



# TRAINER DEVELOPMENT

Indoor Presentation

# OVERALL DELIVERY

## REALISTIC LESSON SITUATION

### A) Realistic training situation:

Believe that you have something to share.

Teach what you know.

Tie to the Learning Contract – who are the people in your group? What experience do they have? Can you use their experience and can you teach them something?

### B) Realistic Lesson: 5 Possible Assignments (Teens/Adults, Beginner/Intermediate)

Don't use hypotheticals. Use the terrain that suits your end client, set a skiing objective that is likely for this group and use a task that would be appropriate for these people.

## SESSION BASED ON IMPROVEMENT OF TRAINEES

It is your job to increase the knowledge of the people in your group and improve their demonstrations.

## RELATES TO SKIING PUBLIC

Use people on the hill to demonstrate for you.

Examples of common problems skiers of this level face, technical deficiencies and outcomes.

## BALANCE INFORMATION AND ACTION

Simple is better. Don't feel you have to share everything you know about skiing. Write them all down and then pick the most important points.

Weigh your lesson appropriately. Give yourself more time for the Motor Skill Development (Assessment and Development)

# DECISION MAKING

## LEARNING CONTRACT

Introduce your theme and ask for relative **experience** from the group. Present your **goals** for the group.

Try to create some **discussion** within your group but be aware of your time.

Provide **feedback** on people's demonstrations.

This is not a reflective task. Be directive but involve your students.

## SITUATION

**Safety** – make it relative to the client. What do you need to look out for?

Point out the **class control tactics** that you use.

- Snake      How to stop your class.      Merge points

**Terrain Usage:** Why this run? What part of the run?

- Skill level, **weather**, conditions

Lesson **Pace:** Speed, length of run, energy levels, time of day

You do NOT have to present all this – can choose the relevant one(s).

## SKIING OBJECTIVE

Based on your **students** and the **situation**

Discuss your clients' goals. What do they want out of their lesson and what can you add to help them reach their goal?

I.E. Intermediate adult wants to feel more comfortable and in control especially when the terrain gets tough.

**Gliding Experience Objectives:** Pick the objective that most goes with your age group and ability AND situation (terrain you are on).

(Gliding, Mobility, Speed Management, Direction Change)

I.E. Entry Level Adult turning for the first time – Direction change.

## MOTOR SKILL DEVELOPMENT

### ASSESSMENT:

Use the **technical** reference points to assess the skiers in your group. Point out positive aspects and/or primary deficiencies.

Use of all joints for balance

Shoulders over knees over toes

Turning is led by the lower body

What turns first, skis or shoulders?

Separation for Angulation for Grip

Pole in the air, shoulders even?

Coordinated Movement patterns in order to link turns and create smooth skiing

You can use public to show common deficiencies of your client. Split the group and watch each other pointing out what you see. Be directive and try to relate your students are doing to what you saw in the public if possible.

Be specific with the technical reference you are going to work with, the motor skill you are going to introduce, and what the outcome will then be.

I.E. “For Tracey here, we are going to help with grip through the end of the turn by creating more angulation. Primarily we’ll focus on the hip bending laterally through the end of the turn...”

Assign the **Motor Pattern** by giving

**FEEDBACK** – give an example of how to give feedback (part of the turn, part of the body, hands on, drawing in the snow, giving a feeling/outcome)

“So Tracey, at the end of the turn, I would like to you bend more here, like this, and this will allow you to grip the snow. The result will also be a rounder turn shape.”

## TASK

**Appropriate for the client you are teaching and the situation** (terrain, conditions)

**Relate cause and effect**

I.E. “An exercise I use often when teaching my \_\_(intermediate adults)\_ clients is \_\_(Airplane turns)\_\_\_\_\_.

This helps to create this motor pattern (angulation) and has the outcome of this (giving them grip on the snow), and moves them toward the skiing objective (feeling comfortable on the snow and giving the ability to turn whenever they want to-direction change).

Try the Task: Pair up and watch each other do the task. Are they succeeding? How and why?

Develop the Task: Tip the wings all the way to the top of the boot:

What is the effect? More grip? Rounder turn shape?

Vary the task: Change terrain, speed and note what you are doing

Try to have the trainees ‘be the teacher’ /evaluate the exercise with you.

# DEMONSTRATIONS

**For skill level of student:** Appropriate for your group and the people you would be teaching.

**Choose turn shape and terrain** – that is appropriate for the client you would be teaching.

Nothing should be hypothetical.

**Use technical priorities.** Basically make sure your demos are good and focus on the most important thing in your students.