



**PSIA –AASI
EASTERN DIVISION**

**CHILDREN’S SPECIALIST 2
WORKBOOK**



CS2: Children's Specialist 1 (CS2 continues to build on an instructor's knowledge and skills from the Children's Specialist 1 course. CS2 focuses on the specifics of child development for all ages as children progress from the Beginner/Novice through the Advanced Zones. Participants will be expected to integrate their technical understanding of the CAP model and the Learning Partnership with movement analysis and teaching activities for children in the Intermediate and Advanced Zones.

Evaluations of those taking the CS2 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).

Evaluation Criteria:

- Must complete the CS2 Workbook and online quiz with a score of 80% or higher prior to attending the CS2 course. Only those candidates with a passing score will receive Children's Specialist 2 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.
- Must receive a passing score from divisional children's education staff based on the participant's demonstrated ability to analyze, synthesize, evaluate, and create within the parameters 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 CS2 participant will demonstrate their ability to apply, analyze, synthesize and evaluate 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 through Advanced Zones. The CS2 participant should be able to ski/ride comfortably in all green and blue terrain including off-piste and medium bumps, and groomed and smooth off-piste black terrain. 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 II or Level III Instructor
- Must be able to ski or ride at current certification level
- Must complete the CS2 Workbook and online quiz prior to the course date
- Must identify, describe, and provide solutions in the "ideal and "real" movement spectrum – based on a student's age and stage – through the Advanced Zone.
- The CS1 course is a recommended prerequisite for the Children's Specialist 2 course.

Required Reading:

- PSIA-AASI Children's Instruction Manual, 2nd Edition
- 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

Suggested Reading:

- Captain Zembo's Ski & Snowboard Teaching Guide for Kids, by John Alderson
- Skiing and Art of Carving, by Ellen Post Foster
- PSIA Children's Alpine Teaching Handbook
- AASI Snowboard Teaching Handbook (Children & Adults)
Revised Oct 2016

Safety Awareness

1. Looking for gaps in the traffic, moving shorter distances, having designated stopping points and grouping your students together will help keep your students from getting spread out.

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 ignore your student's feedback on what safety considerations are important for the terrain they are entering.

True False

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

True False

5. What advice would you give a parent who inquires: "Should my child wear a helmet?"

- 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 a decision about helmets for your child. Look at the NSAA website and click on "Lids for Kids"
- d. None of the above

*6. Explain how you involve parents in reinforcing Your Responsibility Code with their children. What tactics do you use for teen-agers?

Learning Partnership

7. It is best to change your lesson plan when you see:
- a. Your students are bored
 - b. Your students are cold
 - c. Your students are tired
 - d. All of the above

8. Give an example of a lesson experience when the stated age did not line up with the expected or anticipated level of development.

9. When delivering information to your young students you should try to simplify presenting your lesson and use one learning style.

True False

- *10. Define goals and objectives; give an example of each.

Goals: _____

Example: _____

Objectives: _____

Example: _____

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

True False

*12. Match the following learning preferences with the descriptions of how a person learns best:

Preference	Learns best
___ Watcher	a) Uses cognitive abilities
___ Doer	b) Experiences sensations through kinesthetic or proprioceptive input
___ Thinker	c) By experiencing something (Trial & error)
___ Feeler	d) When presented with visual information

13. What behavioral clues do you see in a student who's learning preference is visual? Auditory? Kinesthetic?

Visual: _____

Auditory: _____

Kinesthetic: _____

Teaching Concepts

*14. Compare "Play, Drill, Adventure, Summary" (PDAS) to the ATM teaching cycle.

15. With a group of teen advanced skiers/riders how would you set up class rules for the day that keep everyone safe without feeling like "little kids"? Frame answer within children's teaching cycle.

16. Using your experience and knowledge, explain how you would present and demonstrate information for a class of 7-12 year olds so that each child would feel part of the group.

17. Checking for understanding is the process used to determine if the lesson goal was achieved and if the goal met the needs of your students.

True False

18. From your experience, describe an example of how you would use Guided Discovery in a lesson with a group of 12-14 year olds.

19. The content of the lesson you present is mainly directed toward meeting which of the following goals:

- a. Creating effective and efficient movements in your students as they learn and develop.
- b. Using your favorite drills to ensure a fun learning environment.
- c. Making sure every child in your class reaches the same skill level before you move on.
- d. Discover what the children want to do during the lesson.

*20. Why would children benefit from applying newly learned skills in a variety of different terrain before learning new concepts?

21. Describe your favorite activity for a group of teens learning to control their speed.

Role of the Parent

22. You have a 12 year old student that skis/rides in the intermediate/novice zone. List 5 pre-lesson questions to ask their parents.

1. _____

2. _____

3. _____

4. _____

5. _____

*23. 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 too.
- b. Parents can serve as a valuable resource of expertise relating to their children in terms of special needs and/or behavior.
- c. Involving parents can be done by introducing and summarizing the lesson content for both parent and child.
- d. All of the above

24. Using the CAP Model as a guide, give an example of how to summarize a lesson for a parent.

Cognitive: _____

Affective: _____

Physical: _____

25. How do you explain to a parent why it may be counterproductive for them to watch their child's lesson while being visible to their child?

26. How do you explain to a parent that their child is really not the ability they think they are or should be?

27. Parents sometimes request that their child ski/ride with a friend who is more skilled than their child. How do you handle this situation?

Class Handling

28. From your experience why are 3-6 year olds and 7-12 year olds in separate group lessons? Please discuss specific developmental issues.

29. List 4 ways to move your class of 10 – 12 year olds down the hill and a benefit of each.

1. _____

2. ~~Á~~ _____

3. _____

4. _____

30. From your experience, what is a good introductory activity to keep a group of 10-12 year olds together in the moguls and not spread out all over the hill?

31. When is the best time to provide information about a movement you would like a child to perform?

- a. Before they try the movement
- b. After they have tried the movement
- c. During the movement
- d. A and B

*32. “Smart Style” provides a clear message about proper use of terrain parks. How can the four main messages of Smart Style be used for other coaching sessions?

CREATIVITY

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

True False

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

True False

35. Using the word "OCEAN", explain how Spider Webbing could be used to enhance or create a lesson plan for a group of 7-12 year olds that are intermediate skiers/riders.

36. List five (5) props or teaching aids you use and describe how they can enhance the students learning.

1.

2.

3.

4.

5.

37. Give two examples of games that you would use to improve turning movements of the lower body. Student's age is 8. Ability level is learning wedge christie turns. Please answer using fact, experience and creativity.

Game #1

Game #2

38. Give two examples of games that you would use to increase edge angles to the snow. Student's age is 10. Ability level is beginning parallel. Please answer using fact, experience and creativity.

Game #1

Game #2

39. Give two examples of games that you would use to improve pressure control. Student's age is 13. Ability level is strong parallel. Please answer using fact, experience and creativity.

Game #1

Game #2

- *40. How can you structure your games to emphasize cooperative play for 5 year olds?
- a Make each child a leader
 - b Let the children have a “free for all”
 - c Involve all of the children all of the time
 - d Work toward a common goal.

CAP Model

- *41. It is important to understand the developmental process that children and teens commonly go through in order to:
- a. Identify the “Profile” characteristics inherent for a particular age group.
 - b. Tailor the lesson to meet the needs of the student (by age), and enhance their learning experience.
 - c. Figure out their age so you can act like the children or teens.
- *42. At what age do children develop reversibility? How does reversibility impact a lesson with a group of 5 year olds?

- *43. How does directionality impact a lesson with 4 year olds?

- *44. With reference to the CAP Model, explain how you determine when a child is ready for black diamonds. Please answer using fact, experience and creativity.

- *45. How do we create an environment for Affective growth?

46. There are 3 stages for the Development of coordination. Describe these 3 stages.

1. _____

2. _____

3. _____

47. "Development of muscle control affects edging movements." Please explain this phrase relative to children.

*48. Give an example how physical changes in growing teens may cause changes in their motor performance.

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

True False

50. From your experience, please discuss common cognitive behavior patterns as children develop for the age groups listed below.

3-6 year olds _____

7-12 year olds _____

Gardner's Multiple Intelligence

51. You have a group of 13-14 year olds that have been skiing/riding together as a group for 2 years. They're ready to start working into more challenging terrain, but need to learn how to do short turns first. Please give two examples of how to accomplish this task given that these kids are **word smart** and **interpersonally smart**. You may use skiing or riding examples.

Example 1:

Example 2:

52. Describe the way someone learns using Gardener's multiple intelligences theory.

Kohlberg's Moral Development

53. Children ages 12 to 14 years old largely base their morals 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

54. What do children at each of these age groups listed below use as a way to judge themselves?

Ages 3-6 years: _____

Ages 7-11 years: _____

Ages 12+ years: _____

55. How does Kohlberg's Moral Development model relate to teaching skiing or riding?

Maslow's Hierarchy of Needs

56. Why is providing feedback throughout the lesson critical to the student's success relative to meeting the needs of self-esteem?

57. Describe how a young child may be self-actualized.

58. Using Maslow's Hierarchy of needs, explain what teenagers may require on a daily basis that is different than a younger child, while in your lesson.

59. Using your experience describe 3 ways we can help our students meet the need for safety and security.

1.

2.

3.

60. Describe how teamwork can be used to create a sense of belonging for a group of 7-12 year olds.

Motor Control and Sensory Development

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

True False

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

- | | |
|----------------------------|-----------------------|
| 1. Locomotor movements | A. Throwing, catching |
| 2. Non-locomotor movements | B. Walk, jump, skip |
| 3. Manipulative movements | C. Bending, twisting |

*63. The stages of development of coordination are:

- a. Unilateral; Bilateral; Cross-lateral
- b. Sensory Input; Interpretation;
- c. Motor Response Initial; Elementary; Mature
- d. None of the above

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

True False

65. Describe the 3 steps of the motor skills learning process, include the role of the senses, the brain and the body in your answer.

1. _____

2. _____

3. _____

66. How can understanding the principle of “Transfer of Learning” help shorten the trial and error process?

Movement Analysis

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

True False

*68. Describe what kinds of movements force children to find their balance?

*69. The movements that children make that are developmentally appropriate are often described to as “Real versus Ideal” movements.

True False

70. Young children lack development of abdominal muscles. Describe an alternative technique for a young snowboarder or skier to use to get up when they have fallen.

Behavior Management

71. List and describe 4 behavior management strategies you use in your lessons.

1. _____

2. _____

3. _____

4. _____

72. When you understand the CAP Model, which category does Separation Anxiety fall under?

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

*73. What type of learners do children with ADHD tend to be?

- a. watcher
- b. doer
- c. thinker
- d. feeler

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

1. _____

2. _____

3. _____

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

1. _____

2. _____

3. _____

Consideration for a Children's Specialist 2 Level of Understanding

CS 2 Workbook Essay Response

Choose one (1) topic option below.

Write an essay (minimum of one (1) page and maximum of two (2) pages). Include your final product with your workbook.

Topic #1 The value of the CAP Model is in helping you be aware of, and sensitive to, the stage of development of the children you teach. 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. Your knowledge about how children develop helps you determine your behaviors and create an exceptional learning experience. The unique profiles of children at different developmental stages provide insight for your communication style and lesson focus.

Describe a real life teaching experience; 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.

Topic #2 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 the child's dominant learning styles.

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

Topic #3 Enclose a photo or photo montage showing a child demonstrating a particular movement pattern. Compare and contrast the real movement patterns shown with the ideal, efficient movement or skill concept(s). Then 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).

**Any of the workbook questions or scenarios
may be used for ON-HILL presentations.**

Your Name: _____

Member Number _____

Essay Topic: _____

Date: _____

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:				
