

LEVEL 4 TEACHING STRUCTURE

2018

LEARNING CONTRACT

Who are the students in front of you? How are they feeling today? What is their experience? Do they have a particular goal in mind?

Open up your lesson with some questions. Let them know a bit of your plan and see if that fits with them.

You'll revisit this learning contract along the lesson each time you ask them a question. Are your instructions clear? Does your feedback fit with what they are trying to develop?

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

Decide what terrain to use based on your learning contract (what you are going to try and work on and the people you have) and what the conditions are like.

Talk to the situation/environment. What is the snow like, the weather, the visibility, the time of day, the energy level?

Note your decisions and offer advice or plan a tactic based on the situation in front of you.

I.E. Given that it is our first run and it is pretty cold out, let's really try to warm up on the first few runs by accelerating our tempo as we go down. Try doing 10 turns pretty slow, then 10 turns at a medium pace and then 10 turns at a fast pace.

OR The snow has gotten pretty bumped up down here, but we seem to be pretty activated and have been handling this well, so let's try ...

OR 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.

SKIING OBJECTIVE

YOU decide the Skiing Objective.

Set the intention: Pick your Turn Shape (Steered/Carved), Speed (fast/slow) and Radius (short/long).

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

I.E. You can ask them what an expert short turn should look like.

- Expert speed, rhythmical, symmetrical
- Carved/well steered, dynamic etc.
- Deflection of the mass, smooth transition

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

Give yourself long pitches to watch from all angles. Start to pick out deficiencies using the Technical Reference as a guide.

Symptoms versus Cause.

What is the most evident thing you see in the skier. Can you move up a phase and see what is missing there and causing the symptom you are seeing.

Your goal is to add or block a movement from happening that will make the symptom disappear.

The student will be able to feel or experience their symptom and thus should notice when it disappears.

MOTOR SKILL DEVELOPMENT

the HOW

Add a specific motor pattern (focus) for each person that will help them meet the skiing objective.

Part of the Turn, Part of the Body

i.e. Create a steering effort earlier in the turn so that pressure builds earlier (rather than later) so you will maintain contact. Specifically, roll your foot over at the top of the turn.

In order to not spend too much time talking, you may want to give this simple motor pattern first and let people ski. It gives them time to play with what you have given them.

Soon after you are going to want to give them internal and external cues so that they can start to measure for themselves if they getting a result.

T A S K

Using a TASK to help develop a motor pattern.

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

At some point after the HOW (personal feedback) you will need to include:

Internal Cues: what it should feel like

External Cues: what it should happen if you do it correctly

Use priming questions: when you go down here I want you to pay attention to _____. Let me know if _____ happens.

Examples of Short Turn Tasks:

- spraying the snow evenly
- Feet crossing the groomer line
- Carved vs skidded
- Maintaining speed, slowing speed, altering the tempo
- Following in my turn shape
- Exercises like bend & stretch, powerplow, javelin turns

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Use the motor pattern in the task. Everyone should have a focus.

Use mileage/repeat.

Use the questions: Does everyone know what we are doing? Why we are doing it? How you are achieving that? How often? What movements are you using to achieve success?

Develop your task. Add one element at a time digging deeper, reinforcing part of the task or each person's focus.

I.E. 2 clean lines in the snow in the transition to focusing on UH leg roll over in a wedge, then parallel, then varying pitch, steeper to shallow..

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.

Yes? Give them time to practice. Reinforce when they do it well and discuss the outcome.

What are they doing? Why is it working?

When people start to show you that they understand and produce results, you can start to Vary the task.

Can they do it faster? Slower?

Terrain – Steeper? Flatter? Bumpy?

Be sure to only add 1 variable at a time.

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