

Information on Teaching Basics

PSIA-RM-AASI Adaptive Snowboard 2012-13

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Local and program regulations and safety guidelines take precedence over this information. It is in your best interest to exercise due diligence in determining the appropriateness of the information for your particular circumstances. In addition, please take into account any and all factors that may affect your lesson. This includes but is not limited to: the health, well-being and fitness of the student; weather conditions; terrain; other people on the slope; your own abilities, as well as those of your student and anyone who may accompany you.

LEARNING STYLES

Being able to identify learning styles helps the instructor form a learning partnership with students. The partnership is built through interaction with the student to develop knowledge of his unique wants, needs and personality. This is key to a successful lesson. Identification of a dominant learning style will help the instructor develop a lesson plan that incorporates multiple teaching styles. **BUT** do not feel that you have to teach only to that one learning style. People learn through a wide range of visual, auditory and kinesthetic experiences. So try to address each learning style at some time during the lesson. Realize that you teach to **your dominant learning style** since we gravitate to the things we know best. Always remember to provide lessons that are well rounded, versatile and student-centered.

VISUAL LEARNERS: These people learn best by watching and imitating.

1. Ride clean demonstrations that are truly illustrating your point.
2. Over-exaggeration can destroy the picture.
3. Target the students' attention towards a specific area, i.e. what part of the body or turn.
4. Some students visualize the whole picture, some specific parts. Change focus if needed.
5. Let the student view from different angles; i.e. front, side, back, coming, going...
6. Use video if available. Guide the students for a positive viewing experience.

AUDITORY/COGNITIVE LEARNERS: These people need to verbalize and understand riding.

1. Give clear, concise descriptions using words/descriptions familiar to the student.
2. Be precise and to the point. Long, drawn-out explanations are not necessary.
3. Paint a picture using words, metaphors, and similes. "It is like a bird walking on eggshells"
4. Give a rationale, a WHY, with your descriptions.
5. Involve the student. Have them be a part of a verbal exchange, not a monologue from you.

KINESTHETIC/PROPRIOCEPTIVE LEARNERS: ** These learners need to feel their riding.

1. Check your student's equipment...they might not be able to feel things in ill-fitting boots.
2. Ask students what they are feeling and go from there.
3. Be sure to show and describe what to feel for...integrate the other learning styles.
4. If you need to touch the students to position them, ask permission first.
5. Groomed terrain and slower speeds are essential for feelers during initial learning.

**Kinesthetic refers to things that act outside the body to create feeling, such as the pressure on the leg from the boot. Proprioceptive refers to feelings within the body, such as tightening or stretching different muscle groups to achieve an end result.

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TEACHING STYLES

COMMAND: The teacher controls the all action. Teacher is center of attention; making all the decisions and telling students if they are right or wrong.

EXAMPLE: The teacher sets up a situation for the students to learn a wedge stop. He/she calls down students one at a time and gives them feedback on their performance.

TASK: The teacher outlines the parameters of a task. He/she explains and demonstrates the task and sets the practice boundaries. Students are free to execute and practice the task within the given boundaries. The teacher may move about and give feedback or ask for variations of the task depending on individual needs.

EXAMPLE: The teacher shows a falling leaf. She/he explains the movements necessary to match the skis. Appropriate terrain is selected and the practice area outlined. Students practice while the teacher gives feedback.

RECIPROCAL: Pairs or groups are established. The roles of "doer" and "watcher" are clearly defined. Task is explained and demonstrated. Practice boundaries, time frame and evaluation criteria are explained by the teacher. Students perform and evaluate each other doing the task. Teacher is free to watch and give feedback.

EXAMPLE: Teacher has "doer" make falling leaf task to a designated stopping point. "Watcher" follows and gives "doer" a description of where in the turn the "doer" matched his skis.

GUIDED DISCOVERY: A series of questions or experiences to guide the students to a specific answer. Each step builds upon the previous step/answer. The teacher leads the group to make the discovery of a specific outcome.

EXAMPLE: Students on the beginner hill are shown how to sideslip. With practice, they learn to release their edges. The teacher asks a series of questions about the task. "What do you do with your knees to release the edges?" "Can any other part of your body help you release the edges?" "Try your ankles, hips, upper body...Can those move to release your edges?" Students discover how to move their ankles, knees and hips to release their edges for side slipping.

PROBLEM SOLVING: A problem is posed to the students. The teacher sets a framework, time limit and work area for finding the answer. Working independently or as a team, students find answers to the problem. There may be more than one solution and the teacher accepts all.

EXAMPLE: Teacher wants the students to learn the perceptual skill of picking the easiest path down a bumpy blue slope. Students must decide which side of the run to ski, where to turn and how big a turn radius to ski and what speed to ski. Some students ski the middle, some the left or right side. Some make big turns, some use a traverse, some make little turns. Some students ski a path around the bumps, some ski from the top of one bump to the top of the next. At the end of the run the teacher has the students share their choice and explain why they thought it was the easiest approach. The teacher must acknowledge every student's solution and provide insight to the other students. This follow-up session is essential to anchor the activity and provide alternatives.

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TEACHING MODEL

INTRODUCE THE LEARNING SEGMENT:

Establish rapport, creating a fun, open learning environment. Outline the given segment, whether it is the day or one section of learning, defining the general process and outcomes.

ASSESS THE STUDENT:

Ask a wide range of questions for an initial verbal assessment. Ascertain the students' previous experience with riding and other related sports. Determine students' goals, experiences, physical and medical needs, and adaptive equipment requirements. Determine what type of learner the student is whether he is process or outcome oriented and his preferred type of feedback. Watch him ride while performing a movement analysis. Assess the riding to see if the current ability matches expressed goals and expectations.

DETERMINE GOALS AND PLAN OBJECTIVES:

Set goals based on off and on snow movement analysis and the students' expectations. Compromise if the students' expectations are too high for their current ability. Formulate a logical progression to address the goal. Clearly state the goal to the student and briefly outline some of the steps they will experience. Choose appropriate terrain and conditions for lesson activities.

PRESENT AND SHARE INFORMATION:

Present the lesson using a variety of teaching styles suitable to each situation. Target different learning styles, so the students will get the maximum benefit. Pace information sharing, practice time, feedback, reinforcement and ride time to keep the lesson fun and the students motivated. Address student orientation to process or outcome as determined during the assessment.

GUIDE PRACTICE:

Set practice tasks to the level of the students. Provide specific feedback to each individual. Guide initial practice and set students up for meaningful independent practice, using appropriate guiding and tethering techniques. Provide appropriate reinforcement. Use a variety of approaches to practice with both outcome and process oriented activities.

CHECK FOR UNDERSTANDING:

Verify physical understanding by comparing their performance to the lesson objectives. Ask questions, when possible, to make sure students cognitively understand the lesson objectives. Check for understanding often, looping back through the lesson if students have not retained the behaviors and cognitive understanding outlined in the lesson objectives.

SUMMARIZE THE LEARNING SEGMENT:

Review the lesson goals and communicate the degree of accomplishment to the student. Preview the next lesson and encourage further development. Establish independent practice guidelines.

***For more information about the Teaching Model, please refer to: "PSIA Alpine Manual" ***

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MOVEMENT ANALYSIS

For the Exam the candidates will observe and discuss different riders on the hill.

OBSERVATION AND DESCRIPTION:

1. Determine student profile: disability, ability, equipment, expectations of lesson etc.
2. Set up your observations by choosing a task within the ability of the student. Demonstrate and then have the student perform the task.
3. Observe student performing the task. Describe the student's behaviors and movement patterns in non-judgmental, non-negative terms.
4. Relate mechanics to skill blend and/or movement pools.
5. How was the turn started, shaped and finished? Did this effect skill blend or turn shape?
6. Make as complete a description as possible. The more complete the picture the easier it will be to determine cause and effect relationships.

CAUSE AND EFFECT RELATIONSHIPS:

1. Most of the time one sees the *effect*. Look for the *cause*, why it is happening.
2. If there is a problem, specify where in the turn it occurs. Things that happen in one part of the turn affect other parts of the turn.
3. If there is not a problem specify how the student's movement allows for effective riding.

PRESCRIPTION FOR CHANGE:

1. Target the fundamental movement (i.e. cause) that is to be changed.
2. Prioritize what should be done 1st, 2nd, and 3rd, in order to achieve the specific outcome.
3. Determine whether the activities will encompass the "whole" picture or be broken down into smaller steps.
4. State the goal and explain why you have chosen a particular focus.

LESSON PLAN:

1. Create a lesson plan based on the needs of the student.
2. Make sure the goal/skill focus is relevant and activities address that goal/skill.
3. Pace the information to allow for comprehension and plenty of practice time.
4. Loop back through the goal setting stage if the expected results are not forthcoming.
5. Keep students involved.

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CREATING A LESSON PLAN FROM MOVEMENT ANALYSIS

A. Student Profile: "This rider is..."

1. What level rider? Comfortable? Aggressive? Intimidated?
2. What type of turn? Basic Skidded ? Dynamic Skidded ? Carved ?

B. Description of Mechanics: "I see this rider doing..."

1. What does the rider do to start the turn?
 - pivot (initiated where in the body?) -twist (where initiated, moving the hips across?)
 - edging (when) -fulcrum (using foot or rigger?) -counter rotation (wind-up ?)
2. How does the rider control and finish his turn?
 - steering -rotation -counter rotation -combination

C. Cause and Effect Relationships: "Because of _____, the result is..."

1. Based on your observations of mechanics, what are the results?
 - over rotation -stop steering at the end of turn -out of balance
 - side slipping -lack of turn shape -sudden edge set
 - turning the nose up the hill -no speed control -carving up the hill

D. Prioritize: "I would work on _____, because...."

1. Set one goal. What is most important?
2. Provide rationales for your decision. Why?

E. Lesson Plan: "Some of the activities I would do with this person are..."

1. Make sure the activities reflect your goal
2. Combine activities of like mechanics
3. Explain your exercises and their focus. One exercise can be used many ways.
4. Activities don't need to be linked exercises...what focus could you give the student? How and where might you use them?
5. What is the end result, or outcome of your lesson?