



ROCKY MOUNTAIN DIVISION

Professional Ski Instructors of America
American Association of Snowboard Instructors

Children's Specialist 2 Teaching Scenario

Development Cards

Choose Your Own Teaching Adventure!

These cards will be used as a system for CS2 candidates to create a scenario for the teaching segment on day 3 of the CS2. There are four categories: Task, Age, Cognitive and Affective. Candidates will draw one card from each of the categories. Candidates will then combine the information from the four cards to create their teaching scenario. From this information the candidate needs to create a goal statement and demonstrate a creative lesson, meeting the needs and motivations the cards describe. The cards are meant to create options and not be restrictive. Candidates will need to display their understanding of children to align all four cards, looking deep than face value. The teaching segment needs to show relevance to the alpine or snowboard fundamentals.

The cards should be downloaded and used in preparation for the CS2. The examiner will make sure candidates teach one younger child and one older child by tracking the child's age from the Movement Analysis and the day 2 teach. The examiner will then remove that age range from the options for the day 3 teach. For example, if a candidate has a younger child for day 1 and consequently, day 2, they will only have the option to choose an older child or teen for day 3.

COGNITIVE

Student doesn't demonstrate a clear understanding of movements related to lateral and fore/aft balance, and needs this understanding to advance in skill.

AFFECTIVE

Fear – Student is fearful of going too fast and losing control. Currently uses bracing, defensive movements for speed control. Student wants to feel in control.

COGNITIVE

Student is a musician and plays the violin and piano. Student wants to understand how to apply characteristics of playing violin or piano to skiing or riding movements.

AFFECTIVE

Nervous - Being in a group situation makes this student nervous. This is a group lesson. How can the instructor format the group to relieve this student's anxiety?

COGNITIVE

Visual/Spatial- likes to draw and refers to various shapes. This student has shown an interest in knowing trail names and in using the trail map. Blend this with developing a skill in their skiing or riding.

AFFECTIVE

Student is consistently skiing/riding more slowly compared to the rest of the group. As a result this student appears to be frustrated and is sensitive to being a slower skier/rider.

COGNITIVE

Bodily/Kinesthetic-takes dance lessons after school and enjoys playing tennis. Blend these abilities with enhancing skiing/riding skills.

AFFECTIVE

Engaged - Listens to others with respect. Find out what keeps this student engaged in their learning and employ this in your lesson.

COGNITIVE

Musical –Student seems to like singing and is often singing while skiing/riding. Connect singing to their body and ski/board performance.

AFFECTIVE

Disengaged – Student appears to be bored on the current terrain. Find out how to re-engage this student in their learning on the same terrain.

COGNITIVE

Interpersonal - really social and interactive with the other students in the lesson. Create a learning environment that inspires team learning.

AFFECTIVE

Active and excited participant – Student likes to Participate in discussions. Create a lesson to keep this student active and excited.

COGNITIVE

Intrapersonal – Student tends to be quiet and slightly removed from group discussions. Determine how to reach this student's learning tendency.

AFFECTIVE

Compassionate – Student shows sensitivity towards others in the lesson and on the hill. Always willing to help others in need, a great trait however may distract from the lesson. Channel this to be productive.

COGNITIVE

Linguistic – Student has a strong vocabulary and likes reading books. Utilize this trait in lesson creation.

AFFECTIVE

Cooperative - listens to instructor and gets along well with peers. Channel this into the lesson.

COGNITIVE

Logical/ Mathematical - Student notices numbers on the hill and chairlifts and like to make games that include numbers.

AFFECTIVE

Confident - Student has a strong belief in their ability and expresses that they already know it all.

COGNITIVE

Logical/ Mathematical – Student continually asks for reasons while doing tasks. Share decision making to address this.

AFFECTIVE

Individual needs - Enjoys being in a group, however prefers to practice on their own.

COGNITIVE

Naturalistic - Tends to group people and objects according to similar characteristics. Doesn't enjoy learning that has no connection to nature.

AFFECTIVE

Motivation – A student REALLY wants to learn a specific new trick or ski/ride a double black diamond. The student does not have the skill to do this safely.

<p style="text-align: center;">TASK</p> <p>Teach activities that will help students navigate the snow surface focusing on using rotational, edging or pressure control movements.</p>	<p style="text-align: center;">SB</p> <p>Teach activities that will help students navigate the snow surface focusing on using tilt, twist or pivot board performances.</p>
<p style="text-align: center;">TASK</p> <p>Teach how the use of pressure management changes with variable terrain. Address body and ski performance.</p>	
<p style="text-align: center;">TASK</p> <p>Teach activities to promote guiding both feet and legs through the turn and build on a more parallel relationship of the skis. Leg rotation should be the primary rotary mechanism.</p>	<p style="text-align: center;">SB</p> <p>Teach activities to promote twist and sequential foot movements through the turn and build an earlier edge engagement with the board</p>

<p style="text-align: center;">TASK</p> <p>Teach basic parallel in un-groomed terrain. Student is dragging their poles with their arms at their side. Teach effective, functional pole use.</p>	<p style="text-align: center;">SB</p> <p>Pressure management tends to remain on the tail of the board.</p>
<p style="text-align: center;">TASK</p> <p>Teach activities to enhance racing and/or skiing with consistent turn size and shape without using any gates.</p>	<p style="text-align: center;">SB</p> <p>Teach ollies and nollies</p>
<p style="text-align: center;">TASK</p> <p>Teach activities to prepare for doing entry level airs or boxes in the park for the first time. If a park isn't available use appropriate terrain.</p>	<p style="text-align: center;">SB</p> <p>Teach activities to prepare for doing entry level airs or boxes in the park for the first time. If a park isn't available use appropriate terrain.</p>

<p style="text-align: center;">TASK</p> <p>Skier tends to pivot feet underneath body and use the terrain and bumps to control descent. Student likes bumps and steeps.</p>	<p style="text-align: center;">SB</p> <p>Rider tends to create high edge angle and uses terrain and bumps to control descent. Students likes bumps and steeps.</p>
<p style="text-align: center;">TASK</p> <p>Student's goals are to have fun and go fast. The student needs to work on skill enhancement to become more proficient at parallel turns on all blue terrain.</p>	<p style="text-align: center;">SB</p> <p>A level 6 rider was taught by their dad to use their back leg to redirect the board. They want to learn how to ride big mountain terrain.</p>
<p style="text-align: center;">TASK</p> <p>Teach a bump progression for students who have never been in the bumps before, and are ready for a blue bump run.</p>	<p style="text-align: center;">SB</p> <p>Teach students how to prepare to ride tree trails without going into the trees.</p>

<p style="text-align: center;">TASK</p> <p>Teach activities to enhance effective pole use for more accurate movements on challenging terrain.</p>	<p style="text-align: center;">SB</p> <p>Teach activities to introduce elements of switch riding for more challenging activities.</p>
<p style="text-align: center;">TASK</p> <p>You've observed the student typically moves their hip to the inside of the turn to affect edge change. Adjust this movement pattern. Student likes speed and typically skis with a high edge angle.</p>	<p style="text-align: center;">SB</p> <p>You've observed the student rotates their hip to the new edge to affect edge change. Adjust this movement pattern. This student likes short turns.</p>
<p style="text-align: center;">TASK</p> <p>Create an efficient movement pattern for skiing short radius turns. Be clear with the skill focus.</p>	<p style="text-align: center;">SB</p> <p>Teach your student how to prepare for riding in a half pipe when there isn't a half pipe available.</p>

AGE 5	AGE 8
AGE 6	AGE 9
AGE 7	AGE 10

AGE 11

AGE
14

AGE 12

AGE
15

AGE 13