

Toboggan Instructor Refresher

- Introduction
 - Expectations for the day
 - Have fun and stay safe!
 - Review and have an opportunity to demonstrate patroller and toboggan skills
 - Discuss teaching techniques and help build toolkit
 - Role of a Toboggan Instructor:
 - Be a “Trainer” first... make the learning process enjoyable for the student!
 - Coordinate the local patrol’s annual Toboggan Check-off process (eg, what is required, tips/tricks for managing it, course completion/release)
 - If unsure at any point, ask for help... Regional Advisor, TE, etc.
 - Overview of toboggan components (eg, skegs, chain brake, tail rope, handles, locks)
- Patroller Skills
 - **Snowplow:** Does the patroller maintain effective movement by slipping the edge(s) without railing during terrain changes?
 - **Sideslip:** Does the patroller maintain effective movement by slipping the edge(s) in either direction without traversing?
 - **Transition Maneuver:**
 - *Skiing:* Does the patroller maintain consistent speed with braking edge(s) on the snow while changing direction and not deviating from the “fall line” corridor?
 - *Boarder:* Does the patroller maintain consistent speed during direction change going from one braking edge to the other while spinning the board in the “fall line” corridor?
- Toboggan Handling Skills
 - **Unloaded:** Does the patroller safely and efficiently control the toboggan in the fall line to the accident site?
 - **Loaded – Front/Driving:** Does the patroller safely and efficiently control the toboggan in the fall line by using appropriate skill maneuvers while monitoring the patient?
 - **Unloaded – Back/Tail-rope:** Does the patroller safely and efficiently manage the tail rope, while maintaining optimal position for braking or an emergency stop by using appropriate skill maneuvers?
- Teaching Skills
 - ADAPT
 - **Assess** – observe and identify what strengths and development areas the patroller has
 - **Develop** - craft a lesson for ‘ONE’ development area that will do the MOST GOOD!
 - **Assign Tasks** – think of an activity or drill that can help and builds off any prior drills/activities (progression) and includes components of kinesthetic, visual & verbal learning
 - **Practice** – give the patroller ample time to practice (eg, multiple runs, varying terrain)
 - **Test** (Feedback) – assess progress and repeat ADAPT as necessary with new drills/activities
 - Feedback
 - Feedback needs to be (1) immediate, (2) focused on one thing, and (3) PISE = **Positive, Improvement, Specific, Evaluation**
 - Good teaching habits (eg, clear face, stand below group, talk clearly, safe location)
 - Avoid using: “I want to see you do...”, or “I didn’t like when you...”
 - Focus on: “Did you notice how you did...”, or “How did it feel when...” (and give a drill/activity to address the most critical area to make improvement)