

SENSE-ational Snowboarding



Learning Outcomes: After attending this presentation the you will be able to...

- Describe snowboard specific body movements and how they relate to the Snowboard Fundamentals.
- Describe the Board Performance Concepts, Snowboard Fundamentals & body movements
- Describe and demonstrate how the senses, specific to snowboarding (hearing, touch & sight), play an important part in the learning (teaching) process with snowboard specific, at home, stationary, and on snow exercises and drills. When we incorporate more than one of the senses into teaching, our minds, as learners, can put together information from all the senses and make a connection with past learning, making the experience more meaningful and useful.

Learning Experience: You will do the following to grow your understanding/knowledge.

- Share your understanding of board performance concepts fundamental mechanics of snowboarding and body movements when reviewing the PowerPoint presentation with team members.
- Collaborate with peers in small groups, identifying body movements and body parts specific to one of the Snowboard Fundamentals, and identify what we feel, see and hear (words, sounds) when making these body movements.
- Share out small group discoveries to the large group, specific to body parts involved and efficient body movements that manipulate the Snowboard Fundamental assigned (what these movements look like, feel like and how one would describe them).

Assessment Activities: You will demonstrate acquired knowledge or skills while....

- Collaborating in small groups of their peers to identify at-home, stationary (on snow) and snowboarding exercises or drills that develop, refine or enhance the body movements identified in the above Learning Experience, specific to one of the Snowboard Fundamentals.
- Identifying how the senses can be integrated: what do you feel when performing these exercises? What do you see or look for? What does it sound like or how would you describe it.
- Sharing out their drills in small groups, specifying what body movements are being developed, enhanced or refined to positively manipulate the assigned Snowboard Fundamental, and share cues to what they feel, see, hear and/or describe this exercise to the larger group.
- Peers approve each groups exercises/drills that meet the criteria of identified skill, fundamental, body movements, body part and senses.

Assessment Criteria: What is the measurable/observable minimum you need to demonstrate to indicate you have achieved the learning outcome?

- During the second small/large group activities participants will clearly describe and demonstrate exercises/drills that develop, enhance or refine body movements that manipulate the Snowboard Fundamental for the desired board performance.
- The description and demonstrations of exercises/drills will incorporate the use of the senses (visual, auditory and kinesthetic) to create meaningful and useful training.
- Participants will be able to describe and demonstrate SPECIFIC body movements, and where they originate, that accurately manipulate Snowboard Fundamental for the desired board performance.
- Trainers express they are confident in their ability to conduct these exercises with their staff at trainings.
- Group share out: Express how these exercises have confirmed or enhanced your previous understanding of the topic.