

Children’s Specialist 1 Teaching Scenarios

The following teaching scenarios were created to include a range of abilities, skills, interests and include cognitive or affective needs. They provide a unique student profile and basic lesson content from which candidates will generate and individually lead a skill-based progression during the second day of their CS1 Assessment. Candidates will be given a teaching scenario and are expected to move the group during their teaching segment. 30 minutes of preparation time will be given to work in small groups prior to leading the on-snow individual teach. This time should be used to develop a goal statement, suitable progression, preferred terrain choice, and tactics for teaching to the student’s profile.

Teaching Scenario will begin with candidate reading to the group their scenario card and goal statement. The teaching scenario will conclude with a brief conversation with the students and the students’ parent. Candidates will either select or be assigned a specific age to teach. Candidates will select a fundamental skill they’d like to address in achieving the outcome. Fundamental skills are below in a simplified form.

ALPINE FUNDAMENTAL SKILLS

- Edge Control
- Rotational Control
- Magnitude of Pressure
- Ski to Ski Pressure Control
- Fore/Aft Pressure Control

SNOWBOARD FUNDAMENTAL SKILLS

- Torsional Flex (Twist) Control
- Tilt Control
- Pivot Control
- Magnitude of Pressure
- Board Width Pressure Control
- Board Length Pressure Control

<p style="text-align: center;">1</p> <p>Teach a group of ____ year old, level 3, students, how to apply a variety of stopping methods. The group is fun, giggly, and spatial and music smart. Their parents are heavily involved in their learning.</p> <p>FUNDAMENTAL SKILL: _____</p>	<p style="text-align: center;">3</p> <p>Teach a group of ____ year old, level 5, students, how to ski/ride switch and safely perform a switch J-turn. The group is timid and seems logical-mathematical intelligent. Their parents are understanding and encouraging.</p> <p>FUNDAMENTAL SKILL: _____</p>
<p style="text-align: center;">2</p> <p>Teach a group of ____ year old students how to make their first c-turns. The group is quiet and showing elements of bodily-kinesthetic intelligence. Their parents love sliding and want their children to like it, too.</p> <p>FUNDAMENTAL SKILL: _____</p>	<p style="text-align: center;">4</p> <p>Teach a group of ____ year old, level 3, students, how to become more proficient with flat land mobility. The group is excited to learn and is linguistic and nature-smart. Their parents tend to hover very closely during the lesson.</p> <p>FUNDAMENTAL SKILL: _____</p>

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<p>5</p> <p>Teach a group of ____ year old, level 4, students, how to vary turn shape and size. The group is spatially intelligent and has a strong sense of independence. Their parents are adventure seekers and like to bring their kids with them.</p> <p>FUNDAMENTAL SKILL: _____</p>	<p>9</p> <p>Teach a group of ____ year old, level 5, students tactics for exploring variable conditions/terrain. Their movements are tentative and they like science. Their parents are new to the sport.</p> <p>FUNDAMENTAL SKILL: _____</p>
<p>6</p> <p>Teach a group of ____ year old, level 5, students, how to use just their edges to shape a turn. The group likes skateboarding, rollerblading, and is highly creative. Their parents are patient, yet excited for their children.</p> <p>FUNDAMENTAL SKILL: _____</p>	<p>10</p> <p>Teach a group of ____ year old, level 3, students, to turn independently of the instructor. They enjoy hip hop music and are constantly seeking approval from you. Their parents understand that learning to ski and snowboard takes time.</p> <p>FUNDAMENTAL SKILL: _____</p>
<p>7</p> <p>Introduce a group of ____ year old, level 3, students, to basic freestyle tricks. The group is energetic and likes music and cartoons. Their parents want to take their children on black diamond trails tomorrow.</p> <p>FUNDAMENTAL SKILL: _____</p>	<p>11</p> <p>Introduce a group of ____ year old, level 4 students to their first adventure zone/marked tree trail. The group is very curious and enjoys team sports. Their parents are very safety conscious.</p> <p>FUNDAMENTAL SKILL: _____</p>
<p>8</p> <p>Introduce a group of level 5 ____ year olds to racing. They group is exceptionally inquisitive and enjoys light competition. Their parents are also exceptionally inquisitive.</p> <p>FUNDAMENTAL SKILL: _____</p>	<p>12</p> <p>Introduce a group of ____ year old, level 5, students, to do their first bump run. They enjoy taking risks and drawing. Their parents enjoy watching their children learn.</p> <p>FUNDAMENTAL SKILL: _____</p>

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<p style="text-align: center;">13</p> <p>Teach a group of ____ year old, level 3 students, how to stop safely in a group setting. They like music and seem apprehensive. Their parents are risk takers.</p> <p>FUNDAMENTAL SKILL: _____</p>	<p style="text-align: center;">15</p> <p>Teach a group of ____ year old, level 5, students, how to see and experience the mountain as a playground. They like BMX bikes and being leaders. Their parents are very supportive of their children’s interests.</p> <p>FUNDAMENTAL SKILL: _____</p>
<p style="text-align: center;">14</p> <p>Teach a group of ____ year old, level 4, students, how to jump and to land. They are constantly seeking attention from you and others. Their parents want to be able to teach their kids more after the lesson.</p> <p>FUNDAMENTAL SKILL: _____</p>	

Descriptions about ability levels is available on PSIA-AASI Progress Cards available at:
<https://thesnowpros.org/progress-cards-schools/>