistance from the shape of the banked turn.
- Teach them to finish the turn early and flow high into the next bank.



TERRAIN BASED LEARNING™ PROGRESSION – TRAVERSE TRACK

STEEPER TERRAIN AT SLOW SPEED

This feature is a banked slalom that fully contains the student at a steady low speed. Enabling new skiers and snowboarders to get onto the chair and manage more challenging beginner terrain with ease. The student gets to simulate a full traverse on a carefully graded road that flows into a completely contained banked switch back turn. So fun to go to the top and crush it all the way to the bottom!

CRITICAL EXPERIENCE STEPS

- Practice steering movements through turn shape
- Focus on fore and aft pressure throughout the turn
- Early edge engagement
- Controlled fluid exits and steady flow into the traverse
- Practice breaking mechanics in traverse
- Range of motion drills in traverse

QUICK TIPS

Pacing and creating space for your students is important here. Start your students and give them clear direction as to where to pull out of the main path to allow others to navigate around them and discuss breaking and passing tactics to keep slower skiers and snowboarders safe.

TERRAIN BASED LEARNING™ PROGRESSION – PERFECT SLOPE

GENTLE BANKS GUIDE STUDENTS TO THE FALL LINE

We redesign the bunny slope to eliminate all of the spots that would draw students into a tough situation. The banking gently slows them down as they traverse across the slope and naturally redirects their tips into the fall line helping to initiate their turn. This is the final step before they are using their new skills to navigate the mountain on their own.

CRITICAL EXPERIENCE STEPS

Traverse – fall line 2 count – Traverse

- Traverse at a low angle until the student hits the gentle bank and slows down.
- Gravity will help guide the tips down the hill.
- Tell them to be patient and slide downhill in the fall line for a 2 count or 5-10 feet.
- Now have them steer to a finish just like they did in the mini pipe.
- Now traverse and repeat at the next bank.
- SNOWBOARDERS Hold hands and support the first experience…

QUICK TIPS

- Play with different sizes and shapes of turns.
- Add in power stops and speed checks for control.
- Play with the ranges of motion while your students traverse.
  - Skier example: alternate stepping from one foot to another to test stability over each leg.
  - Snowboard example: try shifting from the nose to the tail repeatedly as they cross the hill to test for their ability to control nose and tail pressure.

TERRAIN BASED LEARNING™ PROGRESSION – WRAP IT UP!

TELL THEM THE STORY OF THEIR EXPERIENCE

Wrapping up the lesson is critical to making the student feel a sense of success, closure, and connection to their experience with you. It's important to truly connect them to their success and reinforce the amazing sensations they have felt. Paint a picture of what their future will look like as they enjoy the entire mountain.

RECAP WITH THE R'S

- Recap their story.
- Reconnect with each individual with personalized feedback and answers to questions.
- Remind them to keep practicing, take their next lesson, and inform them of the upgrade if available.

DON'T FOR GET THE H'S

- Handshakes – a formal thank you
- Highfives – Share the stoke and pump them up
- Hugs – When you've made a connection that will last a lifetime

SEED THE FUTURE THROUGH THE EXPERIENCE

AS students experience various steps of the terrain based experience there are amazing opportunities relate the sensations, skills, and movements to future steps. The terrain based learning features are simulations of the natural terrain all over the mountain and the man made terrain in the parks. Use these aspirational tools to connect them to the potential of an amazing future!

PROCESS CYCLE EFFICIENCY

STUDENT FOCUSED FUN

PCE is really about measuring how much time spent in the lesson is of true value to the student. How many steps in the progression are fun, sensational, and are clearly defined as steps to success. Some skills are necessary to learn but may not present an obvious and immediate value to the student. It's important to evaluate what we deliver and how we deliver it to make sure that the students experience is fully optimized for fun and success.

CREATING VALUE

STUDENT – What steps are easy to execute, feel good, and are so fun that I want to do them again and again?

INSTRUCTOR – what skills are critical to the students' ability to ski and snowboard independently?

THE MATH – The steps that connect for both are clear high points. The other steps need to be scrutinized to ensure that there is no easier way to move forward. Once these steps are identified as non-negotiables then its time to sell them effectively or invent new terrain to make it easier to perform.

SCORING HIGH

Scoring is easy… Determine the total length of the lesson, define the time taken for each step in your progression. Now assess the students perceived value for each step. Total that time and divide by the length of the lesson. That percentage is your score. The higher the better.

MEASURING VALUE

- Does your lesson promote the four kinds of fun?
- Does your lesson enable creative play?
- Will the student easily experience flow while doing this?

NOTES

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