

PSIA/AASI
NORTHERN ROCKY MOUNTAIN

CHILDREN'S ACCREDITATION
WORKBOOK
Second Edition

Name _____

Course Location _____

Date of Event _____

Level of Certification _____

Snowsport _____

Workbook Due Date _____

Address _____

Phone _____

email _____

Workbook Scores:

Sections 1-3: ____%

Record 1: _____

Record 2: _____

Record 3: _____

All requirements of Children's Accreditation in PSIA/AASI-NRM have been satisfied on
_____, 20__.

Clinic Leader: _____

PSIA/AASI-NRM CHILDREN'S ACCREDITATION WORKBOOK
Second Edition

Resources for discovering the answers to the questions and tasks found in the workbook:

- PSIA, 2008. *Children's Manual*.
- Other written material provided with the workbook and/or at the Children's Accreditation Clinic
- Your experience teaching children and teens.

The *Children's Manual* pages, or other resources referenced in the table of contents, will direct you where the answers for each section of the workbook can be found. Some of the questions require you to supply examples. Feel free to use the examples found in the manual and/or others from your own teaching experience. The lesson plans found for each snowsport in chapters 3,4, and 5 also provide application examples.

Scoring:

The possible number of points which can be awarded for each question or portion of a question is indicated in []. Partial points will be awarded for partial completion of the answers. To meet the minimum standard for this portion of the Children's Accreditation Course you must complete sections 1-3 of the workbook with 80% accuracy. Each record in section 4 must be completed indicating appropriate application of knowledge gained through the Children's Accreditation Course and instructing experience.

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		Reference
SECTION 1	The CAP Model	Pgs. 8-10, 88-105
	<ul style="list-style-type: none"> • Cognitive Development • Affective Development • Physical Development 	<ul style="list-style-type: none"> Pgs. 88-93 Pgs. 93-101 Pgs. 101- 105
SECTION 2	Creating Environments for Learning	Chapter 1, 2, 3
	<ul style="list-style-type: none"> • Environment for Cognitive Growth • Environment for Affective Growth <li style="padding-left: 40px;">Safety • Environment for Physical Change • Teaching with Creativity • Parents in the Learning Partnership 	<ul style="list-style-type: none"> Pgs. 8-30, 88-93 Pgs. 8-30, 93-101 <p style="margin-left: 20px;">From your own experience</p> <ul style="list-style-type: none"> Pgs. 8-30, 101-105 Pgs. 107-109 Pgs. 13-14, 28-30
SECTION 3	More Challenges	
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Putting it All Together - Record of Your Experience

- Teaching Young Children 3-6
- Teaching Older Children 7-11 or 12
- Teaching teens 12 or 13+

THE CAP MODEL

1. Why is it important to understand the developmental process that children and teens commonly go through? [1]
2. Identify the three areas of development of the CAP model and what they refer to. [2]
 -
 -
 -
3. The sequence of developmental stages is generally the same for everyone, but the amount of time required for advancement to the next stage is unique for each person. True or False [1]

Cognitive Development

1. What are the four stages of development theorized by Jean Piaget and the approximate age that children enter each stage. [2]

STAGE	AGE
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- | | |
|---|--|
| • | |
| • | |
| • | |
| • | |
2. Describe two commonly observed behaviors of young children with an “egocentric” (selfish) viewpoint. [1]
 3. How would you introduce a child to the concept of understanding the space around them? [1]

4. Why would 7-12 year olds be able to understand hypothetical situations better than 3-6 year olds? [1]

5. Give an example of how you can provide a “concrete” experience to help a group of 7 year olds understand the concept of turn shape. [1]

6. Identify the following which are more characteristic of young children (3-6) with a “Y” and those more characteristic of an older child (7-11+) with an “O” in the space provided. [2]
 - ___ Fantasy can be reality.
 - ___ Able to picture self ski/ride in “minds eye”...visualize.
 - ___ Able to sequence three instructions given at one time.
 - ___ Able to focus on only one aspect of a situation at a time.
 - ___ Able to reverse a series of directions to return to a starting point.
 - ___ Able to distinguish between what is left and right for themselves and others.

7. The best time to provide information about a movement is while the child is performing the movement. True or False [1]

Affective Development

1. Why is the element of play such an important aspect of the learning process? [1]

2. List two ways to structure your games to emphasize cooperative play. [1]
 - a.

 - b.

3. Give an example of a cooperative game/activity you have used with children or teens. [1]

4. How can you help a child shift their motivation from extrinsic to intrinsic in a competitive situation. [1]

5. Why do young teens often seek to conform along with their peer group and be part of the crowd? [1]

6. From age 7 to 11 children often exhibit a behavior referred to as “cognitive conceit.” Explain what this means and what a child is developing through this behavior? [1]

Physical Development

1. A child’s center of mass is located slightly _____ in the torso than in the adult. [1]

2. List two common ways that children compensate for limited muscle strength and less refined motor control. [1]
 - a.

 - b.

3. Describe how these principles of physical development can affect a child while learning to ski or snowboard. [2]
 - a. Motor control of the large (gross) muscles occurs before control of the smaller (fine) muscles.

 - b. Young skiers and snowboarders first gain control of the muscles of the head and torso.

4. List and describe the three stages of coordination development. [3]
 - a.
 - b.
 - c.

5. Give an example of a skiing or snowboarding movement in which children apply the following principles of movement: [2]
 - a. It is easier for a child to move the two sides of the body symmetrically (extremities duplicate movement).

 - b. Cross sided and oppositional movements are more difficult because the limbs of the upper body move in opposition to each other as do those of the lower body. The two sides do not duplicate the same movement at the same time.

6. We receive information about our position and movement through space by which three senses? [1]
 - a.
 - b.
 - c.

7. Children commonly reach auditory and visual maturity about age _____. [1] Describe for each of the following what a child with mature development is able to do. [1]
 - a. Auditory -

 - b. Visual -

CREATING ENVIRONMENTS FOR LEARNING

Environment for Cognitive Growth - Preferences for Learning

1. Describe the 3 steps of the motor skills learning process. Include the role of the senses, brain and body in the description. [3]
 - a.
 - b.
 - c.

2. Describe how children/teens with each of the following learning preferences learn best, and an activity/task you could use when teaching children which addresses each learning preference: [2]

Learn best :	Task:
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 - Watcher:

 - Doer:

 - Thinker:

 - Feeler:

3. What are the benefits in considering both “watcher, doer, thinker, feeler” learning styles and Gardner’s multiple intelligences when identifying how children learn and what to do to meet their learning preferences? [1]

4. Identify 8 intelligences described by Howard Gardner. Describe the way children prefer to process information using each of the specific intelligences, and a teaching strategy for each. [8]

Intelligence Process information: Teaching Strategy:

a.

b.

c.

d.

e.

f.

g.

h.

Environment for Affective Growth - Meeting the Emotional Needs for Learning

1. Meeting a child's emotional needs is crucial to the learning process because: [1]

2. List the five levels (hierarchy) of affective needs, described by Abraham Maslow, and for each need, describe one thing that you can do for the children you teach to meet that need. [5]

Need: What you can do to meet the need:

•

•

•

•

•

3. What can you do to provide the optimum level of stimulation for each child you teach? [1]

4. What can you do to help children go beyond just controlling their behavior by doing “what they are suppose to” and learn to make decisions of how to avoid things that might harm them? [1]

5. List 3 reasons children sometimes behave in ways that may be harmful or emotionally hurtful to them-selves or others, also known as “misbehave”? [1]

6. List the 6 steps found in the manual for solving problems with children. [2]
 - a.
 - b.
 - c.
 - d.
 - e.
 - f.

7. What adjustment would you make to this process when solving problems that occur with multiple children. [1]

Safety

1. Describe how you help young children learn to use “Your Responsibility Code”. [1]

What do you do differently with older children to help them learn to use the code? [1]

2. What can you do to improve the odds of not having a child get lost from your group? [1]

3. Describe how you organize a class of children to ride a chair lift at your area? [3]

- How do you direct who rides with who?
- What directions do you give to keep them safe when loading, riding, and unloading?
- How do you keep them occupied during a long wait?

Environment for Physical Change - What you teach

1. Why do you often need to break the steps of skill development down further and spend more time on task with children than you do with adults to develop the same skills? [1]

2. What are 4 types of questions you can ask to discover what a child would like to do in the lesson (set goals)? What is the purpose of each type of question? Give an example of each type that you have used in your teaching experience. [2]

Type of Question	Purpose	Example
1.		
2.		
3.		
4.		

3. Describe body movements that children may use (rather than those that are more efficient) due to their lack of physical development in an effort to effect the following movements of the of their skis or board. Describe one movement for each of the following. [1]

- Edging:

- Rotary:

- Pressure control:

4. Describe the process you use to determine what movement changes a child/teen needs to meet his/her goal. [2]

5. Give an example of each of the following that you have developed when planning the action steps of a lesson. [3]

- Task (to develop a movement):

- Cue (to refine the movement and let the child know he/she is doing it correctly):

- Challenge (to practice and applying the movement):

2. What are parents needs/ wants for the service they have purchased for their child. Use the CAP model as a guide for your response. [3]

- Cognitive:

- Affective:

- Physical:

3. List at least 5 items for the “pre-flight” check list. [1]

a.

b.

c.

d.

e.

4. What are two things that you can communicate to a parent who would like to ride or ski with their child after the lesson to provide beneficial practice experiences for their child (be the assistant mileage coach)? [1]

a.

b.

3. Describe appropriate fit for a child's helmet. [1]

Teaching Children and Teens with AD/HD

1. What does the acronym AD/HD stand for and briefly describe the behaviors that those with this disorder exhibit. [1]
2. What are the positive and negative aspects of using a this label to describe a child's behavior. [1]
3. What is a common medication prescribed for children with AD/HD and what is its intended effect. [1]
4. What type of learners do children with AD/HD tend to be? [1]

5. List three characteristics children with AD/HD tend to exhibit and how this characteristic could challenge children learning to ski or snowboard. [3]
 - a.
 - b.
 - c.

6. Describe two strategies that you can use to help children with AD/HD have a successful learning experience. [2]
 - a.
 - b.