



# LEVEL 3 TEACHING STRUCTURE

2019

## Learning Contract

INTRODUCE yourself and see how people are doing. Are they cold, tired, hungry, nervous? Have they skied here before; skied the run you are on?

Let them know your plan for the hour and check whether this will work for 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

Safety First. You must at all times provide a safe learning environment.

Tips: Do not cross a run – try to stick to one side

Stopping spots – no need to talk to it, but make sure you model it

Decide where to go and how to go there based on your learning contract. Are they tired? Pick an appropriate speed. What is their skiing level; are they ready for the run you picked?

Talk to the situation you have chosen.

I.E. Due to what you let me know up top, I've decided to use this run here. You can see that it is \_\_\_\_\_ so this will help us \_\_\_\_\_. OR

Due to a couple of you telling me you were cold, let's use this side of the run here where it is a little bumpy to warm ourselves up. Be sure to pick a smaller turn shape as I'm going to show you here and to make sure you use a good range of motion as it will help you manage your pressure.

Pace: Balance skiing with talking. Try to ski lots. 2 runs in an hour is typical.

## Skiing Objective

Pick a parameter based on Turn Shape, Speed and Radius (short/long, carved/steered, fast/slow)

Discuss with the class what the expectations should be.

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

What you choose to do needs to: a) match the ability level of your students, b) Be appropriate and use effectively the terrain/conditions in front of you, c) Be technically accurate (reflect our Technical Reference).

Go for a run thinking of these expectations. Start to look at the students to see if they are meeting the criteria.

## Assessment

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

You may want to start the reflective process by asking them to pay attention to something in their skiing. Do their skis stay on the ground the whole time? Do they get faster going down the run? Do they feel more grip on one side?

### Symptoms versus Cause.

What is the most evident thing you see in the skier (symptom).

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

Add a specific motor skill (movement) or movement pattern (order of movements) for each person that will help them meet the objective.

Part of the Turn, Part of the Body

Tell them What you want them to do, How you want them to do it and Why.

i.e. Create a steering effort earlier in the turn by rolling your foot over so that pressure builds earlier (rather than later) which will allow you to maintain contact.

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.

What

How

Why

The movement pattern must be technically accurate, appropriate for the skill level of the person in front of you and fit the current situation.

## TASK

In order to develop a motor skill, we use tasks that are measurable, observable, and will impose the new motor pattern.

Repetition is key.

### Examples of Tasks:

- Exercises like powerplow, hops in the turn, delay turns, speiss with steering, picking up a ski
- Feet crossing the groomer line
- Carved vs skidded turns
- Maintaining speed, slowing speed, altering the tempo
- Following in my turn shape
- Using a ridge line
- Syncho skiing

## Reflect on the Task

To learn Cause and Effect, we give students internal and external cues so that they reflect on their skiing and understand how movement patterns create certain outcomes. They can then also start to measure for themselves if they getting a result.

**Internal Cue:** An action on the body or feeling (smooth transition, grip on the snow, shin on boot)

**External Cue:** A result on the snow – what will happen if they do it correctly (grip, track, skis on the snow, pole basket)

It can also be the removal of a symptom – no more rotation, better grip

### Prime using statements to help people reflect and understand:

When you go down here I would like you to think about \_\_\_\_\_ and let me know if \_\_\_\_\_ happens.

I.E. Down here please pay attention to how many times your feet stay on the snow or how many times you lose contact.

OR Try to follow me in my turn shape. What do you have to do differently to stay in my track?

OR What happens when you do \_\_\_\_\_? Or if you don't do \_\_\_\_\_?

Use questions to gauge understanding. (Debriefing)

Does everyone know **what** we are doing? **Why** we are doing it?

**How** you are achieving that?

When it goes well, what is the outcome? What are you doing to keep your feet on the snow?

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?

Develop the task to promote understanding

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

V  
A  
R  
Y

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?

Turn Shape – Bigger, smaller?

Be sure to only add 1 variable at a time. Match complexity with ability.