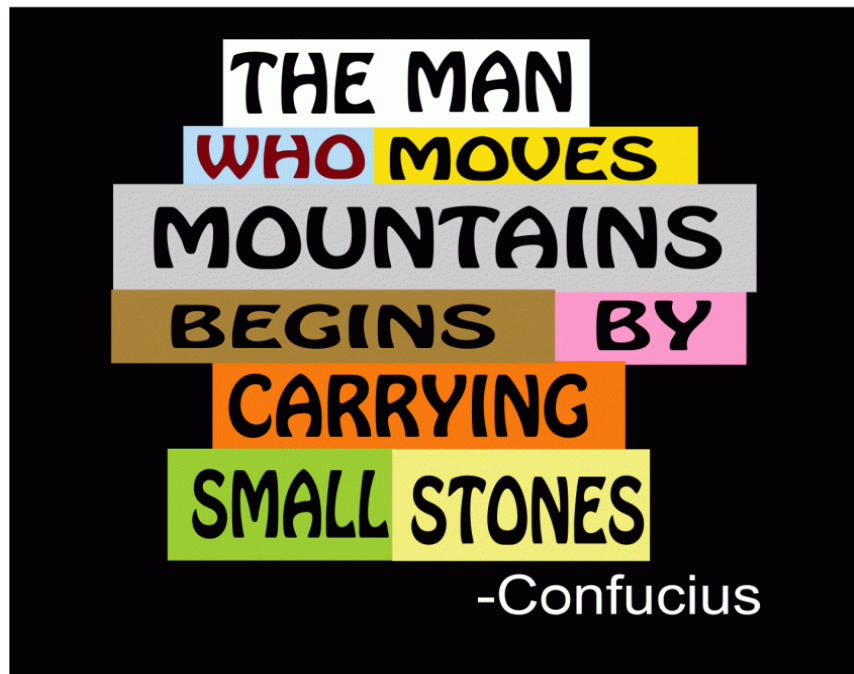


Break it Down to Teach Outdoor Skills

Presenter: Brian Carpenter
Seattle Mountaineers



Who am I?

- Graduate Student, UW College of Education; environmental educator; peach-grower; fiddler; snow-lover, mountain aficionado and pun-lover.



WHAT DO YOU CALL A
THIEVING ALLIGATOR?



A CROOKODILE

What are we going to do for the next hour?

WHAT DO YOU CALL AN ALLIGATOR IN A VEST?



AN INVESTIGATOR.

- We will work in small groups.
- Some groups will share out with the whole group.
- You will mock-teach a skill to another participant.
- I will talk a little.

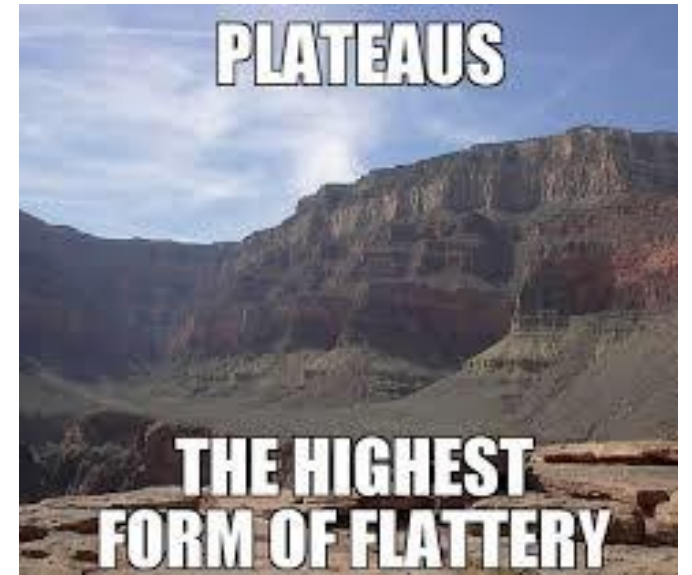
Learning Targets



- Participants will analyze when and how to apply the Break it Down technique.
- Participants will apply the Break it Down technique.
- Participants will discuss three benefits of the Break it Down technique.

Break it Down!

Each table has been assigned a specific skill/task



- You have FIVE (5) minutes!
- Use the markers and paper provided to break it down into the necessary separate steps.

For your Consideration:

- How can we prevent our assumptions from making us skip important steps?
- Where do you draw the line in terms of breaking things down into discrete parts?

Break it Down!

Let's share:



- As each table presents, look for the following:
 - Are there any missed steps?
 - What might be potential sources of confusion for students?

What is 'Break it down'?



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Part 1: Lesson Structure

- To divide or break down a learning target/skill/task into discrete parts or steps.
- A complex task becomes a system of steps to follow.

What is 'Break it down'?



Part 2: Overcoming learning challenges

When a student is stuck:

Give them the least amount of information.

- Ask a related question.
- Give a wrong answer.
- Give an additional piece of info.

When a student figures it out, they will remember.

Let's Try It! Step 1: Select an outdoor skill

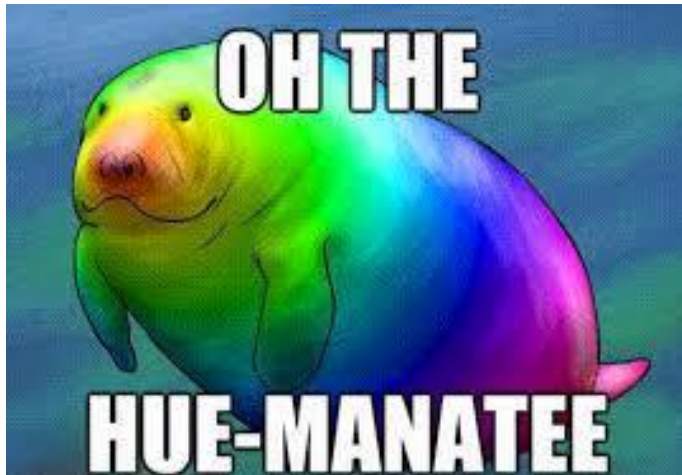
Some possibilities include:

- Tie a Figure Eight knot
- Cook hashbrowns on a backpacking stove
- Start a fire with 1 match
- Ice axe arrest
- Put on snowshoes



Let's Try It! Step 2: Break it down into discrete steps

Use the backside of the handout provided



Step 1: _____

Step 2: _____

Step 3: _____

and so on....

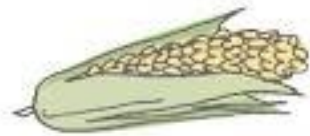
Let's Try It! Step 3: Find someone at your table or another table and teach them your skill.

Then switch roles and have them teach you their skill.



For your Consideration:

- Can you identify a step that was confusing or that your student struggled with?
- If so, why was it confusing? Why did students struggle?
- How could you use the Break it Down technique to help a student find the answer?



YOU'RE
REALLY
AMAZING

Benefits of Break it Down

- What are the benefits of the Break it Down Technique?

At your table brainstorm some possible answers.



For your Consideration:

- What are the benefits for students?
- What are the benefits for instructors?
- How can the Break it Down technique make you a better instructor?



Benefits of Break it Down:

For Students:

WHAT DO YOU CALL AN OWL
THAT DOES MAGIC TRICKS?

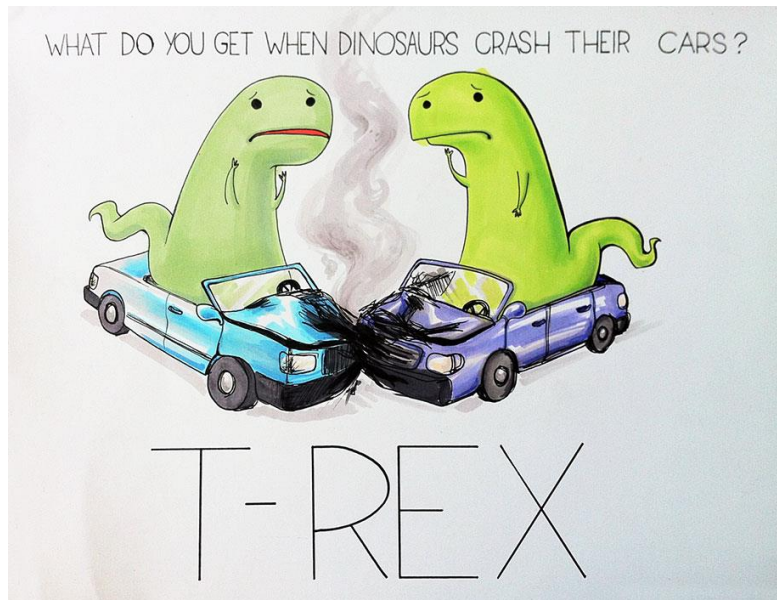


HOODINI

- An intimidating task is more approachable. Where do I start? Step 1...
- Students can identify steps they have mastered and those they need to work on more.

Benefits of Break it Down:

For Students:



- Replace “I can’t learn this...” with: “I’ve learned x out of y steps, I just need to learn z more.”
- Empowers students to find the answer themselves, become more confident learners.

Benefits of Break it Down:

For Instructors:



- Avoid assumptions that can cause confusion or be misleading.
- Target instruction to specific steps that need more work.
- How to approach students who need help without doing it for them or giving them the answer.

Thank you!
Remember, the goal of teaching is
student learning.

Questions? Rotten tomatoes? Good puns?

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