

# LEVEL 4 TEACHING STRUCTURE

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2020

# TELL ME WHAT YOU DO EVERYDAY

- Get to know your people.
- Take them somewhere.
- Tell them what to do.
- Watch them ski.
- Give them some advice.
- See if that worked.
- Go do it again maybe a little different. (Repeat)

Not just at the beginning, but carry it on through the lesson.

# LEARNING CONTRACT

10%

**Experience:** Who are the students in front of you?

What is their experience? Are they from here and know terrain?

**Physical & Psychological State:** How are they feeling now?

\*\*\*'Reset' the energy and focus if you are a lesson later in the day.

**Achievable goals:** Let them know your plan and see if that fits with them.

**Individual Feedback:** You'll revisit this learning contract along the lesson each time you give feedback or ask them a question. Are your instructions clear? What was their experience on that run? Etc.

**2 Way & Debriefings:** Every time you ask for their feedback on a task or a run, you are listening to them and developing your lesson based on their input.

# SITUATION

15%

Throughout the lessons, decide where to go based on the following:

Your Learning Contract - the skill level, physical and psychological state of your students

The Environment - the weather and snow conditions,

What you are trying to develop.

TIP: Share your decisions - What is the snow like, the weather, the visibility, the time of day, the energy level

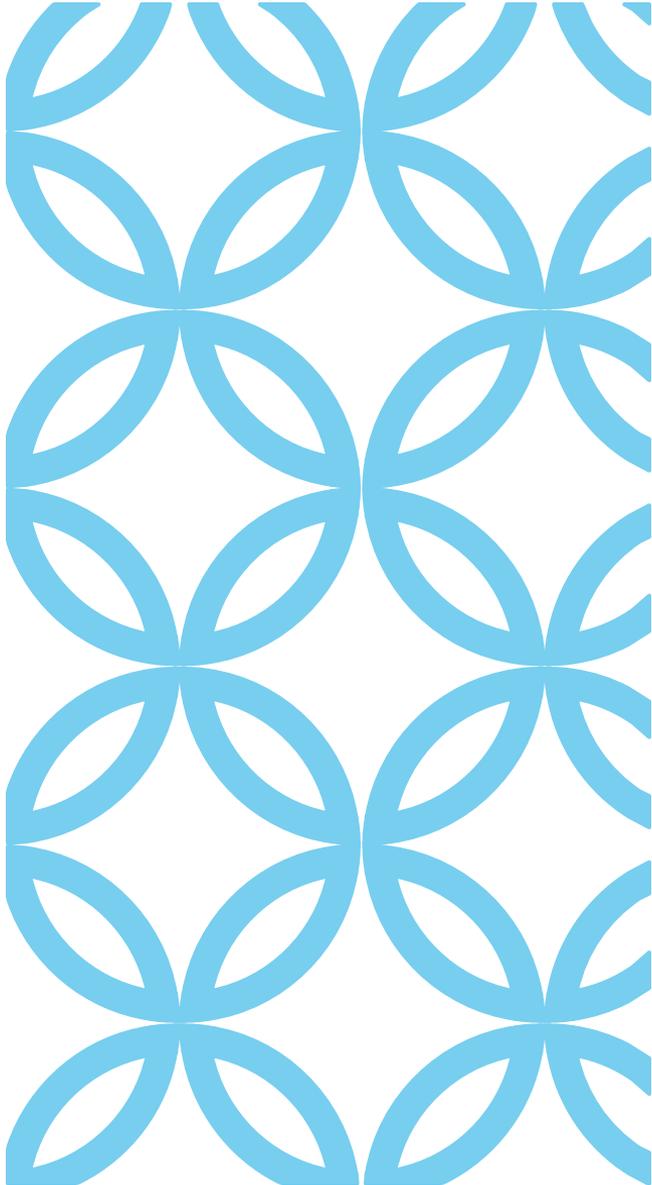
Example: It's a cold clear day, the snow is great, and we've already had one lesson so we're nice and warmed up. Let's step this up a notch and head to some black terrain for some short turns.

Use the terrain to enhance what you are trying to develop – can be used as a tactic.

Example: Using a certain line in the bumps to promote a movement pattern

Luge turns in the bumps to promote extension at the right time

Using the top of the bump to promote toppling.



YOU decide the type of skiing your group is going to do.

Pick a Turn Shape (Steered/Carved), Speed (fast/slow) and Radius (short/long).

Example: Expert Parallel (Big) Turns in Expert Terrain

Your job is to paint a really good picture of what you are all striving to achieve based on their ability and the environment.

Go for a ski and in this time, discuss with the class what the expectations should be and demonstrate what you are looking for.

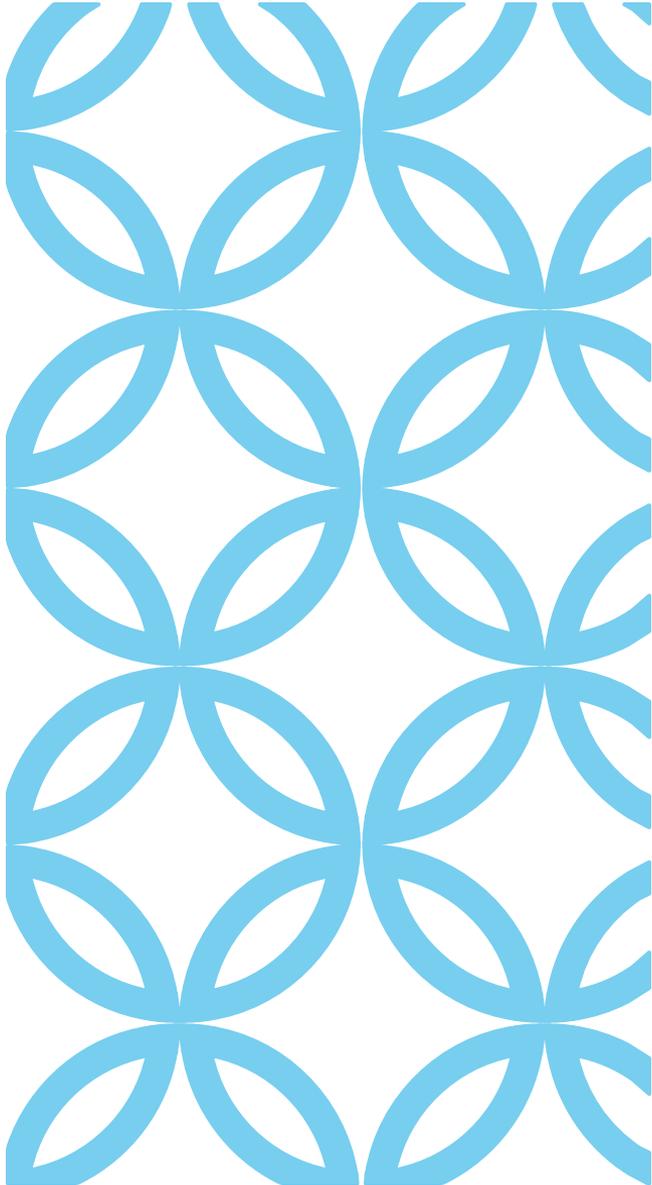
Expert speed, rhythmical, symmetrical

Well steered, progressive edge

Deflection of the mass, smooth transition

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## SKIING OBJECTIVE



Start to look at the students to see if they are meeting the criteria of your objective.

Give yourself skiing time to watch from all angles. Look to see if the students are meeting the criteria you set out.

Turnshape, speed, radius – what is their outcome compared to the desired outcome?

Start the reflective process by starting to ask them questions based on the expectations and the symptoms you are seeing.

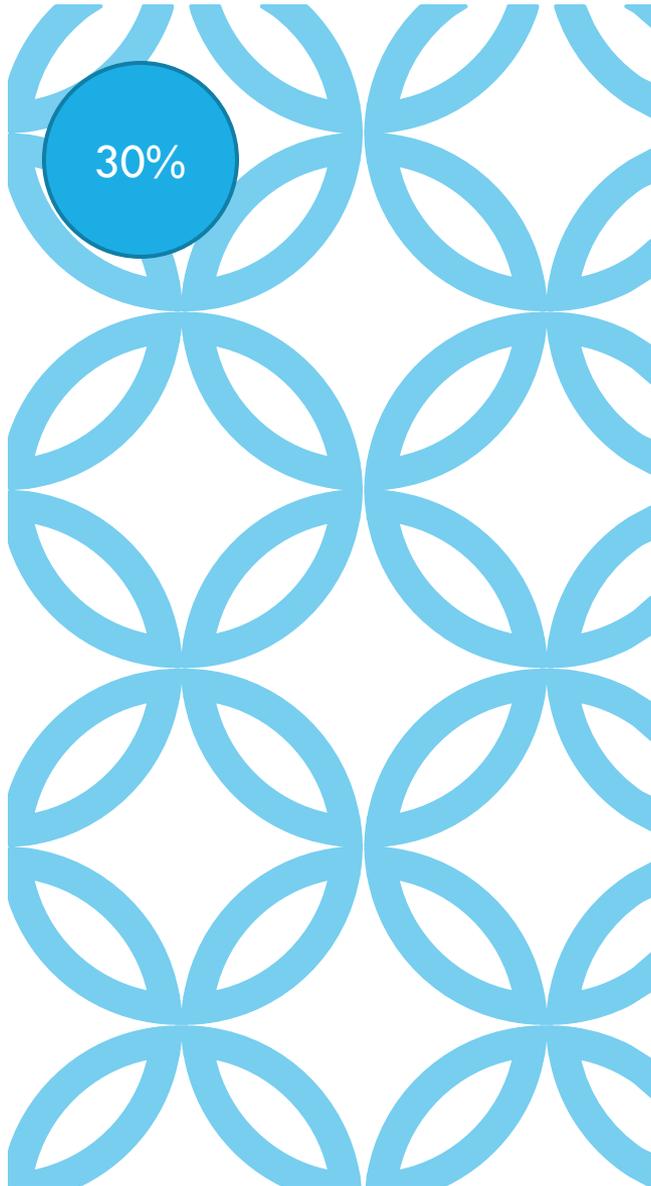
How is the turn shape? What are the skis doing on the snow?

Do they manage pressure from turn to turn? Is it smooth or disjointed?

Does the speed increase as they go down the slope?

Are they able to grip the snow and edge progressively through the turn?

**SKIING OBJECTIVE: ASSESSMENT —  
WHAT IS HAPPENING? (SYMPTOM)**



What are they doing to cause the symptom?

Watch the movement pattern. Where do you see the symptom the most?

What are they doing, and what should they be doing instead?

Example:

What - Turn shape becomes bigger and speed increases down the slope.

Why – Inability to progressively edge the ski from fall line to finish.

What are they doing? Moving inside too quickly (too much edge too soon).

What should they be doing? Move the edging effort later in the turn to allow the skis to continue to tip through the end of the turn & tighten the turn radius.

What Technical Reference Point does this relate to?

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**SKIING OBJECTIVE: ASSESSMENT — WHY IS THAT HAPPENING? (CAUSE)**

30%

# MOTOR SKILL DEVELOPMENT - HOW

Regardless of how you assess, you need to add a motor skill or movement pattern that will either block a movement from happening or create a new movement that will help the skiing move closer to the skiing objective.

-- Create a NEW cause and a different Effect --

Give a Part of the Turn, Part of the Body

Tip: Use your body (or theirs) to show them "What" to do.

Tip: Draw in the snow to show "When" they should focus their movement.

Prime your students by giving them cues:

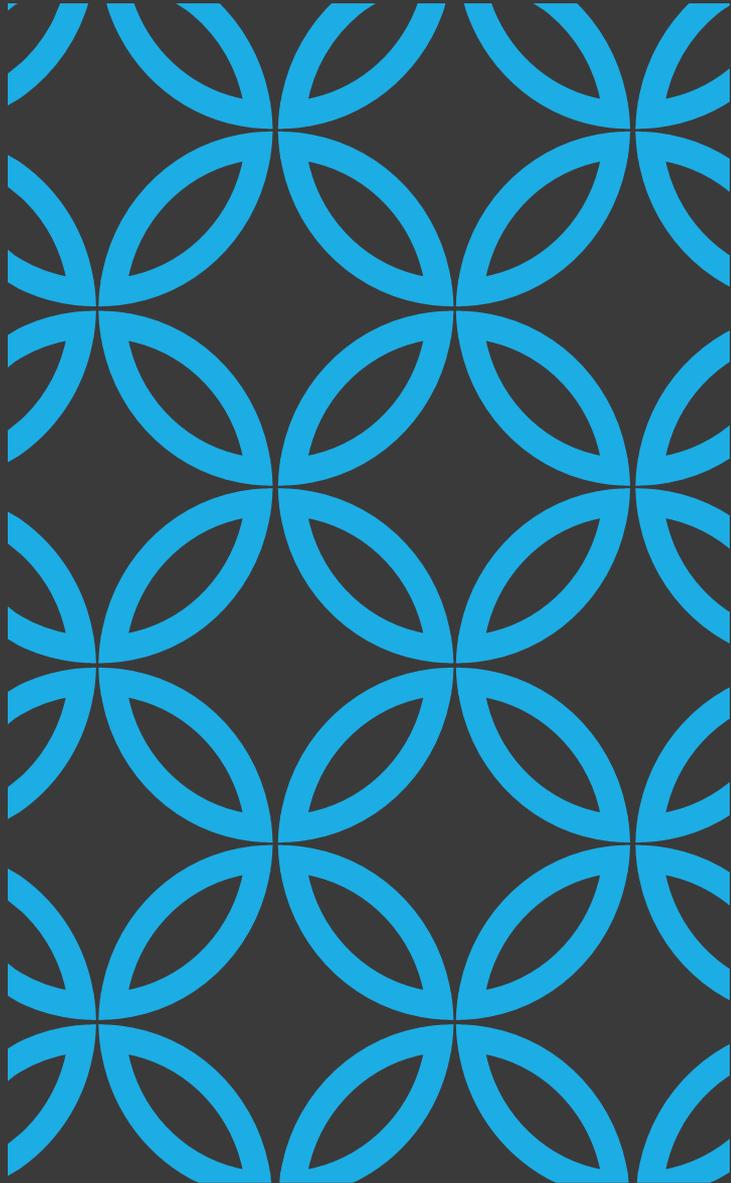
If you do it this should happen. If you don't do it, this will continue to happen.

HOW

# MOTOR SKILL DEVELOPMENT - TASK

A Task with measurable objectives helps students reflect on what is happening with their skiing and why it is happening. It helps them understand cause and effect.

- Your task should be based around the motor skill or motor pattern you are trying to implement.
- Repeating a correct movement again and again should be the goal of the task and the student to be able to notice the effect when they do the 'right' movement.
- Use Cues to reinforce learning
- Use Priming questions
- Everyone should have a focus.
- Use mileage/repeat.



## EXAMPLES of TASKS:

Using Drills: Powerplow, Garlands, Jump Turns, Delay turns

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Using Terrain:

A ridge on the side of the run to promote steering

The luge track in bumps for timing

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Following in my turn shape

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Breaking down part of the turn: J turns, start of turn



Back to  
the  
Learning  
Contract

Use Debriefings/Two Way Communication to gauge understanding and refine your task.

Use the questions:

Does everyone know what we are doing? Why we are doing it? How you are achieving that?

REFLECT

UNDERSTAND

Yes? Give them time to practice. Reinforce when they do it well and discuss the outcome. What are they doing? Why is it working?

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No? Spend time with that person – talk on the chair, have them follow you, ask questions. Slow it down or break it down. Reinforce when they start to get it.



When people start to show you that they understand and produce results, you can start to Vary the task with TSR: Turn Shape, Speed, Radius



Can they do it in a bigger/smaller turn shape? Faster or Slower? In Steeper/Bumpier/ Flatter terrain?



Be sure to only add 1 variable at a time and assess progress.

**VARY**