



**HOLLYBURN**  
Cross Country Ski Club

**Jackrabbit/Bunny Coach's Manual  
2019-2020 Season**

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## Section 1: Schedule of Ski Season

Within the Hollyburn Cross Country Ski Club, the Jackrabbit season consists of 11 sessions commencing the weekend of December 8th/9th.

The sessions for the Jackrabbit program are as follows:

- **Saturdays 9:00 - 11:30 a.m.:** Dec 7, 14, Jan 4, 11, 18, 25, Feb 1, 8 (Coast Cup #3 at WOP), 15, 29, Mar 7, 14 (note: Feb 22 is the P'ayak)
- **Sundays 9:00 - 11:30 a.m.:** Dec 8, 15, Jan 5, 12, 19, 26, Feb 2, 9 (Coast Cup #4 at WOP), 16, 23, Mar 1, 8, 15
- **Sundays 1:00 - 3:30 p.m.:** Dec 8, 15, Jan 5, 12, 19, 26, Feb 2, 9, 16, 23, Mar 1, 8, 15
- The Jack bunny morning sessions are from 9:15 - 11:15 a.m. and the afternoon sessions are from 1:15 - 3:15 p.m.

There are additional weeknight sessions for Jackrabbit Level 3 or 4 and Track Attack: Tuesday (5:00-6:15 p.m.), Wednesday or Thursday evening, 6:30 - 7:45 p.m. Attending a weekday session for Level 3/4 and Track Attack is strongly encouraged.

Optional additional races at Whistler Olympic Park (WOP) in the Callaghan Valley are as follows:

- Coast Cup #1 – December 1<sup>st</sup>
- Coast Cup #2 – December 21<sup>st</sup>
- P'ayak – February 22<sup>nd</sup>

## Section 2: Safety & General Information

**There must always be 2 coaches for every class.** If a coach is absent talk to the session coordinator. We can always ask a parent to accompany the class or combine two classes.

### Emergency Action Plan

Prepared by: \_\_\_\_\_ (coach)

Emergency phone numbers: 9-1-1 for all emergencies

Address of home facility:

Hollyburn Mountain, Cypress Provincial Park, West Vancouver, BC  
604.922.0825

Address of nearest hospital:

Lion's Gate Hospital, 231 East 15<sup>th</sup> Street, North Vancouver, BC  
Phone: 604-988-3131

Professional First Aid Ski Patrol: contact via the lodge or staff in base area or by calling 604.922.0825

Phone number: \_\_\_\_\_ (partner coach)

Sat am session coordinator	Jen Gow	778.877.1002	scottishjenn@gmail.com
Sun am session coordinator	Jessica Bratty	604-603-1711	<a href="mailto:Jessica.bratty@gmail.com">Jessica.bratty@gmail.com</a>
Sun pm session coordinator	Anna Tinker	604-317-3713	<a href="mailto:annatink@gmail.com">annatink@gmail.com</a>

Athlete health issues: Name: \_\_\_\_\_

Issue(s): \_\_\_\_\_

Parent #: \_\_\_\_\_

Name: \_\_\_\_\_

Issue(s): \_\_\_\_\_

Parent #: \_\_\_\_\_

## ***In case of emergency . . .***

### **Control environment and secure site so no further harm occurs**

- Quickly assess surroundings to identify and address immediate safety issues
- Place ski barrier (X) well above injured child

### **Communicate with team**

- Communicate with partner coach to confirm basic plan and roles/responsibilities
- Confirm “person in-charge”
- Confirm who will look after the injured child and who will manage the class. Bring in additional parents/adults as needed/available.

### **Assess injury, comfort child, administer first aid**

- Ask child: “Can you hear me?” and “Are you okay?”
- At minimum, assess: airway clear? breathing present? pulse is present? major bleeding? conscious? If suspected injury to head, neck or back, do not move the child.
- Stay calm and reassure child
- Cover child with jacket/blanket; get child’s head off snow (if possible)
- Place insulated pad underneath child if child will on snow for more than a few minutes
- Administer additional first aid as required and able (first aid training required)

### **Get help**

- If help is needed, ask parent or passing skier to get ski patrol:
  - Provide them with a trail map marked with location of injured skier
  - Ask them to communicate the age of the injured athlete and the location/nature of the injury to the ski patrol
  - Have person repeat back information to confirm their understanding
  - Confirm with person that they must report back
  - Send person to lodge or base area to ask staff to contact ski patrol
- When ski patrol arrives, allow them to do their work. Have one adult stay with the injured child.
- If possible find the coordinator or another parent to help locate the injured child’s parents and accompany the ski patrol. Ideally the class coaches are able to stay with the group.

### **Address needs of class/group**

- Reassure other children and make sure they are in a safe location with minimum two adults.
- Continue the session if there is a minimum of two adults (at least one being a coach) that can stay focused on the group.

### **Follow-up communication**

- Communicate with parent of injured child (if not already present)
- Communicate with session coordinator
- Complete accident report form

## Hollyburn Contact Information

Position	Name	Number	Email	Comments
Sat am session coordinator	Jen Gow	778.877.1002	scottishjenn@gmail.com	Contact for JR Sat am class switches, urgent on-snow issues and general Sat am enquiries
Sun am session coordinator	Jessica Bratty	604.603.1711	Jessica.bratty@gmail.com	Contact for JR Sun am class switches, urgent on-snow issues and general Sun am enquiries
Sun pm session coordinator	Anna Tinker	604.317.3713	annatink@gmail.com	Contact for JR Sun pm class switches, urgent on-snow issues and general Sun pm enquiries
Weeknight session coordinator	Nancy Hill	604.790.1637	Nancy_e_h@yahoo.com	Contact for weeknight session issues.
Jackrabbits Coordinator	Joanne Fenwick	778.892.5701	Jo_fenwick@yahoo.com	Contact for JR scheduling, events, and general JR questions
Coaching Coordinator	Nancy Hill	604.790.1637	Nancy_e_h@yahoo.com	Contact for coaching courses and coaching support

## Risk Management

Coaches have at all times a legal obligation to provide a safe environment for participants.

The law does not expect a coach to be perfect in his/her behaviour, only that the coach be reasonable and act as other reasonable coaches would act in the same circumstances.

There is a certain amount of risk in our sport that coaches need to be aware of. Coaches should spend time thinking about potentially risky situations, decide which situations might pose serious risks and determine what practical steps he/she can take to minimize those risks.

If the risk is moderately significant, the coach must take measures to reduce the likelihood of the risk occurring, through careful planning, supervision and training of the participants. If the risk is severe, then the coach must decide to avoid whatever causes the risk. For example, extreme weather conditions such as freezing rain or very cold weather with potential to cause frostbite would cause a practice to be cancelled.

The main risk factors in our sport are:

1. Environmental (weather, temperature)
2. Equipment and facility Risk (participant's clothing and ski equipment, trail conditions)
3. Human Risks: (the participants individual physical and behavioural characteristics, other skiers on the trails, the coach's training, experience and supervision of the participants)

An informed and prudent coach protects himself by implementing a personal risk management plan. This helps the coach in two ways: first, it will promote a safe program that will help prevent injuries from occurring, and second, if an injury can not be prevented, it will help protect the coach from liability claims.

### **Elements of a Personal Risk Management Plan:**

1. When choosing terrain, the coach must be sure that the activity and terrain are suitable to the age and condition (mental and physical) of the participants. For example: beginner skiers or bunnies should not be asked to ski down steep icy trails.
2. The participants must be progressively trained and coached to do the activity properly and avoid injury.
3. The participant's equipment must be adequate for the activity (boots fit, bindings close properly, child's clothing is adequate for the weather conditions)
4. The activity must be properly supervised.

5. Be familiar with the Hollyburn Cross Country Ski Club Emergency Action Plan. Carry with you: a Cypress Mountain Trail Map, emergency medical contact numbers and participant's medical profiles.
6. Inspect the facility (trails) before you do an activity with participants. If the area poses a risk, adjust activities to avoid the risk.
7. Ensure that participants ski using trail etiquette. Choose areas carefully when stopping to teach a lesson or play a game so that participants are not at risk of collisions with other skiers. Particular attention should be paid to ensuring that one-way-only rules on trails are respected. Roller Coaster is a good example of a trail that can pose unacceptable risks if the one-way-only rule is not followed.
8. Stop any activity that poses unreasonable risks.
9. Trust your common sense and intuition.
10. Actively pursue your own training, professional development and further coaching certification.

## Trail Etiquette

Please make sure that you teach your group the following points:

1. Good trail etiquette makes skiing more fun for everyone.
2. I will show my trail ticket to Cypress personnel when leaving base area.
3. I will greet people with a friendly "Hello" on the trail.
4. When faster skiers come up behind, I will move to the right and let them pass.
5. When I pass a skier, I will move to the left and go around them.
6. If I meet a skier head on, I will pass on their right.
7. I will remember that skiers coming down a hill have right of way.
8. If I need to stop, I will move off the trail and wait until the other skier passes.
9. If I want to visit with my friends, I will move off to the side of the trail.
10. I will not leave any litter behind and pack out what I bring in.
11. I will obey trail sign and ski in designated areas only.
12. If I fall and make a big hole (sitzmark), I will fill it in with snow.
13. I will not ski fast when returning to the base area.
14. I will stay to the right of the cones when returning to the base area.
- 15. Rollercoaster trail is one way only**

## Absences from coaching

It is your responsibility to find a coach to take your place if you can not attend a session. Our club has a short list of spare coaches who you can contact for filling your spot.

It is really important that you contact your session coordinator and co-coach so that they know that you won't be there.



## ***Appropriate Clothing: Teach to Bunnies and Jackrabbits***

### **Jackrabbit Ready List**

#### ***JACKRABBITS - READY – SET – GO LETS SKI!***

BOOTS, SKIS, POLES	
HAT, MITTENS, OR GLOVES, WARM SOCKS	
WATER BOTTLE AND A SMART SKI SNACK * A Smart Ski Snack helps the body refuel for the trails: like an apple, orange or granola bar	
DRESSED FOR THE WEATHER – Rain, Snow or Sunshine Make a ski sandwich - Layer 1: an inner layer to wick away moisture, Layer 2: a mid layer to keep the heat in and take off if you are too warm Layer 3: an outer layer to keep the wind, snow and rain out	
SMILES FOR THE TRAILS	

## **Section 3: Season & Session Plans**

### **Season Planning**

START by planning your overall season. See what sessions you have, when there will be races and when you will focus on which skill. We schedule up to 13 sessions but we sometimes lose some due to a lack of snow, so some repetition is good.

Examples of overall season plans can look like this. Details which includes warm-ups, games etc can be found in session plans which are covered in the next subsection.

### Saturday Jackrabbit 2 – Season Plan Example

#	Date	Diagonal stride	Herring bone	Double poling	Free glide	Kick turn	Snowplow stop	Half snowplow braking	Snowplow turn	Other
1	Dec 7 (might be dryland)		X				X	X (start with full snowplow)		Safety, trail etiquette
2	Dec 14		X				X	X (full snowplow)		Safety, trail etiquette, CC #2 prep
3	Jan 4	X		X	X					
4	Jan 11			X			X			Biathlon (use double poling)
5	Jan 18		X					X	X	
6	Jan 25	X			X					Birkebeiner
7	Feb 1	X		X						Sprint day, CC #3 prep
8	Feb 8									CC #3
9	Feb 15	X			X	X				P'ayak prep
10	Feb 22									P'ayak
11	Feb 29					X		X	X	
12	Mar 7				X	X			X	
13	Mar 14									Try JR 3 skills

Note: CC = Coast Cup

### Jackrabbit 4 – Sunday example

#	Date	1-step double poling	Free skate	One skate	Step turn	2-skate	Offset	Parallel side slipping	Diagonal stride	Other
1	Dec 8 (might be dryland)	X (reg. double pole)							X	Safety, trail etiquette
2	Dec 15 (S)		X				X			Safety, trail etiquette, CC #2 prep
3	Jan 5	X (reg. double pole)							X	
4	Jan 12 (S)		X	X						Biathlon
5	Jan 19				X				X	
6	Jan 26 (S)			X			X			Birkebeiner
7	Feb 2	X (reg. double pole)			X					Sprint day
8	Feb 9									CC #4
9	Feb 16	X			X				X	P'ayak, Midgets prep
10	Feb 23 (S)		X			X				Midgets, day after P'ayak
11	Mar 1	X						X		
12	Mar 8 (S)			X		X	X			
13	Mar 15				X			X		

Note (S) = skate

## Key Points to Consider when Planning Your Sessions

Preparing sessions plans is part of the minimum expectations for Hollyburn coaches. The session plans from Section 5 of the Community Coaching manual are designed around a program that has more sessions than offered at Hollyburn Cross Country Ski Club. However, they do provide an excellent basis around which to plan your sessions. The session plans are meant to provide examples to help you plan your own sessions, and not mandatory plans that you must follow.

The session plans have many great ideas and the “Key Teaching Points” listed at the beginning of each plan are excellent!

Each session, for all technique levels, should have the following elements:

- Introduction/welcome
- Warm up
- Skill development (technique)
- Balance activity (scooter, ski down hill on one ski, ski down a hill and pick something up, ski down a hill in telemark position .....
- Speed (sprinting – 8 seconds of effort or less) and agility – games and relay races are great for developing speed and agility
- Skiing (terrain teaches more than you can)
- Play time (in the ski playground or other fun terrain)
- Cool down
- Wrap up/conclusion

In short, a session will go something like this: work on technique, play a game, ski to the lodge for hot chocolate, ski to another area, work on technique, play a game.....

Your technique evaluation for each child should be done on the second to last session. At some point in the season as determined by the overall program coordinator, all skiers in your group (but not bunnies) will do a timed individual sprint to determine their sprint badge. You also need to ask parents how many times outside of the Jackrabbit sessions each child has skied so that you know which Snow Goal sticker to award each child. At the end of this session you will pick up progress cards to fill out for each rabbit in your group, and envelopes to put the cards into.

At the end of the final session you will wrap up with your group, and hand out their progress cards and stickers to put in their Jackrabbit or Bunny Book. Please put each child’s progress card and stickers in a baggie: this will minimize children losing their stickers or comparing their progress cards with other skiers.

## First Day Outline for Jackrabbit Groups (Does not apply to Bunny groups)

1. Pick up hot chocolate in thermoses if you are taking it on the road with you.
2. Introduce yourselves briefly (leaders and assistants)
3. Move your kids away from other groups (make sure that you know where the technique level group above and below your group will be, in case kids need to be switched). Count heads. Teach the group how to stand so that they can all see you and are not obstructing the trail.
4. Make the kids feel welcome and give a SHORT overview of program goals:
  - have fun and be safe
  - make new friends
  - learn to ski better and faster

Quickly check kids' equipment, clothing and packs – heavy large packs will interfere with the child's balance (leave pack with parent)  
-if you are coaching bunnies, or technique level 1, then leave their poles at the base under the Club canopy.

5. Brief plan of the day (as short as possible)  
“Ski, play games, hot chocolate and snacks, bathroom break, ski, play games, go home”  
Plan an approximate time for the hot chocolate break, as parents will often want to meet the group and check on their child at that time.  
Ask the kids what they would like to learn (you don't have to commit yourself to these ideas, but it will give you good ideas for planning future sessions).
6. If the kids have skied before, then assign a head and a tail to the group and leave the base area as soon as you can. Ski your group to an area where you are away from other groups so you can talk to them with fewer distractions.

Groups of brand new skiers will need to work at the bottom for a bit to teach basic skills so that they can herring bone up the hill to other areas.

7. Check that every one is comfortable (not too hot or too cold) Play a game or activity so that everyone in the group knows each other's name and

something about each other. Make the kids feel welcome, use their names a lot, smile, learn at least one thing about each kid.

Ideas:

- ask each kid for their name and something they like, "I'm Jack and I like snowball fights"

- pass a beanbag or soft ball around; each person says their own name and the name of the person they are passing to.

- decide on a group name: ask for suggestions, let kids vote, voting often goes best with kids if you tell them to shut their eyes while voting (eyes shut, hands up).

- play zim, zam, zoom. Point to a child in the group and say "zim", "zam" or "zoom". If you say "zim" they have to say the name of the person on their left, "zam" they have to tell their own name, "zoom" they have to say the name of the kid on their right.

8. Establish the procedures you want them to use when skiing as a group:
  - a leader or designated rabbit at the front, adult at the back, skiing single file, leave enough space between skiers so that if someone falls the person behind doesn't run over them (like good drivers leave space between themselves and the car in front).
  - decide who will get to go after the leader, how will this privilege will rotate?
  - for older kids, explain where the bathrooms are and procedure if they need to use them (a leader or assistant needs to ski with them to the bathroom if the child has to go).
  - with the young children, teach them what to do if they think that they will need to go (before it is an emergency), ask parents of bunnies to take the child on a preemptive visit to the bathroom before the session starts.
  - let the kids know that you want to know if they are cold, too hot, feeling sick.....in past years we have had children who are fine at the start of class and have a raging fever by hot chocolate time.
  - teach trail etiquette. Ski single file, step off track if you need to stop.
9. Now, ski them to an area where they can ski on varied terrain (flat, uphill, downhill) so you can assess them. The two trails (Sidewinder and Cross Glades) between the Power line and Lower Telemark are good alternatives to the ski school flats. The terrain should make the kids feel comfortable and confident. Some kids may not have been on skis since last year.
10. Establish boundaries (poles stuck in the snow, cones, and packs at the side of the trail.....) Get kids to ski around you in the tracks. **Look for what they are doing correctly. Be encouraging** so the kids feel that you like them and that they can do what you are asking of them. Look at previous year's technique level criteria and ask kids to demonstrate skills

(e.g. for kids who have technique level 3 ask them to show you their diagonal stride, free skate. Use a downhill to assess snowplow, straight running, falling and getting up). No matter what technique level, ask kids to ski **without poles** as this is the best way to assess balance and weight shift. Move kids who need to be in other groups ASAP.

11. Play a game or two. Use the kid's names as much as possible to help you learn them. Have fun!!
12. Stop for hot chocolate. Make sure that your group all put their equipment in the same area so that you can easily match kids with gear when you leave. Get a tray with enough cups of hot chocolate for your group (fill cups less than  $\frac{1}{2}$  full for bunnies- less mess when they spill!). Serve kids outside if weather permits. Encourage snacks and bathroom visits. Check kids' mitts to see if child should switch to their extra pair. Head count before you leave.
13. The hot chocolate break is also a good time to move kids that should be in a higher or lower group. Try to coordinate with the coaches from the groups above and below you so that your break times coincide.
14. Review downhill skills and procedures (snow plow, straight running,  $\frac{1}{2}$  snow plow, stopping on a hill, single file, turning...) appropriate to their ability level.
15. Go for a ski, ski at a comfortable pace for all group members, wait at intersections for everyone, check kids for overheating and help them take off layers and unzip jackets.  
Ski beside different kids and talk to them. Learn as much as you can about them. **Model good technique**. If the kids are skiing without poles, make sure that you aren't using your poles!
16. Ski group down to base area, head count!! Closure: Get them excited about coming back next week. Tell them how well they did and how you are looking forward to skiing with them next week. Remind kids to keep track of the number of times that they ski outside of Jackrabbit sessions for their Snow Goal sticker.
17. Tell kids to stay with you and ask them to introduce you to their parent. Let them know that they must check out with you before they leave. Let the parent know if you have suggestions about equipment, clothing, or pack. Remind parents to label all gear.
18. Say good bye to each kid using their name. Complement them on something they did that session (especially the kids that seem less confident or were more difficult to deal with).



19. Let the session coordinator know if you need to move any kids to a higher or lower class.
20. Make notes about kids, abilities and skills to work on for next week before you forget.
21. Make a general lesson plan for the remaining weeks. You should be assessing their skill level throughout the lessons. Make notes of your observations as you go along because otherwise you will forget.

### **Bob's Maxim's**

The child will learn more from the environment and activities that the leader creates, than from what the leader teaches.

Kids must be moving, moving, moving...

Learn to move, and then move to learn

Give each kid a big greeting and goodbye every session, always use their name, always smile at them, especially if they are the misbehaving kids. Try to make a connection with each kid.

### **Utta's Hints**

Convince the child that they can do each skill before you can actually teach them.

Our focus needs to be on keeping the children happy and coming back for more. Our job is to teach them skills to increase their enjoyment of the sport.

The ideal coach: has patience, likes and respects children and understands the characteristics of the age group they are coaching.

### **Doug's Suggestions**

Coaches should try and make 1 on 1 contact with each skier in their group during the first few sessions. This can be done while skiing from one location to another. Good icebreakers include: "How many years have you been skiing?", "Have you skied anywhere other than Cypress this year?" "What school do you go to?". The interpersonal connect is key to effective coaching and this helps build it.

Fun relays are a great way to liven up a session. The options are almost limitless but the common aspects should be cheering the racers on (coaches need to lead and encourage this) and ensuring that the teams are evenly matched. See Section 7 for ideas.

“Misbehaving” kids are usually in need of extra attention. Nip inappropriate behaviour in the bud by outlining what is not appropriate, then look for ways to give them positive individual attention afterwards.

## Jackrabbit Session Plan Outline

Date: \_\_\_\_\_

Equipment Needed: \_\_\_\_\_

<b>Introduction:</b>	
<b>Warm up:</b>	
<b>Main Part:</b> Include agility, balance and short speed (less than 8 sec) activities <b>Skills:</b>	
<b>Game(s):</b>	
<b>Cool Down:</b>	
<b>Conclusion:</b>	

## Bunny Session Plan Ideas

### Example Bunny Session Plans from Caledonia Nordics

<https://www.caledonianordic.com/uploads/Program%20Descriptions/SDP%20Coach%20Resources/Bunnyrabbit.pdf>

### Part One Sample Outline for 2 hour Bunny Program

Time	Activity
5 – 7 mins	<p>Program Start</p> <ul style="list-style-type: none"> <li>• Welcome, name games “ Rickety Tickety Bumble Bee ...”</li> <li>• Parent check in –Review plan for the morning, role of parents in the program, washrooms, special child concerns ( food allergies, sickness etc) encourage parents to join in on games ask for help and have fun !</li> <li>• Provide masking tape and permanent marker to create name tags</li> <li>• Equipment and layer check in – no poles</li> <li>• Check in with session co-ordinator as required</li> </ul>
10 min	<p>Active Warm-Up Game with Singing</p> <ul style="list-style-type: none"> <li>• Integrate ski and snow knowledge into the game</li> <li>• “Old Jackrabbit had some skis” (tune “Old MacDonald”)</li> <li>• “ If you are happy and you know it” etc</li> <li>• “Hokey Pokey”</li> <li>• “Head and Shoulders”</li> </ul>
10 min	<p>Introduction of ski skill through large body movements/ games and song</p> <p>Example</p> <ul style="list-style-type: none"> <li>• Snow jungle walk like animals – progressing to the penguin walk for herring bone up to the trailhead</li> </ul>
5 min	<p>Gathering song and introduction of game to move along the trail</p> <ul style="list-style-type: none"> <li>• “Traffic”</li> </ul>
25 – 35 min	<p>2 to 3 games / songs to do along the trail going from the trailhead to the lodge</p> <ul style="list-style-type: none"> <li>• Jungle Walk</li> <li>• Traffic</li> <li>• “Snowmobile, Snowmobile....”</li> <li>• “Simon Says”</li> <li>• “Mulberry Bush – adapted for going up the Mountain”</li> <li>• Check for Wildlife tracks and sounds</li> </ul>

	Depending on the speed and energy level of the group, there can be time for a game behind the lodge before going in for a break
5 min	Transition – take equipment off go into the lodge
20- 25 min	Break <ul style="list-style-type: none"> <li>• Snack/hot chocolate</li> <li>• Washroom break</li> <li>• Incorporate theme stories for children</li> <li>• Change into dry mittens</li> <li>• Equipment back on ready for descent</li> </ul>
5 – 7 min	Introduction of ski skills through large body movements/game and song <ul style="list-style-type: none"> <li>• “Simon Says” to activate balance, falling and ready position for going downhill</li> <li>• “Crazy Cones” to activate balance, agility and star turns</li> <li>• Bubble Chase</li> <li>• “What time is it Mr. Wolf” or “Witch Witch”</li> </ul>
20 min	Descent from the lodge <ul style="list-style-type: none"> <li>• Begin with preparations for going downhill with ready position on the small hill behind the lodge.</li> <li>• “Leap and Swerve” Begin the descent with children in “seed position” , parents ski over children and move ahead to create obstacle course for children to ski around</li> </ul> Supporting parents as they help their children down the trail, lots of songs and games along the way
3- 5 min	Base Check–In <ul style="list-style-type: none"> <li>• Be sure each parent and child are together and feeling good about the day before they leave</li> <li>• Provide a sticker or stamp to finish the day</li> </ul>

## Part TWO: ACTIVE WARM UP SONGS AND GAMES

### 1. "If You Are Happy And You Know It"

*Clap your hands*

*Touch the Sky (tiptoes exercise)*

*Touch your skis*

*Jump Up High (balance)*

*Stand On One Leg (balance)*

*Turn in a Circle (star turn)*

*Lie in the snow and shake your skis in the air (helicopter)*

*Etc, etc, etc*

### 2. To the tune of "Old Macdonald Had a Farm" with large exaggerated body movements and marching on skis while singing the chorus

*Chorus:*

*Old Jackrabbit had some skis – I ski, I ski ohhhhhhhh  
When I go skiing, I stay warm and this is how it goes.....*

*I put my socks upon my toes – I ski, I ski ohhhhhhhh  
I wear some pants to role in the snow – I ski, I ski ohhhhhhhh*

*Chorus*

*I put a hat up on my head – I ski , I ski ohhhhhhhh  
I wear my mittens or my gloves – I ski, I ski ohhhhhhhh*

*Chorus*

*I put on a sweater before I go – I ski, I ski ohhhhhhhh  
I wear a jacket for wet snow – I ski, I ski ohhhhhhhh*

*Chorus*

*I wear a smile upon my face — I ski, I ski ohhhhhhhh  
I have some fun and I like to race – I ski, I ski ohhhhhhhh*

### 3. JACKRABBIT WARM UP

"J" is for jumping

"A" is for arching

"C" is for crouching"

"K" is for kicking

"R" is for reaching

"A" is for arms circling

"B is for bending  
"B" is for bouncing  
"I" is for itching  
"T" is for tickling

### **PART THREE: ACTIVITIES TO ADDRESS TRAIL ETIQUETTE**

1. Visit with ski patrol
2. Review "MY TRAIL ETIQUETTE PROMISE POEM"

Now that I am a jackrabbit, I ski safe everyday  
I ski on the right and say "hello" along the way  
I call out "track when I go to pass, stay left and step on the gas  
If the trail gets narrow, I step to the right side  
I know that skiers coming down the hill have the "right of way"  
So if I need to stop, or fall, I simply scoot out of the way  
I leave my pets at home, keep litter off the tracks  
Read the signs and am happy to share my snacks!

## **PART FOUR**

### **SONGS THAT ENCOURAGE A FUN ENVIRONMENT**

1. Snowmobile, snowmobile go so slow .....

2. Jack in the Box:

- Adults create a circle around the children and sing:

*“Jack in the box, jack in the box sit so still*

*“Will you come out, will you come out ?”*

- Children in the centre of the circle crouching in their skis jump up on their ski's and respond “yes we will”

3. Going on a Bear Hunt

Inspired by the story: Michael Rosen

One parent goes ahead on the trail and hides off the edge of the trail (hiding bear)

A) Children and other parents ski together and chant:

*“We are going on a bear hunt; we are going to catch a big one, what a beautiful day”*

B) Leader says *“Oh no mud, thick squelchy mud”*

C) Everyone moves forward lifting up their skis while chanting *“squelch, squirt, squelch, squirt, thick oozy mud*

A) Children and other parents ski together and chant:

*“We are going on a bear hunt; we are going to catch a big one, what a beautiful day”*

B) Leader says *“Oh no ice, slippery slide ice”*

C) Everyone moves forward sliding on their skis while chanting *“slip, slide, slip slide”*

A) Children and other parents ski together and chant:

*“We are going on a bear hunt; we are going to catch a big one, what a beautiful day”*

B) Leader says *“Oh no tall thick bushes”*

C) Everyone moves forward moving their arms side to side while skiing forward chanting and waving arms in the air *“swish, wack, swish, wack, swish wack”*

Continue with your own verses until you find the hidden bear, leader stops the group – and states, *“look here comes the bear”*, participant's retreat, while bear comes chasing children.

4. Slide, Slide, Slide Our Ski's ( To the tune of “Row, Row, Row Your Boat”

*“Slide, slide, slide our ski's*



*Sliding in the snow*

*Merrily, merrily, merrily, merrily a skiing we will go*

5. Down At The Station

(This song starts slowly and can be repeated at a faster pace)

*Down at the station early in the morning*

*See the little engines standing all in a row*

*Here the station master, hear the whistle sounding*

*Toot, toot, puff, puff off we go*

6. Mulberry Bush – adapted

*Here we go skiing around/ up the mountain, the mountain, the mountain*

*Here we go skiing up the mountain on a cold and frosty morning*

*This is the way we slide our skis, slide our skis, slide our skis*

*This is the way we slide our skis on a cold and frosty morning*

*This is the way we swing our arms, swing our arms, swing our arms*

*This is the way we swing our arms on a cold and frost morning*

*This is the way we turn in a circle, turn in a circle, and turn in a circle*

*This is the way we turn in a circle on a cold an frost morning*

7. Head and Shoulders

(This song starts slowly and can be repeated at a faster pace)

*Head and shoulders, knees and toes, knees and toes, knees and toes*

*Head and shoulders, knees and toes, eyes, ears, mount and nose*

*Hands and elbows, ski's and boots, ski's and boots, ski's and boots*

*Hands and elbows, ski's and boots, ski's and boots, ski's and boots*

8. Hokey Pokey

*You put your right arm in*

*You put your right arm out*

*You put your right arm in and you shake it all about*

*You do the Hokey Pokey*

*And you turn yourself around*

*That's what it's all about- Hey*

*Repeat with new phrases that include, left arm, right ski, left ski, head, bums etc*

*...!*

## **PART FIVE: GENERAL GAMES /ACTIVITIES**

1. Bubble Chase:

Leader blows bubbles into the air for children to chase and catch

2. Jelly Bean Transport

Children transport jellybeans in a cup from one end of designated area to the other

3. Gold Rush/ or Squirrels and Seeds

Balls (representing gold or seeds for winter) are placed in four corners.

Four teams are set up to chase gold/seeds from the other corners and bring back to home

4. Follow the Leader

Designated leader leads the group and does different actions along the way

5. Crazy Cones

Cones are spread on the ground. Children spread them out (like messy rooms) and parents have to collect them

6. Pairs Ski Challenge

Similar to follow the leader with the variation that child and parent partners ski together while touching fingers, hips, hats etc

7. Blanket Toss

Take balls and toss into the air while playing with emergency blanket

8. Touch "Blue"

Similar to follow the leader: challenge participants to stop while skiing and touch something of the colour identifies: blue, red, green, yellow

9. Air Soccer

Keep balloon in the air while tossing between participants

10. SPUD

One participant throws ball into the air and calls someone's name, everyone scatters and when named participant picks up the ball he/she ski's three glides and throws the ball to tag the next person

## 11. Traffic

Ski while leader provides traffic directions:

Green Light: Ski

Red Light: Stop in ready position

Highway Driving: Ski Fast

City Driving: Ski slow

Speed Bump: Jump on ski's

Garbage Truck Beeping: Back Up on Ski's

Stunt Driver": Jump/ step to the side to the other side of the tracks

Car Crash: drop to the ground and send in rescue helicopter "ski's in the air"

Snow Storm: Stop and snow plow the snow

Avalanche: person at the beginning of the line has to come to the back of the line

## 12. Crows & Cranes

Set-up 2 lines of skiers. One group is crows and the other is cranes. Leader shouts "Crows" and the crows chase the cranes. When leader shouts "cranes", the cranes chase the crows. Challenge participants with the use of the other words that rhyme with crows (toes/ rows, cows) and cranes (planes/trains/rains).

## 13. What time is it Mr. Wolf /or Witch, witch can I cross your ditch.

One person is the wolf or the witch; participants make the approach to the wolf or witch by calling

*What is it Mr. Wolf?*

*Alternatively*

*Witch, witch can I cross your ditch?*

Wolf and Witch indicated how many step the participants could take. At "lunch time", either the wolf or witch chases the participants to the start line. Those caught become wolves or witches.

\*Witch, witch can I cross your ditch involves participants stepping sideways – this is an excellent game to play on an incline to practice walking on an incline

## Jackrabbit Session Plan Ideas

### Example Jackrabbit Session Plans from Caledonia Nordics

See Caledonia web-site for links to session plans and other coaching resources

<https://www.caledonianordic.com/programs/SDP-coach-resources>

Links to lesson plans for Levels 1-4 can be found here.

#### Level 1

<https://www.caledonianordic.com/uploads/Program%20Descriptions/SDP%20Coach%20Resources/Jackrabbit-Level%201.pdf>

#### Level 2

<https://www.caledonianordic.com/uploads/Program%20Descriptions/SDP%20Coach%20Resources/Jackrabbit-Level-2.pdf>

#### Level 3

<https://www.caledonianordic.com/uploads/Program%20Descriptions/SDP%20Coach%20Resources/Jackrabbit-Level-3.pdf>

#### Level 4

<https://www.caledonianordic.com/uploads/Program%20Descriptions/SDP%20Coach%20Resources/Jackrabbit-Level-4.pdf>

## Section 4: Progress Cards

### Program and Level Descriptions

The **Bunny Program** is directed at children in the “Active Start” stage of development (children five years of age and younger). Program materials include an enrolment kit, a kid-friendly, age-appropriate booklet, and skill award stickers. It has been developed in parallel with the first level of the new competency-based National Coaching Certification Program (NCCP), which now provides coaching materials specific to the needs of this age group. The objective of the new program is to introduce cross-country skiing and the healthy lifestyle associated with it through organized activity and active play. In addition, the program is designed to:

- Help children develop a positive self-image.
- Be fun.
- Provide children an opportunity to make ski friends.
- Develop fundamental movement skills.
- Help children develop an awareness and appreciation of our natural environment.

The **Jackrabbit Program**, which is directed at skiers in the “FUNdamentals” stage of development (children six to nine years), is the second stage of the new program. It has been developed in parallel with the second level of the new competency-based NCCP, which provides coaching materials specific to the needs of skiers this age. Program materials include an enrolment kit, an age appropriate booklet that provides a comprehensive record of the young skier’s ski career and “technique” and “program” award stickers to chart the different levels of achievement. The objective is for children to learn basic cross-country ski skills (both classic and skating) and to instill a lifelong interest in the sport, thereby enhancing their quality of life and health. In addition, it is designed to:

- Help children develop confidence.
- Be fun.
- Provide children an opportunity to ski and socialize with their ski-friends.
- Build overall motor skills.
- Help children develop outdoor winter safety skills.

## Level Descriptions

Within the Jackrabbit program, there is a 4 technique level progression. Club fun days and fun sprints are introduced in these levels. The focus is on developing balance, agility, and rhythm through skiing varied terrain, playing games and some formal instruction.

### ***Technique Level 1***

Most of these skills will be learned without poles: Rising and falling on hills, introduction to diagonal stride, herringbone step up gentle slopes, snowplow braking and trail safety.

### ***Technique Level 2***

Poles will be used when learning and practicing most of the following skills: diagonal step with increased emphasis on gliding, double poling, herringbone step up moderate slopes, free glide down moderate hills while holding poles, kick turns, snowplow stops and snowplow turns.

### ***Technique Level 3***

Poles will be used during most of these session: Diagonal stride emphasizing weight shift and use of poles, one step double poling, double poling more effectively, free skate, downhill tuck, diagonal skate, kick turns and skate turns. As skating skills are introduced in this level, children will need to have ski boots that provide some ankle support. Club skate skis are available with both SNS and NNN binding systems for the skating sessions.

### ***Technique Level 4***

One step double poling, free skate, one skate, two skate, step turns, parallel side stepping, offset skating, refinement of diagonal stride technique. Coaching will also include an introduction to ski waxing.

## Completing Progress Reports and Awarding Stickers

**Please remember that you need to do the following on the second to last weekend**

***(this does not apply to bunny groups):***

1. Find out how many additional times each child skied this season for the “Snow Goal” sticker (you may want to e-mail the parents for this)
2. Figure out what “Sprint Goal sticker” each child will get, based on their sprint time
3. Assess technique level skills (see Technique level reports above) and decide which technique level each rabbit should get.
4. Figure out if any kids will earn a Hat Trick sticker
5. Decide which technique level the rabbit should be in next season

You will need to report all of the above information using the attached recording sheet, and give it to your session coordinator on the last session so that it can be entered into the database.

To help us with the initial group sorting next year, we ask that you give us some extra information about each Jackrabbit: the number of years that they have been in a level and their speed and fitness:

### Example Recording Sheet:

Johnny Rabbit is an average bunny going into level 1 for the first time next year.

Timmy Rabbit is a slow level 2 skier who will be repeating level 2 again next year.

Amy Rabbit is a fast/fit level 3 skier who will be in level 4 next year.

First Name	Last Name	Snow Goal:	Sprint Sticker:	Hat Trick:	Tech. Level Achieved	Tech. level to register in next year:	Number of years working at next year's level	Speed and Fitness
		1 2 3 4 5	Green Blue Purple Red Gold	1 2 3 4 5	:	1 2 3 4	1=1st 2 = 2nd 3 = 3rd	Slow=S Average =A Fast/Fit = F
Johnny	Rabbit	n/a	n/a	n/a	bunny	1	1	A
Timmy	Rabbit	none	green	none	1	2	2	S
Amy	Rabbit	2	red	3	3	4	1	F

You will be provided with a copy of the recording sheet as well as a progress card for each child in your group on the second to last session. ***These need to be completed and presented to each child in your group, along with the stickers earned, at the end of the last session.*** The progress cards for each of the technique levels 1-4 as well as the Bunny group are shown in the following pages.

**Sticker Awards:** All Sticker Awards are given out on the last session.

### **Bunny Rabbit Program:**

**Paw Print Stickers:** Bunnies earn a Paw Print sticker for each skill they master on their way to achieving the Bunny rabbit Skill Award. Stickers should be given to the bunnies at the end of the season and placed over top of the shaded “bunny prints” in the centre section of the Bunny rabbit booklet.

**Bunny Rabbit Award Sticker:** Bunnies will earn this award when they have accomplished all the skills identified in the Bunny rabbit booklet and are ready to move to the Jackrabbit Program. This sticker should be placed over the shaded circle that says “Bunny rabbit Skill Award”.

### **Jackrabbit Program Awards:**

**Technique Awards Stickers (Level 1 -4)** Skiers in the FUNdamentals stage of athlete development can earn a technique sticker for each technique level they master as they move through the program. Stickers are placed over the shaded circle marked “Technique Award”

**Snow Goals:** The purpose of this award is to encourage play/ski time on snow in addition to practice sessions for the purpose of improving the skier’s balance, agility, fitness and rhythm.

Award rules: Skiers can earn one Snow Goal sticker per year.

To achieve the sticker “Snow Goal 1”, skiers must ski at least five times (a minimum of 1 hour each ski) in addition to their Jackrabbit practice sessions. Each time they ski, they should colour in one square on the Snow Goal Picture in their booklet. If they ski 10 times, they earn “Snow Goal 2”; 15 times earns “Snow Goal” 3; and 20 times earns “Snow Goal 4”. In order to earn the bonus sticker (Snow Goal 5), skiers must ski 40 times in addition to their Jackrabbit Practice Sessions.



## Sprint Stickers (5 Colours)

The purpose of this award is to develop speed.  
Note that the distances are age specific.

Age	Distance	Green	Blue	Purple	Red	Gold
6-7	50 m	60 – 30 s	29-25 s	24-20 s	19-15 s	<15 s
8-9	75 m	1.5m-45s	44-38 s	37-30 s	29-23 s	< 23 s
8-9	100 m	2 m- 1 m	59-50 s	49-40 s	39-30 s	< 30 s

## Hat Trick Stickers (5 Levels)

This award recognizes exceptional technique, speed and commitment  
The following combinations of Technique Awards, Sprint Awards and Snow Goals earn the following Hat Trick Stickers

### Award Formula:

- Hat Trick 1** = Technique Award 2 + Sprint Award Blue +Snow Goal 2
- Hat Trick 2** = Technique Award 2 +Sprint Award Purple +Snow Goal 3
- Hat Trick 3** = Technique Award 3 + Sprint Award Purple + Snow Goal 4
- Hat Trick 4** = Technique Award 4 + Sprint Award Red + Snow Goal 4
- Hat Trick 5** = Technique Award 5 + Sprint Award Gold + Snow Goal 4/5

## Progress Cards

Progress cards for Bunnies and Jackrabbit levels 1 through 4 are presented on the next pages, and can be printed by coaches prior to 2<sup>nd</sup> to last session for notes, and then a final version distributed at the last session.

**Hollyburn Cross Country Ski Club**  
**Bunny – Progress Card**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Coaches: \_\_\_\_\_

**Skill (without poles)                      I Worked On...      I Can**

- |  |                          |                          |
|--|--------------------------|--------------------------|
| 1. <u>Falling and Rising</u>   | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• Falls to the side and back in a sitting motion</li> <li>• Brings skis together, side by side and under the body</li> <li>• Moves on to his/her hands and knees</li> <li>• Stand up (assistance at this stage is often required)</li> </ul>  |                          |                          |
| 2. <u>Side Stepping</u>  | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• Arms and hands forward and to the side for balance</li> <li>• Place weight on one ski, lift the other ski placing it 20-30 cm away from the original position</li> <li>• Shift weight to second ski and bring the first leg to it to keep the skis parallel.</li> <li>• Repeat in opposite direction</li> </ul>   |                          |                          |
| 3. <u>Star Turn</u> (flat terrain)   | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• Skiers parallel and arms away from body for balance</li> <li>• Place weight on the left ski, lift the right knee and move tips of ski apart 20-30 cm</li> <li>• Keep tails together, place right ski back down (forms a "pizza slice")</li> <li>• Place weight on right ski, bring left ski parallel to it</li> <li>• Continue until full circle is complete</li> <li>• Repeat in opposite direction</li> </ul> |                          |                          |

**Hollyburn Cross Country Ski Club**  
**Bunny – Progress Card**

**Skill (without poles)                      I Worked On...      I Can**

- |  |                          |                          |
|--|--------------------------|--------------------------|
| 4. <u>Movement on Skis - Diagonal Stride</u>   | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• Walk in place on the snow, alternately lifting their skis off the ground</li> <li>• Move forward in small steps keeping skis parallel</li> <li>• Try this skill both in and out of the tracks</li> <li>• This walking step is the first progression of the Diagonal Stride</li> </ul> |                          |                          |
| 5. <u>Movement on Skis - Herringbone</u>   | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• On a packed area without tracks, move forward lifting first one ski and then the other</li> <li>• Keep tails of skis close together and the tips apart</li> <li>• This "duck walk" is the first progression of the Herringbone technique.</li> </ul>                                  |                          |                          |

**Hollyburn Cross Country Ski Club**  
**Technique Level 1 – Progress Card**

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Coaches: \_\_\_\_\_

- | Skill (without poles)   | I Worked On....          | I Can                    |
|---|--------------------------|--------------------------|
| 1. <u>Ready Position (flat terrain)</u>   | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• arms and hands slightly forward and to side for balance</li> <li>• skis are kept parallel</li> <li>• body is upright but relaxed</li> <li>• knees and ankles are relaxed and slightly bent</li> </ul>  |                          |                          |
| 2. <u>Falling and Rising (slight hill)</u>  | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• skier glides down hill; falls to side and back in a sitting motion</li> <li>• skis are brought together, side by side across the fall line, on downhill side of body and under body</li> <li>• skier moves on to his/her hands and knees</li> <li>• edges skis and stands up with minimal or no assistance</li> </ul>                  |                          |                          |
| 3. <u>Side Stepping (gentle hill)</u>   | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• arms and hands forward and to the side for balance</li> <li>• weight on the downhill ski and then lifts the uphill ski placing it 10-20 cm uphill from the original position</li> <li>• downhill ski is then placed beside uphill ski, skis parallel</li> <li>• skier must be able to move 5 steps up &amp; then down slope</li> </ul> |                          |                          |
| 4. <u>Star Turn (flat terrain)</u>  | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• skier start with skis parallel, places weight on left ski</li> <li>• lifts up right knee and places ski back down with the tips about 20-30 cm apart while tails stay together. The skis form a "pizza" slice.</li> <li>• left ski is moved parallel to right ski</li> <li>• repeat motion until a full circle is completed</li> </ul> |                          |                          |

**Hollyburn Cross Country Ski Club**  
**Technique Level 1 – Progress Card**

- | Skill (without poles)   | I Worked On....          | I Can                    |
|---|--------------------------|--------------------------|
| 5. <u>Diagonal Stride - Running Step</u>  | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• (flat terrain in set tracks)</li> <li>• skier slides skis down track, "walking" on the balls of the feet with some ankle and knee bend</li> <li>• there is some glide onto the forward ski as skier pushes off</li> <li>• pushing ski momentarily comes off the snow at the end of the push</li> <li>• arms swing comfortably ( in opposite time to the leg stride)</li> </ul> |                          |                          |
| 6. <u>Herringbone (gentle slope)</u>  | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• skier steps up a gentle slope, alternating arms and legs</li> <li>• maintains the tips quite wide apart (in a "V" shape)</li> <li>• arms swing comfortably</li> <li>• completes 5 steps with each leg</li> </ul>   |                          |                          |
| 7. <u>Free Glide (gentle downhill)</u>  | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• skier in Ready Position (knees and ankles relaxed &amp; slightly bent)</li> <li>• hands are kept forward, skis are kept parallel</li> <li>• skier can glide three metres down slope in Ready Position</li> </ul>   |                          |                          |
| 8. <u>Snowplow Braking (gentle downhill)</u>  | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• skier makes a wedge, by spreading the tails of skis apart</li> <li>• controls speed by adjusting the size of wedge and edging the skis</li> <li>• braking pressure on each ski is fairly equal, with minimal turning to one side</li> <li>• upper body maintains the Ready Position</li> </ul>   |                          |                          |

**Technique Level Earned This Year:** \_\_\_\_\_  
**Technique Level To Work On Next Year:** \_\_\_\_\_

**Comments:**

**Hollyburn Cross Country Ski Club**  
**Technique Level 2 – Progress Card**

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Coaches: \_\_\_\_\_

Skill (with poles)	I Worked On....	I Can
1. <u>Diagonal Stride - Gliding Step</u> (flat terrain) <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Some glide occurs with each step</li> <li>• Ski lifts off snow at end of "push off"</li> <li>• Weight shift occurs about 50% of steps</li> <li>• Recovery foot lands beside or ahead of glide foot</li> <li>• Can perform 5 successful steps in a row</li> <li>• Body is mainly upright</li> <li>• Poles are used with opposite leg but not yet used for propulsion</li> </ul>		
2. <u>Herringbone</u> (moderate slope) <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Uses opposite leg and arm</li> <li>• Skis are kept in a wide "V"</li> <li>• Inside edge of ski is angled in to prevent slipping</li> <li>• Arms are just below shoulder level &amp; swing comfortably</li> <li>• Pole tips are planted behind &amp; to the side of feet</li> <li>• Good weight transfer from ski to ski</li> <li>• Can complete 5 steps with each leg</li> </ul>		
3. <u>Double Poling</u> (flat terrain) <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Can propel self 5 m. down track using only upper body</li> <li>• Reaches hands forward to plant poles</li> <li>• Poles are angled back, poles tips are planted behind handles</li> <li>• After pole plant, upper body flexes at waist</li> <li>• Arms extend behind</li> </ul>		
4. <u>Free Glide</u> ( moderate slope) <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Poles are held down in front of body</li> <li>• Poles are angled down and backward, but not dragging</li> <li>• Able to glide 5 m. down slope in ready position</li> </ul>		

**Hollyburn Cross Country Ski Club**  
**Technique Level 2 – Progress Card**

Skill (with poles)	I Worked On....	I Can
5. <u>Kick Turn</u> (flat terrain) <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Starts in ready position</li> <li>• Can turn in either direction but may require some assistance</li> <li>• Reaches back to plant right pole by left ski tail</li> <li>• Lifts right ski so ski is perpendicular to ground</li> <li>• Turns right leg so that right ski is parallel to left ski (tip to tail)</li> <li>• Brings left ski and pole around so both skis face same direction</li> </ul>		
6. <u>Snowplow Stop</u> (moderate slope) <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Starts by demonstrating good snowplow braking</li> <li>• Shows good wedge, keeps ski tips together</li> <li>• Holds hands in front at waist level with poles angled back</li> <li>• Rolls both ankles inward &amp; applies equal pressure to inside edges of skis</li> <li>• able to come to a full stop</li> <li>• may require some assistance</li> </ul>		
7. <u>Half-Snowplow Braking</u> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• (easy to moderate slope in tracks)</li> <li>• skier glides down in tracks</li> <li>• partway down hill, takes one ski out of track</li> <li>• puts ski in wedge position, tip close to track and tail farther out</li> <li>• rolls ankle inward to apply pressure to inside of angled ski</li> <li>• able to significantly reduce speed, places ski back into track</li> <li>• can demonstrate with both skis</li> </ul>		
8. <u>Snowplow Turn</u> (moderate slope) <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>• Starts in good snowplow position</li> <li>• Applies more weight to one ski, rolls ankle inward to turn</li> <li>• Skier faces downhill while turning</li> <li>• Then weights other ski and turns in new direction</li> <li>• Can complete 2 linked turns</li> <li>• Can turn in both directions</li> </ul>		

**Hollyburn Cross Country Ski Club**  
**Technique Level 3 – Progress Card**

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Coaches: \_\_\_\_\_

- | Skill  | I Worked On...           | I Can                    |
|--|--------------------------|--------------------------|
| 1. <u>Diagonal Stride - Long Step</u>  | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• skier shows clear weight transfer &amp; longer glide</li> <li>• <b>Leg Action:</b> shows slight forward body lean; some knee &amp; ankle bend during push off; rear leg is extended &amp; back of ski lifts off snow; recovery foot lands beside or in front of gliding foot</li> <li>• <b>Pole action:</b> hands are close to shoulder height &amp; elbow slightly bent during pole plant; pole is angled backwards beside opposite foot; arm extends past hip and releases pole; poles provide some propulsion</li> </ul> |                          |                          |
| 2. <u>Double Poling</u>  | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• leans body forward as arms reach forward to shoulder level</li> <li>• elbows slightly bent; poles planted beside feet, angled backwards</li> <li>• upper body bends at waist, skier pushes on poles with body weight</li> <li>• arms follow through with extension to back, legs relatively straight</li> <li>• can propel self down flat track using double poling</li> </ul>  |                          |                          |
| 3. <u>One-step Double Poling</u>   | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• pushes off one ski while reaching forward with arms (like a jackknife opening)</li> <li>• double poles while swinging rear foot forward (jackknife closing)</li> <li>• extends arms behind hips &amp; glides on both skis</li> <li>• begins the cycle again, alternating pushing legs</li> <li>• able to ski 50m using this technique</li> </ul>  |                          |                          |
| 4. <u>Free Skate</u>   | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• aligns shoulder and hip over gliding ski</li> <li>• consistently balances and glides on left and right ski</li> <li>• shows knee and ankle bend during push off</li> <li>• feet come close to each other on each glide</li> <li>• swings arms in front and behind</li> <li>• poles are held with tips pointing backwards, not touching snow</li> </ul>  |                          |                          |

**Hollyburn Cross Country Ski Club**  
**Technique Level 3 – Progress Card**

- | Skill   | I Worked On...           | I Can                    |
|---|--------------------------|--------------------------|
| 5. <u>Diagonal Skate</u>  | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• alternately pushes with arms and legs</li> <li>• skier glides up hill, shifting weight equally from ski to ski</li> <li>• gliding ski flat on snow, feet come close during each glide</li> <li>• arm action similar to diagonal stride, keeps arms close to body</li> </ul>                    |                          |                          |
| 6. <u>Kick Turn</u>   | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• can kick turn to complete a 180 degree turn on a slope</li> <li>• can perform this technique without assistance</li> </ul>   |                          |                          |
| 7. <u>Skate Turn</u>  | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• skier double poles</li> <li>• as arms and upper body recover forward, the inside ski is unweighted and pointed in new direction</li> <li>• skier edges &amp; pushes off outside ski, transfers weight to inside ski</li> <li>• skier glides with skis parallel and equally weighted</li> </ul> |                          |                          |
| 8. <u>Downhill Tuck (on medium angle hill)</u>  | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• Low tuck - upper body is bent to horizontal position</li> <li>• knees &amp; ankles are bent so thighs are parallel to snow</li> <li>• High tuck - legs and ankles are only slightly bent</li> <li>• poles are tucked under arms and tight against body</li> </ul>                              |                          |                          |

Technique Level Earned This Year: \_\_\_\_\_  
 Technique Level To Work On Next Year: \_\_\_\_\_

Comments:

**Hollyburn Cross Country Ski Club**  
**Technique Level 4 – Progress Card**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Coaches: \_\_\_\_\_

<b>Skill</b>	<b>I Worked On...</b>	<b>I Can</b>
--------------	-----------------------	--------------

- |   |                          |                          |
|---|--------------------------|--------------------------|
| 1. <u>One-step Double Poling</u>  | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• pushes off one ski while reaching forward with arms (like a jackknife opening)</li> <li>• double poles while swinging rear foot forward (jackknife closing)</li> <li>• extends arms behind hips &amp; glides on both skis</li> <li>• begins the cycle again, alternating pushing legs</li> <li>• shows consistent fluid action</li> <li>• shows good balance both at pole plant &amp; end of pole push phase</li> </ul>        |                          |                          |
| 2. <u>Free Skate</u>  | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• aligns shoulders, hips and knee over gliding ski</li> <li>• shows knee and ankle bend during push off</li> <li>• feet come close to each other on each glide</li> <li>• swings arms in front and behind</li> <li>• poles are held with tips pointing backwards, not touching snow</li> <li>• consistent glide on left &amp; right ski (complete weight transfer)</li> </ul>  |                          |                          |
| 3. <u>One Skate</u>   | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• Double poles with each leg push</li> <li>• Knees and ankles flex before push off</li> <li>• Leg pushes to side, not back (tip &amp; tail of ski leave snow at same time)</li> <li>• Poling: flexes trunk &amp; finishes with arms extended behind body</li> <li>• Consistent and equal glide on left and right ski</li> <li>• During glide, feet come close to each other</li> <li>• Gliding ski is flat, not edged</li> </ul> |                          |                          |
| 4. <u>Step Turn</u> (moderate hill)   | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• Starts in &amp; maintains high tuck position</li> <li>• Completes several quick steps in one direction</li> <li>• Shows complete weight transfer</li> <li>• Skis are edged</li> <li>• Able to do 3-5 steps in both left and right directions</li> </ul>  |                          |                          |

**Hollyburn Cross Country Ski Club**  
**Technique Level 4 – Progress Card**

<b>Skill</b>	<b>I Worked On...</b>	<b>I Can</b>
--------------	-----------------------	--------------

- |  |                          |                          |
|--|--------------------------|--------------------------|
| 5. <u>2-Skate</u>  | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• Similar to 1-skate, but poles every second leg push</li> <li>• Glides on a flat ski</li> <li>• Aligns shoulder, hips and knee over gliding ski</li> <li>• Flexes body during double poling &amp; finishes with arms extended behind</li> <li>• Glides &amp; poles on one ski, then recovers arms forward while gliding on other ski</li> <li>• Can demonstrate skill on left and right side</li> </ul>  |                          |                          |
| 6. <u>Offset</u>   | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• correct timing: plants both poles and one ski at same time</li> <li>• skis show wider "V" than in 1-skate</li> <li>• shoulder and hips are aligned over each gliding ski, not in the middle</li> <li>• pushes to side and steps up hill onto other gliding ski</li> <li>• hand position is slightly offset: lead hand is higher</li> <li>• weight is transferred quickly, skis are always gliding</li> <li>• leans forward into hill</li> </ul> |                          |                          |
| 7. <u>Parallel Side Slipping</u>   | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• Maintains ready position</li> <li>• Skis remain parallel while slipping sideways down hill</li> <li>• Demonstrates control by stopping mid-slope</li> <li>• Demonstrates skill facing both directions</li> </ul>  |                          |                          |
| 8. <u>Diagonal Stride</u>  | <input type="checkbox"/> | <input type="checkbox"/> |
| <ul style="list-style-type: none"> <li>• Shows equal glide (50+ cm) on each lead ski</li> <li>• Rear arm &amp; leg show full extension</li> <li>• Arms slightly bent, hands forward &amp; at shoulder height during pole plant</li> <li>• Recovery foot usually lands beside or in front of gliding foot</li> <li>• Maintains forward body lean, including hips</li> <li>• Distinct weight shift, tail of each ski lifts off snow at end of "push off"</li> </ul>                        |                          |                          |

## Section 5: Fun Events

Feel free to use these ideas or make up your own

Station	Equipment needed	Procedure
1. Inner Tube relay	2 bike inner tubes (with valves cut off or taped down) Cones for start	Inner tube is on snow at end of course, skier must ski to tube manoeuvre body and skis through tube without taking ski off, lay tube on ground and return to tag next skier
2. Group Ski Relay	Cones for start and turn around area –	Entire group is on own skis, each skier hold skiers waist in front. The group must ski together to cone, (must stop and wait if someone lets go) turn around cone and return to finish
3. 3-Legged ski race	Material for tying skiers legs together, Cones for start, and turn around	Pairs of skiers tie to legs together and ski course in pairs
4. 1 ski/ 1 pole relay	Cones for start and turn around	Skier decides which one ski and pole to wear, skis to cone and returns to tag next skier
5. 1 ski/ 1 snow shoe relay	5 pairs of snow shoes, cones	Racer wears 1 ski and 1 snow shoe, skis course and returns to tag next skier
6. Slalom course on downhill or on flat	Cones or other obstacles, perhaps toys to pick up on way down, hoop to go under.....	Skiers take turns to ski course, can time older kids if desired
7. Chariot race	2 towing harnesses Horse uses skis and poles, charioteer only has skis but no poles	One skier tows other skier cone and returns, transfers harness to next pair of skiers
8. Backwards /forwards relay	Cones	Skier skis backwards to cones and then returns forward
9. Candy on spoon race	Plastic spoons Candies (jelly bean, gummy...)	Skier carries candy on spoon, skis course and returns, passes spoon to next skier, eats candy
Your ideas.....		

## Sprint Time Recording Sheet

Date: \_\_\_\_\_

Session:     Sat AM         Sat PM         Sun AM         Sun PM

Group Technique Level:    1        2        3        4

Coaches' Names: \_\_\_\_\_

Distances: ages 6-7 = 50m; ages 8-9 = 75 m

Jackrabbit's Name	Age	Sprint Distance	Finish Time	Sprint Colour



## Section 6: Technique

### Technique Resources

#### **Cross Country Canada Jackrabbit Technique Standards**

Great resource with video analysis!

<http://www.ccski.com/getmedia/c3c588d4-5da6-441b-8267-e32a94096d94/Jackrabbit-technique-standards.pdf.aspx>

#### **Cross Country Canada Athlete Development Matrix**

<http://www.ccski.com/Programs/Coaching-Development/Athlete-Development-Matrix.aspx>

#### **Technique summaries developed by Nakkertok**

<https://xcskicoaching.wordpress.com/>

#### Characteristics of the Best Skiers

- good balance
- good weight transfer
- good forward movement – gains a lot of ground
- good at directing energy forward
- good even rhythm – “keeps the wheels turning”
- good at using all techniques appropriately
- good physical condition

## Classic Technique Drills

Legs together position: ankles, knees and hips flexed

1. With partner- support each other, lean forward to get hips over front of feet
2. Scooter, flex ankle of pushing foot, glide and stop, reposition and repeat
3. Practice preload, flexing, feeling push off the ball of the foot (Crouching tigers)
4. Hips forward (hands under butt and pull hips up and forward)
5. Swing arms (sing song), reach out to grab a snowball or shake hands and throw it behind you
6. Both skis- take three/four steps and freeze in glide position- how far can you go?
7. Poling- standing,
8. Poling arms only down slight hill (count number of poles taken to cover distance)
9. Poling with skiing
10. Toe-Knee Nose

### DIAGONAL STRIDE

1. Lunges, gentle downhill, no poles, hands behind back.
2. Lunges, gentle downhill, no poles, using arms with full movement.
3. Diagonal stride, gentle downhill, no poles, gliding as long as possible on each leg in the extended position
  - a. use arms in exaggerated movement to shoulder height both front and back,
  - b. also reach forward with the shoulder,
  - c. maintain a bent knee on gliding leg,
  - d. extend foot fully on pushing leg,
  - e. do not bend trunk forward.
4. As above but add holding poles in middle.
5. As above but add using one pole, making sure full extension and release.
6. As above but add using both poles.
7. Repeat on flat terrain, so have to add leg push, first without poles, then add poles.

## DOUBLE POLING

- Use full arm movement with poles releasing at full arm extension behind. Do not collapse arms.
- Do not collapse the knees. Knees gently bent. Trunk is lowering and then moving back.
- Do not practice sprint double poling technique with mini-midgets and midgets!

## ONE-KICK DOUBLE POLING

- Emphasize coordination – arms up at same time as kicking leg going behind (“a pocket knife opening”).
- Finish pushing off as in regular double poling with legs together.
- Possibly practice first on gradual downhill then on flat without poles (imitate double poling motion by arms).

## Skating Technique

### ONE-SKATE

Flat or slightly downhill terrain -

1. Slow skate with hands behind back, parallel skis or very narrow V.

Aim: to keep low for power (bend knees so hide toes) and improve balance for glide.

2. As above but click heels together.

Aim: to help prepare for weight shift.

3. Slow skate holding poles horizontally at shoulder level with arms rigid and make sure shoulders turn in line with skis.

Aim: to ensure complete weight shift (poles always perpendicular to gliding ski).

4. Slow skate with poles behind shoulders (keep back rounded).

Aim: to ensure complete weight shift (poles always perpendicular to gliding ski).

5. Slow skate using poles, always fully extending arms, and balancing as long as possible at phase with leg extended to side.

Aim: ensure full arm extension, ensure weight shift, improve balance and glide

Gentle uphill -

6. Holding poles firmly under bum, pushing up with hands pressed to sides of body and back rounded, skate slowly up a slight hill.

Aim: to ensure push is to the side (i.e. from heel and not toe).

Note that these drills require skiers to hold their poles firmly in place so that they faithfully follow the movement of the upper body – check for this!

Can progress from slight downhill to flat to slight uphill so that the V of the skis progresses from narrow to wider, needing more extreme turning of the upper body over each ski and also a deeper knee bend to provide power to get up the hill.

After the drills, during a longer ski check that skiers are always fully extending arms, are one-skating wherever possible, are skiing slowly with full weight shift and maximum glide and are pushing from the full foot or heel and not the toe.

## TWO-SKATE

1. Slight downhill. Key is the rhythm (step-pole-step-up) so have a long enough stretch of terrain to get into the rhythm. Keep poles continually moving so that they have come back up in plenty of time for next sequence. Better to have them in front early than keep them too long behind.
2. Can have a slight bob for the second step to provide power.
3. Practice leading with left and with right side.

## OFFSET

1. March with exaggerated 3-point landing on the flat  
Aim: to get the rhythm.
2. Repeat with other side leading
3. Add glide on gentle slope.
3. Steeper hill – must bend knees more and not bend upper body forwards  
Aim: to get more power to move weight fully from ski to ski when V is wider which requires more upper body movement. Do not try to glide too much, more important to keep low.

## Free Skate Progressions

(Lisa Patterson)

### 1. **Edging the ski (no glide)**

- Turn knee in so that inside edge of ski is on snow.
- Turn knee in, edge ski and step to side, repeat with other ski.

I like to teach edging before weight shift, because weight shift is useless if the ski is constantly sliding out and away from under the skier.

### **DRILL: Sideways Sumo Wrestling (no poles)**

*On flat terrain partners stand side by side facing opposite ways. Have skiers plant outside ski and edge. Lean against each other shoulder to shoulder. Skiers shouldn't be able to push each other over nor should outside ski be sliding if outside ski is edged properly.*

**Variation** – if confident the exercise can be done safely have skiers try to push more aggressively with inside ski lifted off of ground.

### 2. **Rock Back and Forth (no poles)**

- Rock back and forth from ski to ski like a metronome or upside down pendulum (use cue words – “Tick, tock.”)
- Don't push with legs.
- Best done on very slight downhill.

Proves that shifting weight helps propel us down the track since skier will begin to move forward with out any force being created from legs.

### 3. **Weight shift (no poles)**

- Standing, have skier rock back and forth while lifting one ski off the ground.
- Repeat but have skier balance over ski while opposite ski is off the ground and hold balance for 2-5 seconds.
- Encourage skier to get nose, hip and belly button over glide ski.
- Ensure shoulders are square and thigh is aligned over the glide ski.

### **DRILL: Diamond Drill (no poles)**

*Have skier create diamond shaped window with thumbs and forefingers. On slight downhill or flat terrain, have skier stretch arms out over glide ski keeping their glide ski tip in their finger window. As weight shifts they must then keep the opposite glide ski tip in the finger window. Encourage the skier to balance over the glide ski longer before shifting weight.*

**4. Knee & Ankle Flex**

- *Skiers can get knee and ankle flex by lining up their thigh over their glide ski and trying to hide their toe with their knee when ski is first placed on ground.*
- *Have skier rock back and forth and try this with very little leg push.*
- *Have skier feel like 70% of their weight is on the balls of their feet.*

**5. Kick to side not behind (no poles)**

*Power from the legs is lost when we push behind.*

- *Have skier rock back and forth, but when ski is first placed on snow have thigh line up with ski and try to hide most of toe with knee*
- *Encourage lots of knee and ankle flex.*
- *Have them concentrate on pushing ski lightly to side.*

**DRILL: Poles at Hips Check**

*Have skier place poles horizontally along hips, holding them against hips with wrists.*

*Have skier rock back and forth, placing knee over toe when ski is placed on snow.*

*Poles will indicate whether skier is pushing too far behind if poles swing forward and backwards like a kayak paddle. If poles just rock from side to side, leg push is adequately to the side.*

**DRILL: Peripheral Vision Toe Check**

*Have skiers look just in front of their ski tips.*

*Have skiers look to see if they can see their toes at the end of each leg push in their peripheral vision.*

*If they can't see their toes at the end of their leg push, then their leg push is ending too far back.*

**DRILL: Toe Flick**

*Assuming skier has enough ankle and knee flex, you can use the visual image of a toe flick to keep skiers toes to side or ahead.*

*At the end of a leg push, have skiers flick their toe up and away from them. Or with their pushing foot have them try to carve a C in the snow (left leg), backwards C (right leg) at the end of their leg push.*

*This trick works exceptionally well when off-setting uphill to avoid bogging down on steep hills.*

## **6. Forward Lean**

- *In order to direct power and momentum down the trail, a skier needs correct forward lean initiated at the ankles.*
- *Encourage a skier to lean forward by keeping hips over balls of feet and lots of flex at ankles in order to keep weight forward and to avoid a look of sitting back on skis.*

### **DRILL: Nickel between Butt Cheeks**

*To get hips ahead, have skier pretend that they must hold a nickel between their butt cheeks while skiing.*

### **DRILL: Backwards Partner Push (1 set of poles)**

*With two skiers facing each other, one skier will skate forward pushing the other backwards up a slight hill. Using one pair of poles, the pusher must lean forward while holding the baskets of the ski poles at chest or shoulder height (not lower). The skier being pushed locks the handles of the poles at chest and stands upright in stable position with skis parallel. In order for the pusher to initiate skating motion and maintain momentum, they must lean into the poles at chest height and the pusher will then feel the correct lean needed for skate skiing.*

**Variation** – With younger children I recommend that poles not be used but have both skiers stretch arms out and lock. Pusher will then press and lean against the palms of the skier being pushed.

## **7. Longer glide / Balance / Powerful leg push (no poles)**

*Once a skier has correct forward lean, correct push to the side, then you can work on increasing glide, and improving balance and power from legs. Always encourage equal power from each leg.*

### **DRILL: Pylon Drill (no poles)**

*Place 4-8 mini-pylons on ground in straight line approximately 1.5-2 metres apart (depending on age and ability of skiers). Skate ski straight at line of pylons. Aim to lift foot over each pylon allowing only one ski to glide in between. When skiers have mastered exercise, stretch the pylons out to increase the distance between each pylon.*

This forces the skier to produce more effective preload (bigger leg push), encourages longer glide on each glide ski and works on balance.

## **ONE-SKATE PROGRESSIONS**

1. *Discuss proper upper body movement for poling.*
2. *Have skier do a half double pole (come only half way down, not with back parallel to ground), while balancing on one ski. It is imperative that the foot of the ski off the ground be in front of the gliding foot, leg straight and ski tail dragging.*
3. *On a flat stretch of 50-100 metres, have skier try to double pole the whole way while balancing on one foot with opposite foot held in front.*
4. *Repeat doing 4 double poles and then switching glide leg. Skis stay parallel.*
5. *Repeat doing 2 double poles and then switching glide leg. Skis stay parallel.*
6. *Repeat doing only 1 double pole and then switching glide leg. Skis stay parallel for half of distance and then have skier gradually spread tips wider apart.*
7. *Ensure pole plant is on same side as weighted glide ski. When looking down at glide ski the skier should see hand – glide ski – hand.*
8. *Weight can start to shift as soon as pole tips hit the snow.*

This progression usually has the skier planting poles at the correct time. i.e.: after the glide ski is already on the ground.



## Section 7: Games and Relays for XC Skiing

Acquiring balance on skis takes time. Children pick it up more quickly than adults, but they are usually less motivated for skiing itself and may lose interest quickly. Children simply are not small scale adults.

Adult recreations, such as tours, are often tiring for children, whether or not they are on skis. Their attention spans are simply too short for them to enjoy doing the same thing for any length of time. So introducing children to skiing skills often requires a special approach keyed to their needs and capabilities through suitably arranged learning situations. One of the best ways to introduce children to skiing skills is through games. Almost any game that can be played on foot can be played on skis.

For the youngest skiers, the ICC Reference Manual, Section 4.3 has an excellent list of games. Similarly, the CC Reference Manual also has a good list of games in Section 4.3.9.

Below is a list of relays and games that have been found to be very popular with the Hollyburn Jackrabbits over the years.

### Relays

- Ski with poles (classic or skate)
- downhill and ski back up hill races
- take one ski off and put all the skis a certain distance away, races to their ski, put on their ski, and race back (be careful not to destroy tracks)
- ski with only one pole
- skate or classic with out poles
- mixed technique relay: ie double pole out to turn around and classic back
- ski back wards (with or without poles)
- 1 ski and 1 pole ski (variations – forwards, backwards)
- In Pairs: one skier pushes or pulls the other, at turn around spot reverse places Switch poles with another skier on team (must choose someone with a different length pole, can switch one pole only or both)
- Jelly Bean Relay – a plastic spoon for each team and a jelly bean each. After they skill the length of the relay they may eat the jelly bean, and speed back to pass the spoon to the next person. If they drop the jelly bean they need to pick it up and start over again. Not good for deep snow! Smarties don't work as well!

## Games

### **Tag**

#### **Frozen Tag**

#### **Amoeba Tag**

- one person is 'it', they tag someone and are partnered with them
- the pair then tag someone else and they join to make a group of 3
- the group of 3 tags a 4<sup>th</sup> person and then the group of 4 divides into 2 groups of 2
- each group of 2 tags people until they each get to 4 and then those groups divide into 2 groups of 2
- keep going until everyone is tagged

#### **Group Tag**

- one person is 'it', each time they tag someone they join on the group
- the entire group is 'it'
- keep going until everyone is tagged

#### **Octopus / Polar Bears on the Ice**

- this is like Dodge Ball with people
- there are two lines of safety and one person who is 'it'
- the group of people skis from one safety line to the other (when they are called) while the person who is 'it' tries to tag them between the two lines
- anyone who is tagged is frozen to the ice but can tag anyone who runs by
- the group (when called) continues to ski from one safety line to the next until everyone is tagged

#### **Red Light, Green Light on hills**

#### **What Time is it Mr. Wolf?**

#### **Soccer**

- you'll need one ball and two goals
- have the students take one ski off to play

#### **Action Songs while moving**

- Head and Shoulders, Knees and Toes
- Singing' In the Rain

#### **Simon Says**

#### **Numbers**

- call out a number and the kids have to get into a group of that number
- anyone not in a group of the number called is out and gets to watch the rest

#### **Damsels, Knights and Horses**

- have students pair up and form a circle
- one student is on hands and knees between the legs of the other student
- call out 'Damsels' and the student on all 4's gets up, runs around the circle (in the same direction), when they get back to their partner they jump into their partner's arms

- partners switch so the runner stands still and the standee runs
- call out 'Knights', students run around the circle to their partner and sit on partner's knee
- switch
- call out 'Horses', students run around the circle to their partner and jump on partner's back
- now that everyone knows the actions, play so that the last ones back are out
- no body checking, hair pulling, or biting

### **Huckle Buckle**

- have the kids pair up and line them up facing each other
- call out "Huckle Buckle.(name 2 body parts – e.g. hand to knee)
- each partner puts their hand to their partners knee
- hold the pose until it's decided who the last
- last couple is out and they can help judge other couples who should be out
- keep calling out body bits
- it's amusing to see who's the quickest

### **Owls and Crows**

- divide the kids into two groups and line them up facing each other about a meter apart
- one team is Owls and one team is Crows
- Owls are wise and like truths and whenever they hear a truth they chase the Crows
- Crows are mischievous and like untruths and whenever they hear a lie they chase the Owls
- each team has a line of safety to get behind before they are tagged by the other team
- if individuals are tagged by the opposing team, they join the opposite team
- the instructor calls out statements that may or may not be true (the group can decide)
- if the statement is true, the Owls chase the Crows and try to tag as many as possible before they all get across the safety line and vice versa
- the object is to get everyone onto your team

### **Wizards, Giants and Dwarves**

- A variation on Owls and Crows – same set up – two teams, two safety lines, etc.
- create an action for Wizards, Giants and Dwarves
- Wizards beat Giants, Giants beat Dwarves, and Dwarves beat Wizards (it doesn't matter whether you remember the order of who beats who or not)
- give each team a minute to decide (in secret) what action their team is going to do (adults may have to help with this process)

- on the count of 3 each team does their action and the winners chase the other team and try to tag them
- all those who were tagged join the opposing team
- go again
- object is to try and get everyone onto your team

### **Battleship / Shipwreck**

- create an area with a ship, a shore, port and starboard
- create actions for climb the rigging, captain's coming', hit the deck, captain's daughter's coming', swab the deck, etc (make some up)
- start calling out the directions or actions

**Sharks and Minnows:** Form 2 safe lines about 20 m apart. Divide the group into 2 teams- Sharks and minnows. Kids ski up to the centerline. Coach yells either "Sharks" (sharks chase minnows and try to tag them before they cross their safe line), or "Minnow" and then minnows chase sharks and try to tag them. Tagged kids join the other team. Game ends when all kids are either sharks or minnows or the coach is too cold to play longer.

- **Traffic:** kids ski a route around you in tracks-city traffic (medium speed), highway (ski fast as they can), school zone (ski slow), fire truck (jump out of the tracks) Red light (stop), green light (go), speed bump (jump up and down), truck backing up (make the backing up noise as you back up), car wash (wiggle in one spot), parking (jump out of track and angle park)
- **Put out the fire relay** (need 2 red bandanas, 2 cups) lay out the two red pieces of fabric on the snow. Group is divided into 2 teams. The first on each team is given a cup that they fill with snow. They must skis to the "fire" and dump their snow, then ski back to team and pass cup to the next in line. First team to cover their "fire" with snow wins
- **Kick the ball up the hill** (use the orange street hockey balls) you will need good new solid tracks;( don't try this with lots of new snow or when tracks are skied out) – this drill encourages the skier to swing their leg forward so that foot lands ahead of the other foot on hills
- **Fish Gobbler**–mark out an approximately square area for playing. One side of the square will be "shore"; the opposite side will be "Ship". One corner is the "sardine can". Coach calls out directions that the "fish" have to swim to. If the coach yells "sardine can" the kids have until the count of 20 to cram into the correct corner. If the coach yells "Fish Gobbler" they all have till the count of 20 to link arms with each other. Anyone not linked gets "gobbled" by the leader.

- **Silly Ants** – a silly falling down game that young kids love (instructor calls “Silly Ants” and skiers have to fall down on their backs and wave their skis in the air)
- **Gold Mine**- two or three teams, each team has a pile of “gold” (small round yellow soccer markers), each team has to steal others gold and ski it pack to their own pile, one piece at a time, no guarding or tackling. Let the game go on for 5 min and then count which team has the most gold on their side. In a large enough area you can have 3 or 4 teams all playing at the same time. Bring in history by talking about the greedy miners that went up to the Caribou to pan for gold and how they would steal from each other.
- **Rock, Paper, scissors**- divide group into 2 teams. Mark a safe line for each team about 10-20 m apart (depending on the age and ability of your group) Each team huddles and decides what symbol they will use, both teams ski up to a center line and on the count of three make the team gesture (rock, paper or scissors). The winning team then skis after the losing team and tries to tag them before they reach their safety line. Tagged kids then join the other team.
- **Duck, duck, goose**- classic kid’s game. Form a close circle with the group, everyone’s skis must be pointing to the middle. The person who is “it” skis around the group touching people on the back and calling people “Duck” or “Goose”. The ducks stay where they are. The person who is tagged as “Goose” must ski around the group in the opposite direction from “it” and race him/her back to the “Goose’s” empty spot in the circle. First person back goes back in the circle, the second back is then “It”
- **Follow the leader** (go for a walk off the trail through the trees-watch out for tree wells and creeks!)
- **Magic hoops** (like musical chairs, group skis around hoola hoops set into the ground, kids have to ski under a hoop when leader calls out stop, but make sure that there are enough hoops so that no one is “out”). This would be a good bunny game in the terrain park.
- **Jungle Animals**- Imagine that you are going on a jungle walk and you must act out each jungle animal that you meet. (elephant, lion, gazelle, crocodile, chimpanzee...)
- **Hokey Pokey Song**- Sing the song and do the actions (put your right ski in, put your right ski out....)

- **Bagel game (or SKI)**-A bit complicated to learn but the kids love this game. Number off the group, each child must remember their number. Throw a ball into the air and call out a number. Everyone skis or scooters away as fast as they can. The person whose number was called must try to catch the ball or pick it up after it lands. He/she yells “freeze” and everyone else must freeze. He/she can then take 3 steps or scooters and must then throw the ball at someone. If the ball hits the person, they get a “B”. Coach then takes the ball and throws it back into the air and calls another number. If a person gets hit a second time, they get an “a”. Third time a person is hit they get a “g” and so on until they all the letters in “Bagel” and then they are out.

## **Section 8: Ski Preparation**

### **Basic Wax Kit for Children 10 yrs old & younger**

Waxing Iron

Citrus wax solvent

Fibrelene

Scraper

Cork

Nylon All-round brush

Grip Wax –Approx. 6 grip waxes that cover the full temperature range

Universal klister

Glide wax – one warm range and one cold range non-fluoro paraffin glide wax

A small plastic box to contain all of the above items

# Section 9. Coach Self Assessment



## 7.1 Self-Assessment Sheet #1

### Practice Coaching #1: Explanation, Demonstration, Organization and Safety

Criteria	Yes	No
<b>Selection of the activity</b>		
The activity selected is appropriate for the age of the participant		
The activity selected is appropriate for the ability of the participant		
Comments/suggestions:		
<b>Safety before beginning the activity</b>		
Equipment is appropriate for the age/size of the participant		
Equipment is in good repair and is properly adjusted		
The playing area is checked for hazards		
Comments/suggestions:		
<b>Explanation</b>		
Coach is positioned such that all children can see and distractions are minimized		
Explanation and demonstration last 90 seconds or less in total time		
The purpose of the exercise/activity is clearly stated		
One or two key points are emphasized (not necessarily technical aspects)		
Safety points are emphasized, if appropriate		
Coach speaks clearly and loud enough for all to hear		
The choice of words is appropriate for the age of the participants		
Participants are checked for understanding		
Comments/suggestions:		
<b>Demonstration</b>		
All the participants can clearly see the demonstration		
The speed of the demonstration allows participants to see accurately what they are to do		
Coach demonstrates in a manner that a child would be able to perform the activity		
Coach reinforces key points while he/she demonstrates		
Participants are checked for understanding		
Comments/suggestions:		
<b>Organization</b>		
A sufficient area is used for the activity		
Available equipment is used optimally		
Participants are active for the majority of the time (minimum waiting in line)		
Comments/suggestions:		
<b>Safety during the activity</b>		
If a potentially hazardous situation presents itself, coach deals with it immediately		
Comments/suggestions:		





## Section 10: Other Coaching Resources

### **Coaching Association of Canada**

<https://thelocker.coach.ca/account/login?ReturnUrl=%2f>

### **Cross Country Canada (now Nordiq Canada) Coaching Development Page**

Contains information on Coaching courses, grants, on-line waxing clinics, athlete development model etc.

<http://www.cccski.com/Programs/Coaching-Development.aspx>

### **CCC Coaching License**

Free on-line coaching license required for all coaches as of July 1<sup>st</sup> each year

<http://www.cccski.com/Programs/Coaching-Development/CCC-Coaching-License.aspx>