Roadmap to the session

Family Style Fun - Help put the family back into family vacations! You will be a catalyst for creating memories of a lifetime after attending this engaging session on teaching sibs and parents of all abilities and adaptive equipment to slide as a cohesive unit while meeting their individual, family, and "fun" goals.
Fostering lightbulb moments
Learning Outcomes

1) Implement instructor teaching and communication tools to connect with various members with or without disabilities in a family lesson.

2) Employ teaching techniques and strategies to facilitate lessons that safely and effectively meet individual and collective family skill development and experience goals.

3) Facilitate connection between family members that can be used by them in lesson prep tasks, during lesson activities, and throughout future family snowsports experiences.
YOU
Your actions, decisions, behavior

US
How you interact with people or groups of people

THEM
How you influence interaction people to people. People to groups of people
Learning Outcome

1) Implement instructor teaching and communication tools to connect with various members with or without disabilities in a family lesson.
Names

• Name how do you remember names?
• Why are names important?

Tikki Tikki Tembo-no Sa Rembo- chari Bari Ruchi-pip Peri Pembo ("The Most Wonderful Thing in the Whole Wide World")
Visualization best day

- Introductions
- Why this clinic? Your goals for this session?
- Name, Experience,
You are you

• Make lessons personable use names vs he, she him her guys

• In the words of Dr. Suess You are you and there is no one youer then you!!
What you know!!

- What do you do to build connections with your guests?
What you know

• How do you build/establish good communication?
USING THE MODEL

LEARNING CONNECTION

DECISIONS
TERMINAL SKILLS

THE INSTRUCTOR

BEHAVIOR
TEACHING SKILLS

TRAINER
PEOPLE SKILLS
<table>
<thead>
<tr>
<th>TECHNICAL SKILLS</th>
<th>TEACHING SKILLS</th>
<th>PEOPLE SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alpine skiing fundamentals</td>
<td>Create an environment that promotes exploration, experimentation, and play towards desired outcomes</td>
<td>Calibrate trust by developing relationships utilizing patience, respect and empathy while understanding the learner's interests and motivations.</td>
</tr>
<tr>
<td>Beat Performance</td>
<td>Collaborate on short-term objectives and long-term goals</td>
<td>Effectively communicate using verbal/non-verbal and active listening skills.</td>
</tr>
<tr>
<td>Mechanical/technical information</td>
<td>Facilitate the learner's ability to recognize, reflect upon, and assess experiences and sensations</td>
<td>Recognize and manage the dynamics and emotions of a group through social awareness.</td>
</tr>
<tr>
<td>Observe, evaluate, prescribe</td>
<td>Manage terrain selection, pacing, information, and activities</td>
<td>Identify, understand and manage your emotions, while understanding how they affect your relationship with others.</td>
</tr>
</tbody>
</table>
The person

I don’t teach skiing to people, I teach people how to ski. The person is always first.

Guest Centered Teaching

As a person who teaches people how to ski, it is in my best interest to get to know them and their desires.

Why are they here, what do they know, what can they do, how do I set them up for success to meet their desires and goals considering previous knowledge and physical ability.

Along with their needs, include any disability or limitations and medical needs or concerns.
People Skills

Develop relationships based on trust

Engage in meaningful 2 way communication

Identify, understand, and manage your emotions and actions

Recognize and influence the behaviors, motivations and emotions of others
Develop Relationships

• Student, Guest or friends
• Keys to success
Communication

- Engage in meaningful 2 way communication
- Internal vs external cues

The language of coaching
Yourself

- Identify, understand your emotions and actions
- What state are you in? Leave home at home
Recognize

- Recognize and influence the behaviors and actions of others
Learning Outcomes

2) Employ teaching techniques and strategies to facilitate lessons that safely and effectively meet individual and collective family skill development and experience goals.
Learning Outcomes

• 3) Facilitate connection between family members that can be used by them in lesson prep tasks, during lesson activities, and throughout future family snowsports experiences.
Observation

• Before you create a plan you should observe what they bring to the table and what experience and motivation they have.
CAP Model

Cognitive
How they think and perceive thought

Affective
How they feel and perceive emotion

Physical
Awareness of self and needs
Assessment

How do you determine the guests

Movement needs

Understanding needs

Motivational needs

Along with medical, cognitive, affective or physical needs and limitations
Teaching skills

- Collaborate long term goals and short term objectives
- Manage information, activities, terrain, and pacing
- Promote play exploration and experimentation
- Facilitate the learners ability to reflect upon experiences and sensations
- Adapt to the changing needs of the learner
- Manage emotional and physical risk
Goals

- Collaborate long term goals and short term objectives
Manage

Information- Internal cues

Terrain-Your best friend or worst enemy

Activities-meet everyone’s desires

Pacing- speed, content and silent time

Learning starts when coaching stops
Figure 3.2: The Teaching/Learning Cycle

Teaching/Learning Cycle
Welcome and Introduction

Guide Practice

Assess Students

Create Experiences for Learning

Determine Goals and Plan Experiences

Review and Preview
Learning styles

VAK Visual Auditory Kinesthetic

Watcher, Doer, Feeler and Thinker

One will learn best in one way, but will show ownership if known in all ways.
Setting the Tone

- Love of gliding (vs. love of stopping)
- Introduce a lifetime of learning
- A great stance
  - Athletic
  - Alert
  - Offensive

Photo courtesy of Adaptive Sports Center, Crested Butte, Colorado
Teaching Principles

- We don’t teach “beginning skiing.” We introduce beginners to the skiing of experts
  - Turns are for direction control, resulting in speed control
  - Teach only positive movements for turning
  - Teach braking as needed, after they learn to love gliding

- Successes breeds success–create many of them!
- Don’t teach anything they already know
- Beginners have no bad habits. Keep it that way!
Play

- Promote play explorations
- Promote experimentation
Facilitate

• Facilitate the learners ability to reflect on actions and sensations
Adapt

- Adapt to the changing needs of the learner
Risk

- Manage emotional and physical risk
Lessons

- Good vs great