



Ski Spectacular Instructor Academy

Hosted by The Hartford Ski Spectacular
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Clinic Summary Notes

Clinic Topic: Class Lessons Hand-held Outriggers Biski Level I - Beth Fox bfoxblizzard@gmail.com

1. Free resources at <https://thesnowpros.org/education/digital-manuals-for-every-discipline/>
 - a. Teaching bi-skiing: *Adaptive Alpine Technical Manual*
 - b. The Learning Connection – People and Teaching Skills: *Teaching Snowsports Manual*
 - c. Diagnoses: *Adaptive Instruction Supplement: Diagnoses & Medication Classifications*
 - d. Types of fun: *Teaching Children snowsports*
2. Why offer classes in adaptive lessons?
 - a. For guests - Social engagement, be part of a team, share experiences, create friendships, provide support to others, learn by watching peers, and more.
 - b. For adaptive instructors and assistants - Personal and professional skill development, staff camaraderie, effective use of limited resources, and much more.
3. Some considerations when providing adaptive class lessons:
 - a. Build relationships between yourself and each class member and between yourself and the class as a group. Encourage class members to build individual and group relationships as well. Respect individual privacy and seek to address non-private questions with the class so everyone is included, receives the same information, and has the opportunity to learn from each other thus developing respect and trust - foundational elements of an engaged group.
 - b. Pace information and activities appropriately, adjusting for cognitive, affective, and physical strengths. Alternate activities requiring higher strength with those demanding less strength to allow time for physical, cognitive, and affective recovery.
 - c. Provide clear and concise instructions or information and allow time for processing and questions. It's okay to respectfully ask class members to restate the instruction or activity to anchor it in their brain and for you to check their understanding.
 - d. Create lessons that encourage active engagement. This may include group activities and feedback as well as independent practice and reflection. Allow students to move a foot outside the class if challenges with boundaries or hypervigilance are part of their diagnosis.
 - e. Adaptive class lessons are all about balance and opportunity. The "just right" amount of observation, curated activities, experimentation, social engagement, independence, and fun.

- f. Determine instructor roles prior to the start of the lesson to avoid confusion or frustration by students and instructors. Sample roles: Appoint a lead instructor; this person is the central source of instruction, directs activities, and safely conducts the lesson. A second instructor or assistant helps class members engage in activities, addresses individual equipment needs, acts as the safety officer for class and individual safety, and monitors activity of the sliding public who are near the learning area. Every instructor or assistant involved will be busy, and that is okay. As instructors and assistants get the hang of teaching adaptive class lessons each will become more efficient in their actions. It is okay not to address the needs of class members immediately, unless it is a safety issue. This allows time for students to process the situation, formulate solutions, and try for independence.
- g. Beware of over-staffing adaptive class lessons. Keep the focus upon the students and not on an overabundance of instructors or helpers. Avoid side teaching by assistants, as it can cause confusion or detract from the group dynamic. Limit hands-on assists, especially if student independence is a goal – think twice before intervening and ask permission before touching or “helping” a student. Adaptive instructors can be too helpful sometimes. Avoid side conversations between assistants.
- h. Create a “learning area” (think outdoor gymnasium) with observable boundaries pointed out by the instructor, to keep the class safe, intact, and moving together. New learners may benefit from activities or stations that can be repeated in an area during independent practice while other class members receive individual or small group mentoring.
- i. Adaptive class lessons may be a new concept for some schools. When creating groups focus on desired skill outcomes rather than guests with the same equipment. Large age differences may not work well in a group such as young children in a group of teens or adults. Yes, people with low or no vision can benefit from being in a class! Follow the teaching/learning cycle and best practices that encourage teaching while stopped in a safe area. When it’s time to practice, guides and guests partner up and move on to the next stopping point.
- j. Learn how to teach adaptive class lessons by practicing, create a group and try it out; by observing any class lesson, especially children’s classes out on the mountain; by talking to agency leaders who bring groups to your school so you can learn about their objectives and how you can help the agency realize them.