

Children’s Specialist 2 Teaching Scenario Cards 2021-22

Choose Your Own Teaching Adventure!

These cards are designed to create teaching scenarios for CS2 candidates. There are five categories:

1. **Cognitive**
2. **Affective (Social & Emotional)**
3. **Task (Alpine or Snowboard)**
4. **Parent**
5. **Age**

Candidates will draw one card from each of the categories and combine the information from the cards to create a unique student and parent profile. From this information, a goal statement must be created and used to facilitate a creative and skill-based lesson that meets the needs and motivations described in the cards. The cards are meant to create options and not be restrictive. Candidates must look deeper than face value to display their understanding of stages of development and align all five cards. The teaching segment needs to show relevance to the alpine or snowboard fundamentals.

Download and print out these cards and use them to prepare for the CS2 assessment. Candidates will be asked to teach multiple ages of children throughout the assessment. Teaching Scenarios will begin with candidate reading to the group their scenario cards and goal statement. The teaching scenario will conclude with a brief conversation with the students and the students’ parent.

<p style="text-align: center;">Cognitive 1</p> <p>Students demonstrate an unclear understanding of movements related to balance and need this understanding to advance in skill.</p>	<p style="text-align: center;">Affective 1</p> <p>One student wants to feel in control and is fearful of going too fast. The student currently uses bracing, defensive movements for speed control. Another student enjoys speed.</p>
<p style="text-align: center;">Cognitive 2</p> <p>Several students play musical instruments and others are dancers. One student wants to understand how to apply characteristics of playing violin or piano to skiing or riding movements.</p>	<p style="text-align: center;">Affective 2</p> <p>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? The other students are confident and inclusive.</p>

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<p>Cognitive 3</p> <p>The students have shown an interest in knowing trail names, in using the trail map, and making it to as many different trails as possible. Blend this with developing a skill in their skiing or riding. Many of the students like to draw and one enjoys exploring nature.</p>	<p>Affective 3</p> <p>One student is consistently skiing/riding more slowly than to the rest of the group. As a result, this student appears to be frustrated and is sensitive to being a slower skier/ rider.</p>
<p>Cognitive 4</p> <p>This group of students are Bodily/Kinesthetic. One takes dance lessons after school and enjoys playing tennis. The others enjoy team sports. Blend these abilities with enhancing skiing/riding skills.</p>	<p>Affective 4</p> <p>The group is very engaged and listens to each other with respect. Find out what keeps these students engaged in their learning and employ this in your lesson.</p>
<p>Cognitive 5</p> <p>Students come from musical families. Each plays an instrument and sings in a choir. They often sing while skiing/riding. Connect singing to their body and ski/board performance.</p>	<p>Affective 5</p> <p>The oldest two of three siblings appear to be bored on the current terrain. Find out how to re-engage these students in their learning on the same terrain so as not to over-terrain the youngest.</p>
<p>Cognitive 6</p> <p>The students are social and interactive with each other. Create a learning environment that inspires team learning.</p>	<p>Affective 6</p> <p>Student likes to participate in discussions but can dominate the conversation. Create a lesson to keep all students active and excited.</p>

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<p>Cognitive 7</p> <p>One student tends to be quiet and slightly removed from group discussions. The others have been friends for a long time and ski together often. Determine how to include the new, quiet student into the group.</p>	<p>Affective 7</p> <p>One student shows sensitivity towards others in the lesson and on the hill. They are always willing to help others in need, sometimes distracting from the learning. Channel this trait to be productive to the lesson.</p>
<p>Cognitive 8</p> <p>Student has a strong vocabulary and likes reading books. Utilize this trait in lesson creation.</p>	<p>Affective 8</p> <p>Student listens to instructor and gets along well with peers. Channel this trait to be productive to the lesson.</p>
<p>Cognitive 9</p> <p>Student notices numbers on the hill and chairlifts and likes to make games that include numbers.</p>	<p>Affective 9</p> <p>Student has a strong belief in their ability and expresses that they already know it all.</p>
<p>Cognitive 10</p> <p>Student continually asks for reasons while doing tasks. Share your decision-making process to address this.</p>	<p>Affective 10</p> <p>Student enjoys being in a group but prefers to practice on their own.</p>

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<p>Cognitive 11</p> <p>Student tends to group people and objects according to similar characteristics and doesn’t enjoy learning that has no connection to nature.</p>	<p>Affective 11</p> <p>A student REALLY wants to learn a specific new freestyle trick or ski/ride a double black diamond. The student does not have the skill to do this safely.</p>
<p>Alpine Task 1</p> <p>Teach activities that will help students navigate the snow surface, with a focus on using rotational, edging, or pressure control movements (select one).</p>	<p>Snowboard Task 1</p> <p>Teach activities that will help students navigate the snow surface focusing on using tilt, twist, or pivot board performances (select one).</p>
<p>Alpine Task 2</p> <p>Teach how the use of pressure management changes with variable terrain. Address body and ski performance.</p>	<p>Snowboard Task 2</p> <p>Teach activities to promote twist and sequential foot movements through the turn to create earlier edge engagement.</p>
<p>Alpine Task 3</p> <p>Teach activities to promote guiding both feet and legs through the turn and building a more parallel relationship of the skis. Leg rotation should be the primary rotary mechanism.</p>	<p>Snowboard Task 3</p> <p>Pressure management tends to remain on the tail of the board. Teach activities to help the students move pressure forward on their boards.</p>

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<p>Alpine Task 4</p> <p>Teach basic parallel in ungroomed terrain. The students are dragging their poles with arms at their side. Teach effective, functional pole use.</p>	<p>Snowboard Task 4</p> <p>Teach ollies and nollies.</p>
<p>Alpine Task 5</p> <p>Teach activities to enhance racing and/or skiing with consistent turn size and shape without using any gates.</p>	<p>Snowboard Task 5</p> <p>Teach activities to prepare for entry level airs or boxes in the park for the first time. If a park isn't available use appropriate terrain.</p>
<p>Alpine Task 6</p> <p>Teach activities to prepare for entry level airs or boxes in the park for the first time. If a park isn't available use appropriate terrain.</p>	<p>Snowboard Task 6</p> <p>Rider likes bumps and steps and uses a combination of high edge angle and terrain to control descent. Teach the rider how to effectively manage edge control in this type of terrain.</p>
<p>Alpine Task 7</p> <p>Skier likes bumps and steps and tends to pivot feet underneath body using terrain to control descent. Teach the skier how to navigate a smoother, rounder path in bumps and steps.</p>	<p>Snowboard Task 7</p> <p>A level 6 rider was taught by their parent to use their back leg to redirect the board. Teach the student how to turn their board more effectively, so they have the skills needed to achieve their goal of exploring big mountain terrain.</p>

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<p>Alpine Task 8</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>Snowboard Task 8</p> <p>Teach students how to prepare to ride tree trails without going into the trees.</p>
<p>Alpine Task 9</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>Snowboard Task 9</p> <p>Teach activities to introduce elements of switch riding for more challenging activities.</p>
<p>Alpine Task 10</p> <p>Teach activities to enhance effective pole use for more accurate movements on challenging terrain.</p>	<p>Snowboard Task 10</p> <p>You’ve observed the student rotates their hip towards the new edge to initiate turns. Adjust this movement pattern. This student likes short turns.</p>
<p>Alpine Task 11</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>Snowboard Task 11</p> <p>Teach your student how to prepare for riding in a half pipe when there isn’t a half pipe available.</p>

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<p>Alpine Task 12</p> <p>Create an efficient movement pattern for skiing short radius turns. Be clear with the skill focus.</p>	<p>Parent 4</p> <p>The extended family is on vacation. They would love to learn about the day and their children's progress. The family would like to learn one aspect of the day that their child can teach them on a big family run together.</p>
<p>Parent 1</p> <p>Parents have been instructors in the past and know how important learning is to an instructor. Foreshadow and recap the lesson in language they understand.</p>	<p>Parent 5</p> <p>Parents are rushed to exit the lesson. Recap the lesson in a succinct way to respect their time.</p>
<p>Parent 2</p> <p>Parents are taking their own lesson today. They are currently the same ability level as their children. Outline the lesson so the parents can have an engaging conversation with their kids over dinner and in the hot tub.</p>	<p>Parent 6</p> <p>Parents have read all the books about skiing/snowboarding/telemarking. They love to show that they have this book knowledge. Preview and Recap the lesson to include their knowledge into the learning environment.</p>
<p>Parent 3</p> <p>Parents are very excited about skiing and want their children to learn as fast as they can. The parents understand their children are in a group lesson and want them to be pushed to learn fast. Review and Preview the lesson to include parents and the learning environment.</p>	<p>Parent 7</p> <p>Parents are excited about the kids taking lessons. All of their friends have talked about how magical the lesson experience is. Preview and Review the lesson to reinforce this focus.</p>

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<p>Parent 8</p> <p>Parents are very specific about what they would like their children to learn in a group lesson. Consider their desires and include this in the lesson.</p>	<p>Age 5</p>
<p>Age 6</p>	<p>Age 7</p>
<p>Age 8</p>	<p>Age 9</p>
<p>Age 10</p>	<p>Age 11</p>

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Age 12

Age 13

Age 14

Age 15