



PSIA-RM-AASI

Children's Education Training Team



Children's Specialist 1 Workbook 2017-18

Print your full name on each page:

Date:

Please outline/state your goals for the CS process: (What do you intend to learn in this process?)

We recommend you reference the CS1-CS2 rubric and the Children's National Certification Standards. Both documents are found on the PSIA-RM website under Children's Reference Materials. We recommend you read the PSIA Children's Instruction Manual and the PSIA Children's teaching handbook in preparation for completing this workbook.

CS1 is a multi discipline event. There are multi discipline questions in this workbook, we expect every participant to answer every question.

Children's Specialist 1 Processes and Standards

COURSE DESCRIPTION:

This two-day event covers teaching children of all age's, ability levels 1 through 5. Topics include exercises to develop skills, movement analysis, and usage of the C.A.P. model for our younger students.

Participants will receive a "Certificate" upon successful completion of this event to recognize knowledge, skill, and expertise as a children's specialist 1.

Candidates are evaluated through their submission of an online "level of comprehension" quiz, their completion of the online workbook (80% correct or higher), and their performance of on-snow teaching scenarios and indoor movement analysis. CS1 facilitators assess candidate knowledge throughout the 2-Day event. Therefore, active participation in the on-snow clinic portions of CS1 is essential. The group facilitator will sit down with each candidate and add suggestions for areas of improvement at the candidate's request. This is a two-day event with one final scorecard. If a candidate is unsuccessful at attaining CS1, both days will need to be taken again.

Pre-requisites:

- PSIA Level 1 Certified or foreign equivalent.
- The CS1 workbook must be completed prior to the event and brought to Day 1 (The online workbook can be downloaded from the PSIA-RM website)
- Online Quiz must be completed prior to the event. Quiz score must be 80% or better to be successful.

Both days are on snow.

Day one will consist of a deeper understanding of the CAP model, and of movement analysis evaluation.

Day two will consist of on snow teaching presentations

CHILDREN'S SPECIALIST 1 WORKBOOK QUESTIONS

1. What would you include in a discussion about lift safety? Circle all that apply.
 - a. Explain unloading procedures.
 - b. Remind children to sit with their back in the chair.
 - c. Horseplay is OK if the safety bar is down.
 - d. Draw two lines in the snow and have the children pair up and practice.
 - e. Remind children not to hit their skis together while on the chair lift.

2. To make sure each student is prepared to begin a safe, successful day, which questions might you ask a student or their parents before the lesson? Circle all that apply.
 - a. Where and when can the parents meet the child at the end of the day?
 - b. What is plan B for the child who has had enough and cannot continue?
 - c. Is the child properly dressed and is their equipment appropriate and functioning?
 - d. Does the child have any allergies, medical or special considerations?

3. List the five main elements of Smart Style.
S
M
A
R
T

4. List the 7 points of the responsibility code.

5. Which of the following tactics can be used to improve the odds of not losing a child?
Circle all that apply.
 - a. The teacher skis/rides close to the group
 - b. The group stops at short intervals along the slope
 - c. Use the buddy system
 - d. Ski/ride as fast as possible through all intersections
 - e. Have a specific meeting place on all runs
 - f. Let the child know what to do if separated from the class

6. What two elements make up the learning partnership?
 - a. Child and parent relationship
 - b. Student profile and instructor behavior
 - c. Instructor behavior and parent relationship
 - d. Positive teaching model and lesson strategies

7. A learning partnership should remain static once the partnership is established.

- a. True
 - b. False
8. When you thoroughly understand the elements influencing the student profile, you are better prepared to mold your actions (instructor behavior) or create a positive learning partnership.
- a. True
 - b. False
9. You must use the teaching cycle in order
- a. True
 - b. False
10. List the four stages of the teaching cycle. (The children's version)
- a.
 - b.
 - c.
 - d.
11. The teaching cycle is a component of the teaching model
- a. True
 - b. False
12. Goals and objectives are the same thing.
- a. True
 - b. False
13. Choose three instructor behaviors that take place during the summary phase of the lesson.
- a. Review the day
 - b. Preview the next day
 - c. Self-Practice
 - d. Establish multiple objectives
 - e. Skittles are an acceptable tip
14. All children basically prefer to learn in one similar way.
- a. True
 - b. False
15. Watcher, feelers, doers, thinkers can be terms used for different kinds of
- a. Goals
 - b. Learning preferences

c. Teaching styles

16. We each have a dominant preference for learning. The instructor should favor their dominant preference as the way they teach.
- True
 - False
17. One theory on learning preferences divides learners into three types of learners – Visual, Auditory, and Kinesthetic oriented learners.
- True
 - False
18. The way a lesson is presented is commonly defined as the
- Command style
 - Instructor choice
 - CAP model
 - Teaching style
19. When an instructor leads students through a series of activities to help them learn one specific outcome, which one of the following teaching styles is the instructor using?
- Reciprocal
 - Guided discovery
 - Student learning
 - Lateral learning
20. List the 5 steps best used when working with parents to problem solve.
- -
 -
 -
 -
21. At the end of the lesson, summarizing the lesson is valuable to the students and parents. List 6 things as a best practice to share with parents.
- -
 -
 -
 -
 -
22. Stepping Stones is a theory used to help instructors determine teaching progressions to aid students in reaching a desired goal or outcome.
- True

- b. False
23. The concept of using new learning in a variety of situations and applying the learning in new situations to help establish understanding and ownership of a skill is an example of:
- a. Generalization
 - b. Lateral learning
 - c. Layering learning
 - d. Guided discovery
24. List the five stages of Maslow's Hierarchy of Needs.
- a.
 - b.
 - c.
 - d.
 - e.
25. List Howard Gardner's 8 multiple intelligences.
- a.
 - b.
 - c.
 - d.
 - e.
 - f.
 - g.
 - h.
26. A child between 7-12 years old should be able to follow a series of 3 directions.
- a. True
 - b. False
27. What do the three letters of the CAP model stand for?
- a. C _____
 - b. A _____
 - c. P _____
28. Which realm of the CAP model refers to the way children think?
29. Which realm of the CAP model refers to the way children move?
30. Which realm of the CAP model refers to the way children feel?

31. The cognitive, affective and physical development for each child occurs at the same rate.
- True
 - False
32. The CAP model can be used for every student including adults.
- True
 - False
33. At which of Piaget's Stages of Development do children start seeing the world from more than one perspective?
34. The four stages of development theorized by Jean Piaget relate to an approximate age range. Write the age of development next to the stages listed below.
- Sensori-motor
 - Pre-operational
 - Concrete operational
 - Formal operational
35. A child's physical and mental stage of development will affect the way they learn.
- True
 - False
36. During the pre-operational stage children:
- Are able to understand the concept of cause and effect
 - Are egocentric in their thinking
 - Can think logically about objects and events
 - All of the above
37. At which age do children typically become capable of dealing with competition with other children in more positive ways?
- 0-2 years old
 - 3-5 years old
 - 6-7 years old
 - 7-11 years old
38. Which behaviors are most likely observed when teaching 3-6 year old children? Circle all that apply.
- A child may burst into tears when parents drop them off for lessons.

- b. When several directions are given at once, young children can follow them with little difficulty.
 - c. Young children do not care if they receive any personal attention.
 - d. Children will learn best through lengthy discussions, not through activities.
39. The principles of physical growth and development in children include? Circle all that apply.
- a. Control develops from the head down and the trunk out
 - b. Large movement control comes before small movement control
 - c. Movement control occurs at the same age for all children
 - d. Control of one sided movement develops before control of two sided movements
40. Cross-sided movements are more advanced than one-sided movements.
- a. True
 - b. False
41. It is easier for younger children to maintain their balance in a wide stance rather than a narrow one.
- a. True
 - b. False
42. It is easier for children to control small muscle groups rather than large muscle groups.
- a. True
 - b. False
43. The following may contribute to children sitting back when skiing or riding. Circle all that apply.
- a. The terrain is too steep for their ability
 - b. Their lower center of gravity makes them sit back
 - c. They may be unable to flex their boots
 - d. They are fearful of the terrain
44. Circle the answers below that describe how you adjust your teaching for 5 and 6 year olds based on the fact they are only starting to develop the ability to distinguish between left and right.
- a. Face away from students when demonstrating right or left so that your left and the children's left is the same.
 - b. Indicate direction using visual cues (unique trees, cut-out figures, and ribbons) as well as the words "right" and "left".
 - c. Repeat the same directions over and over again, louder and louder.
45. Which of the following concepts can be used when introducing the mechanics of balance or stability to children?
- a. Flexing the knees and ankles with the feet apart enhances balance.

- b. Balance is enhanced when the body's center of gravity moves closer to the base of support. (Lower).
- c. The center of gravity must be kept over the base of support for stability and balance.
- d. All of the above.

For questions 46 – 60 indicate if the statements applies to older children with an “O” or younger children with a “Y”. Generally older children are considered to be ages 8 and older and younger children are considered to be 7 and younger. Circle the correct letter O or Y.

- 46. Reasoning is based on appearances, how things look and happen. O or Y
 - 47. Ability to understand rules and consequences. O or Y
 - 48. Not able to reverse a series of directions or thoughts. O or Y
 - 49. Believes the world revolves around them (egocentric). O or Y
 - 50. Can follow instructions with 3 or more items. O or Y
 - 51. Non-competitive, playing is winning. O or Y
 - 52. Beginning to learn how to share and play with other children. O or Y
 - 53. Cooperation is play. O or Y
 - 54. Sets goals and works to accomplish them. O or Y
 - 55. Able to move upper body in opposition to lower body. O or Y
 - 56. Whole body tends to move as a single unit. O or Y
 - 57. Well established fine motor movements. O or Y
 - 58. Center of mass is located higher in the body. O or Y
 - 59. Tires easily and quickly. O or Y
 - 60. Tends to have a shorter attention span. O or Y
-
- 61. When handling behavior management issues it is recommended to use threats instead of consequences.
 - a. True
 - b. False

 - 62. It is important to set clear, consistent guidelines regarding class behavior when teaching children.
 - a. True
 - b. False

 - 63. When dealing with a challenging student:
 - a. Try to determine if there is a physical source of problems
 - b. Try to determine if the student understands the expected behavior/task
 - c. Try to determine if the student is being expected to perform at too high of a level
 - d. All of the above

64. List 6 steps used when assessing the source of inappropriate behavior.
- a.
 - b.
 - c.
 - d.
 - e.
 - f.
65. Define what the letters of the acronym ADHD mean.
- a. A _____
 - b. D _____
 - c. H _____
 - d. D _____
66. ADD and ADHD are complex and controversial, with no clear scientific consensus. ADHD is easy to misdiagnose. Should ski and snowboard instructors be conclusive in the perceived behaviors of their students in lessons?
- a. Yes
 - b. No
67. When working through behavior issues with a student, it is recommended to present acceptable options for behaviors, not about what a student can't do.
- a. True
 - b. False
68. Positive reinforcement should be given after appropriate behavior is exhibited.
- a. True
 - b. False
69. Younger children see things in the distance more clearly than they see nearby objects.
- a. True
 - b. False
70. The morals and morality of 3 to 5 year olds are based on:
- a. Personal needs
 - b. Right and wrong
 - c. Group goals
 - d. Answer a & c
 - e. Answer a & b
71. The moral development of children aged 12 to 14 is largely based 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
 - e. Answer c & d
72. Laterality is the preference that most people show for one side of their body over the other.
- a. True
 - b. False
73. The maturity of the perceptual motor system is a function of the child's physical and cognitive development.
- a. True
 - b. False
74. Match the terms, *Reversibility*, *Laterality* and *Directionality* to the correct definition below.
(One definition will remain blank)
- a. Preference for one side of the body over the other
 - b. The ability to reverse directions or mirror opposite movements
 - c. The ability to navigate to a destination
 - d. Knows the difference between their own left and right compared to others
75. Lawrence Kohlberg agreed with Piaget's theory of moral development and wanted to develop his ideas further. Kohlberg's studies focus on the ways in which moral reasoning changes as people grow.
- a. True
 - b. False
76. At the start of the season a 12 year old may need to relearn skills previously mastered. Is this usually due to a growth spurt?
- a. Yes
 - b. No
77. Typically, the most appropriate gear for children will have a softer flex.
- a. True
 - b. False
78. The ski or snowboard length for children generally will be between their chest and their chin.
- a. True
 - b. False
79. Choose the skills to focus on for riders & skiers ages 4 to 6 years old.
- a. Pressure control
 - b. Edging/Tilting control

- c. Rotary control
 - d. All of the above
80. Young children develop control of the muscles supporting their head and torso before those controlling their limbs and extremities.
- a. True
 - b. False
81. When a child arrives with boots on the wrong feet, the instructor should not worry, because it doesn't really matter for young children to have their boots on the correct foot.
- a. True
 - b. False
82. In snowboarding the _____ describe what the body does and the _____ concepts describe what the board does.
83. Which of the following descriptions of arm positioning would be most effective when teaching 4-6-year-old riders?
- a. At the top of their heads like a trapeze artist
 - b. At their sides like a gorilla
 - c. Hands pointed downhill like a ski racer
 - d. Pointed uphill to avoid being overly countered
84. Describe three ways you meet student's needs for safety and security?
85. Define spider webbing and how you incorporate it into lessons.

86. List 3 props or teaching aids you use in lessons and describe how they benefit the students.

87. Using all realms of the CAP model, explain when a child is ready to leave the beginner area for more challenging green terrain.

C-

A-

P-

88. How could you introduce freestyle into a beginner lesson?

Complete the remaining questions (89-95) based on one of your teaching experiences. Indicate the number of students in the lesson you are referencing, the ages of the students and their general skill level.

Number of students _____ Ages of students _____ General skill level _____

89. Describe the conditions of the day (weather, time, grooming, crowds, etc.)

90. What was the specific ability level of the group at the beginning of the lesson and then at the end of the day? If some students were at different levels please include details of this.

91. What was your expected outcome of the lesson? What were the student's goals?

92. What activities, tasks or games did you choose to improve your group's skills? Why?

93. How did you teach "Your Responsibility Code" to your students?

94. Explain one thing that went very well in this lesson. Explain one thing that did not go well and why?

95. If the age of your students in this lesson were different, how would your lesson plan change to fit this new age group?

EXTRA CREDIT:

These character names are from Dr. Seuss, no need to go look them up. Simply pick one and draw a picture of what it might look like. If you're not an artist then tell a story about where this creature may live and what kind of activities it likes to do. Have fun and be creative!

Fizza-ma-wizza-ma-dill

Grickily Gractus

Tufted Mazurka