

AIARE 1 SAMPLE ITINERARY

DAY 1: ZOOM CLASSROOM

Setup:

Tech Guru Computer. Teaching computer.

6:00-6:30 Course Introduction (Course Leader)

Goal(s): Students will demonstrate the ability to navigate basic Zoom functionality (annotate, chat box, polls, etc.) and compare their personal goals with AIARE learning outcomes.

- Welcome, logistics.
- Zoom Expectations
 - Poll
 - Mute/Video/Reactions
 - Background
 - Chat (tech guru, parking lot questions)
 - Annotate (draw, stamp, type, clear).
- Introductions.
 - Student introductions, instructor introductions
 - Fillable form for student info in chat.
- Course goals: Student goals, instructor goals, AIARE goals
- Introduction to the AIARE Framework and decision-making.

6:30-7:15 Case study (CL/I)

Goal(s): Students form and communicate basic conclusions about decision making using a well-documented case study before their introduction to the AIARE Framework.

- Link to case study in chat. [Hatcher Pass Case Study](#)
- Students read individually.
- Show Hatcher Pass Avalanche video. [Video](#)
- Breakout Rooms Session 1. [Case Study Activity](#)
 - Introduce yourselves again. Choose Speaker (Person responsible for presenting findings to large group). That person shares screen and types/writes up findings.
 - Link reasons why this accident happened to parts of the AIARE framework.
 - Take screen shot or save word doc of findings.
 - Present to rest of group after breakout room ends.
- Big group share.

Break (5 min)

7:20-8:20 Prepare: Track the season's conditions (CL/I)

Goal(s): Students create a very basic model of the current snowpack using weather and avalanche history to demonstrate an understanding of how notable weather impacts the snowpack. Students articulate trends in snowpack across the Western US or other applicable regions.

- Introduce 4 components of seasonal preparation
- Introduce how layers form and change
- Snow climates
- [Draw the snowpack activity](#)

Break (5 min)

8:25-9:15 Avalanche Problems (CL/I)

Goal(s): Students can utilize the AIARE Avalanche Problems resource found in the blue book to reference avalanche problems and teach their peers how/where a specific avalanche problem forms, what it looks like, and warning signs (red flag observations).

- Breakout Rooms Session 2. Link into chat: [Avalanche Problems Activity](#)
 - Introduce yourselves. Choose Speaker (Person responsible for presenting findings to large group). That person types up or writes down answers to questions.
 - Use: [Avalanche Problems Resource](#) (A+O resource) Pg. 56-58 in Field Book to answer these questions:
 - If your avalanche problem were an animal, what would it be?
 - How/where does it form?
 - What does it look like?
 - Warning signs? (red flag observations)

Come back to main group ready to share.

9:15-9:30 Day close (CL/I)

- Thanks. See ya tomorrow.
- Any last questions?
- Save chat.
- Stop Recording.

9:30-9:40 Instructor Check In

- How'd we do? How can we do better in the future? What would we do differently next time?
- Any concerns? Students? Lessons for tomorrow?

DAY 2: ZOOM CLASSROOM

6:00-6:10 Welcome and Review Quiz (CL/I)

6:10-7:00 Prepare Trip Options (CL/I)

Goal(s): Students access publicly available trip planning resources and bookmark them for future use both on and off the course. Students apply 2-3 basic tools within online trip planning resources such as slope shading and distance measurement. Students articulate the limitations of these tools without field confirmation.

- Introduce the concept of avalanche terrain.
- Show how to access trip resources
- Discuss confirmation measurements in the field.

5 min Break

7:05-7:30 Terrain Activity w/Pictures: (CL/I)

Goal(s): Students identify notable terrain features in photographs in conjunction with corresponding topographic maps. Students use tools introduced in prior Prepare Trip Options lesson to confirm terrain features in photographs. Students identify possible travel routes within the map/photo area and express their potential hazards or avoidance strategies.

- **Breakout Session 3:** [Breakout Session 3](#)
 - Introduce yourselves again.
 - Choose Speaker (Person responsible for presenting findings to large group). That person shares screen and opens terrain photo link in chat.
 - As a crew:
 - Put stamps on at least three trigger points.
 - Draw an up-track that most keeps you out of avalanche terrain.
 - Circle at least three terrain traps.
 - Speaker takes screenshot.
 - Share with whole group once back.

7:30-8:05 Plan: Assemble your group (CL/I)

Goals(s): Students can name and describe common heuristic traps in the backcountry travel context. Students will be asked to identify and act these out in the field.

- Introduce Human Factors

5 min Break

8:10-8:55 Plan: Anticipate the Hazard (CL/I)

Goal(s): Students use NWAC avalanche forecast to complete a bluebook page, which they can also reference later in the course when preparing for a touring day.

- Introduction to the avalanche bulletin
 - Observations Page (weather stations, SNOTEL, field obs, profiles)
 - Weather Forecast (NOAA, Windy, Mountain Forecast)
 - Avalanche Danger Scale.
- Fill out Field Book trip planning page

8:55-9:20 Ride Safely (CL/I)

Goal(s): Students discuss personal and group rescue gear, including proper beacon wear, in order to prepare students for the first field day. Students examine the ride safely checklist in the field book in preparation for the second field day.

- Ride Safely
- Emergency plan
 - Rescue Gear
 - How to wear your beacon (harness and pocket). Make sure to hit this so folks show up wearing their beacon properly!

9:20-9:30 Classroom Wrap-up (CL/I)

- Questions
 - Anything left in parking lot to cover?
- Prepare for field days
 - Get gear ready: cut skins, pack your packs, plan your lunches.
- Travel logistics Carpool in family/Friend groups.
- Gear Rentals (Admin)

9:30-9:40 Instructor Check In

- How'd we do? How can we do better in the future? What would we do differently next time?
- Any concerns? Students? Lessons for tomorrow? Field Logistics.
- Assign AM Hazard Assessment Meetings.

DAY 3: AVALANCHE RESCUE & SNOW PITS

5:45-6:00 Guide Meeting

- AM Hazard Assessment.
 - Any changes overnight?
 - Anything unexpected?

- o Emergency Response Plan.
- Confirm check in times.
- Back at lot by?

7:00-8:00 Meet in field location

- Gear Rentals.
- Find groups.
- Trailhead checks.

8:00-8:45 Beacon Function Check. Travel.

Goal(s): Students prepare to lead a trailhead departure check the following day.

- [Beacon Function Check.](#)
 - o Have all the appropriate gear? Beacon, Shovel, Probe? Layers? Gloves?
- Travel to locations suitable for rescue (Grandmas, Austin Pass, or Artist Point)
 - o Along the way... Suggested Activities:
 - [Monitor Conditions.](#)
 - [Probe and Shovels Race.](#)
 - [Human Factor Assignments.](#)

8:45-12:00 Avalanche Rescue Practice (Single burial)

Goal(s): Students set up and run through rescue practice scenarios with direction and coaching from instructor.

- [Single Burial Avalanche Rescue.](#)
- [Strategic Shoveling.](#)
 - o [Shovel Drill Activity.](#)
- [Probe Technique.](#)

12:00-12:30 Lunch/questions/travel

- Avalanche rescue course.
 - o What is it? How often should you take it?
- Travel to pit location.

12:15-2:00 Pits.

Goal(s): Students see a cross section of the snow pack. Students articulate what information can and cannot come from a snow pit.

- Why do we dig pits? Where? When?
- How big? Big enough.
- [Tool Box Approach.](#)

- o Layer ID
- o CT
- o ECT or PST?

2:00-3:00 Take a run? Travel back to TH

- [Skinning Techniques.](#)
- [Travel Techniques.](#)

3:00-3:15 Debrief the day in groups.

Goal(s): a discussion occurs about the importance of debriefing. With coaching, students implement a basic set of debrief questions chosen by the instructor.

- Key learning, take away points.
- Logistics for zoom session in PM and tomorrow.
 - o [Tour Day Tour Plan Activity](#)

7:30-8:15 Trip Planning session on Zoom

Goal(s): With instructor coaching, students use available resources discussed during classroom sessions to plan a conservative tour that limits exposure to avalanche terrain.

DAY 4: MODEL TOUR DAY

5:45-6:00 Guide Meeting

- AM Hazard Assessment.
 - o Any changes overnight?
 - o Anything unexpected?
 - o Emergency Response Plan.
- Confirm check in times.
- Back at lot by?

8:00 Find your squad

8:00-8:30 Trailhead checks.

Goal(s): Students repeat the Trailhead departure check they were led through the day prior

8:30-3:00 Instructor led tours.

Goal(s): Students practice informal snow and avalanche observations. When appropriate, students reference the AIARE field book to answer questions before receiving instructor

clarification, and use the Ride Safely checklist to discuss the decisions made on the tour. Students complete a field page in their books.

- Mentorship and modeling.
- Student led sections when appropriate.
- [Assign Group Roles.](#)
- [Monitor Conditions.](#)
- [Skinning Techniques.](#)
- [Travel Techniques.](#)

3:00-3:30 Debrief the day/Course

Goal(s): Students repeat the debrief questions they learned yesterday and engage in a formatted debrief that is replicable for them after future tours.

- Did we make good decisions today or did we just get lucky?
- What did we do well?
- Next time, what can we do better?

End of course debrief topics:

- What is something you feel comfortable teaching someone else after this course? What do you still not fully understand? Biggest takeaway?
- Review course goals: Teach a decision making process so that students make decisions based on data and not human emotions.
- Next steps: Backcountry skiing/navigation courses, first aid, AIARE Rescue, AIARE 2, mentorship, alumni tours, build good experience, ease into terrain.
- Resources: they'll get an email filled with all the resources they could ever want.
- Tips: Any electronic tips can be sent to: **Course Leader**. That info will be put in resources email.

AIARE 2 SAMPLE ITINERARY

DAY 1: ZOOM CLASSROOM

Setup:

Tech Guru Computer. Teaching computer.

6:00-6:45 Course Introduction (Course Leader)

Goal(s): Instructor can assess students' familiarity with Zoom as well as the AIARE 1 material.

- Welcome, logistics.
- Zoom Expectations
 - Poll
 - Mute/Video/Reactions
 - Background
 - Chat (tech guru, parking lot questions)
 - Annotate (draw, stamp, type, clear).
- Introductions.
 - Student introductions, instructor introductions
 - Fillable form for student info in chat.
- Course goals: Student goals, instructor goals, AIARE goals
- Review [Pre-Course Test](#)

Break (5 min)

6:50-7:50 Sources of Uncertainty (CL/I)

Goal(s): Students use the AIARE framework to analyze an avalanche incident.

- Link to case study in chat. [Senator Beck Case Study](#)
- Students read individually.
- Breakout Rooms Session 1.
 - Introduce yourselves again. Choose Speaker (Person responsible for presenting findings to large group). That person shares screen and types/writes up findings.
 - Link reasons why this accident happened to parts of the AIARE framework.
 - Take screen shot or save word doc of findings.
 - Present to rest of group after breakout room ends.
- Big group share.

Break (10 min)

8:00-9:00 Avalanche Problems and Terrain Selection (CL/I)

Goal(s): Students use photos and maps to identify potential travel routes within selected terrain.

- Breakout Rooms Session 2. Link into chat: [Terrain Choice Activity](#)
 - Introduce yourselves. Choose Speaker (Person responsible for presenting findings to large group). That person types up or writes down answers to questions.
 - Use: [Avalanche Problems Resource](#)

Come back to main group ready to share.

9:15-9:30 Day close (CL/I)

- Thanks. See ya tomorrow.
- Any last questions?
- Save chat.
- Stop Recording.

9:30-9:40 Instructor Check In

- How'd we do? How can we do better in the future? What would we do differently next time?
- Any concerns? Students? Lessons for tomorrow?

DAY 2: ZOOM CLASSROOM

6:00-6:30 Weather

Goal(s): Students access multiple weather forecast tools and try some of their basic features.

Break (5 min)

6:35-7:25 Snowpack upgrade (CL/I)

Goal(s): Students are given, and then use, specific language to prepare for a more advanced snowpit lesson in the field

Break (10 min)

7:35-8:20 Prepare: Track the season's conditions (CL/I)

Goal(s): Students connect the seasons snowpack to major weather events and avalanche problems.

- Share Weather tracking resources
- [Draw the snowpack activity](#)

8:30-9:00 Plan: (CL/I)

Goal(s): Students incorporate their own biases into a discussion about tour planning. Students create a mock tour plan for the following day using weather, terrain, snowpack and human factors.

- Breakout planning sessions (Risk Tolerance, Decision Making Style, Goals, strengths and weaknesses, instructor close calls)
- make your own forecast like were going skiing tomorrow ([Activity Link](#))

9:00-9:30 Classroom Wrap-up (CL/I)

- Questions
 - Anything left in parking lot to cover?
- Prepare for field days
 - Get gear ready: cut skins, pack your packs, plan your lunches.
- Travel logistics Carpool in family/Friend groups.
- Gear Rentals ([Admin](#))

9:30-9:40 Instructor Check In

- How'd we do? How can we do better in the future? What would we do differently next time?
- Any concerns? Students? Lessons for tomorrow? Field Logistics.
- Assign AM Hazard Assessment Meetings.

DAY 3: AVALANCHE RESCUE & SNOW PITS

5:45-6:00 Guide Meeting

- AM Hazard Assessment.
 - Any changes overnight?
 - Anything unexpected?
 - Emergency Response Plan.
- Confirm check in times.
- Back at lot by?

7:00-8:00 Meet in field location (Heather Meadows)

- Gear Rentals.
- Find groups.
- Trailhead checks.

8:00-9:30 Beacon Function Check. Travel.

Goal(s): Students run a trailhead departure check. Students receive feedback on their check to be incorporated into the following day's departure.

- [Beacon Function Check.](#)
 - Have all the appropriate gear? Beacon, Shovel, Probe? Layers? Gloves?
- Travel to locations suitable for Snow pit (Grandmas, Austin Pass, or Artist Point)

9:30-12:00 Pits.

Goal(s): Students differentiate between layers within the snow and identify areas with poor structure. Students relate the snowpack to the day's avalanche forecast.

- Why do we dig pits? Where? When?
- How big? Big enough.
- [Tool Box Approach.](#)
 - Layer ID
 - CT
 - ECT or PST?

12:00-1:00 Lunch

- Field questions
- Learn more about people's touring history, what they need to work on.

1:00-3:00 Take a run and Travel back to TH

Goal(s): Students implement uphill and downhill travel techniques. Students receive feedback to implement the following day during a longer tour.

- [Skinning Techniques.](#)
- [Travel Techniques.](#)
- Mentored group management

3:00-3:15 Debrief the day in groups.

Goal(s): a discussion occurs about the importance of debriefing. With coaching, students implement a basic set of debrief questions chosen by the instructor.

- Key learning, take away points.
- Logistics for zoom session in PM and tomorrow.
 - [Tour Day Tour Plan Activity](#)

7:30-8:15 Trip Planning session on Zoom

DAY 4: MODEL TOUR DAY

5:45-6:00 Guide Meeting

- AM Hazard Assessment.
 - Any changes overnight?
 - Anything unexpected?
 - Emergency Response Plan.
- Confirm check in times.
- Back at lot by?

8:00 Find your squad at Heather Meadows Lot

8:00-8:30 Trailhead checks.

Goal(s): Students take the feedback from the prior day and use it in an improved trailhead departure check.

8:30-3:00 Student led tours.

Goal(s): Students use feedback from the prior day to travel and decide as a group. Students use the Ride Safely checklist and relate it to their decisions.

- Mentorship and feedback.
- [Assign Group Roles.](#)
- [Monitor Conditions.](#)
- [Skinning Techniques.](#)
- [Travel Techniques.](#)

3:00-3:30 Debrief the day/Course

Goal(s): Goal(s): Students repeat the debrief questions they learned yesterday and engage in a formatted debrief that is replicable for them after future tours.

- Did we make good decisions today or did we just get lucky?
- What did we do well?
- Next time, what can we do better?

End of course debrief topics:

- What is something you feel comfortable teaching someone else after this course? What do you still not fully understand? Biggest takeaway?
- Review course goals: Teach a decision making process so that students make decisions based on data and not human emotions.
- Next steps: Backcountry skiing/navigation courses, first aid, mentorship, alumni tours, build good experience, ease into terrain.
- Resources: they'll get an email filled with all the resources they could ever want.
- Tips: Any electronic tips can be sent to: **Course Leader**. That info will be put in resources email.

AIARE RESCUE SAMPLE ITINERARY

5:45-6:00 Guide Meeting

- AM Hazard Assessment.
 - Any changes overnight?
 - Anything unexpected?
 - Emergency Response Plan.
- Confirm check in times.
- Back at lot by?

8:00 Find your Squad at Heather Meadows Lot

8:00-8:30 Trailhead Checks.

Goal(s): Students perform a beacon function check and receive feedback to be use on future tours or in their AIARE 2 program.

8:30-9:00 Travel and Site Prep

Goal(s): Students prepare a rescue practice site in an appropriate location. Students articulate what makes a good practice site for their future training.

9:30-10:00 Demonstrate Single Burial Rescue

Goal(s): Students refresh their understanding of Single burial rescue. Students observe an instructor perform these skills to help them avoid practicing mistakes later in the day.

- Break down components (consider teaching progression backwards or out of order)
 - Shoveling can be a warm-up activity, save it for when people are looking cold!
- Demonstrate multiple searchers, esp. if you have 2 instructors

10:00-12:00 Practice Single Burial Rescue

Goal(s): Students repeat single burial rescue both solo and in groups. Students demonstrate growth through improved times and reduced coaching throughout training.

- 1-2 search sites
- single rescuer first, then multiple
- Set up a fine-search training area for students to hone skills when not searching
- Have partners watch each other and provide feedback

12:00-12:30 Lunch

- Discuss multiple burial rescue

12:30-3:00 Practice Multiple Burial Rescue

Goal(s): students are exposed to increasingly challenging search scenarios. Students practice at least one close burial technique. Students prepare to set up complex rescue scenarios for themselves and their touring partners in the future.

- Groups of 2-3 search for 2-3 beacons
- After search, one group resets scenario for another
- Finish with something fun
 - Full group searching
 - Frantic bystander?
 - Probe line?
- Use this opportunity to highlight the difficulties of multiple burials

3:00-3:30 Return to Lot and Debrief

Goal(s): Students assess their learning for the day. Students can present a plan for future growth using the tools introduced during the course.

End of course debrief topics:

- What is something you feel comfortable teaching someone else after this course? What do you still not fully understand? Biggest takeaway?
- Review course goals: Teach a decision making process so that students make decisions based on data and not human emotions.
- Next steps: Backcountry skiing/navigation courses, first aid, AIARE 1, AIARE 2, mentorship, alumni tours, build good experience, ease into terrain.
- Resources: they'll get an email filled with all the resources they could ever want.
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