

Intermountain Division

PSIA/AASI Children's Specialist Program

CS2 Workbook



Name: _____

Snowsports School: _____

Email Address: _____

Date: _____

Score: _____

CHILDREN’S SPECIALIST 2 Workbook Questions

The Children’s Specialist 2 (CS2) participant must complete this Workbook, including one of the “Considerations for a CS2 Level of Understanding” essays, to 80% correct. This Workbook requires a greater reflection that assesses a participant’s ability to show the application, analysis, synthesis and evaluation of the Children’s Specialist (CS) Program’s technical terms, concepts and models from the Beginner through the Advanced Zones.

Questions marked with *** are from the National CS Question Bank – and are being asked across all divisions. Intermountain (IMD) has modified some of these questions from short answer to multi-choice or T/F.

THE CAP MODEL

1. What is the CAP Model? How do Snowsports instructors use it?

2. 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 “O”; younger children with a “Y”.

- _____ 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

3. The principles of growth and development in children do NOT include: (Circle all that apply)
- a. Control moves from the head down and the trunk out
 - b. Large movement control come before small movement control
 - c. Movement control occurs at the same age for all children
 - d. Control of one-sided movements develops before control of two-sided movements

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

3 – 6 year olds _____

7 – 11 year olds _____

Teens _____

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

True False

6. It is important to understand the developmental process that children and teens commonly go through in order to: (Circle all that apply) ***
- 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
 - d. All of the above

10. Define directionality. How does directionality impact a lesson with 4 year olds? ***

11. Referring to the CAP Model, explain how you determine when a child is ready for black diamonds. Please answer using fact and an actual lesson experience. ***

12. 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 instructor’s tracks in the snow
- a. Ski/ride around cones or flags placed to determine turn shape
- b. Pretend to make round turns when you are skiing/riding
- c. Make tiny turns as if you are skiing/riding around a mouse; make large turns as though you were skiing/riding around an elephant, because the child is familiar with the size of a mouse and an elephant
- d. None of these create “concrete” experiences

13. Describe play, rules and competition related to children: ***

2 - 3 year olds _____

14. Describe play, rules and competition related to children:

3 – 7 year olds _____

15. Describe play, rules and competition related to children:

7 – 11 years old _____

16. An instructor can create an environment for Affective Growth by making an effort to understand how their students think and feel about themselves, and can carefully use humor to introduce competition and play. ***

True

False

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

THE LEARNING PARTNERSHIP

18. Bloom's Taxonomy of Learning Domains includes: (Circle all that apply)

- a. Physiological Needs to Self-Actualization
- b. Evaluation, Knowledge, Comprehension, Application, Analysis, Synthesis
- c. Cognitive, Affective & Physical
- d. Safety, Fun & Learning
- e. Sensorimotor to Formal Operations stages

19. Bloom's Taxonomy is a measurement tool for evaluating levels of understanding.

True

False

20. In the learning partnership, it is important that: (Circle all that apply)

- a. The instructor understands the student's needs and expectations
- b. The student has good rapport with the class
- c. The instructor forms a good rapport with the parent
- d. The instructor does exactly what the student wants
- e. All of the above

21. What are the components of a Student Profile?

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

True

False

23. Goals are: (Circle all that apply) ***

- a. Flexible
- b. Based on all the variables and individual abilities of your students
- c. Achieved when objectives are met
- d. All of the above

24. The content of the lesson you present is mainly directed toward meeting which of the following goals: (Circle all that apply)

- 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. Discovering what the children want to do during the lesson

25. Once you've established a goal for your lesson, it will always be accomplished.

True

False

30. Feedback keeps a learner/student engaged by: (Circle all that apply)

- a. Reinforcing efforts and framing experiences
- b. Keeping students involved and vested in the value of the process itself
- c. Isn't that important for a learner/student
- d. Can make or break a learning experience

31. Match the Learning Preference in the "Preference" column with its description from the "Learns Best" column using the appropriate letter: ***

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

32. When delivering information to your 3- to 6-year old students, you should always try to: (Circle all that apply)

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

33. What does VAK stand for, and how does it relate to the Perceptual Motor System?

34. 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

35. Compare “Play, Drill, Adventure, Summary” (PDAS) to the ATM Teaching Cycle. ***

36. When is the best time to provide information about a movement you want a child to perform? (Circle all that apply)

- a. Before the movement
- b. During the movement
- c. After the movement
- d. Before and after the movement

37. During the summary of your lesson, you should help children remember what they did and what they learned.

True False

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

True False

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

True False

40. Explain how you can teach with creativity to become a more skilled communicator with children.

41. How can you structure your games to emphasize cooperative play for 5-year olds? (Circle all that apply) ***

- a. Maintain a playful atmosphere
- b. Let the children have a “free for all”
- c. Involve all of the children all of the time
- d. Work towards a common goal. Example: “Let’s see if everyone can turn both ways.”
- e. All of the above

42. Games may create a learning opportunity for children to hone their skill development.

True False

43. 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
- e. Loves words & language, reading & talking, telling and hearing stories
- f. Adept in social situations, aware of others feelings and able to respond appropriately, use input of others to base responses
- g. Has an active imagination. Thinks through pictures and images, enjoys designing, drawing & visualization
- h. Learning is experienced through the natural world

44. Describe at least three (3) ideas or concepts to keep in mind when trying to work on drills and tasks with 7-11 year olds.

- 1. _____

- 2. _____

- 3. _____

MOVEMENT ANALYSIS

50. Young children, 3 to 6 years old, use skeletal support to make it easier to ski/ride.

True False

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

True False

52. Teens may experience a growth spurt - and movements already learned may need to be revisited. ***

True False

53. When observing children skiing/riding, how does stance affect skill usage for children at different stages of development? (Circle all that apply)

- a. A child's basic stance will give you information about the development stages of the child, and what they are capable of performing
- b. A child's stance will tell you where the child is from
- c. A child's stance won't tell you anything about the child
- d. Observing a child's stance will tell you what sports a child should participate in

54. Choose the movement concept that can best benefit riders & skiers ages 4 to 6 years. (Circle all that apply)

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

55. 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. (Circle all that apply)

- a. The child is lazy
- b. Development of large muscles comes before small muscles. Due to the lack of ankle flex, a child may use the back of their boot to brace against when skiing; the tail of their snowboard when riding
- c. The child is centered
- d. Observing children skiing/riding on the back of their boots doesn't tell you anything

56. The stages in the development of coordination are: (Circle all that apply) ***

- a. Unilateral - Bilateral - Cross-lateral
- b. Sensory Input - Interpretation - Motor Response
- c. Initial - Elementary - Mature
- d. All of the above

57. Younger children, 3 to 6 years old, see things in the distance more clearly than they can see nearby objects.

True False

58. 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

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

True False

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

True False

61. The developmentally appropriate movements children make are referred to as "Real and Ideal" movements

True False

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

True False

63. Taking a newly learned skill into a variety of situations (i.e., exploring the skill from many angles and applying the skill in new situations) helps to establish ownership of the skill. ***

True False

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

True

False

65. 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

OPPORTUNITIES & CHALLENGES

66. Which of the following statements about the involvement of parents in the learning partnership is TRUE? (Circle all that apply): ***

- 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

67. 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? (Circle all that apply):

- a. Gather information from the parent
- b. Define the problem and generate some possible solutions
- c. Follow-up
- d. Tell the parent their child should try another sport
- e. All of the above

68. What cues do you observe if you have taken your students to terrain that is too challenging or inappropriate for their skill level?

69. You have a group of 5-year old advanced beginners. It has been snowing hard all day, and after lunch you get a report that it has snowed 5 more inches. How do you adjust your lesson plan for the rest of the afternoon?

70. 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?

71. How do you explain to a parent that their child is really not the ability the parent thinks they are (or should be)? (Circle all that apply)

- a. Tell the parent they weren't truthful about their child's ability
- b. Tell the parent "your child's skill level is not meeting your expectations"
- c. Tell the parent they should take their child to another Snowsports school
- d. Tell the parent that the skill and developmental needs of their child may be different than the other children, and these differences may affect the speed of travel, terrain and learning environment of the group

72. What are possible solutions you could use for a child who is having Separation Anxiety? (Circle all that apply) ***

- a. Tell the children to 'buck up'
- b. Acknowledge the child's feelings
- c. Show understanding and recognition
- d. Don't impose our (adult) perceptions on the child
- e. Listen to them
- f. Pattern-break or redirect their attention

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

True False

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

True False

75. 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

76. What type of learners do children with AD/HD tend to be? (Circle all that apply) ***

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

77. List and describe some of the characteristics that a child with AD/HD may display.

78. What are some strategies that you can use to help children with ADHD have a successful learning experience? (Circle all that apply) ***

- a. Maintain eye contact, calm demeanor, and quiet voice
- b. Ask the child, "Why are you acting this way?"
- c. Describe the desired behavior you want; keep rules few and simple
- d. Be emotional and yell at your student; that will get their attention

79. What are some of the behavior management tips you can use in your lessons? (Circle all that apply)

- a. Be positive, use consequences instead of threats
- b. Avoid being used as a judge
- c. Use a calm voice, be consistent about your messages
- d. Help a child to problem solve and seek their own solutions(s)
- e. Use enforceable tactics
- f. All of the above

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

True

False

SAFETY AWARENESS

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

True

False

86. When a student is new to freestyle or to the terrain park, it is important to start them with Smart Style.

True

False

87. As an instructor it is important to use appropriate terrain with less traffic when teaching your students to carve.

True

False

88. It is best to adjust 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

89. 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

90. A snug fitting helmet is crucial to for proper protection from a helmet.

True

False

91. Your students see an easy bump/jump on the side of the run. Without taking control, what questions could you ask them? (Circle all that apply)

- a. Do you think the landing is safe, why or why not?
- b. Where would you start to have enough speed for the jump?
- c. What happens if you have too much speed?
- d. What is a spotter, and do you need one when jumping?
- e. All of the above

92. Explain how you incorporate the Responsibility Code into your lessons for children 7 years and older - and how you involve parents in reinforcing the code with their children? Do your tactics vary with teenagers? If so, please explain. ***

93. "Smart Style" provides a clear message about proper use of terrain parks. What are the four (4) main messages, in proper order, associated with Smart Style? (Circle all that apply) ***

- a. Easy Style It; Make A Plan; Look Before You Leap; Respect Gets Respect
- b. Look Before You Leap; Easy Style It; Respect Gets Respect; Make A Plan
- c. Respect Gets Respect; Easy Style It; Make A Plan; Look Before You Leap
- d. Make A Plan; Look Before You Leap; Easy Style It; Respect Gets Respect

94. 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

Considerations for a CS2 Level of Understanding

Choose one (1) of the following topics. Write a 500-1,000 word essay - minimum of one (1) and maximum of two (2) typewritten pages in length. The essay must be included with your Workbook to receive Workbook credit.

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, communication style, and lesson focus in creating an exceptional learning experience. 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
- ✓ 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 an actual teaching experience that incorporates all of the above points. You may focus on one child or a group of children. Please include how you created your lesson plan, and illustrate using concrete examples from the lesson. In addition, justify your actions by discussing the successes and challenges that you faced, and what you learned from this experience.

B. The 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

It's up to you to create an environment that enables your students to have fun while acquiring new skills and growing as individuals. Using an actual teaching experience, describe how you developed and executed a lesson plan that incorporates all of the components of the Student Profile. You may focus on one child or a group of children. Please illustrate using concrete examples from the lesson, and justify your actions by discussing the successes and challenges that you faced, and what you learned from this experience.

C. Enclose a photo, photomontage, or short video showing a child demonstrating a particular skiing/riding movement. Compare and contrast the exhibited "real" movement patterns with the "ideal" movements or skill concept(s). Please describe: (1) what the real movements might indicate about the development of the child's skiing or riding skills; (2) what goals could be accomplished given the child's age, affective make-up, and physical stage of growth, and (3) the lesson plan used to address the movements noted in the photo(s)/video(s) – using the Children's Teaching Cycle (PDAS) as your lesson plan framework. In addition, justify your actions by discussing the successes and challenges that you faced, and what you learned from this experience.