

Content -

Is it:

- Standardized nomenclature
- Appropriate
- Goal/objective =
- Can they do it? Assessment
- Up to date
- Concise (K.I.S.S.)

Process/Methodogy-

- Modeling, slowing it down
- Parts - whole/part/whole,
describe/demonstrate/do, progression
- Sell it - experientially
- Method - hands on, games....

Feedback

Oreo -

- Good (pump up)
- Harsher (correction, work on)
- Good

- Don't just use "but"
- Use and or just a new statement

Focus on Positive, find opportunities to be positive (praise)

Notice failures (teaching)

- Ask questions * Get them to see problems for themselves
- Try new approaches - or wait and try again
- Switch teachers
- Provide them with rationale for changing

Teachable Moments

Creating a moment by taking advantage of current situation.
All about timing. Consider timing. Appropriate?

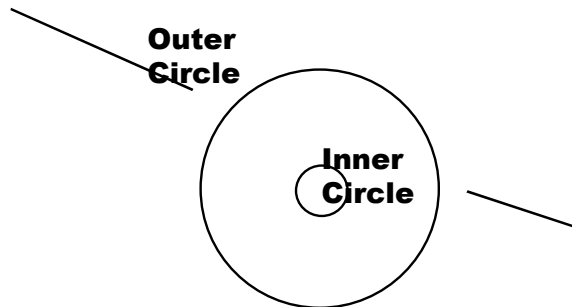
Timing

Again, appropriate? Will it break the momentum?

Team Teaching

Positive	Negative	Do	Don't
Info Covered	Distraction	Communicate	Unsupportive
Checks and Balances	Diff. Philos.	Prep	Hog
Styles	Info conflict	Paddle	Make unilateral decisions
Eyes for Students	One dominant	Strengthen relationship	(leader might have to)
Time Keeper	More prep and flow	Find compatability	
Demo w/ Two	Can lose students	No conflicts	
Not "on" all the time	Less safe if no roles	Apprentice	
Strengths		Define Roles	
Hand outs, errands		Share time	
Good Chemistry		Debrief	
Safety		Schedule comm.	
Synergy		Check-in	
		Allow mistakes	

**Confidence through aspiring
to high standards
Get strong results
Creates more confidence**



**Unsatisfactory
feedback can lead to:**

**Low performance
More feedback
Careful with them
Lack of confidence
Hesitant attempts
Poor results**

**This helps build momentum
(Praise does not always have to be present)**

**The crash - no course, flatten out
Where you think you are and where you are are
two different things (eg. each spring in kayaking)**

