



Little Shredders Learning Tool

www.littleshredders.com.au



AN OVERVIEW OF THE LITTLE SHREDDERS PROGRAM

P.E. Program designed to cover content within both strands of the ACARA Health and Physical Education curriculum. In particular the focus area of Food and Nutrition under the 'Personal, social and community health strand', and the development of fundamental movement skills under the 'Movement and physical activity' strand.

The lessons plans are divided into six lessons with easy to follow step-by-step plans. Each lesson breaks down objective and goal with corresponding activities. These lessons are designed for the average PE class structure- 1 teacher and up to 24 students, using equipment that is readily available and the hire of a Little Shredders kit from Ski & Snowboard Australia.

Our time allotments include set-up, instruction, transitions and clean-up. The lessons are sequential. The activities and games solidify skill development in the ACARA competency areas. The lessons are meant to be a guide for the teacher / coach and (excluding safety instruction) can be adapted to the needs of the teacher and class.

- Developed for grades F-6 with activities for beginner, intermediate and advanced students.
- Program Length: 6 Lessons. Completed in 6 weeks to maximize skill development and continuity.
- Lesson Length: 45 minutes. Can be adjusted to class schedule and time allotment.

INTRODUCTION

The Australian snow sports industry has a vibrant history. It currently services over 1 million participants from around Australia visiting the snow annually.

Ski and snowboard Australia along with the Australian Sports Commission have partnered with Burton Snowboards to deliver the Little Shredders program which aims to harness and nurture students interest and development fundamental motor skills for snow sports.

Sessions are facilitated by Teachers or National Sporting Organisation (NSO) accredited coaches with the assistance of comprehensive lesson plans developed in conjunction with Burton and Education Experts.

The SSA Little Shredders program delivers education in four main components:

- LITTLE SHREDDERS – Sport skills:
 - Used to develop bodily awareness and fundamental snow sports focused motor skills.
- LITTLE SHREDDERS – Website
 - Interactive games and information and news in relation to snow sports.
- LITTLE SHREDDERS – Snow safety
 - Information to assist children understand safety for themselves and others in an alpine environment. This covers on snow safety as well as safety when playing in the snow.
- LITTLE SHREDDERS – Science, English and Math in the classroom
 - The Little Shredders curriculum also includes lesson plans to assist in bringing snow sports and winter into the classroom through the creation of lesson plans and supporting materials.

PHILOSOPHY

The Little Shredders Sporting Schools Program has been designed to align with the current ACARA HPE National Curriculum lesson principles for F-6. The simple lesson structure has been designed to encourage easy to follow implementation of lessons.

All of our lesson plans are developed with the following three principles in mind:

- SAFETY
 - Throughout the Little Shredders curriculum there is an emphasis on safety of all participants. For each activity there are safety rules which need to be respected not only by the Teacher / NSO accredited coach but also students taking part in the program.
- FUN
 - We believe that having fun is an imperative part of the learning process. All Little Shredders activities are developed with an emphasis on having fun not only as an individual but also with your peers working as a team.
- Learning
 - Skills are taught through games and repetition throughout the curriculum. Alongside the curriculum are STEM ideas to encourage learning of snow sports and it's unique environment to continue into the classroom.

PROGRAM STRUCTURE

Little Shredders is structured to maximize exposure to snow sports and its specific skills and safety knowledge in an off snow setting.

Program Length

4 or 6 sessions

Sessions Length

45 minutes per session plus optional activity handouts and additional teacher resources.

Fees

Little Shredders must be provided to participants free of charge regardless of the setting it is delivered in.

DELIVERY OF LITTLE SHREDDERS PROGRAM

Who can deliver?

Little shredders program must be delivered by either a teacher or NSO accredited coach.

When can it be delivered?

The program can be delivered either before, during or after school.

- Before, during lunch time or after school
- As a PDHPE lesson
- As a school sport

Little Shredders is also beneficial in preparation for a school camp or trip to an alpine area.

Where can it be delivered?

Delivery can take place on any of the following surfaces:

- Grass (without hover cover)
- Synthetic turf (without hover cover)
- Carpet (without hover cover)
- Wood floor (with hover cover)
- Lino (with hover cover)

Required knowledge

No prior snow sports knowledge is required in order to deliver the program.

Lesson plans and content have been developed with this purpose. The program is able to be delivered anywhere with rental of a Little Shredders kit from Ski & Snowboard Australia.

Delivery to specific age groups

All physical activity content delivered and produced for the little shredders sporting schools program is intended to be generic for all primary school age children.

There is the option to make activities more advanced by choosing an activity where possible by choosing beginner, intermediate and advanced activities.

Teacher / coach can adapt lessons according to the beginner, intermediate and advanced depending on class age and / or abilities.

BENEFITS OF THE LITTLE SHREDDERS PROGRAM

Benefits of the Little Shredders program:

Learning snowboard skills

Snowboarding has numerous benefits to children including muscle development, balance, coordination and agility. Sessions will also work on snowboard specific skills of:

- Snowboard stance
- Riding
- Foot – to – foot weight transfer
- Flexion & extension
- Toe – to – heel
- Rotation and spins
- Grabs
- Pulling

Emphasis on fundamental values and principles

- Safety of themselves family and friends
- Cooperation and teamwork
- Communication
- Respect for others
- Develop and extend on physical literacy

Complete lesson plans and additional activity sheets

- Lesson plans and activity sheets are designed to assist time poor coaches and teachers as well to provide those who have limited knowledge of the sport the tools to execute successful activities.
- Activity sheets are provided to assist students develop further on their knowledge of the sport and build on engagement with the sport and lessons provided.

Create an opportunity for children who lack the opportunity to engage in the sport

- The Little Shredders program has been developed with the intention to deliver snow sports focused lessons in the school yard to children who may not have the opportunity to access snow sports as well as further educate those who have previously participated in a snow sports activity.

Keep an eye on the Little Shredders website for new accompanying material and in classroom lesson plans

www.littleshredders.com.au

DELIVERY PRINCIPLES

Two main principles to keep in mind while running a Little Shredders session:

FISH

- Fun – is the game / activity fun?
- Inclusive – is the game / activity inclusive?
- Safe – is the game / activity safe?
- High involvement – is there high involvement for all?

If you answer “no” to any of the above questions change it!

KIDS

- Kool – does the activity encourage a social environment?
- Inclusive – does the game / activity include all students?
- Dynamic – are all children having fun and remaining active?
- Safe – is the activity safe?

If you answer “no” to any of the above questions change it!

THE 'CHANGE IT' PRINCIPLE

C	Coaching <ul style="list-style-type: none"> > Facilitate player-centred coaching – see page 10. > Modify your teaching style to suit the needs of each player – instructions, demonstrations, feedback. 	
H	How to score <ul style="list-style-type: none"> > Vary how to score so everyone can be included. > Use it to make activity easier or harder. 	
A	Area <p>Modify the playing area to:</p> <ul style="list-style-type: none"> > change the intensity of play > highlight tactical plays > make an activity easier/harder > make the activity safer. 	
N	Number of players <ul style="list-style-type: none"> > Highlight tactical plays. > Use CHANGE IT to make activity more inclusive. 	
G	Game rules <p>Vary to:</p> <ul style="list-style-type: none"> > make it easier or harder > highlight a skill or tactical aspect > vary the game experience > make it inclusive > see also 'H' and 'N'. 	
E	Equipment <p>Use different equipment to:</p> <ul style="list-style-type: none"> > broaden the range of playing experience > make the activity easier/harder > suit the abilities of all the children. 	
		I Inclusion <ul style="list-style-type: none"> > Player-centred coaching using CHANGE IT. > Adapt or modify different aspects of the activity so that everyone is included.
		T Time <ul style="list-style-type: none"> > Vary the duration to impact on the volume and intensity of the activity.

HOW & WHY CHANGE IT?

Technique development

- > Use **CHANGE IT** to develop technique in the game context.
- > Use 'discrete coaching' off to the side, if and when required with selected players.

Safety

Use **CHANGE IT** to ensure the playing environment is a safe one.

Activity level

Use **CHANGE IT** to change the intensity or duration of the activity.

Skill development

Use **CHANGE IT** to progressively develop skills (easier – harder)

Tactical development

Use **CHANGE IT** to progressively develop tactical skills and thinking.

Variety

- Use **CHANGE IT** to
- > provide variety
 - > maintain interest
 - > experience different equipment.

Inclusion

- Use **CHANGE IT** to
- > include all
 - > provide challenges that match ability levels
 - > foster teamwork.

...and if it's still not working, use **CHANGE IT**

EQUIPMENT REQUIREMENTS

All Little Shredders equipment is to be used in accordance with safety instructions in provided curriculum. All activities should be run using only safe equipment which is in good condition.

Activities are able to be run on the following surfaces:

- Grass
- Carpet
- Floor boards (such as in a school gym)
- Tiles
- Lino

Equipment we provide for the Little Shredders program includes:

- Little Shredders equipment kit

What you will need:

- Hula hoops
- Foam balls

SURFACE PREPARATION

Riglet snowboards and Spooner boards must only be used on a clean, swept gym floor, carpet, or other debris-free flooring. It is the session facilitator's responsibility to ensure that there are no rocks, pebbles, or other debris on the Throwbackboard snowboarding course or Spooner board course. Ski & Snowboard Australia requires that teachers/coaches do the following:

If you're teaching on:

- Wood Gym Floors, Lino or Tile Floors

Sweep and mop the entire floor thoroughly before starting the program and sweep during the program as necessary.

Have students sit outside the Riglet snowboarding and Spooner courses and inspect their shoes for rocks and pebbles. Throw away rocks, pebbles, and other debris.

- Carpet

Vacuum the entire floor thoroughly before starting the program and vacuum during the program as necessary.

Have students sit outside the Riglet snowboarding and Spooner courses and inspect their shoes for rocks and pebbles. Throw away rocks, pebbles, and other debris.

- Turf / synthetic grass

Make sure turf is clear of debris such as sticks and rocks prior to starting the session.

- Concrete, or Asphalt

The Little Shredders curriculum is not to be delivered on concrete, asphalt or any other rough surfaces as it damages the board irreparably.

- Grass

Find a flat smooth area of natural or synthetic grass

SPOONER BOARD

Student rider will learn to balance like a snowboarder on the Spooner board.

The Spooner board will help develop a variety of skills essential to snowboarding including proper stance, spinning, and using foot to foot movements.



THROWBACK BOARD WITH HOVER COVER AND REEL

Student rider will get the sensation of moving on a snowboard by using the Throwback board with hover cover.

The Throwback board with a specially designed cover (hover cover), which allows for towing students on a gym or hard floor such as tiles or lino.

The board can also be used outside without the hover cover on grass, synthetic turf or sand*.

The Throwback board with hover cover allow student riders to be able to balance, grab, and mimic turning all while moving on the Riglet board.

*Please do not use on gravel or asphalt as this will damage the bottom of the board



RIGLET BOARD ON FOAM BLOCKS

Student rider will learn to develop a proper snowboard stance while simulating the experience of being on snow.

The student rider will also learn what it feels like to press on their toes and heels, which helps with turning a snowboard.

This bare version of the Riglet board is designed to be used on top of foam blocks or pool noodles.

Skills such as jumping, flexing and edging, grabbing, and many others will be developed using the bare version of the Riglet board.



GRAB MAT

The grab mat aims to teach student riders about the different types of grabs that can be performed as tricks.

The grab mat is similar to twister with a board with a spinner.

While students are standing on their boards the spinner is spun and whichever grab it lands on is the one which must be performed.



LESSON PLANS

The Little Shredders Coach Resource includes six full lesson plans that will guide you through the delivery model.

Each lesson plan include the following:

- Warm up activities
- Practical activities & games
- Cool down activities
- Wrap up discussion topics and activities
- Written activities to reinforce learning

Each kit includes the following:

- Riglet snowboards x 6
- Foam blocks x 12
- Throwback board x 3
- Throwback board hover covers x 3
- Snowboard grab mat game
- Spooner boards x 6
- Pool noodles x 6
- Little Shredders curriculum

DELIVERY TIPS

The Little Shredders curriculum has been developed to assist easy delivery of the sport. Teachers and / or coaches delivering the package are encouraged to change up the activities and equipment in order for them to work best in the space they have available to run the curriculum. E.g. you don't need to use the hover covers if you are running activities outside on grass or on carpet.

SPACE

Make sure when running an activity to take into account the size of the space you have to work with. Also taking into account as to what surface you are using. We discourage using the Riglet boards on asphalt or rough surfaces as it does damage the base of the boards irreparably.

We also encourage scoping out the area before a session starts in order to be aware of any hazards or obstacles on the surface. E.g. holes in a grass turf, exposed sprinkler systems, water or small rocks on a gym floor.

The Riglet snowboards and Spooner boards supplied in this program are for use on flat surfaces only. Do not use them on hills or uneven terrain.

PULLING AND RIDING STATION WARNINGS

To maintain a safe environment for all students at the Pulling and Riding Station, teacher(s) must ensure that Puller(s) do the following:

- Hold the tow rope handle properly.
- Wait for the Rider to touch the pull rope before pulling.
- Ask Rider if they are ready.
- Begin pulling slowly.
- Do not jerk the rope.

Teacher(s) must ensure that the Riders do the following:

- Stand on the stance indicator holes in a stable stance like you are ready to jump.
- Knees bent, shoulders over the tip and tail of the snowboard.
- Reach out and touch the pull rope before pulling starts.
- Look where you are being pulled.
- Communicate to the Rider when you are ready, want to go slower, or want to stop.

SAFETY – STATION REQUIREMENTS

Station supervision and safety

- Teacher(s)/ coach must supervise the Throwback board riding and Spooner board stations at all times.
- Teacher(s) / coach must follow all safety instructions included in lesson plans to ensure safe delivery of program for students.

Spooner station warning

- To ensure floor protection, do not teach “The Cave Man” in the Spooner instructions. This is an advanced trick and is not suitable for this program

START / WARM UP

Students should participate in an active warm up. This can be a game the class enjoys or a game adopted from the appendix of the Curriculum after the first lesson..

Following the warm-up for the first session, instruct students to do the stance exercises on the next page.

The Australian Sports Commission have developed a suite of interactive and engaging start up activities and games that are in line with the Playing4Life coaching philosophy.

Go to www.sportingschools.gov.au and search the resources for lots of examples of applicable activities.

SNOWBOARD STANCE

The snowboard stance is the foundation of everything else in snowboarding. Developing a proper stance early on will help with muscle memory and will teach the student the safest possible starting position to aid in the learning of other snowboard movements.

A proper snowboard stance should begin with feet shoulder width apart. The knees should be slightly bent, creating an athletic stance. A good way for student's to find their proper snowboard stance is to jump and then freeze.

When they land, they should be in an athletic position and their correct snowboard stance.



SNOWBOARD STANCE

Teach students the proper snowboard stance. Your stance is the way you stand on the board.

Instruct students to jump up and when they land - freeze! If their feet are standing like a duck with their knees bent and arms out, then they have the proper snowboard stance.

It should feel like when you are ready to field a ball in cricket or jump up to grab the monkey bars.



STANCE DIRECTION (GOOFY OR REGULAR)

Before stepping onto a snowboard, each student must discover if he or she stands “Regular” or “Goofy” footed. Regular stance means you place the left foot forward on the board. Goofy stance means you place the right foot forward.

The “Regular” and “Goofy” terms come from surfing history. Most surfers stood with the left foot forward. A smaller number of surfers stood with the right foot forward. The word “Goofy” comes from the infrequent occurrence of this stance combined with the unique style that riders usually displayed.

Listed below are two ways to find out if a student is Regular or Goofy footed.

- Have students act as if they were sliding across ice. Which leg feels like it should be in front? If there is still a question, try number two.
- Have students act as if they were stepping up on a box. Which leg feels like it should be in front? Instruct the students to remember which foot moves forward first. This should be the front foot on the board.

STATIONS INTRODUCTION

Next, explain each station thoroughly. There are four stations in the snowboarding program:

- Throwback board Pulling and Riding Station
- Snowboard Grab Game Station
- Spooner Station
- Riglet Board Foam Blocks Station

There is a brief description of the Video Station below and detailed instructions for Stations 2-5 in the following sections of this curriculum.

PULLING AND RIDING STATION

Purpose of Activity

To provide students simulations of snowboarding riding and balance

Benefits

Balance, coordination, fun

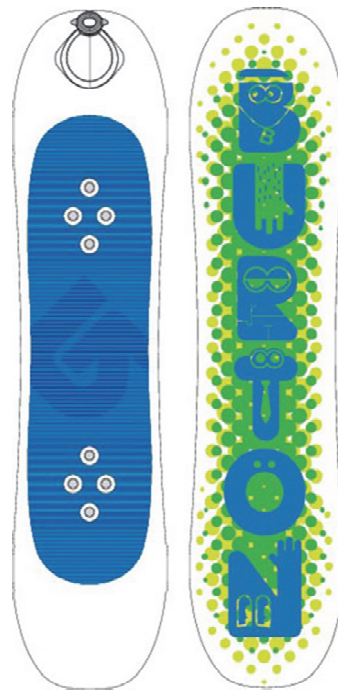
Standards

- Demonstrates competency in movement patterns
- Applies knowledge of concepts to movement.
- Recognizes value of activity for enjoyment, challenge, and self-expression

BOARD TYPES

Throwback Board

- This board is to be used for all students for pulling activities.
- Comes with a Hover cover and can have reel attached to board.



Riglet Board

- The Riglet board is used for the foam blocks station along with using one board with the hover cover for games listed in the Appendix of the curriculum.

SAFETY

Getting to know the equipment

The Throwback board includes three major parts:

- **Towing Feature:** Rope Housing, Tow Rope, Handle, and Two-person Handle
- **Board:** Standing Surface, Stance Visual Aids, Nose, Tail, Edge
- **Hover Cover:** Zipper, Housing Cut Out, Tension Strap, Bottom Slide Surface

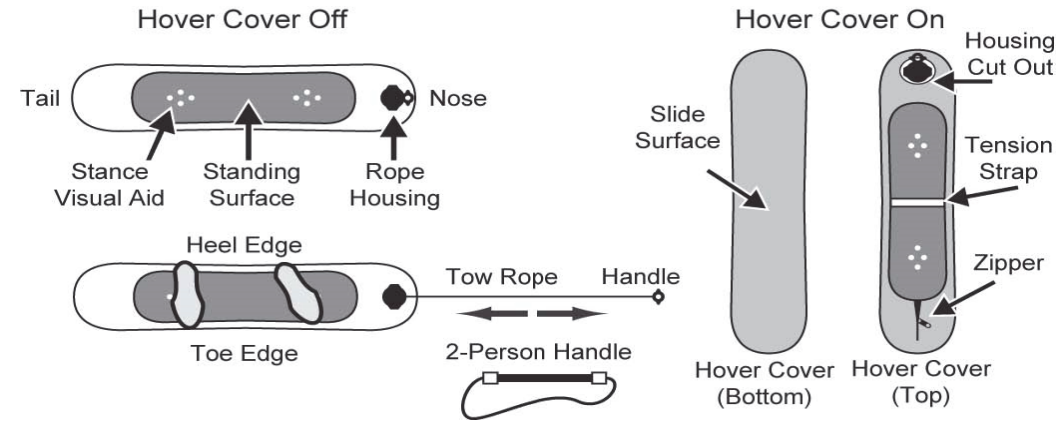


DIAGRAM 1

Note: The screw threads on the Standing Surface provide an option to mount bindings. Although no bindings are used for this program, the threads are a visual aid for proper stance width (see section on Class Safety).

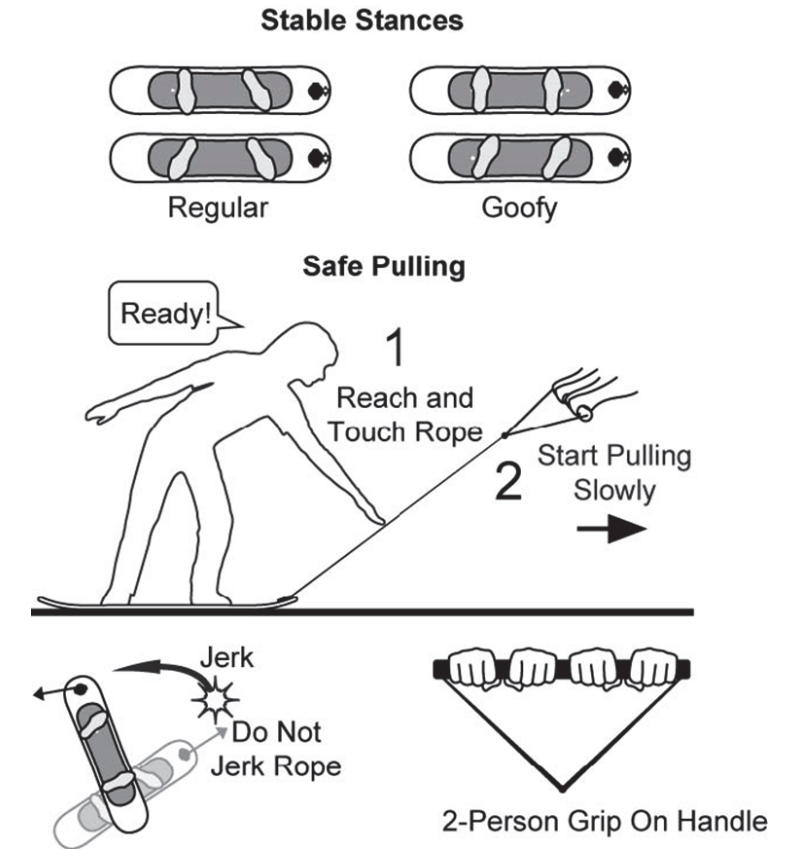
CLASS SAFETY

There are three safety points students must follow when using the Throwback board:

- Rider must always stand with a wide, edge-to-edge stance.
- Rider must touch the rope and give a verbal “Ready” before the Puller(s) starts.
- Puller(s) must hold the handle properly, pull slowly, and never jerk the rope.

Required safety drills

Using the following drills, demonstrate to the class the proper and improper riding and pulling techniques with the help of a student. Emphasize that anyone who jerks the rope on purpose will not participate.



STARTING POSITION

The proper starting position is important to keep balance when pulling begins.

Divide class into teams of 2 or 3

One student stands on board

One student holds handle with the rope fully extended

One student watches



Instruct students to stand on their board and get in their riding stance. Then ask them to reach forward and touch the rope.

This will make the Rider lean forward over front foot

This will put them into the correct starting position

Instruct students to say "Ready!" when they touch the rope.

Students rotate, touching the rope and saying "Ready!"

Allow enough time so everyone gets two rounds of practice.



SLOW PULLING

Pulling slowly at the start is important to keep the Rider safe and on balance.

Keeping the same teams from the Starting Position:
Put one or two students on the pulling handle.

When the Rider says, "Ready!" the Puller(s) begin to pull slowly.

When the Puller(s) reach walking speed, they stop and everybody rotates.

Allow enough time so everyone gets two rounds of practice.



SAFETY RULES

Explain to students that they must follow safety rules or they will not participate. Students may not race. If they race, they will sit out. Puller(s) must follow these safety rules:

- Hold the handle properly and wait for the Rider to touch the rope and say "Ready!"
- Start by Pulling slowly
- Never jerk the rope

READY



SET



PULL

TWO PERSON PULLING

The existing handle on the Throwback board board in diagram 1 works great for a teacher pulling a student or a larger student pulling a smaller student. The handle used in diagram 2 is ideal for two person pulling.

The difference in size and weight between the pullers and the riders will determine whether you do one- or two-person pulling.

The two-person handle consists of a straight black handle with a blue rope attached to both ends. To connect the two-person handle to the Throwback board reel, feed the rope through the hole on the existing Throwback board handle. Then loop the straight black handle through the rope and pull the handle until it's secure.

You now have a way for two students to hold onto the handle and pull at the same time.

Two-person pulling allows students who are similar in size and weight to move fast enough to feel like they're riding. However, please adhere to the safety requirements.

The teacher must pick teams of three students who are similar in size and weight. If sizes vary too much, students will be able to go faster than necessary. In addition, if students team up with their friends, they might become too rowdy.

Tell students that the Pulling and Riding Station is a team building exercise. Snowboarding on the mountain is about making new friends as well as riding with your existing friends with both one- and two-person pulling, the Puller(s) must face the Rider.



SAFETY RESPONSIBILITIES

Responsibility of the puller(s)

When the Throwback board board is in use, the Rider is in charge. If the Rider says "Stop" or "Slow down" or "Wait," the Puller(s) must comply.

The Puller(s) may not make decisions without first asking the Rider if it's okay: "Faster? Turn Around?" Only after a verbal "Okay" can the Puller(s) begin a change of action.

However, the Puller(s) can stop or slow down at any time. If the Rider is requesting "Faster, Faster!" the Puller(s) responsibility is to stay in control. Puller(s) who purposely jerk the board or intentionally cause the Rider to lose balance will not participate.

Pulling is a good workout and some students will tire out quickly. Instruct students who are too tired from pulling to take a rest or switch Rider and Puller(s).

Responsibility of the rider

Instruct Riders to keep a minimum arm's distance apart from each other.

The Rider must touch the rope and give a verbal "Ready" to the Puller(s) before starting, and must continue to instruct the Puller(s) as needed.

Puller(s) should be on the lookout for maintaining a safe distance between their Rider and other Riders to his or her immediate area.

Riders should verbally instruct their Puller(s) if they are drifting or getting off course.

Safety rules for all

Explain to students that they must follow the safety rules or they will not participate. Students may not race on either course. Riders must follow these safety rules:

Riders must touch the rope and give a verbal "Ready" before Puller(s) starts

Feet must cover the white visual aids and angle edge-to-edge

Riders must stay in control

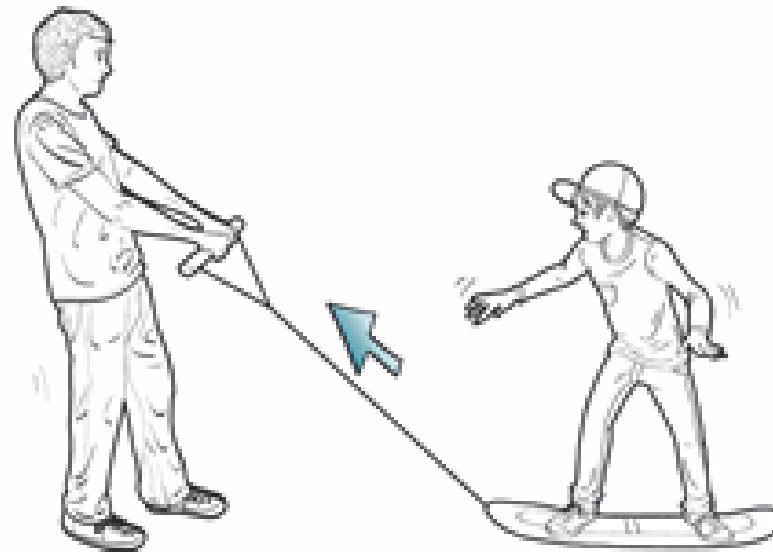
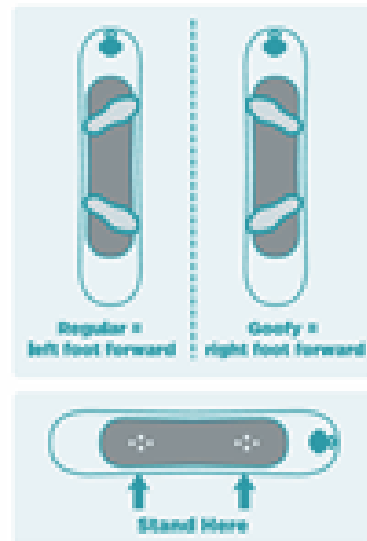
BEST PULLING PRACTICES

The Throwback board board is a team exercise, and the Puller(s) are always supporting and looking out for the Rider.

A good Puller might suggest, "How about a Frontside grab?" Or the Puller might see that the Rider needs to go slower to stay on balance around a cone.

The best Throwback board team is the one who has the most fun together and are better friends from having participated.

STABLE STANCES



RIDING

Stance

Instruct students to get into their Regular or Goofy stance on the board covering the white visual aids. Heels and toes should angle edge to edge. Tell students their stance should feel stable and natural.

Important: When Riders start, they lean forward in the Starting Position. When pulling speed is reached, Riders shift their position back to the centre for the best riding experience.



SNOWBOARD GRAB MAT GAME STATION

Purpose of activity

To provide students simulations of snowboarding positions/movements

Benefits

Aerobic, Coordination, Agility, Following Auditory/Visual Cues, Reaction Time

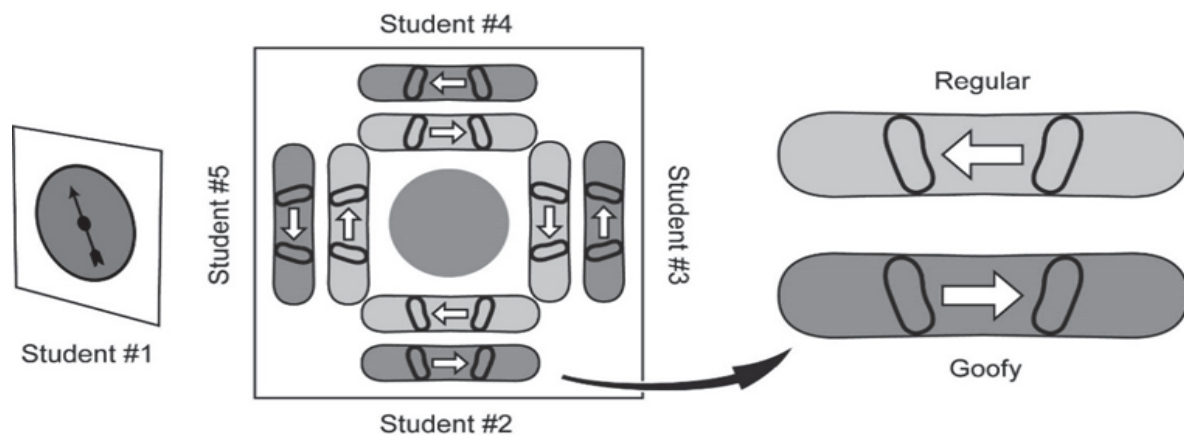
Burton Snowboards designed the Grab Mat as a fun and effective way for students to learn the names and positions of popular snowboarding grabs. It is also a great aerobic workout and improves coordination, agility, and reaction times to auditory and visual cues.

Two to five students participate at the Snowboard Grab Game Station. One to four students use the mat. One student is the Spinner and calls out the names of the grabs. Students alternate turns being the Spinner so every student moves. Please see diagram.

Standards

Demonstrates competency in movement patterns

Applies knowledge of concepts to movement
Recognizes value of activity for enjoyment, challenge, and self-expression



GRAB

The grab is a movement that teaches student riders to reach down and grab different parts of their snowboard in order to make a trick more stylish. There are four basic types of grabs that will be taught.

- Nose grab- front hand grab at the tip (nose) of board
- Tail grab- back hand grab on the tail (nose) of board
- Indy grab- back hand grab of the middle of board on the toe edge
- Mute grab- front hand grab of the middle of board on the toe edge



GRAB MAT INSTRUCTIONS

Instruct students to identify their snowboard on the mat by their stance.

Regular footed boards are located on the inner part of the mat (Red) and Goofy footed boards are located on the outer part of the mat (Blue).

Tell students to review the grab mat "cheat sheet" located in the middle of the mat.

The corresponding numbers and colours of the grabs are located on each snowboard. Please see diagram above.



GRAB MAT GAME INTRUCTIONS

Instruct the students who are playing to start standing off the mat, facing their board.

When the Spinner calls out a grab, students jump to their board: Regular or Goofy footed spots on the mat.

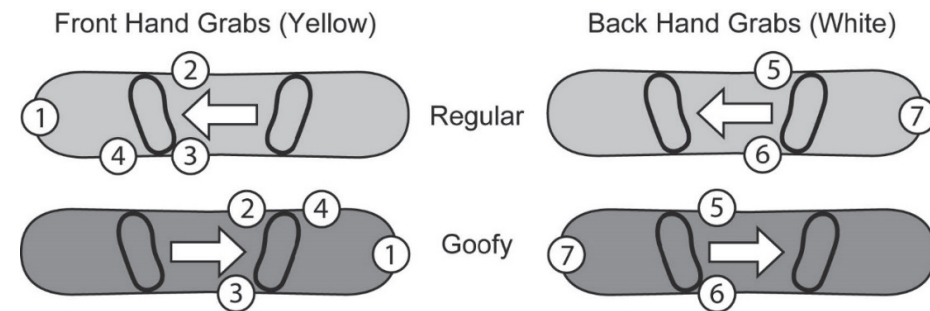
Tell students to bend their knees and get into the grab position as quickly and as low as possible.

The Spinner then calls out "Land!" and the students jump off the mat backwards to standing in their original position.

Encourage students and the Spinner to move fast as it is a better workout. Ideally, students will be jumping forward, getting low, and jumping backwards without any lag time between tricks.

The Spinner can mix up the game by saying "Goofy Footers Only," "Regular Footers Only," "Girls Only," or "Boys Only" before calling out grabs.

Additional Tricks (Not Listed on the Mat) For additional tricks, the teacher or an older student should be the Spinner and provide the following lessons to students:



FRONT HAND GRABS (YELLOW)

NOSE: grab nose with front hand

MUTE: grab toe edge near inside of front foot, with front hand

MELON: grab heel edge near inside of front foot, with front hand

METHOD: grab heel edge near outside of front foot, with front hand



BACK HAND GRABS (WHITE)

INDY / FRONTSIDE: grab toe edge near inside of back foot, with back hand

STALEFISH: grab heel edge near inside of back foot, with back hand

TAIL: grab tail with back hand



SWITCH

In snowboarding, Switch stance is defined as riding backwards or with your back foot in front (your unnatural foot forward).

Riding switch is popular in freestyle snowboarding. The Spinner can add “Switch” to any trick at any time. When students hear “Switch” before a trick, they have to jump to the spot with the opposite stance of their own stance.

Goofy footed students jump to the Regular footed board.
Regular footed students jump to the Goofy footed board.



FRONTSIDE & BACKSIDE 180

A 180 in snowboarding is a 180-degree turn in the air.

To do a Frontside 180, turn the front of the body towards the Nose (Regular footers: counter-clockwise, Goofy footers: clockwise).

To do a Backside 180, turn the back of the body towards the Nose (Regular footers: clockwise, Goofy footers: counter-clockwise).

To perform a 180 on the mat, students start off the mat, facing away from the mat.

When the Spinner calls out a Frontside or Backside 180, students turn their body the appropriate way and land on their snowboard spot on the mat.

The Regular footed students have to jump a little further to reach their spot.

Or the Spinner can instruct them to do a Switch Frontside or Backside 180 (so they jump to the Goofy footed spot).

Instead of calling out “Land!”, the Spinner calls out a second 180 and students land off the mat.

180 WITH GRAB

Students start off the mat, facing away from the mat.

The Spinner instructs them to do a 180 with a grab such as a 180 Mute.

The students start by jumping Frontside or Backside into the rotation and spinning 180 degrees, landing on their spot on the mat, and getting into the Mute position as quickly as possible.

There are many combinations of Frontside and Backside 180s with grabs.

SPOONER STATION

Purpose of Activity

To teach snowboard-like balance and spinning

Benefits

Balance, coordination, fun

Standards

Demonstrates competency in movement patterns

Applies knowledge of concepts to movement
recognizes value of activity for enjoyment, challenge,
and self-expression

Instruct students to practice their balance on a spooner board



USE PROPER SNOWBOARD STANCE

Snowboard Stance

Teach students the proper snowboard stance.

Your stance is the way you stand on the board. Instruct students to jump up and when they land - freeze! If their feet are standing like a duck with their knees bent and arms out, then they have the proper snowboard stance.

It should feel like when you are ready to field a ball in cricket or jump up to grab the monkey bars.

Description

A snowboard stance can either be goofy or regular.

Students should already know which is their preferred stance prior to starting this activity.

If a student has not get them to try exercises for this station both ways. i.e. left foot forward and right foot forward.

FOOT TO FOOT & SIDE TO SIDE



Step 1

Students should be in a good snowboard stance with joints slightly flexed to start.



Step 2

Once in a good stance on the Spooner board, students should transfer their weight slowly from their left foot to their right foot.



Skill Transfer

Works on lateral balance as well as terrain awareness needed in snowboarding

WALK LIKE A DUCK

Description

By moving from side to side on the front edge of the Spooner board

Step 1

Student should be confident in maneuvering to board by moving weight foot to foot

Step 2

Student should apply more weight on toes as they move foot to foot

Skill Transfer

Toe edge walking on a snowboard.



SPIN AROUND

Description

By pivoting on the back foot rider turn the board in a half circle

Step 1

Begin with weight on front foot and turn shoulders in direction you wish to spin

Step 2

Transfer weight to back foot while rotating your body

Step 3

After completing spin return weight to front foot. For a 360° spin repeat steps, but this time swing your arms to create more momentum

Skill Transfer

Beginning of trick on a snowboard




SPOONER BOARD INSTRUCTION CHART

SPOONER INSTRUCTIONS

Find Your Stance

Basic Moves:



Description: Some ride with their left foot forward, others with their right. To find your stance, try doing the steps below both ways.


Step 1: Place dominate foot on nose of board. (nose is round) Place other foot on tail of board. (square)

Step 2: "The Rocker" Begin to rock by shifting your weight from front foot to back foot. (The Rocker is the first step in learning how to turn)

Step 3: Practice turning by tapping the nose of the board around in a circle.

180° Spin

Basic Moves:



Description: By pivoting on back foot rider turns the board in a half circle.


Step 1: Begin with weight on front foot and turn shoulders in direction you wish to spin.

Step 2: Transfer weight to back foot while rotating your body.

Step 3: After completing spin return weight to front foot. For a 360° spin repeat steps, but this time swing your arms to create more momentum.

Sit 'n' Spin

Trick Tip: Easy



Description: Sitting on tail of board rider uses hands to begin spinning.


Step 1: Sit on tail of board with legs crossed in front.

Step 2: Place one hand on nose of board, place the other on the ground.

Step 3: Use hand on ground to push off and begin spinning.

The Flipper

Trick Tip: Easy



Description: Spooner board starts upside down on top of toes, as rider jumps the board will rotate under feet.


Step 1: Place Spooner Board on top of feet upside down.

Step 2: Stand up and get ready to jump.

Step 3: As you jump the board will rotate. Land on top of board.

The Cave Man

Trick Tip: Advanced



Description: After jumping into the air board is placed over feet for landing.

Step 1: Riders are runways and landing space.


Step 2: Grip outer rail of board with hand

Step 3: Get a running start and leap off the ground with back bent.

Step 4: In the air place board under feet, landing on board with knees bent.

The Shuv-It

Trick Tip: Advanced



Description: Board spins at least 180° under riders feet.

Step 1: Get light on your feet by jumping up and down on your board.

Step 2: Kick your back foot back and your front foot forward while jumping. (like a scissor kick)

Step 3: Allow the board to spin under your feet before landing on top of it.

INSTRUCTION CHART

Spooner Inc., 1800 Cleveland Ave., Oakland, CA 94612-1120 • P: (510) 531-6906 • F: (510) 434-6779 www.spoonerboards.com • Patent #1,625,907

RIGLET BOARD ON FOAM BLOCKS

Purpose of Activity:

To simulate snowboard flex and edges in snow

Benefits:

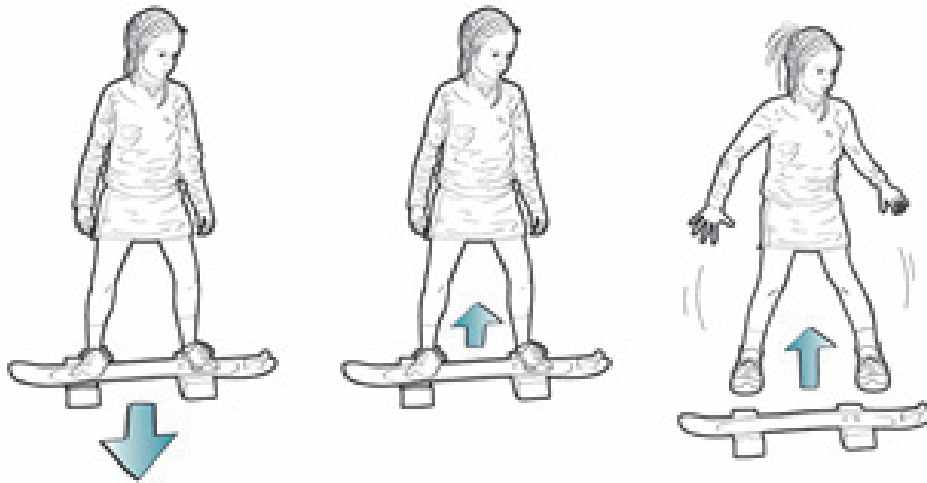
Balance, coordination, fun

Standards:

Demonstrates competency in movement patterns

Applies knowledge of concepts to movement

Recognizes value of activity for enjoyment, challenge, and self-expression



TO SET UP FOAM BLOCK STATION

Foam Blocks

To set up the foam block station, use foam provided underneath board.

Space the foam pieces apart, directly under the stance markers on Riglet boards without reel attached.



STEERING AND TURNING

Teach students to:

Lean on toes for toe-side turn

Lean on heels for heel-side turn

Bend knees and perform front hand and back hand grabs

Jump up and do a 180*, land back on the board.
Repeat and turn the opposite direction.

Students should attempt a 180 first on the ground before performing this trick on the board



Front hand grabs and back hand grabs:

Nose Indy / Frontside, Mute, Stalefish, Melon, Tail Method

SNOW PLAY

Playing in the snow is a fun and rewarding activity but there can be some dangers involved. Children should be supervised at all times. Conditions change quickly and playing in the snow can result in wet damp clothes that increase the risk of hypothermia. Wear the appropriate clothing 'layer up' to avoid getting too hot or too cold.

The Dangers to avoid

Snow can hide dangers in the terrain such as logs and holes.

Roads

Don't play near roads, cars and snow moving equipment. Vehicles can move in unexpected ways on slippery roads

Slipping and falling

Each winter slipping and falling accidents cause serious injuries. Even when surfaces do not look especially icy or slippery, it is very possible that a thin sheet of transparent ice can build up. Frozen snow and ice on the ground and roads can create a hard and slippery surface. Always wear the appropriate footwear to prevent slipping and falling.

Overhead hazards

Look up. Ice and snow can collect in trees and on rooftops, so when playing outside keep clear of eaves and heavily laden trees. Falling icicles and chunks of snow pose a serious risk. In extreme cold weather icicles can build up in size very quickly and are lethal. Their size and dagger-like formation are extremely dangerous. Be aware of what's happening above you, and stay clear from the edges of buildings.

Playing on a toboggan

Tobogganing in specially prepared areas is one way of enjoying the snow. Tobogganing can be dangerous and great care should be taken.

Parents should ensure adequate supervision is provided when children are tobogganing. Find out more [here](#)

SKIN AND EYE PROTECTION, FOOTWEAR AND HELMETS

Skin Protection

Sunburn can be a serious problem, even on cloudy days. Always use a good sunscreen with a high SPF (sun protection factor) to protect skin exposed to direct or reflected sunlight. Don't forget your lips, which are also susceptible to sunburn.

Use a lip balm with a high SPF and remember to reapply frequently. On sunny days if you are not wearing a helmet, a peaked or wide brimmed hat is advisable.

Eye Protection

To protect your eyes from the glare off the snow (which can lead to 'snow blindness') the use of high quality sunglasses or goggles is essential. If you are dependent on spectacles or contact lenses, carry a spare pair, in case you lose or damage them while you are in the snowfields.

Appropriate Footwear

Alpine conditions create snow and ice often making walking difficult and slippery. It is essential to wear appropriate footwear with soles having substantial grip.

Helmets

Helmets may make a difference in reducing or preventing head injuries. Many skiers and snowboarders are choosing to wear them.

However, helmets do have limits and users need to be aware that wearing a helmet does not eliminate the risk of head injury. In addition to offering an added degree of protection, snow sports helmets are now designed to be lightweight, comfortable, warm and fashionable.

Snow sports helmets are insulated for cold weather and provide better coverage and impact protection than other sports helmets, such as bicycle helmets. Be sure that the helmet you choose meets current recognised snow sport helmet design standards.

IMPORTANT RULES WHEN SKIING / SNOWBOARDING

1. Don't remove skis/board on icy slopes
2. If lost, stay where you are
3. Be alert on ski lifts
4. Take ski/snowboarding lessons
5. Bindings must be fitted with retention devices
6. Always ski/board in control

STANDARDISED TRAIL MARKERS, SAFETY ON THE SLOPES AND LIFT RIDING

Safety on the slopes

In Australia, most on-slope accidents occur on sunny days when people ski and ride faster or when the slopes and trails are more crowded. It is strongly recommended that any person trying skiing or snowboarding for the first time should do so under the supervision of an experienced instructor. Not only will this speed up your learning of the sport but it will give you a good idea of which areas are suited to your skill level.

You can reduce the risk of injury by:

- Skiing and riding in control.
- Watching for other skiers and boarders.
- Staying on slopes and trails that are within your ability.
- Don't remove skis/board on icy slopes
- If lost, stay where you are
- Be alert on ski lifts
- Take ski/snowboarding lessons
- Bindings must be fitted with retention devices
- Always ski/board in control

Standardised trail markers

Most resorts have standardised trail markers which are colour-coded to indicate the degree of difficulty. Free maps of runs and trails are also available from resort information offices. If new to the resort, start easy and work up to your level of ability. Do not try to ski or ride on a slope that is beyond your ability as you will endanger yourself and other snow area users. Be careful in the morning and the late afternoon as the snow may be frozen. Do not assume that you will be able to ski or ride as well as you could the previous afternoon and always adjust your skiing and riding to the conditions.

Lift riding

There are two types of lifts: aerial (chairlifts, gondolas, cable cars) and surface or drag lifts (pomas, T-bars, rope tows). If you are unsure how to use these lifts ask the lift attendant.

When riding lifts, remember the following:

Swinging or bouncing on the lift is dangerous.

Always unload smoothly and ski or slide away from the unloading area.

Always use the safety bar on chairlifts.

Never drop litter from lifts (or anywhere else).

If the chairlift breaks down while you are on it, don't jump off but wait for the lift attendants to evacuate you safely, with assistance from the Ski Patrol.

SNOWBOARDING EQUIPMENT BOOTS GLOVES & WRIST GUARDS AND RETENTION DEVICES

Equipment

Snowboards can be hired both on and off the mountain and are fitted with either plate or high back bindings. Whilst clothing requirements for snowboarding are basically the same for alpine skiing. Special boots and gloves are worn. Wrist guards are essential. Helmets should also be worn by children, novices and young riders.

Boots

A wide range of boots can be used when riding a snowboard. The type will depend on the style of bindings fitted to the board. With high back bindings any warm waterproof boots with a moderate degree of firmness can be used. Boards with plate bindings require specially designed boot

Gloves and wrist guards

When snowboarding, the hands often come in contact with the snow, therefore your gloves should be waterproof and of a sturdy construction. To reduce the risk of wrist injuries, it is strongly recommended that snowboarders wear wrist guards. This is particularly important for children and novices.

Retention devices

Retention devices should be used at all times, even when the snowboard is not being used. When the snowboard is not in use, lay it down on its side and ensure that the leg strap is attached to a pole so that the board cannot run away if knocked or caught by the wind.