



**PSIA –AASI
EASTERN DIVISION**

**CHILDREN’S SPECIALIST 1
WORKBOOK**



CS1: Children's Specialist 1 (CS1) is the entry-level children's education course for PSIA and AASI, and it includes an evaluation component. The course includes a written workbook and/or online quiz; skiing/riding and teaching scenarios; and technical discussions regarding how children/young students learn and progress from the Beginner/Novice into Intermediate Zones. The CS1 course is for instructors embarking on the mastery of the art of children's snowsports instruction.

Evaluations of those taking the CS1 course reflect the participants' knowledge of teaching children, as well as adults. Successful completion of the course grants professional recognition to the instructor for his or her education, experience, and expertise in teaching snowsports to children. This is a multi-discipline course with the possibility of mixed groups (Alpine, Snowboard, and Telemark participants). Instructors are encouraged to take the CS1 course once they've achieved Level I PSIA-AASI certification.

Evaluation Criteria:

- Must complete the CS 1 Workbook and online quiz with a score of 80% or higher prior to attending the course. Only those candidates with a passing score will receive Children's Specialist 1 recognition.
- Must submit completed workbook at on-site registration – candidate will not be eligible to participate in clinic without a completed workbook.
- Must be an active participant in course.
- A passing score from children's divisional education staff based on the participant's demonstrated knowledge, comprehension and application of the CAP Model, Learning Partnership, Movement Analysis and Opportunities and Challenges. Please refer to the Children's Specialist Roadmap Rubric, 2014 version, for more details.
- Participants' achievement will be relayed via verbal and written feedback from the clinician.

Experience Requirements:

The successful CS 1 participant will demonstrate their knowledge, comprehension, and application of the technical terms, concepts, and models encompassing the CAP Model and the categories of the Learning Partnership, Movement Analysis, and Opportunities and Challenges. The successful participant will also demonstrate the ability to work with children who are learning and moving in the Beginner/Novice Zones into the Intermediate Zone, which may include off-piste blue terrain with small bumps. At a minimum, a participant:

- Must be a current PSIA-AASI member in good standing
- Must be a current PSIA-AASI (or equivalent) Certified Level I Instructor
- Must be able to ski or ride at current certification level
- Must complete the CS1 Workbook and online quiz prior to the course date
- Must identify, describe, and demonstrate "ideal" movements as they relate to an evaluation of the student's "real" movements – based on a student's age and stage – through the Intermediate Zone.

Required Reading:

- PSIA-AASI Children's Instruction Manual, 2nd Edition
- Review PSIA-AASI Core Concepts for Snowsports Instructors
- The most current PSIA-AASI discipline-specific Exam Guides and/or Study Guides (Alpine, Nordic, Adaptive Snowboard)
- Children's Specialist Roadmap Rubric, 2014 version
- Division children's materials

Nationally Recognized Children's Specialist questions:

Children's Specialist 1 is a nationally recognized certificate based program. Questions identified by an asterisk are part of the core workbook questions included in all workbooks in all divisions.

Safety Awareness

1*. What would you include in a discussion about lift safety? Check all that apply.

- Explain unloading procedures.
- Remind children to sit with their backs to the back of the chair.
- Horseplay is OK if the safety bar is down.
- Draw two lines in the snow, have the kid's pair up and practice.
- Remind children to brush off the snow on their skis while on the chair lift.

2. Pick ONE of the 7 points of the Responsibility Code.

Your Point: _____

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

3-6 year olds?

For 7-12 year olds?

3*. What are the four main elements of Smart Style? Choose one and explain its importance to park riding.

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |

Importance to park riding?

4. Which tactics can be used to improve the odds of *not* losing a child? Check all that apply

- Partnering children up can assist in keeping the group together
- Continuous head counting – stop at all intersections
- Identify meeting place if you get separated from group
- Keep the group moving

5*. To make sure each student is prepared to begin a safe, successful day, ask students or their parents the following questions before beginning the lesson. Check all that apply.

- Where and when can the parents meet the child at the end of the day?
- What is Plan B for the child who has had enough and cannot continue?
- Are the children’s clothing and equipment appropriate and functioning?
- Any medical, allergies or special considerations related to the child?

Learning Partnership

6*. What elements make up the Learning partnership?

- Child and parent relationship
- Student profile and instructor behavior
- Instructor behavior and parent partnership
- Positive teaching model and lesson strategies

7*. When learning snow sports, a partnership is formed between the student and the coach/instructor; what are six aspects to consider when developing a student profile?

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |

8*. List the four stages of the Teaching Model for Children and what an instructor typically does during each stage.

- 1. _____
- 2. _____
- 3. _____
- 4. _____

9*. Providing feedback throughout a lesson is critical to a lesson's success. What are major aspects?
Check all that apply

- Provide feedback throughout the lesson.
- Giving positive and constructive feedback.
- Cover all material without regard to student understanding.
- Providing feedback throughout keeps the students on track and motivated.

10. How might an instructor use the PDAS elements to pace a beginner zone lesson for 5 and 6 year olds?

- P – _____
- D – _____
- A – _____
- S – _____

11. List 3 objectives you use when working toward the goal of "speed control."

- 1. _____
- 2. _____
- 3. _____

12*. Watchers, feelers, doers, thinkers can be terms used for different kinds of...

- Learners
- Preferences
- Teaching styles
- VAK

13*. What does the acronym VAK stand for? Give a brief definition of each.

V _____

A _____

K _____

14*. List the 5 teaching styles and at least one advantage of each.

1. _____

2. _____

3. _____

4. _____

5. _____

15*. Explain Lateral Learning

Parent Partnership

16. What steps would you take to enhance your partnership with parents to help solve potential problems with their child? Check all that apply

Involve/recruit parent as resource

Ask parents for ideas based on their experiences what works best for their child

Let parents know the value of the lesson to their child

Give parents specific information about the process

All the above

17*. List the 5 steps you can use when working with parents to solve problems.

1. _____
2. _____
3. _____
4. _____
5. _____

18*. Summarizing the lesson is valuable to the students and parents. What things should be shared with parents? Check all that apply

- Discuss overall goal of the lesson
- Explain how activities improved performance/movements desired
- Discuss where child should be for next lesson
- Relate new skills to terrain the child is capable of skiing/riding
- Describe where the next lesson will take the child and invite them back
- All the above

Lesson Content

19*. Explain Stepping Stones model.

20*. Presenting new information or movements at the end of the day or right before lunch is essential

- True False

21. List at least three of the basic alpine maneuvers for the beginner/novice zone skier.

1. _____
2. _____
3. _____

22. List the four main points of ATML. Choose one and explain its importance to the overall maneuver being performed.

A _____
T _____
M _____
L _____

The CAP Model

23*. Explain why it is important to understand the CAP Model. Check all that apply.

- To understand that children develop at different levels and abilities.
- To understand concepts of making specific body movements at various times (ages and stages) of their life.
- To understand the development cognitively, behaviorally, and physically of each child.
- It would not be appropriate to teach a concept to a child before they were able to understand it or physically able to move.

24*. List Gardner's 8 Multiple Intelligences

- | | |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |

25*. Define the following terms:

Reversibility _____
Laterality _____
Directionality _____

26*. 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.)

A = 3 to 6 years old

B = 7 to 12 years old

C = Teens

Place and A, B, or C next to each of the following:

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.

27*. What are the 4 stages of moral development described by Kohlberg and at what approximate age do they emerge?

1. _____
2. _____
3. _____
4. _____

28*. List the five Stages of Maslow's Hierarchy of Needs. Give an example of one thing that you can do for a child to meet each need.

1. _____
2. _____
3. _____
4. _____
5. _____

29. Why is it important to actively engage your students in their learning? Check all that apply

- Kids tend to learn more experientially.
- The instructor can gain their interest and make them part of the learning activities
- Students will retain more by being actively involved.
- The lesson is easier to prepare and implement.

30*. Maturational Development in children affects: Check all that apply.

- How the body responds to stimuli
- How the brain interprets information it receives
- How the brain/body processes the information

31*. Why it is easier for younger children to maintain their balance in a wide stance rather than a narrow one?

32*. Describe why understanding children's physical development is important when teaching? Give three examples.

1. _____
2. _____
3. _____

33. How would you introduce a 3 to 6 year old child to the concept of understanding the space around them?

34*. Children may sit back when skiing or riding because: Check all that apply

- The terrain is too steep.
- A lower center of mass allows them to.
- They may be unable to flex their ankles.

35*. The principles of physical growth and development in children include (Check all that apply)

- Control moves from the head down and the trunk out.
- Large movement control comes before small movement control.
- Movement control occurs at the same age for all children.
- Control of one-sided movement develops before control of two-sided movements.

36*. Which of the following concepts can be used when introducing the mechanics of balance or stability to children?

- Flexing the knees and ankles with the feet apart enhances balance
- Balance is enhanced when the body's center of gravity moves closer to the base of support
- The center of mass must be kept over the base of support for stability and balance
- All of the above

Behavior Management

37*. Rather than overreact to behavioral challenges, what 6 steps can help solve problems with children and turn a potentially negative situation into a positive learning opportunity.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

38. List five management techniques that will improve lesson presentation.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

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

_____ True _____ False

40*. When dealing with a challenging student: Check all that apply.

- _____ Determine if there is a physical source of problems
- _____ Determine if the student understands the expected behavior/task
- _____ Determine if the student is being expected to perform too highly
- _____ All of the above

41. What do the letters in the acronym ADHD stand for? List some of the behaviors that children with ADHD exhibit?

- A _____
- D _____
- H _____
- D _____

Behaviors: _____

42*. Describe two strategies you could use to help children with ADHD have a successful learning experience.

1. _____

2. _____

43. Goal setting with children can be successful when: Check all that apply.

- Setting intermediate or short-term goals
- The goals are specific
- The goals are general
- None of the above

Alpine / Snowboard Specific

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

- True False

45*. The ski or snowboard length for children generally will be between their chest and their chin.

- True False

46. In snowboarding, skeletal support makes the toe-side sideslip easier for younger riders.

- True False

47. Explain why a heel side turn tends to be easier than a toe side turn for young children.

48. Which of the following descriptions of arm position would be most effective when teaching 4 – 6 years old riders? Check all that apply.

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

49*. Choose the movement concept that will most benefit riders and skiers ages 4-6 years old.

- Pressure distribution movements
- Flexing/ Extending movements
- Rotary movements
- Circumduction movements

50*. Explain the turning forces used by children before they have developed the full use of their fine motor skills.

“Possible” on-hill Scenarios

The following scenarios may or may not be evaluated on hill. Participants will be asked to demonstrate their understanding and experiential knowledge of how to apply the information in an appropriate environment.

These scenarios are provided as a guide and do not necessarily need to be completed in this workbook

- Demonstrate one of Roger von Oech’s roles for the stages of problem solving (the four roles of a creative team):
 - Explorer: _____
 - Artist: _____
 - Judge: _____
 - Warrior: _____

- What is meant by the term ‘boredom zone’ - Demonstrate how you might combat boredom

- Explain and demonstrate why young children tend to hold ski poles close to their torso.

- Describe and demonstrate an example of your favorite game or activity that you teach. Include the skill objective for the game. Be prepared to adjust for age.

- Explain why young children often make ski turns primarily using the outside leg.

- Using your own words explain what moral development is.

- Demonstrate the difference between ‘laterality’ and ‘directionality’. How would you use it in lesson formation with 3-7 yr olds; 8-11 yr. olds, older children?

- Describe and demonstrate with the group how you develop a team environment with kids ages 3-6?

- Choose an age range, (older than 3 years). Design and describe a lesson strategy based on your understanding of how children play at that age.

- Using the theme “Jungle” explain how spider webbing could be used to enhance or create a lesson for 5-7 year olds

- Describe and show how the behaviors you might observe from a child with a “Tough Kid” persona, interfere with lesson presentation. How might you deal with these behaviors?
 - Noncompliance
 - Aggression
 - Self-Management Skills
 - Social Skills

Teaching Logs

Log entries allow you to track your teaching and provide a tool for you to practice and discuss your lessons with trainers. Make additional copies of the log sheet as needed.

Look at the sample log below. Be brief but thorough in your lesson review. Your log should:

- Be descriptive enough to be understood by others.
- Be reviewed by others in a timely fashion to make your discussion more valuable.

Focus on the teaching basics presented in this section as you give your lesson. Have fun, but also make sure you do the following:

- Discover your guest's expectations and what they want from the lesson. Assess your guests' basic movements/skills.
- Identify your guest's important strengths to better understand their performance.
- Develop clear and relevant lesson goal(s) for the guest(s).
- Identify a specific technical focus that would help the guest(s) attain their goals.

Date	Guest(s)	Age(s)	Experience Zone	Hours
1/1/10	6	6 and 7	Beginner	1
Briefly describe your guest: <i>[Note: In addition to the number of guests, how old they are, and what ability level, describe how much they know about skiing or snowboarding, the winter environment, and what brought them to take a lesson with you.]</i>				
Describe your guests' current movement and skill ability: <i>[Note: If this is the first time your guest's have ever slid on skis or a snowboard, they need to be introduced to every aspect of the sport. Everything is new to them. These guests want to discover the excitement of sliding across the snow, to feel the wind on their faces and experience the freedom of gliding across the snow.]</i>				
Describe your lesson: <i>[Example: The first thing we did was get to know each other. For fun we came up with a Team Name (Space Rangers). Then we gave everyone individual names. We played around by doing Trains (follow the leader). We also played some other games so that I could assess their movements. We were able walk like a duck and they loved making "quack-quack" sounds. We played a game of red light/green light. They all had a lot of fun and left looking forward to next week.]</i>				

Teaching Logs *(Duplicate as needed)*

Date	Guest(s)	Age(s)	Experience Zone	Hours
Briefly describe your guest:				
Describe your guests' current movement and skill ability:				
Describe your lesson:				

Date	Guest(s)	Age(s)	Experience Zone	Hours
Briefly describe your guest:				
Describe your guests' current movement and skill ability:				
Describe your lesson:				

Teaching Logs *(Duplicate as needed)*

Date	Guest(s)	Age(s)	Experience Zone	Hours
Briefly describe your guest:				
Describe your guests' current movement and skill ability:				
Describe your lesson:				

Date	Guest(s)	Age(s)	Experience Zone	Hours
Briefly describe your guest:				
Describe your guests' current movement and skill ability:				
Describe your lesson:				
