



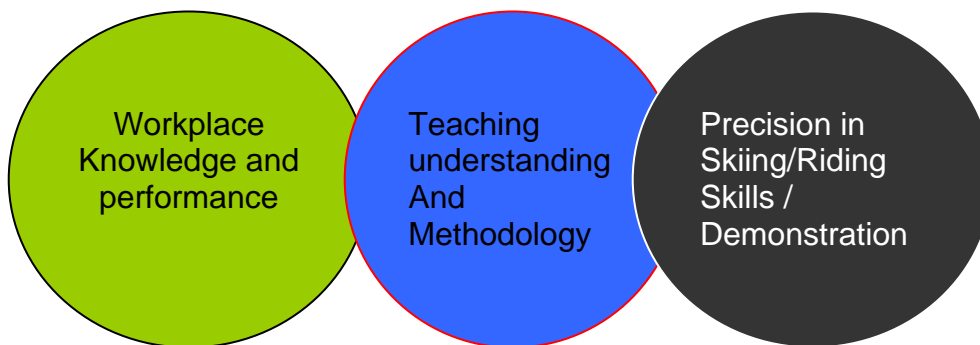
Mammoth Mountain
SKI AND
SNOWBOARD
SCHOOL

TEACHING (HOW WE TEACH) Handbook

MAMMOTH MOUNTAIN SKI AND SNOWBOARD SCHOOL
2005 - 2006

Introduction

Our school follows an internationally recognized model for training and evaluating instructor performance. This is a three-zone model emphasizing job performance, Teaching skills and Skiing/Riding skills. For simplicity this module will concentrate on Teaching methodology.



The Greatest Instructors have a masterful command of the following:

Patience

Safe skiing and riding practices

Know students - name, favorite things, expectations, child development, teach students of all ages, know what they are talking about

Communicate well with the parents

Fun, smiles, sense of play, humor, personality

Enthusiastic & energetic

Know the sport

Create a Team experience

Good communicator - not too many words but the right ones

Kindness, friendship with kids, supportive, positive

Pacing – know when to take break

Go the extra mile

Deal with stress & adversity; flexibility

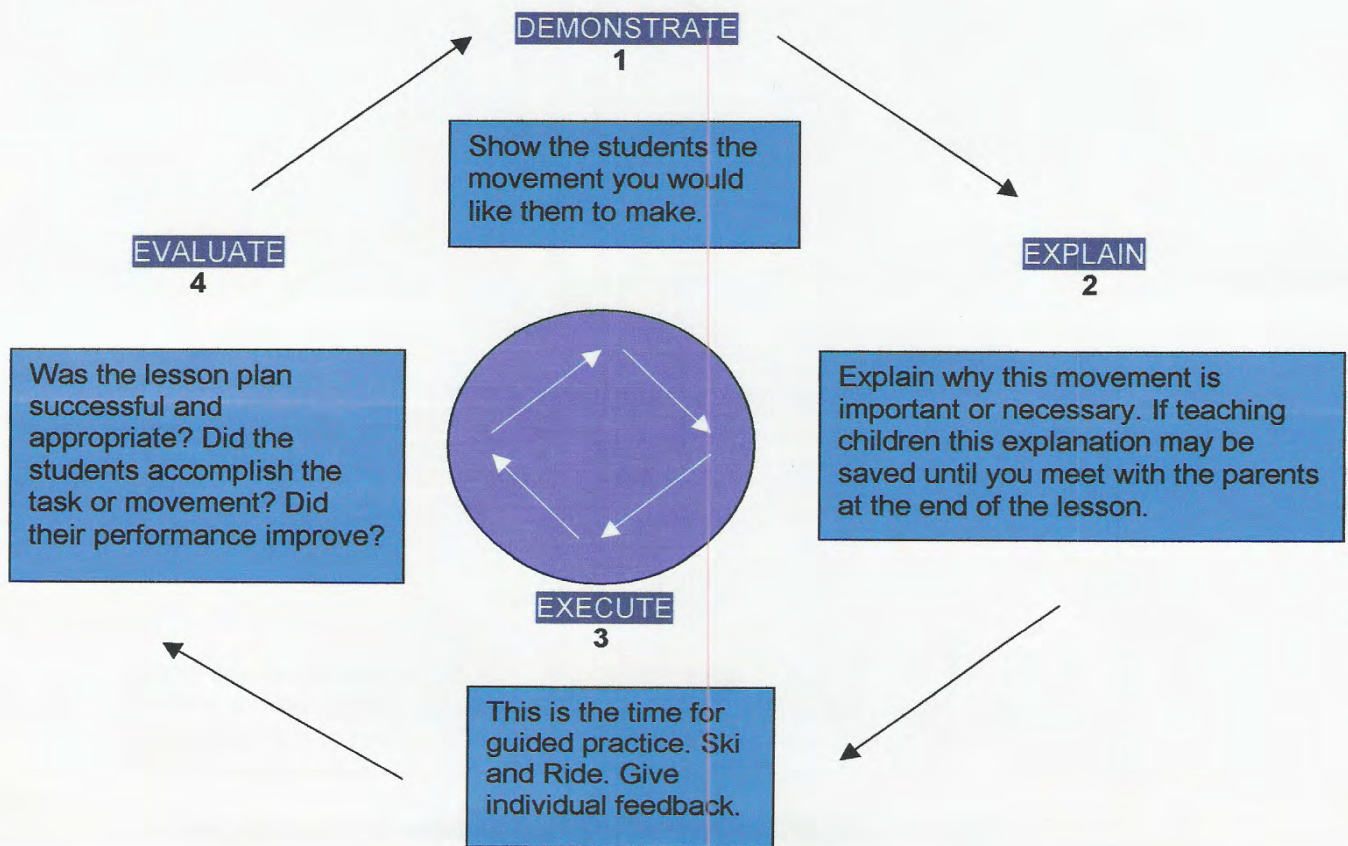
Sound skiing and riding skills

Build ego and self-esteem through teaching skills that create a shine in the eyes of students, parents, friends and siblings

On time All the time

Teaching any sport is about creating a learning environment that provides sensations and experiences that provoke student learning. In order to create successful lesson plans we use a teaching cycle. Below is a framework for presenting information in your lessons. This is what all great instructors do in every lesson.

Mammoth Ski & Snowboard School Teaching Cycle



Action Planning (progressional development)

Each learning segment should follow the teaching cycle. For example, teaching someone how to use their bindings properly will follow the cycle which consists of Demonstrating, explaining, executing and evaluating. This cycle is a “learning segment”, one in a series of “learning segments” that together make the action plan that teaches someone how to achieve the lesson goal.

Relationships

A fundamental philosophy of teaching is to provide a safe and fun environment. By providing these elements, learning will happen as an after-effect and you will have created a learning partnership. We believe in student centered teaching.

SAFETY

FUN

LEARNING

Learning Styles

People are individuals and their individuality comes in part from how they prefer to learn.

Learning styles fall into four main categories:

THINKER

Analytical learner who asks questions and needs explanation.

WATCHER

A visual learner who asks, "Can you show me that again?"

FEELER

Learns by repetition. Terrain selection can make or break a lesson for a Feeler

DOER

Gets bored easily; needs mileage.

Most students are a combination of all four styles, but usually strongly favor one or two styles.

Teaching Styles

How you as the coach present the lesson information will have an effect on student learning. The recognized teaching styles we use are:

COMMAND

Demonstrate and explain each exercise. Allow the students to execute the exercises and evaluate them.

TASK

Demonstrate and explain. The students execute the task or exercise at their own pace as the instructor roams and provides feedback.

RECIPROCAL

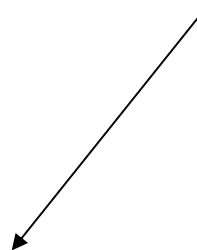
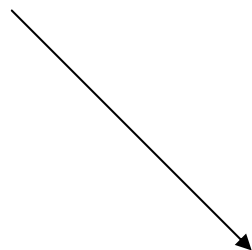
Demonstrate and explain. In pairs or a small group format the students focus on the exercise, which they observe in one another and provide evaluation and feedback.

GUIDED DISCOVERY/PROBLEM SOLVING

The instructor sets a goal or poses a problem and works with the students to help them arrive at a conclusion. There may be more than one specific answer.

Learning Styles

Teaching Styles



**CREATE
THE LEARNING PARTNERSHIP**

CHILDREN

Creating a learning partnership with children is great fun but can also be problematic at times, unless the instructor is aware how children develop cognitively, emotionally and physically.

Cognitive development stages

SENSORY MOTOR:

From birth to approximately the age of two...

Touching, feeling and tasting. Children explore their world and start to differentiate themselves from others.

PRE-OPERATIONAL:

Approximately from two to the age of seven...

Children differentiate between thought and action. This is a time of make-believe and play. Children will only look at things from their own point of view.

CONCRETE OPERATIONS:

Approximately seven years to adolescence...

Children can differentiate appearance from reality. They are still unable to reason about abstract concepts.

FORMAL OPERATIONS:

Develops later in adolescence and beyond...

Individuals can think in terms of concepts and abstractions.

Emotional Development (Affective)

Children are just like adults: They want to feel safe and know you care about them.

Physical development

The development of the muscular system as we grow from infants to children to adolescence proceeds as follows.

- ❑ From head to feet
- ❑ From the center of the body to the extremities
- ❑ From gross to fine motor control

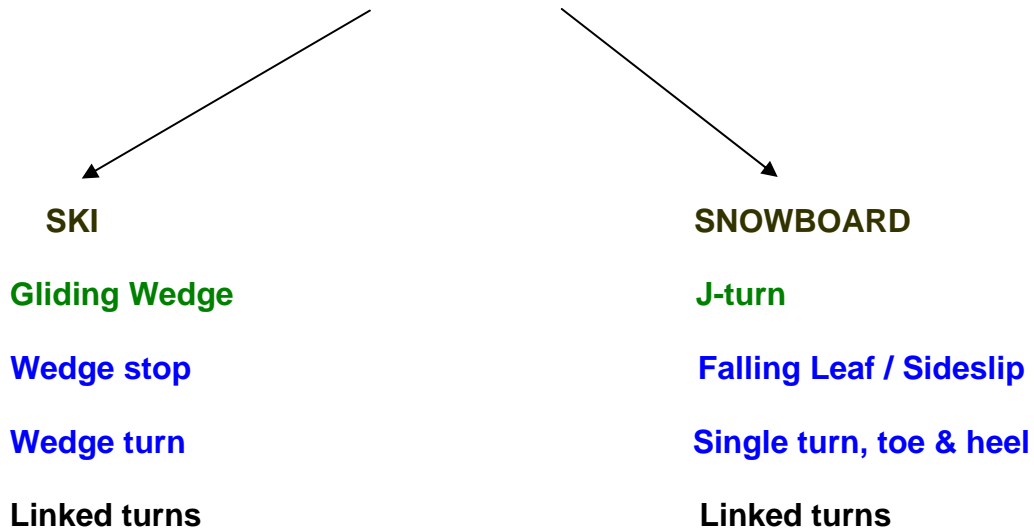
PATH TO TURNING

Familiarization with equipment

Basic stance

Basic mobility sidestepping hill climbing

Straight run



THE PREPARED INSTRUCTOR

Essential items you should have: watch, pen, pencil, trailmap, rate sheet, tools and wax.

In the meeting area:

- ❑ Count your students
- ❑ Check for valid lift tickets
- ❑ Adult classes will have lesson tickets. Please collect tickets as your guests arrive at the appropriate class level.
- ❑ Fill out class list with each student's first and last name and give to supervisor before leaving area.

Student Injuries:

In the event of an injury in your class, use the following procedure:

- ❑ Place your skis upright and crossed in the snow above the scene of the accident. If you are on a snowboard, lay it upside-down across the hill above the scene. Stay With The Student.
- ❑ Do not try to move, lift or carry an injured student.
- ❑ To notify Ski Patrol, have a passer-by inform the lift attendant at the nearest lift station. Make sure you communicate the nature of the injury and a clear description of the location. The lift operator will call patrol. You may send a member of your class for help if you are sure that the student knows where to go, and is capable of skiing or riding the terrain.
- ❑ Ski Patrol will administer necessary first aid.
- ❑ Report any accident that occurs during your class as soon as possible to a supervisor or manager. Fill out an accident report "blue sheet" with the supervisor.