



The Private Family lesson “toolbox” session

Achieving success in family lessons often boils down to recognizing the distinctions in the learning processes of children and adults.

The learning process varies between children and adults due to developmental, cognitive, and experiential differences. Here are some key distinctions:

- **Cognitive Development:**
 - **Children:** Experience rapid cognitive development, forming neural connections at a high rate. They learn through play, exploration, and hands-on experiences.
 - **Adults:** Have a more developed cognitive capacity, allowing for abstract thinking, analysis, and complex problem-solving. They often rely on prior knowledge and experiences.
- **Motivation and Purpose:**
 - **Children:** Motivated by curiosity, exploration, and intrinsic interest. Learning is often driven by immediate needs or interests.
 - **Adults:** Motivated by personal or professional goals, relevance, and practical application. They seek knowledge that aligns with their aspirations and responsibilities.
- **Learning Style Preferences:**
 - **Children:** Tend to be experiential learners who benefit from interactive and sensory-rich experiences. Visual and hands-on approaches are effective.
 - **Adults:** Often prefer a more varied approach, including lectures, discussions, and self-directed learning. They may appreciate materials that relate to real-world scenarios.
- **Attention Span:**
 - **Children:** Have shorter attention spans and may require frequent changes in activities to maintain engagement.
 - **Adults:** Generally, have longer attention spans and can sustain focus on a task for extended periods, making them suitable for more prolonged and in-depth learning.
- **Social Interaction:**
 - **Children:** Learn significantly through social interaction, collaboration, and imitation of peers and adults.

- **Adults:** Value social interaction but may also thrive in independent learning environments. Group discussions and collaborative projects can enhance their learning experience.
- **Feedback and Evaluation:**
 - **Children:** Benefit from immediate and positive feedback, often in the form of encouragement and reinforcement.
 - **Adults:** Appreciate constructive feedback, including critical analysis and opportunities for improvement. They often seek assessments tied to practical outcomes.
- **Life Experience and Prior Knowledge:**
 - **Children:** Have limited life experiences and prior knowledge, relying heavily on new information.
 - **Adults:** Bring a wealth of life experiences and prior knowledge, influencing how they interpret and integrate new information. They often relate new learning to existing knowledge.
- **Autonomy in Learning:**
 - **Children:** Typically require more guidance and structure in their learning experiences.
 - **Adults:** Prefer a degree of autonomy and self-directed learning, taking responsibility for their educational journey.

Understanding these differences can inform effective teaching strategies tailored to the specific needs and characteristics of each group. This is why teaching a family lesson can be so challenging, but you are essentially teaching a kid's lesson and an adult lesson at the same time.

Family lessons present various scenarios, such as a family of four with parents and two kids. Other common examples abound. When dealing with beginners, especially families with younger children under 10, the challenges are heightened. (Trainer to facilitate discussion about real world scenarios, what works best? Good class management ideas and suggestions?)

At the start of the day, it's crucial to set expectations and be assertive with your guests. Explain the inherent difficulties in teaching both adults and kids simultaneously, considering differences in learning approaches, athleticism, stamina, and interests. "Never evers" may lack skiing knowledge, providing an opportunity to suggest the benefits of having a second instructor for enhanced experience.

Creating a plan is key—consider shifts or taking turns between kids and adults. Break it down into manageable chunks.

- **Goal Setting**

- Realistic goal setting is essential, acknowledging that the learning pace will be slower. However, it's crucial to reframe the situation positively for yourself and the guests, highlighting the shared family experience, outdoor play, and exposure to the mountain environment. Emphasize fun and safety as paramount, even if the learning component is more limited and the pace is slower than a typical lesson. Parents watching their kids learn can be particularly enjoyable for them.
- **Duty of care**
 - ****The duty of care for kids is prioritized over adults. Constant supervision is essential; you cannot leave a child alone while instructing the adults.**
- **Terrain selection**
 - Terrain selection is critical. Keeping it simple and staying in the same area, utilizing tools like the super carpet for safe skiing. Sending kids or parents on their own up the magic carpet is acceptable but ensure everyone remains within eyesight. Overall, Terrain progression may be slower because the terrain choice will be dictated by your weakest student.
- **Splits**
 - Effective management of splits is also important. As participants progress differently, some may master turns while others are still learning to stop, for example. Some tactics such as using more challenging drills, increased speed, using props and varied turns can be used to cater to the faster learners while still using the same terrain. (Trainer to facilitate discussion on this topic)
- **Intermediate and Advanced lessons.**

Intermediate and advanced levels family lessons are much more manageable. They can be like teaching a group lesson. Keeping in mind the different learning styles of adult's vs kids and the level of the weakest student in the group.

Overall, recognizing and accommodating distinct learning styles between kids and adults is vital for a successful family lesson.