

Northern Rocky Mountain

PSIA/AASI Children's Specialist Program

CS 1 Workbook



Name: _____

Snowsports School: _____

Email Address: _____

Date: _____

Score: _____ /128

CHILDREN'S SPECIALIST 1 Workbook Questions

The Children's Specialist 1 participant must complete this Workbook to 80% correct. This Workbook assesses the participant's knowledge and comprehension of the technical terms, concepts and models of the Children's Specialist Standards from the Beginner through the Intermediate Zones.

SAFETY AWARENESS

1. Before your first lift ride of the day, it is a good idea to have your students watch other people loading a lift as you discuss lift-riding procedures.

True False

2. What would you include in a discussion about lift safety? Circle all that apply.
- a. Explain unloading procedures
 - b. Remind children to sit with their backs to the back of the chair
 - c. Horseplay is OK, if the safety bar is down
 - d. Ask children to keep their ski's quiet while riding the chairlift (no banging ski's)
3. Pick ONE of the 7 points of the skier's responsibility code _____

Describe how you would incorporate the POINT into a lesson for the following age groups:

Age 3-6 _____

Age 7-12 _____

4. Describe how you organize a class of 4-6 year olds to load a chairlift at your resort.

How do you partner them? _____

What safety issues do you address? _____

How would you keep them occupied during a long wait? _____

/5

5. Quality gloves or mittens, and eyewear that fit well are not necessarily important for growing children.
True False
6. Which of the following tactics can be used to improve the odds of not losing a child?
(Circle all that apply)
- a. The teacher skis/rides close to the group
 - b. Group stops at short intervals along the slope
 - c. Use the buddy system
 - d. Ski/ride as fast as possible through all intersections
 - e. Have a specific meeting place on all runs
 - f. Let the child know what to do if separated from the class.

THE CAP MODEL

7. What do the three letters of the CAP model stand for?

C _____

A _____

P _____

8. The "C" category refers to the way children _____

9. The "A" category refers to the way children _____

10. The "P" category refers to the way children _____

11. The CAP Model can be used for every student including adults.

True False

12. Describe the value of the CAP Model in relation to teaching children: (2 points)

13. The cognitive, affective, and physical development for each child occurs at the same rate.

True False

14. Provide at least one example of each CAP characteristic for each of the following age groups

Ages 3-6 _____

Ages 7-12 _____

Teens _____

15. Young children rely on abstract ideas rather than concrete experiences for learning.

True False

16. Using the following age group categories, at what age do we commonly see the following traits? Realize that these are generalities and that every child is unique. Place and A, B, or C next to each of the following: A = 3 to 6 years old B = 7 to 12 years old
C = Teens (3 points)

COGNITIVE

_____ I can separate fantasy from reality

_____ I can only process one direction at a time

_____ I am good at problem solving, let me try

_____ I need to know why

_____ I can think in abstract terms and understand complete concepts

_____ I have an active imagination

_____ I like to be challenged and successful

_____ I understand right from wrong

AFFECTIVE

_____ I appear tough but actually my self-esteem is fragile

_____ I like to compete, but only if I can win

_____ I like to be silly and want you to be silly too

_____ I don't like to be singled out, even if I am the best in the group

_____ I like to be told when I do something well

_____ I compare my achievements to those of my peers

_____ I do not need to be perfect

_____ I may not respect authority, and like to test my independence

PHYSICAL

- _____ I move my body as a unit. Leg rotation is really hard
- _____ I make cross lateral movements
- _____ My body is rapidly changing. I am often very awkward
- _____ I tire easily
- _____ I can move my body parts independently of one another
- _____ I like constant movement
- _____ I learn new movements through repetition and feedback

17. Match the four stages of development theorized by Jean Piaget with the approximate age that children enter each stage. (Use arrows to match the age) CIM pg 89

<u>STAGE</u>	<u>AGE</u>
Sensorimotor	11 years and older
Pre-operational	2-7 years
Concrete operational	Birth – 2 years
Formal operational	7-11 years

18. Piaget’s Stages of Development:

- a. Sometimes pigeonhole smarter children into the wrong lesson groups and skill levels
- b. Should not factor into your decision-making as an instructor
- c. Outlines four stages of cognitive development that children go through
- d. b & c
- e. None of the above

19. Mark the following with the correct stage of Piaget’s stages of development: Sensory-motor (SM), Pre-operational (PO), Concrete operational (CO) and Formal operational (FO)

- _____ Becomes concerned with hypothetical possibilities
- _____ Thinking is egocentric, has difficulty taking the viewpoints of others
- _____ Classifies objects by a single feature, groups all red blocks together – regardless of shape
- _____ Learns to use language and to represent objects by images and words
- _____ Recognizes self as agent of action and begins to act intentionally
- _____ Can think logically about objects and events
- _____ Can think logically about abstract propositions & test hypothesis systematically.
- _____ Classifies objects according to several features and can order them in a series along a single dimension such as size

20. A child between 7-12 years old should be able to follow a series of three (3) directions.

True False

21. A child's physical and mental stage of development will affect the way they learn.

True False

22. During the pre-operational stage children are:

- a. 2 – 7 years old and understand the concept of cause and effect
- b. 2 – 7 years old and their thinking is still egocentric
- c. 2 – 7 years old and can think logically about objects and events
- d. All of the above

23. According to Piaget, what age group sees things in a selfish (egocentric) way?

- a. 0 - 2 years old
- b. 3 - 6 years old
- c. 7 - 12 years old
- d. Teens

24. At what age do children typically become capable of dealing with competition with other children - in more positive ways?

- a. 0 - 2 years old
- b. 3 - 5 years old
- c. 6 - 7 years old
- d. 7 - 11 years old

25. Which behavior is most likely to be observed when teaching 3-6 year old children?
(Circle all that apply)

- a. The child may burst into tears when parents drop them off for lessons
- b. When several directions are given at once, the child is able to follow them with little difficulty
- c. The child does not care if they receive any personal attention
- d. Children will learn best through lengthy discussions, not through activities

26. At what age would you most likely expect to see a child want to play in the snow?

- a. 2-6 years old
- b. 7-12 years old
- c. Teens

27. Which of the following concepts can be used when introducing the mechanics of balance or stability to children?
- a. Flexing the knees and ankles with the feet apart enhances balance
 - b. Balance is enhanced when the body's center of gravity moves closer to the base of support (lower)
 - c. The center of gravity must be kept over the base of support for stability and balance
 - d. All of the above
28. Children may sit back when skiing or riding because: (Circle all that apply)
- a. The terrain is too steep
 - b. A lower center of gravity allows them to
 - c. They may be unable to flex their ankles
 - d. All of the above
29. To facilitate learning for an 11-year old in your group, who is easily influenced by his/her peers, you could: (Circle all that apply)
- a. Pair students up to practice
 - b. Use a line rotation
 - c. Group consensus rewards
 - d. Light competition (i.e., How many turns can you do?)

HOW CHILDREN LEARN

30. The principles of physical growth and development in children include: (Circle all that apply)
- a. Control moves from the head down and the trunk out
 - b. Large movement control comes before small movement control
 - c. Movement control occurs at the same age for all children
 - d. Control of one-sided movement develops before control of two-sided movements
31. Choose the movement concept that will most benefit riders & skiers age 4 to 6 years.
- a. Pressure distribution movements
 - b. Flexing/Extending movements
 - c. Rotary movements
 - d. Circumduction movements

32. Laterality is the preference that most people show for one side of their body over the other.

True False

33. At about what age does the center of mass begin to move downward? _____

34. Due to physical growth, some teens may not be comfortable with their bodies.

True False

35. It is easier for young children to control small muscle groups rather than large muscle groups.

True False

36. At the start of the season, a 12-year old may need to re-learn skills he'd/she'd mastered previously, if he/she has experienced a growth spurt.

True False

37. Young children move their bodies as a whole. As a result, they may have difficulty moving one side of the body in opposition to the other and they may have difficulty separating upper and lower body movements.

True False

38. Why is understanding where a child's "center of mass" is important? Describe how the center of mass changes as a child develops.

39. Cross-sided movements are more advanced than one-sided movements.

True False

40. Explain why it is easier for younger children to maintain their balance in a wide stance rather than a narrow one.

41. The morals and morality of children aged 3 to 5 years are based on:
- a. Personal Needs
 - b. Right and Wrong
 - c. Group Goals
 - d. a & c
 - e. a & b
42. Children aged 12 to 14 have morals most largely based on:
- a. Personal Needs
 - b. Right and Wrong
 - c. Personal needs to fit into the peer group
 - d. Right and wrong as defined by the peer group
 - e. c & d
43. Developmental maturity of the senses affects:
- a. Bodily responses to input
 - b. What information the brain receives
 - c. a & b
 - d. None of the above
44. Younger children see things in the distance more clearly than they see nearby objects.
- True False
45. When does the average child generally complete his/her auditory development? _

46. Auditory maturity in children:
- a. Comes at roughly the same time as visual maturity
 - b. Involves being able to pay attention to one sound among many
 - c. Affects a good instructor's choices in where to stop
 - d. All of the above
 - e. None of the above
47. Circle the two (2) hearing-related skills that develop first:
- a. Language
 - b. Speed
 - c. Distance
 - d. Timing
 - e. Direction

48. Young children typically do not understand left from right. What words or cues do you use to distinguish left and right to teach them to move in those directions?

49. Children ages 4-6 years old may have difficulty following directions when they: (Circle all that apply)

- a. Receive too many directions at once
- b. Receive directions while they are trying to do a task
- c. Are confused by the directions
- d. Can't hear the directions clearly
- e. Already know the task

50. Describe the difference between giving directions to 3-6 year olds and children 7-12 years old.

51. Describe how would you introduce a 3 to 6 year old child to the concept of understanding the space around them?

TEACHING KNOWLEDGE - BUILDING BLOCKS FOR TEACHING

Learning Partnership

- 52. Student Profile plus Instructor behavior comprises the Learning Partnership.
True False

- 53. A Learning Partnership will remain static once it has been established.
True False

- 54. When you thoroughly understand the elements that influence the Student Profile, you're better prepared to mold your actions (instructor behavior) to create a positive learning partnership.
True False

Teaching Model - Teaching Cycle

- 55. Which of the following acronyms is used in the Children's Instruction Manual to represent the Teaching Cycle?
 - a. BERP
 - b. ADPS
 - c. CIMS
 - d. PDAS

- 56. List the four stages of the Teaching Cycle for Children and what an instructor typically does during each stage. (2 points)
 - a. _____
 - b. _____
 - c. _____
 - d. _____

57. Using PDAS, give an example of how you would pace a day for a group of 5 year olds in the "Beginner Zone". (2 points)

Learning Preferences

58. Watchers, feelers, doers and thinkers can be terms used for different kinds of:

- a. Learners
- b. Preferences
- c. Teaching styles
- d. VAK

59. What is your dominant "preference for learning" style? Explain how you know?

60. What does the acronym VAK stand for? Give a brief definition of each:

V: _____

A: _____

K: _____

61. The way a lesson is presented is commonly defined as the:

- a. Command style
- b. Instructor's choice
- c. CAP Model
- d. Teaching style

62. Describe the difference between the "Command" teaching style and the "Task" teaching style.

63. An instructor that leads students through a series of activities in order to help them learn one specific outcome is utilizing which of the following teaching styles?

- a. Reciprocal
- b. Guided discovery
- c. Student learning
- d. Lateral learning

LESSON CONTENT

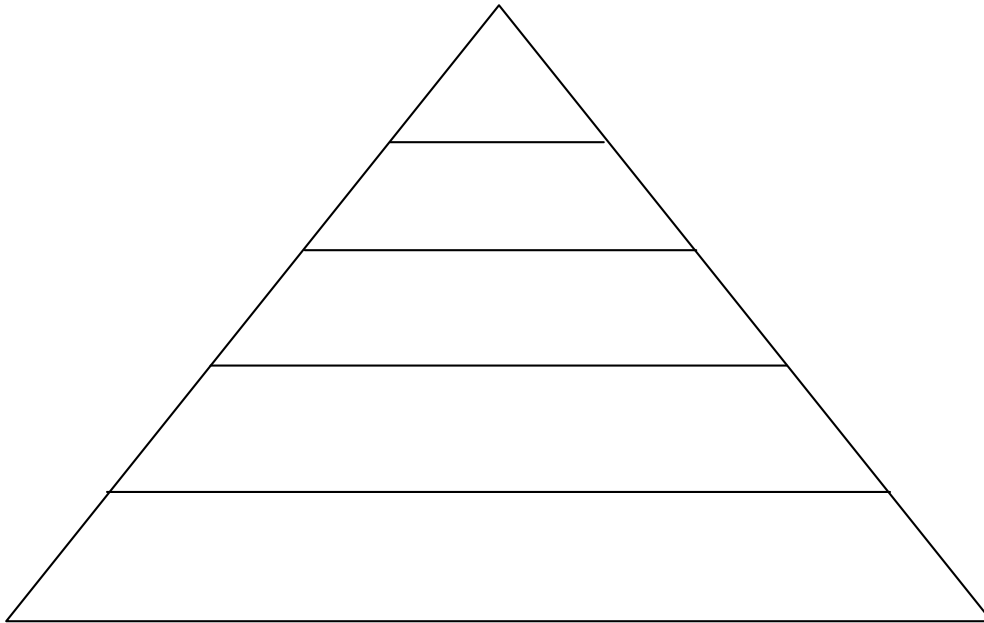
64. Explain the "Stepping Stones" model

65. Describe how you develop rapport with a group 7 to 12 year old girls and boys you are meeting for the first time?

66. Presenting new information or movements at the end of the day or right before lunch is recommended.

True False

67. List the five Stages of Maslow's Hierarchy of Needs in order (from bottom to top), and briefly describe the characteristics of each - along with one thing that you can do for a child to meet that need.



- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

68. A person who is self-actualized:
- a. Meets the other 4 needs of the hierarchy
 - b. Has an attitude of self-worth
 - c. Asks assistance to take care of their physiological needs if needed
 - d. All the above
 - e. A & B

69. All children basically prefer to learn the same way one way
- True False

70. Describe your favorite game or activity that you teach. Include the skill objective for the game.

71. The concept of taking new learning into a variety of situations, exploring it from many angles, and applying the learning in new situations helps establish understanding and ownership of skill is an example of:
- a. Generalization.
 - b. Lateral learning.
 - c. Layering learning.
 - d. Guided discovery.

72. List 5 props or teaching aids you use and describe how they can benefit your students.
(2 points)

a. _____

b. _____

c. _____

d. _____

e. _____

BEHAVIOR MANAGEMENT

73. It is important to set clear, consistent guidelines regarding class behavior when teaching children.

True False

74. When dealing with a challenging student:

- a. Try to determine if there is a physical source of problems
- b. Try to determine if the student understands the expected behavior/task
- c. Try to determine if the student being expected to perform too highly
- d. None of the above
- e. All of the above

75. Positive reinforcement should be given after appropriate behavior is exhibited.

True False

76. When handling behavior management issues, it is recommended to use threats instead of consequences.

True False

/6

77. When addressing a “Tough Kid”, it is best to use a question format.

True False

78. Give an example of a “Mystery Motivator”. (not in book, think about it ☺)

79. List five guidelines to help de-escalate problems during an emotional crisis:

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

80. When working through behavior issues it’s recommended to talk about what you will allow, not about what the student can or can’t do.

True False

81. Describe what is meant by the term, “Behavior Management”. Considering your description, what are some tactics you use to make a lesson more productive?

PARENT PARTNERSHIP

82. Why can it be inappropriate for parents to watch their child’s lesson while being visible to their child? (2 points)

83. Parents sometimes request that their child ski with a friend or sibling who is more skilled than their child. How would you handle this situation? (2 points)

84. At the end of the lesson, summarizing the lesson is valuable to the students and parents. List six things that you should share with parents:

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____

85. Using the CAP Model, describe how you would give accurate, positive feedback to the parents after a “challenging” day with a non-compliant student.

Cognitive _____

Affective _____

Physical _____

86. Occasionally it is necessary to get the parents involved in behavior management issues. What are 2 important steps in the “Exploring the situation” and “gathering information” phase?

a. _____

b. _____

87. List at least 5 items from the “Pre-Flight” checklist. Pg 14

a. _____

b. _____

c. _____

d. _____

e. _____

SKI AND SNOWBOARD EQUIPMENT

88. Typically, the most appropriate gear for children will have a softer flex.

True False

89. When a child arrives with boots on the wrong feet, the instructor should not worry, because it doesn't really matter for young children.

True False

90. The _____ model helps you decide what skills or maneuvers to teach in order to help your students reach desired outcomes or goals.

91. Children's ski or snowboard boots should generally be supportive and flexible with minimal heel lift inside the boot.

True False

92. Describe the difference between bilateral movements and oppositional movements.
(2 points)

93. **ONLY ANSWER THE QUESTION THAT RELATES TO YOUR PRIMARY DISCIPLINE**

(SKIERS) The ski length for children generally will be between their chest and their chin.

True False

(RIDERS) The snowboard length for children generally will be between their chest and their chin.

True False

RIDERS & SKIERS

94. (RIDERS & SKIERS) List the four main points of ATML:

- a. _____
- b. _____
- c. _____
- d. _____

ONLY ANSWER THE QUESTION THAT RELATES TO YOUR PRIMARY DISCIPLINE!

95. (RIDERS) A 4-year-old snowboarder cannot get up from a seated position; she can only get up facing uphill, from her knees, onto her toe edge. This is a result of:

- a. Her center of mass is higher up her body compared to an adult
- b. Her underdeveloped abdominal muscles
- c. Her small hand size
- d. None of the above

(SKIERS) Young skiers use skeletal strength for support when turning.

True False

96. (RIDERS & SKIERS) Young children develop control of the muscles supporting their head and torso before those controlling their limbs and extremities. Describe at least three possible effects on a child's skiing or riding:

- a. _____
- b. _____
- c. _____

97. **ONLY ANSWER THE QUESTION THAT RELATES TO YOUR PRIMARY DISCIPLINE**

(RIDERS) List at least three of the basic snowboard maneuvers for the beginner/novice zone rider:

- a. _____
- b. _____
- c. _____

(SKIERS) List at least three of the basic skiing maneuvers for the beginner/novice zone skier:

- a. _____
- b. _____
- c. _____

98. **ONLY ANSWER THE QUESTION THAT RELATES TO YOUR PRIMARY DISCIPLINE**

/3

(SKIERS) Explain why young children often make ski turns primarily using the outside leg.

(RIDERS) How does stance affect the skill usage for children at different stages of development?

99. ONLY ANSWER THE QUESTION THAT RELATES TO YOUR PRIMARY DISCIPLINE

(RIDERS) Which of the following descriptions of arm positioning would be most effective for balance when teaching 4 - 6 years old riders?

- a. At the top of their heads like a trapeze artist
- b. At their sides like a gorilla
- c. Hands pointed downhill like a ski racer
- d. Pointed uphill to avoid being overly countered

(SKIERS) Which of the following descriptions of arm positioning would be most effective for balance when teaching 4 - 6 years old skiers?

- a. Hands on their heads
- b. Hands on their knees
- c. Hands to the side
- d. Hands over their skis

PERSONAL TEACHING LOG

100. Based on your teaching experiences, please answer the questions below:

Your Name: _____ Date: _____

Number of Students: _____ Ages of Students: _____

General Ability/Skill level: _____

1. Describe the conditions of the day – i.e., weather, time, grooming, crowds (1 point)

2. What was the specific ability level of the group at the beginning of the lesson, and then at the end of the day? If some students were at different ability levels please include any pertinent details.(2 points)

3. What was your expected outcome of the lesson? What were the students' goals? (3 points)

4. What activities, tasks or games did you choose to improve your group's skills? Why?
(5 points)

5. How did you teach "Your responsibility Code" to your students? (2 points)

6. Explain one thing that went very well in this lesson. Explain one thing that did not go well.
Explain why? (5 points)
