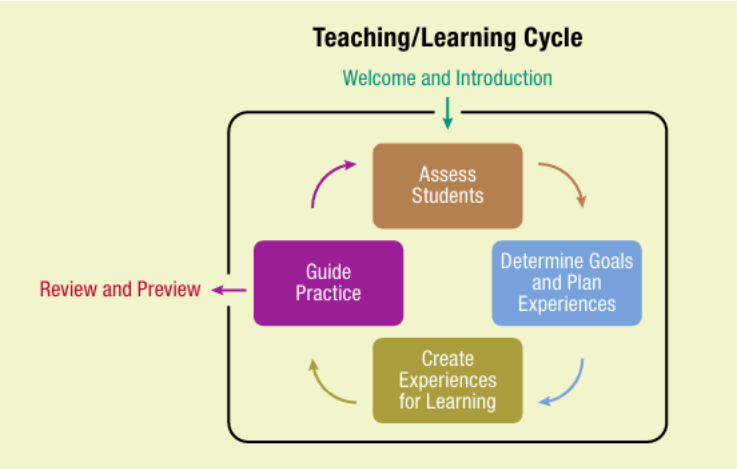
TEACHING 101

GUEST CENTERED TEACHING

- PSIA and NSCD's model of ski instruction
- Connecting with the students from where they are at and what their goals are
- Safety + fun = learning

HOW INSTRUCTORS TEACH



1. Welcome and introduction
    a. Instructor's opportunity to set the tone for the day
    b. Build trust, and establish rapport with skiers and family
2. Assess Students
    a. Starts when the student walks in the door.
    b. How do they walk, how do they talk, how do they communicate, etc.
    c. Everything from first interactions to skiing the first turns, this is a very important part of the cycle, and is constantly being returned to
3. Determine goals and plan experiences
    a. Using guest centered teaching, creating goals that your skier wants to accomplish, and planning for a day or a ski session
    b. Ensure you are returning to the skier's goal and creating a lesson around that
4. Create experiences for learning
    a. Organize students and the lesson environment
    b. Choose appropriate terrain and snow conditions
    c. Use experiences to target change in performance and understanding
    d. Engage students in the process of reflection
    e. Introduce new experiences and information
    f. Provide descriptive instruction that's easy to understand
    g. Promote group engagement, interaction, and support

5. Guide practice
    a. Can be done in many ways, styles are listed below
        i. *Command* – instructor gives student a specific task, then critiques the task
        ii. *Task* – an assigned activity that focuses on specific instruction, goals, movements, or skills
        iii. *Reciprocal* – pairs or groups are established, task is explained and demonstrated, students perform and evaluate each other doing the task
        iv. *Guided discovery* – a series of questions or experiences to guide students to a specific answer, each step builds upon the previous step/answer, teacher leads the group to make discovery of specific outcome
        v. *Problem solving* – problem is posed to students, teacher sets parameters for finding answer, students find answers
    b. Strategies to use for students
        i. Terrain based learning – use the natural features of the terrain to encourage students to blend skills
        ii. Teaching for Transfer – using previous skill knowledge and applying it to new skill acquisition (ie student is a basketball player – utilizing basketball movements/skills to "transfer" into ski movements)
6. Review and Preview
    a. Reflect on the learning experience and what was accomplished
    b. Discuss what is next when they return for more, and how it will help meet their goals for the sport

HOW STUDENTS LEARN

Learning Styles

1. VAK
    a. Theory on how people learn through the instructor's teaching methods; aka, how you deliver the information to your student
        i. Visual – learns by seeing, needs demonstrations
        ii. Auditory – learns by listening, needs explanations
        iii. Kinesthetic – learns by doing, needs practice
2. Feeler, Watcher, Thinker, Doer
    a. Theory on how people learn based on how the student perceives and processes the information
        i. Feeler – learn by experience, aware of similarities and differences in movement
        ii. Watcher – learn by seeing other demonstrations
        iii. Thinkers – learn by reading, detailed explanations, verbal information
        iv. Doers – learn by experimentation, won't respond to verbal direction or idle time
3. Motor Skill Acquisition
    a. Theory on the stages of motor skill acquisition
        i. Initial – at this stage, learners make crude movement, focusing more on sensations than quality. Can focus on one thing at a time

ii. Elementary – at this stage, learners start to gain some control and look at the body part to connect what is happening with movements. Generally enjoy exploring movements if they feel in control. Can focus on multiple things at once provided they are in the right environment
iii. Mature – at this stage, learners' movements are refined, coordinated, mechanically correct. Can pay attention to environment, people, and tasks

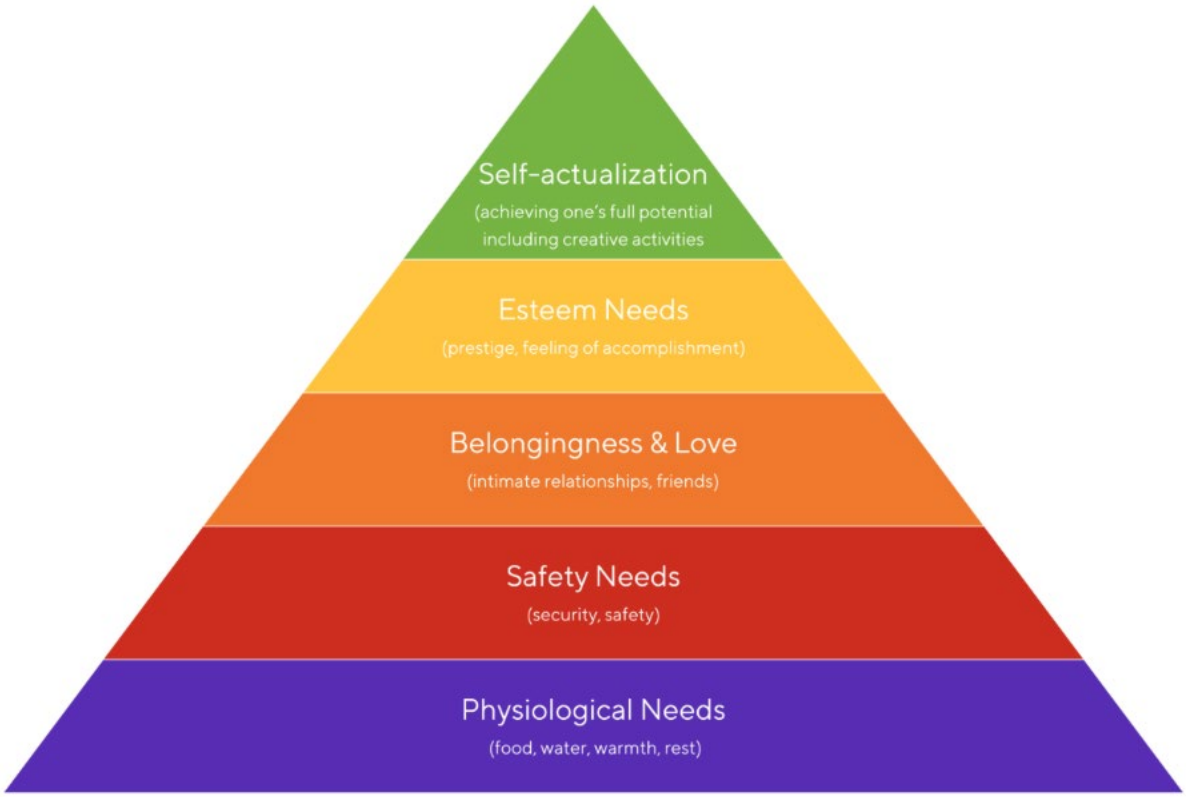
4. CAP Model
    a. Theory that offers a framework for observing students and defining their abilities in the areas of cognitive, affective, and physical development
        i. Cognitive (how the student thinks) – important for our field, instructors should understand how much knowledge and mental skills our students possess
        ii. Affective (how the student feels) – instructors should understand how our students feel, as excitement, fear, anxiety, etc. play a role in learning
        iii. Physical (how the student moves) – instructors should recognize our students are all in different stages of development, and ideal movements may not be feasible

WHAT STUDENTS NEED TO LEARN

Maslow's Hierarchy of Needs

Theory and a tool used to determine the readiness of a person to fully participate in life based on psychological needs. Below are the five needs of any individual at any given time. Utilize this information to determine whether your student is ready to learn to ski

1. Psychological Needs – hunger, hydration, bathroom use, clothing, warmth, shelter. If your student is hungry, needs water, needs the bathroom, is cold, etc. they won't be in a space to learn
2. Safety Needs – fear of injury, uncomfortable in large crowds, trust, protection, environmental conditions. If your student has a fear of skiing, doesn't trust the instructor/equipment/lifts/etc., doesn't feel safe on the mountain, they won't be in a space to learn
3. Belongingness and Love – friendships, camaraderie, love. If your student doesn't feel like they belong with the group, or have relationship issues outside of skiing, they may not be in a space to learn.
4. Esteem needs – confidence, sense of physical abilities, feelings of accomplishment. Past #3, your student can learn, but will have more success if esteem needs are met
5. Self-Actualization – achieving one's potential, sense of purpose, known capabilities and limitations. Student ready to learn open-mindedly if #5 achieved


Self-actualization
(achieving one's full potential including creative activities
Esteem Needs
(prestige, feeling of accomplishment)
Belongingness & Love
(intimate relationships, friends)
Safety Needs
(security, safety)
Physiological Needs
(food, water, warmth, rest)