Structuring Sessions

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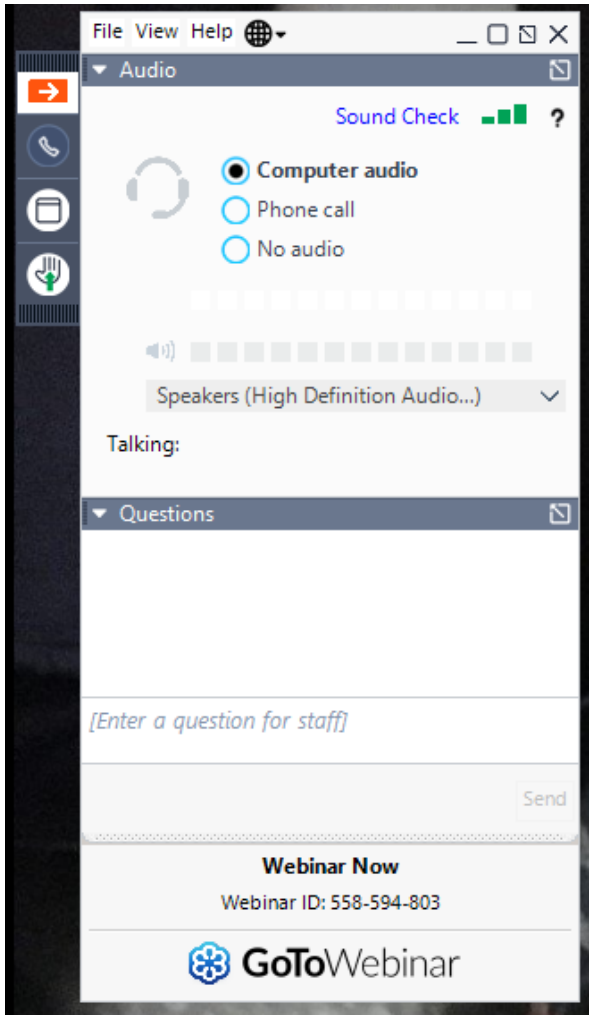
Housekeeping

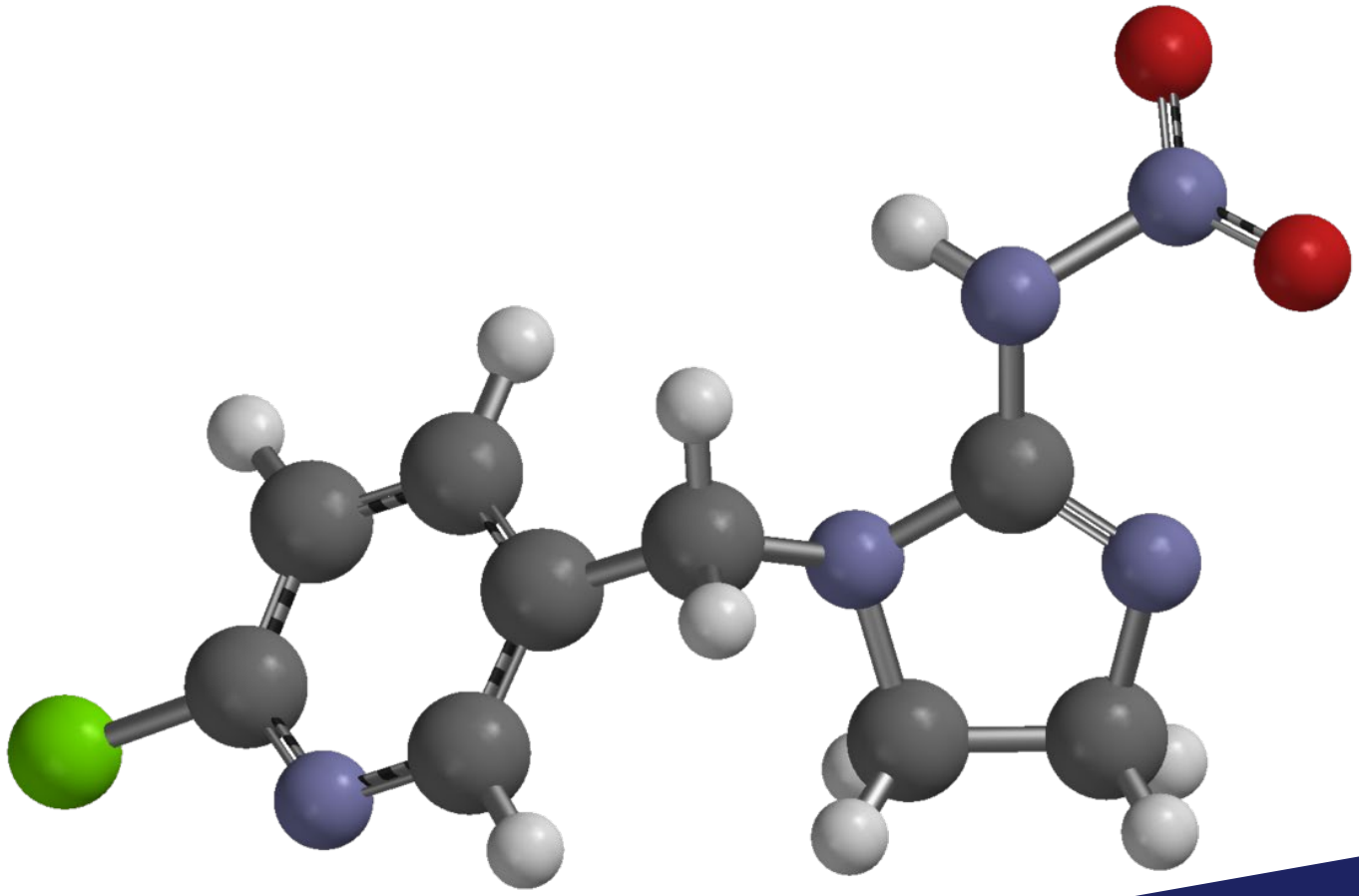


- Combination of on-screen presentation and commentary
- Introduction to controls
- Questions and help
- Webinar recording

Introduction

Looking at:

- T.A.S.K
- E.D.I.C.T.S
- S.E.A
- P.A.M.E



T.A.S.K.

- a model for instructor trainers/coaches for briefing instructor candidates

- instructors consider TASK questions
  before launching into a session

- promotes a safe, unhurried and structured session.

TIME

How long do you think it will take to deliver?

AREA

Where are you going to run the session?

SAFETY

Are there and safety considerations?

THINK
SAFETY
it couldn't hurt

KEY TEACHING POINTS

What are the key teaching points from the syllabus?

T.A.S.K

- Time
- Area
- Safety
- Key Teaching Points

E.D.I.C.T.S

a coaching model that caters for all learning styles where a practical skill is being taught

a structure for instructors to use when delivering sessions

EXPLANATION

- A brief introduction to the skill
- Use visual aids, diagrams
- When we use it
- Key points

DEMONSTRATION

- Instructor gives a visible, polished display of their explanation,
- Keep it close to the students so they can all see.
- Keep it timely,
- Highlight the key points

IMITATION

- Get the student to have a go
- Let mistakes happen if it is safe
- Only interrupt if safety is compromised

CORRECTION

- Feed back to the student
- Encourage the student to interact and problem solve
- Use the key points

- Should give the opportunity for another go

TRAINING

- Let the students try again
- Have they taken feedback onboard?

SUMMARY

- Give a verdict on how it went
- Discuss the key points/changes that made it successful
- What are their take aways?
- Where next

- Remember we want to draw this from our student

E.D.I.C.T.S

- Explanation
- Demonstration
- Imitation
- Correction
- Training
- Summary

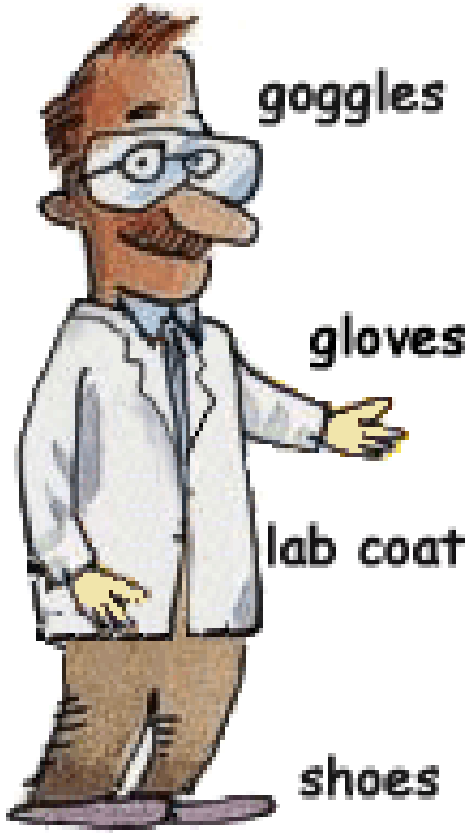
S.E.A

a briefing model to help the instructor remember the important aspects of a brief

useful when teaching multiple craft such as single-hander dinghies, windsurfers and PW’s

SAFETY

- Recall signals,
- What to do in emergency/capsize etc

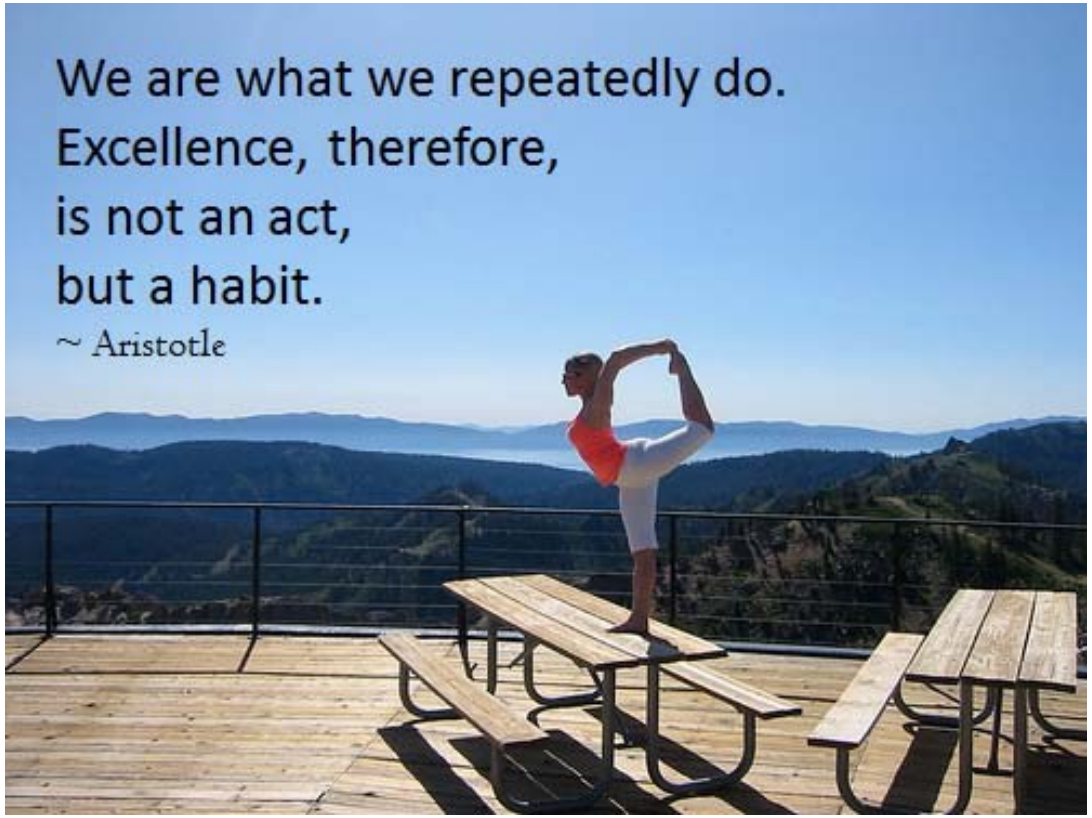


ENVIRONMENT

- Area to be used
- Wind/tide
- Hazards in the area

ACTIVITY

- The task and aims
- How long/number of times
- Direction of travel



S.E.A

- Safety
- Environment
- Activity

P.A.M.E

a model for the student

encourages confidence and decision-making for boating manoeuvres

PLAN

- Consider what is affecting the boat
- Other water users,
- Hazards,
- Boat and equipment preparation
- Crew communications

APPROACH

- Having a Plan allows us to decide the safest easiest way to approach
- Considering the directions angle etc from the Plan

MANOEUVRE

- This is the actual boat handling
- Controlling speed
- Controlling the direction

ESCAPE

- What to do if it all going wrong
- Where is your escape? This can influence you Plan
- Early escape minimises: damage, injury and embarrassment

P.A.M.E

- Plan
- Approach
- Manoeuvre
- Escape