

Northern Rocky Mountain Division

PSIA/AASI Children's Specialist Program

CS 2 Workbook



Name: _____

Snowsports School: _____

Email Address: _____

Date: _____

Score: _____ /218

CHILDREN'S SPECIALIST 2 Workbook Questions

The Children's Specialist 2 participant must complete this Workbook to 80% correct. This Workbook requires a greater reflection that assesses a participant's ability to show application, analysis, synthesis and evaluation of the technical terms, concepts and models from the Beginner through the Advanced Zones.

SAFETY AWARENESS

1. Guiding your students with good decisions and appropriate terrain will help keep them standing and more likely to enjoy the learning process.

True False

2. When a student is new to freestyle or the terrain park, it is important to start them with appropriate features for the student's skill level.

True False

3. When checking for understanding, it is a good idea to solicit your student's feedback on what safety considerations are important for the terrain they are entering.

True False

4. It is best to change your lesson plan when you see: (Circle all that apply)

- a. Your students are bored
- b. Your students are cold
- c. Your students are tired
- d. All of the above

5. What advice would you give a parent who inquires: "Should my child wear a helmet?" (Circle all that apply)

- a. Your child should wear a helmet because I do
- b. I don't think you should bother with the expense
- c. Educate yourself so you can make an informed decision about helmets for your child
The NSAA website and the article, "Lids on Kids" is a very good resource.
- d. None of the above

6. If a child is going to wear a helmet for skiing/riding, it should be a helmet specifically for skiing/riding.

True False

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7. Explain how you incorporate the Responsibility Code into your lessons for children 7 years and up and how you involve parents in reinforcing the code with their children. What tactics do you use for teenagers? (2 points)

STUDENT PROFILE & INSTRUCTOR BEHAVIOR

8. Define the Learning Partnership. (1 point)

9. When delivering information to younger students, you should always try to work on presenting your lesson to a variety of learning styles.

True False

10. It is best to only state one goal at a time with group of children.

True False

11. Goals are flexible and based on all of the variables and individual abilities of your students.

True False

12. Once you have established a goal for your lesson (based on the student's profiles), it will always be accomplished.

True

False

13. Instructors can implement a variety of teaching styles to meet their student's needs. Describe five (5) teaching styles instructors should employ. (2 points)

TEACHING CONCEPTS

The Teaching Cycle: PDAS

14. Why is the element of "play" such an important aspect of the learning process? (Circle all that apply)

- a. Children learn through play
- b. Play is a natural and fun way to socialize and learn
- c. Play is not considered a way for children to learn
- d. Play is only for adults
- e. None of the above

17. When teaching children the summary of your lesson, you should help the children remember what they did and learned.

True False

18. Checking for understanding needs to be done by watching the performance as well as through verbal feedback from the students.

True False

19. Any new word in skiing or snowboarding is meaningless to children until they can connect it to a movement, game or drill.

True False

20. Catwalk, parallel, herringbone and heelside are all words that younger children grew up with and completely understand.

True False

21. Explain how you would teach spatial concepts to children through games and activities.
(1 point)

22. Describe your favorite activity/game for a group of teens learning to control their speed.
(1 point)

Class Handling

23. When is the best time to provide information about a movement you want a child to perform? (Circle appropriate answer)

- a. Before and after the movement
- b. During the movement

24. "Smart Style" provides a clear message about proper use of terrain parks. What are the 4 main messages associated with Smart Style? How can these four messages be used for other coaching sessions? (2 points)

Creativity

25. The use of analogies, similes and metaphors may share common elements of an idea.

- True False

26. Creativity is an innate quality that an instructor has and this quality cannot be learned.

- True False

Spider Webbing

29. Spider Webbing could be a great technique with a student who has a strong linguistic intelligence.

True

False

30. Using Spider Webbing and the concept of the playground, create an active afternoon lesson plan for 10 year olds that are low-end intermediate skiers/riders. Please include at least three (3) different skill drills. (2 points)

Explorer – Artist - Judge - Warrior

31. Using Van Oech’s roles for the stages of problem solving, match the actions from the right-hand side “ACTION” column with the corresponding role in the left hand side “ROLE” column using arrows.

ROLE

Explorer

Judge

Artist

Warrior

ACTION

Measures the worth of ideas & chooses one

Puts solutions into action

Gathers information & resources about the situation

Transforms resources into ideas

32. Explain how you would use the Explorer, Artist, Judge and Warrior have to teach children. (2 points)

The Role of Games

33. It is important, with all activities, that you remind the children of the purpose.

True False

34. Games are a tool to create a learning opportunity for children to hone skill development.

True False

35. Give two examples of games that you would use to increase edge angles to the snow. Describe the student's age and ability level. Please answer using fact, experience and creativity. (2 points)

Game #1 _____

Game #2 _____

39. "Development of muscle control affects edging movements." Please explain this phrase relative to children. (1 point)

40. Explain the turning force used by children before they have developed the full use of their fine motor skills. (1 point)

Piaget's Stages of Development

41. The sequence of cognitive, affective, and physical stages of development is generally the same for everyone, but the amount of time required for advancement to the next stage is unique for each person.

True False

42. Children 7-12 years old are able to understand hypothetical situations better than children 3-6 years old

True False

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43. Explain why it is important to understand the developmental process that children go through? (1 point)

44. Which of the following exercises provide a “concrete” experience to help a group of 5-year olds understand the concept of turn shape: (Circle all that apply)

- a. Try to follow your tracks in the snow
- b. Ski or ride around cones or flags placed to determine turn shape
- c. Pretend to make round turns when you are skiing/riding
- d. Make tiny turns as if you are skiing/riding around a mouse, make large turns as though you were skiing/riding around an elephant
- e. None of these create “concrete” experiences

45. Indicate which of the following developmental trends are more characteristic of younger children (3-6 years old) or older children (7-12 years old). Indicate older children with an “Q”; younger children with a “Y”. (1 point)

- _____ Fantasy can be reality
- _____ Able to picture themselves skiing/riding in their “mind’s 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 left and right for themselves and others

Kohlberg's Moral Development

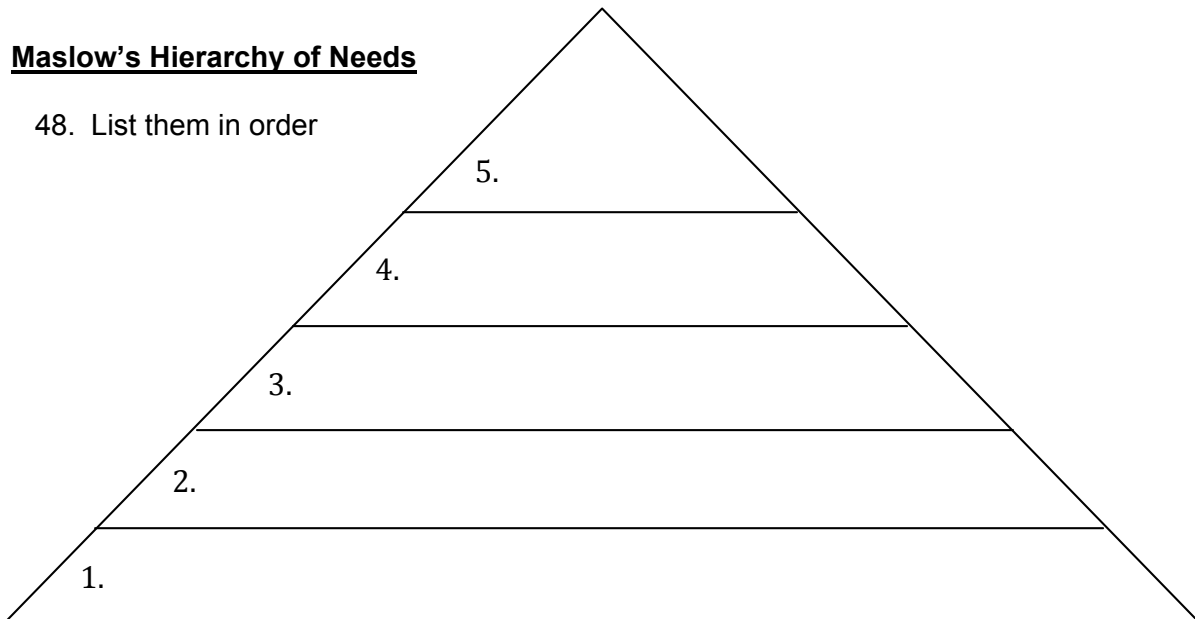
46. Children ages 12 to 14 years old largely base their morals on: (Circle all that apply)

- 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

47. How does Kohlberg's Moral Development model relate to teaching skiing or riding?
(1 point)

Maslow's Hierarchy of Needs

48. List them in order



49. Consider Maslow's Hierarchy of Needs in relation to a group of children 5 years old. Describe why it is important to understand this kind of hierarchy when teaching and what might happen if one of the lower levels is not met during your lesson. (2 points)

50. Provide three (3) characteristics of a self actualized person: (1 point)

Gardner's Multiple Intelligence's

51. Match the following Gardner "Intelligences" with their corresponding description (noted by the "letter" below):

- _____ Verbal-Linguistic (Word smart)
- _____ Logistical-Mathematical (Number or logic smart)
- _____ Spatial (Picture smart)
- _____ Bodily-Kinesthetic (Body smart)
- _____ Musical-Rhythmical (Music smart)
- _____ Interpersonal (People smart)
- _____ Intrapersonal (Self smart)
- _____ Nature (Nature smart)

- a. Desires to move
- b. Thinks a lot, likes to work alone, processes info within themselves, sets personal goals easily
- c. Asks "why" and "how" recognizes patterns easily, follows logical steps, works to solve problems
- d. Thinks through sounds, rhythm & musical melodies

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Learning Styles

55. Match the following learning preferences in the “Preference” column with the descriptions of how a person learns best from the right hand “Learns Best” column:

Preference

Learns Best

___ Watcher

___ Doer

___ Thinker

___ Feeler

a. Uses cognitive abilities

b. Experiences sensations through kinesthetic or proprioceptive input

c. By experiencing something (Trial & error)

d. When presented with visual information

56. What is your learning preference?

57. When delivering information to your young students you should always try to (Circle all that apply):

- a. Know your own learning preference and present the information accordingly
- b. Work on presenting to a variety of learning styles during your teaching
- c. Find out how most of your students absorb information and teach toward that learning style
- d. Present information through mostly demonstrations and not through explanations because of their short attention span

58. Are there distinct differences in the way someone learns using Gardener’s multiple intelligences theory compared with learning as a watcher, doer, thinker, or feeler? (1 point)

Biomechanics Related to Physical Development

59. Young children use skeletal support to make it easier to ski/ride.

True False

60. Ankle flex is typically underdeveloped in younger children.

True False

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

True False

62. Give an example how physical changes in growing teens may cause changes in their motor performance. (1 point)

63. When observing children skiing/riding, how does stance affect skill usage for children at different stages of development? (1 point)

64. Choose the movement concept that can best benefit riders & skiers ages 4 to 6 years.

- a. Pressure distribution movements
- b. Flexing/Extending movements
- c. Rotary movements
- d. Circumduction movements

65. Describe why children may brace on the back of their boots when Alpine or Nordic skiing or balancing towards the tail of their snowboard when riding. (1 point)

Motor Control, Coordination and Sensory Development

66. Younger children see things in the distance more clearly than they can see nearby objects.

True False

67. 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

68. Auditory maturity in children (Circle all that apply):

- a. Comes at roughly the same time as visual maturity
- b. Involves being able to pay attention to one sound among many
- c. Affects an instructor's choices in where to stop
- d. All of the above
- e. None of the above

69. The maturity of the perceptual motor system is a function of the child's physical and cognitive development.

True

False

70. Describe the 3 steps of the motor skills learning process. Please include the role of the senses, brain, and body in the description. (1 point)

71. Match the items in the left column with the corresponding examples from the right column:

- a. Locomotor movements
- b. Non-locomotor movements
- c. Manipulative movements

- Throwing, catching
- Walk, jump, skip
- Bending, twisting

Movement Analysis

72. When watching a child ski or ride what physical considerations do look for before you create a lesson plan? (1 point)

73. Any kind of movement that forces children to find their balance or react is good for developing dynamic stance.

True False

74. You should always check with your Snowsports School on the rules about taking your group to more challenging terrain like steeps and off-piste.

True False

75. Slower speeds and easier terrain may reduce defensive tendencies in children and adults.

True False

76. Why would children benefit from applying newly learned skills in a variety of different terrain before learning new concepts? (1 point)

Cause-and-effect relationships

77. Young children (3-7 years old) reason and explain events based on how things are rather than what causes them.

True False

78. Children in the Concrete Operational Stage of development are not capable of hypothetical thinking.

True False

79. Older children (7-11 years old) understand how a specific body movement can affect the way skis or snowboards run across the snow.

True False

CHALLENGES

The Parent Partnership

80. Which of the following statements about the involvement of parents in the learning partnership is true?
- a. When setting up children's lessons, the parents are your customers (since they pay for the lesson)
 - b. Parents can serve as a valuable resource of expertise relating to their children in terms of special needs or behaviors
 - c. Involving parents can be done by introducing and summarizing the lesson content for both parent and child
 - d. All of the above

81. You have a teen student that you've taught before. The lesson is going well until you increase the skill level to include harder blue terrain. Now your student is reluctant and defiant. How do you enlist their parent's help to find a positive solution to this issue? (1 point)

82. Using the CAP Model as a guide, give an example of how to summarize a lesson for a parent. (2 points)

Cognitive: _____

Affective: _____

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Physical: _____

83. A parent wants their child to ski/ride bumps better, but the child just wants to have fun.
How can you explain to the parents that teaching “tricks” can help their child ski moguls?
(1 point)

84. How do you explain to a parent why it may be inappropriate for them to watch their child's lesson - while being visible to their child? (1 point)

85. Parents occasionally request that their child ski/ride with a friend who is more skilled than their child. How do you handle this situation? (1 point)

Anxiety & Fear

86. What are 3 possible solutions you could use for a child who is having Separation Anxiety?

- 1)
- 2)
- 3)

87. A child who has too much stimulation can become anxious.

True False

88. Using the CAP Model, which category does Separation Anxiety fall under?

- a. Cognitive
- b. Affective
- c. Physical
- d. None of the above

89. As an instructor, you can help a child deal with fear by reassuring them that mistakes and errors are a natural part of the learning process.

True False

90. It is important to let a child know that realistic goals can be met and it's OK to adjust a goal to bring it within reach.

True

False

Attention Issues

91. What type of learners do children with AD/HD tend to be?

- a. Watchers
- b. Doers
- c. Thinkers
- d. Feelers

92. List and describe some of the characteristics that a child with AD/HD may display. (1 point)

93. Describe two strategies that you can use to help children with AD/HD have a successful learning experience. (2 points)

95. In an emotional crisis the instructor needs to employ certain actions to de-escalate problems. List and describe three (3) actions you would use. (2 points)

EQUIPMENT

96. An adult's size, weight and length of equipment create a very different speed and turning radius than a child's.

True False

97. Inappropriate equipment can increase the difficulty of movement.

True False

98. Boots that are too stiff may be responsible for the lack of ankle flex in young alpine skiers, nordic skiers and snowboarders.

True False

RIDERS & SKIERS

PLEASE ONLY ANSWER THE QUESTIONS ASSOCIATED WITH YOUR MAIN DISCIPLINE

99. (RIDERS) List at least three basic snowboard maneuvers for the intermediate zone rider: (2 points)

a. _____

b. _____

c. _____

(SKIERS Alpine/Nordic) List at least three basic skiing maneuvers for the intermediate zone skier: (2 points)

a. _____

b. _____

c. _____

100. (SKIERS Alpine/Nordic) From your experience, when is a child ready for poles? (1 point)

(RIDERS) Describe how you would introduce an advanced rider to powder. (1 point)

Consideration for a CS 2 Level of Understanding

Choose one (1) of the following topic options. Write an essay - 500-1,000 words - Please include your essay response with your Workbook. To be assessed independently out of 100 possible points.

A. The value of the CAP Model is to help you be aware of - and sensitive to - the stage(s) of development of the children you teach. Your knowledge about how children develop helps you determine your behaviors and create an exceptional learning experience, as well as provide insight for your communication style and lesson focus. You contribute to your student's success by:

- ✓ Setting realistic goals
- ✓ Understanding the basis for their behaviors
- ✓ Presenting information in a manner that fits their abilities and learning preferences and demonstrating movement skills that are consistent and attainable for their physical maturation

It's up to you to create an environment that enables your students to have fun while acquiring new skills and growing as individuals. Describe a real life teaching experience – and give concrete examples of a lesson that incorporated all of the above key points. You may focus on one child or a group of children, but include how you created a lesson plan that utilized all of the key criteria noted above. Justify the actions and steps you took in the lesson, discussing in depth the successes and challenges that you faced and how you learned from this experience.

B. Components of the student profile include:

- ✓ The child's stage of cognitive development
- ✓ The child's beliefs, attitudes, and values
- ✓ The child's stage of emotional development
- ✓ The child's stage of physical development and past movement experiences
- ✓ The child's motivation and dominant learning styles.

Outline a lesson situation you experienced - and describe the scenario developing the key points that incorporate, at a minimum, each of the noted student profile highlights.

C. Enclose a photo or photo montage showing a child demonstrating a particular skiing or riding movement pattern. Compare and contrast the "real" movement patterns shown with the "ideal", efficient movement or skill concept(s). Comment about what the real movements might indicate about the development of the child's skiing or riding skills. Discuss what goals would be accomplishable given the child's age, affective make-up and physical stage of growth. Develop a lesson plan incorporating the children's teaching cycle to demonstrate an effective way of addressing the movements noted in the photo(s).