

PSIA-ROCKY MOUNTAIN • GCT™ LESSON PLANNING GUIDE

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Guest Centered Teaching™ (GCT™) is a program originated and developed at Winter Park Resort.

STUDENT PROFILE		MOTIVATIONAL NEEDS	UNDERSTANDING NEEDS	MOVEMENT NEEDS
IDENTIFICATION ACTIVITIES Name: Age: Physical/Athleticism/Energy: Equipment: Background:	<ul style="list-style-type: none"> • What does the student SAY s/he wants? • What do you think are the student's underlying motivations? (How did you determine this? How will you explore further?) • What do you think/infer that the student needs? • Why do you think that? (Be specific.) • How will you verify your conclusions and assumptions? (Questions, observations) • What non-skiing background can you bring into the lesson? (Hobbies, passions, athletic activities, skills, learning styles, career choices, fitness, energy, personality, equipment; positive & negative transfer) 	<ul style="list-style-type: none"> • What does the student understand about skiing? (Is this "knowledge" accurate?) • What might the student mis-understand about skiing? • How does the student's understanding and/or misunderstanding affect his/her Movements and Motivational Needs? • How much does the student want and need to understand? (Is better understanding for its own sake a Motivational Need for this student?) • Identify the student's Learning Preferences/Styles (VAK, Thinker, Doer, Feeler, Watcher). • Why do you draw these conclusions? • How will you verify your conclusions? (Questions, observations) 	<p>DESCRIBE (<i>Who? What? Where? When? How?</i>)</p> <ul style="list-style-type: none"> • Identify ability level and type of turn. • Describe stance. • Identify equipment setup & alignment issues. • Describe rotary mechanics. (Rotation, Counter-rotation, Blocking Pole Plant, Leg Steering; combinations, different turn phases, intensity) • Describe edging/tipping movements and effects. • Describe flexion/extension & pressure control movements and effects. • Describe ski performance. (Carve? Skid? Combo?) • Describe "rhythm & flow." <p>ASSESS (<i>Why?</i>)</p> <ul style="list-style-type: none"> • Identify INTENT (defensive, offensive, other). • Assess speed & line control (present, absent, how?—technique & tactics). • Identify Cause & Effect relationships. <p>PRESCRIBE</p> <ul style="list-style-type: none"> • Prioritize Movement Needs. • Prescribe changes relevant to motivations. 	
	FACILITATION ACTIVITIES Skiing Experience:	<ul style="list-style-type: none"> • What will you do, specifically, to address the student's expressed desires? • What will you do, specifically, to address the student's inferred Motivational Needs? • If what they say they want (expressed desires) and what you think they need (inferred needs) are not the same, how will you address this conflict? • How can you incorporate non-skiing background into the lesson for more effective teaching and/or to enhance the overall experience? • How are your Understanding and Movement activities relevant to the student's Motivational Needs? • How will you create this relevance in the student's mind? 	<ul style="list-style-type: none"> • How will you address the student's learning styles? • What explanations will you give and how will you give them? (How extensive, what teaching styles, why?) • Will you address potential misunderstandings? Why or why not? How? • How will addressing these Understanding Needs affect Movements and Motivational Needs? 	<ul style="list-style-type: none"> • What exercises, progressions, or other activities will you do to facilitate the prescribed movement changes? • How will you present these activities? (Teaching styles, demonstrations, terrain, pacing, etc.) Why? • How will these activities specifically address the prioritized Movement Need(s)? • Based on cause & effect analysis, how will these changes affect student's <i>other movements</i> and <i>ski performance</i>? • How are these activities and changes relevant to the student's Motivational and Understanding Needs? • How will you create this relevance in the student's mind?