Name: _____________________________________________________________

Email Address: _____________________________________________________

Snowsports School: _________________________________________________

Event Location: _____________________________________________________

Event Date(s): ______________________________________________________

Workbook Score: ___________________________

Comments:
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 abilities as children develop for the age groups listed below.

   a. 3–6 years

   b. 7–11 years

   c. 12-14 years

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

   a. 3-6 years
   
   b. 7-11 years
   
   c. 12-14 years

8. Why should 3-6 year olds and 7-12 year olds be taught in separate group lessons? (Circle all that apply)

   a. Young children can act out
   b. Older children are always better skiers/riders
   c. Children have different social needs, and cognitive and physical capabilities depending on their age and stage of development
   d. Younger children have issues with separation
   e. Older children think younger children are a ‘pain’ to be around

9. 3-6 year olds generally reason and explain events based on how things are rather than what causes them.

   True  False
10. 7-12 year olds are not capable of hypothetical thinking.
   True   False

11. Define reversibility. At what age do children usually have this ability? How does reversibility impact a lesson with a group of 5 year olds?  

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

13. Using the CAP Model as a guide, explain how you determine when a child is ready for “black diamond” runs. Please answer using an actual lesson experience.  
   Cognitive: 
   Affective:
14. 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
   b. Ski/ride around cones or flags placed to determine turn shape
   c. Pretend that you’re making round turns when you are skiing/riding
   d. None of these create “concrete” experiences

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

   a. 2-3 years  
   b. 3-7 years
c. 7–11 years __________________________________________

_____________________________________________________

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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. Pick one aspect of Kohlberg's Moral Development model and describe how it relates to your teaching methodology.

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18. Bloom’s Taxonomy of Learning Domains is a model that can help you acquire new skills, knowledge or attitudes. How has Bloom’s model helped you to better understand the CAP model?

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19. What are the components of a Student Profile?

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

True  False

21. 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

22. 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

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

True  False

24. Determine a teaching goal for group of intermediate level 7-11 year olds in an all-day lesson. To meet this goal, how would you structure your day - using PDAS?

Play: _____________________________________________

________________________________________________

________________________________________________

Drill: _____________________________________________

________________________________________________

________________________________________________

Adventure: _____________________________________________

________________________________________________

________________________________________________
25. Using the same teaching goal from the previous question, how would you structure your day with a group of intermediate level teenagers?

Play: 

Drill: 

Adventure: 

Summary: 

26. One of the best ways we learn as children is through play.

True  False

27. When summarizing a lesson for a group or child, review the learning goals, preview the next lesson, and establish practice guidelines for children and their parents.

True  False

28. “Checking for Understanding” should take place throughout the lesson experience.

True  False
29. 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

30. Match the Learning Preference in the “Preference” column with its description from the “Learns Best” column using the appropriate letter:

<table>
<thead>
<tr>
<th>Preference</th>
<th>Learns Best</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ Watcher</td>
<td>a. Uses cognitive abilities</td>
</tr>
<tr>
<td>_____ Doer</td>
<td>b. Experiences sensations through kinesthetic or proprioceptive input</td>
</tr>
<tr>
<td>_____ Thinker</td>
<td>c. By experiencing something (Trial &amp; error)</td>
</tr>
<tr>
<td>_____ Feeler</td>
<td>d. When presented with visual information</td>
</tr>
</tbody>
</table>

31. 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 long, detailed explanations

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

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

35. Creativity is an innate quality that an instructor has and this quality cannot be learned.
   True False

36. Share one of your creative teaching successes. How did this creative approach help you to better communicate with the children?

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37. 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
38. 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

39. From your teaching experiences, describe a situation where a child demonstrated one of the “multiple intelligences”. How did you adjust your teaching methodology to connect with that child’s learning style?

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Version 3.3 – Updated October 2019
40. Using Spider Webbing, 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 using a theme of your choice.
41. Match the roles from Van Oech’s Stages of Problem Solving with the corresponding action. (Use the appropriate letter: E, J, A or W)

<table>
<thead>
<tr>
<th>ROLE</th>
<th>ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explorer</td>
<td>Measures the worth of ideas &amp; chooses one</td>
</tr>
<tr>
<td>Judge</td>
<td>Puts solutions into action</td>
</tr>
<tr>
<td>Artist</td>
<td>Gathers information &amp; resources about the situation</td>
</tr>
<tr>
<td>Warrior</td>
<td>Transforms resources into ideas</td>
</tr>
</tbody>
</table>

42. Using Van Oech’s Stages of Problem Solving, explain how you would use the “Explorer, Artist, Judge and Warrior” concept to teach an advanced level group of 7-11 year old children.

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43. Describe your favorite prop or teaching aid (i.e., cones, edgy wedgy, hula hoop, toy, stuffed animal, stubbies) that you used in a lesson and the applicable age of the child or group that it was used. How can/did it benefit the student(s)? Why?

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MOVEMENT ANALYSIS

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

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

46. 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 approximate 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
47. Why is rotary the ‘easiest’ skill for skiers or riders, ages 4- to 6-years old, to use when changing directions of their skis or boards?

48. Why may children may brace in 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. Observing children skiing/riding on the back of their boots doesn’t tell you anything
   d. None of the above

49. What are the three stages in the development of coordination: (Circle all that apply) ***
   a. Unilateral - Bilateral - Cross-lateral
   b. Sensory Input - Interpretation - Motor Response
   c. Initial - Elementary - Mature
   d. All of the above

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

51. The maturity of the perceptual motor system is a function of the child’s physical and cognitive development. ***
   True  False
52. Any type of movement that helps children to work on their balance or react is good for developing dynamic balance. ***

   True   False

53. The developmentally appropriate movements children make are referred to as “Real and Ideal” movements

   True   False

54. Appropriate speed and easier terrain may reduce defensive tendencies in children and adults.

   True   False

55. 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

56. 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

57. 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 also 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
58. You have a teen student that you’ve taught before, and have been scheduled to teach this teen again. 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

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

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60. When children are in terrain that is too challenging, explain what you see as it applies to Maslow’s Hierarchy of Needs. How would you remedy the situation to help fulfill your student’s needs? Why?

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61. 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 6 more inches. How do you adjust your lesson plan for the rest of the afternoon? Explain your adjustments in terms of CAP and Maslow’s Hierarchy of Needs?

62. 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

63. 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
64. A child who has too much stimulation can become anxious.

   True          False

65. 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

66. What type of learners do children with AD/HD tend to be? (Circle all that apply) ***
   a. Watchers
   b. Doers
   c. Thinkers
   d. Feelers

67. Based on your answer to previous question, list two (2) things you can do to help this child stay focused and have a ‘happy’ day.

   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

68. 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. Adjust information according to the child’s capacity to receive it
   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
69. 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

70. You are teaching a group of 9-year old intermediate skiers/riders. One of the children exhibits these behaviors: Not doing what is asked, is disruptive, may be aggressive toward other children, doesn’t understand hill safety, and is not social or attentive. Using the CAP Model as a guide, what would you say to the parents about the child’s behavior at the end of the day?

   Cognitive: ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

   Affective: ____________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

   Physical: ____________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

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

   True          False
72. A child’s equipment may be a different size than yours. You should adjust your turns to be more similar in size to theirs.

   True          False

73. Inappropriate equipment can increase the difficulty of movement.

   True          False

74. 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

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

   True          False

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

   True          False

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

   True          False

78. 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

79. 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

80. Students obtain feedback from their instructor (extrinsic feedback) or from their own observations and experience (intrinsic feedback)

   True          False
81. A snug fitting helmet is crucial to for proper protection from a helmet.

True            False

82. 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

83. Pick one of the statements from “Your Responsibility Code”. How would you incorporate it in a lesson for the following age groups?

   a. 3–6 years __________________________________________________________

   b. 7–11 years _________________________________________________________

   c. 12-14 years _______________________________________________________
84. What are two (2) strategies that you use to involve the parents in reinforcing the code with their children?

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85. “Smart Style” provides a clear message about proper use of terrain parks. What are the five (5) main messages - in order - associated with Smart Style?  ***

S: ____________________________________________________________________________________
M: ____________________________________________________________________________________
A: ____________________________________________________________________________________
R: ____________________________________________________________________________________
T: ____________________________________________________________________________________

86. Based on your answer to previous question, list at least five (5) skills or maneuvers that your student or class should be familiar with before introducing them to a terrain park. Why did you select these skills?

1. ____________________________________________________________________________________
2. ____________________________________________________________________________________
3. ____________________________________________________________________________________
4. ____________________________________________________________________________________
5. ____________________________________________________________________________________
87. 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
CS2 Essay

Choose one (1) of the below topics. Write a 500-1,000-word essay - minimum of one (1) and maximum of two (2) typewritten pages in length. Your essay must be included with your Workbook to receive credit and is worth 20 points.

A. Have you worked with a challenging (special needs or just a challenging) child? Please describe the following characteristics and behaviors:

- What’s was the child’s stage of cognitive development?
- What was the child’s learning motivation?
- What was the child’s stage of emotional (affective) development?
- What were the child’s beliefs, attitudes, and values?
- What was the child’s stage of physical development and past movement experiences?

Were you able to create a learning partnership with this child? What lesson plan did you develop and why did you choose this plan? What were the challenges and opportunities, and how did you manage these elements? Were you successful in reaching your learning objectives?

B. 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 a focus in creating an exceptional learning experience. Please create a lesson plan based on an actual teaching experience that:

- Sets realistic goals for the child/children you are working with
- Presents information in a manner that fits their age(s), abilities and learning preferences
- Shows your understanding of a student’s (or students’) behaviors
- Demonstrates movement skills that are consistent and attainable for their physical maturation

In addition:
- What successes and challenges did you face?
- Why did you choose this lesson plan?
- What did you learn from this experience?

C. Please enclose a photo, photomontage, or short video showing a child demonstrating a particular skiing or 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 model.

In addition:
- What successes and challenges did you face?
- Why did you choose this lesson plan?
- What did you learn from this experience?