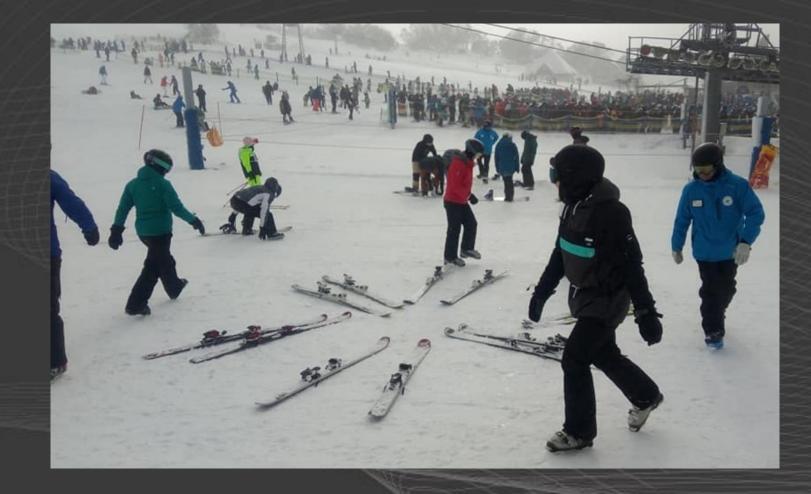
A Trend In Teaching

Common Errors In Teach Exams

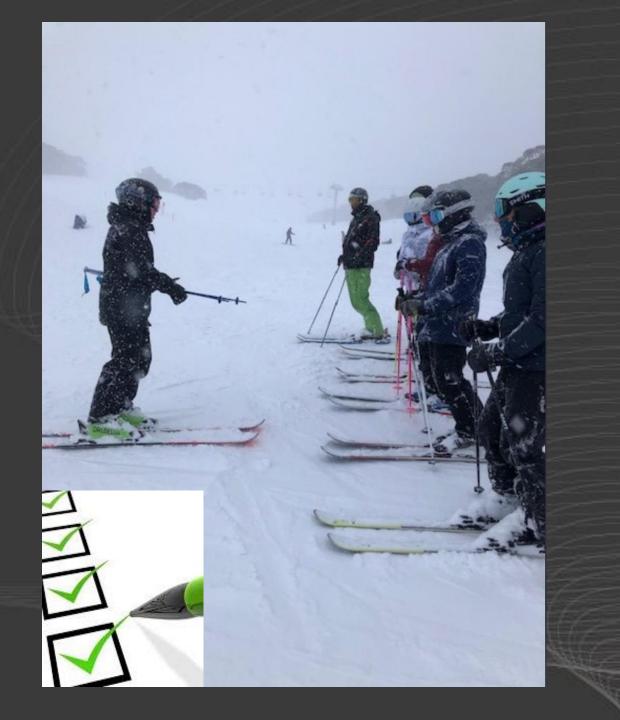


Mechanic Mechanic 2 Mechanic Mechanic 4 Mechanic

 There is a lot of listing or checking off the mechanics without understanding how they relate each other

 Once the mechanic is introduced, candidates are moving on and not linking the mechanics together

Leads to not understanding how the mechanic effects the overall task



APSI Teaching Exam Mark Sheet – Level 2



| Name: | | | | Date:Bib #: | 2 INSTRUCTORS |
|--|----------|----------|-----|----------------------------|---------------|
| | | | | DutcDut # | |
| | N | M E | E | Comments | |
| 1. Introduction | Ĺ | | | | |
| Was it welcoming | | | | | |
| Names exchanged Include a lesson overview | \vdash | - | ┣ | | |
| Include a lesson overview | \vdash | ⊢ | ⊢ | | |
| 2. Identifying Students & Goals Goals & needs Ability | + | | | | |
| | | | | | |
| | | | | | |
| | \vdash | | ┣ | | |
| 3. Planning the Lesson | + | ⊢ | ⊢ | | |
| Terrain/Snow conditions used | | | ⊢ | | |
| Appropriate progression | | | | | |
| Ability specific | | | | | |
| Class handling | \vdash | | ⊢ | | |
| Safety | \vdash | + | - | | |
| 4. Presenting the Information Appropriate language | ┢ | ⊢ | - | | |
| | | | | | |
| What | | | | | |
| How | | L | L | | |
| Why Understanding the skiing skills | \vdash | ⊢ | ⊢ | | |
| Understanding the sking skins | \vdash | - | ⊢ | | |
| 5. Demonstrating | + | \vdash | | | |
| Visible | | | | | |
| Appropriate demo | | | | | |
| Accurate movements Correct speed | \vdash | - | ┣ | | |
| Correct speed | \vdash | ⊢ | ⊢ | | |
| 6. Practicing Appropriate amount | + | \vdash | - | | |
| | | | | | |
| | | | | | |
| 7. Movement analysis Identified the primary cause Monitoring performance | + | | ┣ | | |
| | \vdash | ⊢ | ⊢ | | |
| | | - | - | | |
| | | | | | |
| | | | | | |
| 8. Feedback & Correction Positive/Simple Accurate | \vdash | | ┣ | | |
| | \vdash | - | - | | |
| What, How, Why | \vdash | 1 | - | | |
| Looping through the essentials | | | | | |
| | | | | | |
| 9. Summary Summary points | \vdash | | ┣ | | |
| | \vdash | ⊢ | - | | |
| Examiners Impression | + | 1 | - | | |
| Overall impression of the lesson | | Ĺ | | | |
| Actual result of the lesson | | | | | |
| | | - | L | | |
| | \vdash | ⊢ | - | | |
| NI = Needs Improvement MI | E = N | leet | s E | sEE = Exceeds Expectations | |
| Exam Question: | | | | | Overall Mark |
| | | | | | |
| Examiners: | | | | | /10 |
| EAGITITION. | | | | | |

Do you see examples of this in the real world or in training sessions?



BASIC PARALLEL TURN

- Faster Speed
- Early weight shift to the new outside ski
- Simultaneous edge release & change
- Simultaneous turning of both skis
- Flexion / extension movements



CHOCOLATE CAKE

- Chocolate
- Flour
- Eggs
- Milk
- Sugar

Good teachers teach the mechanics

Great teachers blend the mechanics

Some ways to train this?

- Sample lessons be sure that our delivery is referring to all mechanics in a 'blended' way, not listing and moving on
- Further highlighting in common problems section of T2T
- Theory sessions looking at how each mechanic effects the next
- Mix up on snow sessions in-house look at training a certain mechanic

