Professional Ski Instructors of America
American Association of Snowboard Instructors

Children's Specialist I (CS I)
Study Guide Questions

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Introduction

The CS I Study Guide Question Bank is another resource to help you prepare for your CS I event by investigating topics you may not otherwise explore. Answers to this *strongly recommended* learning experience may be found in the Children's Instruction Manual, 2nd edition, supplemental materials from the CS I Knowledge Review e-Course, and other PSIA-AASI Children's materials. Please refer to your division's section on "Children's Education" for more details on how to use this guide to prepare for the course.

Contributors and Developers

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# # #

Study Guide Questions

The CAP Model

1. Provide at least one example of <u>each</u> CAP characteristic for a group of 4-6 year olds.

2. Provide at least one example of <u>each</u> CAP characteristic for a group of 7-11 year olds.

3. Provide at least one example of <u>each</u> CAP characteristic for a group of teens.

4. Describe a situation where the generalizations about development for an age or stage of development were not what you expected. How did you handle this? Why did you use the approach you chose?

5. At what stage of development do children start seeing the world from more than one perspective? Please share an example you observed in a snowsports lesson.

6. What are the stages of Maslow's Hierarchy of Needs? How do the stages apply when teaching children or adults? Explain why, and give an example of how this may be evident in teaching snowsports.

7. What is reversibility? How does it impact your lesson plans for 5-6 year olds? 9-10 year olds? Based on your student's development, how do you address reversibility to eliminate confusion within a lesson?

8. What is laterality? How does it impact your lesson plans for 4-5 year olds? 7-8 year olds? Based on your student's development, how do you address laterality to eliminate confusion within a lesson?

9. What is directionality? How does it impact your lesson plans for 5-6 year olds? 8-9 year olds? Based on your student's development how do you address directionality to eliminate confusion within a lesson?

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The Learning Partnership

1. What is lateral learning? How would you apply this concept in a lesson? Please share one real life example.

2. What does VAK stand for? How does VAK relate to the Perceptual Motor System? How would you use VAK when working with a group of 6-7 year olds? How would you use VAK when working with a group of 11-12 year olds?

3. List three (3) activities you can do to help develop rapport with a group of 5-6 year old boys and girls that you are meeting for the first time.

4. List three (3) activities you can do to help develop rapport with a group of 8-9 year old boys and girls that you are meeting for the first time.

5. List three (3) activities you can do to create an inclusive atmosphere for a group of boys and girls ages 11+. What social aspects within the group are you expecting to see? How do you handle these aspects?

6. Describe why props or teaching aids benefit students. List three (3) props or teaching aids you use while teaching.

7. 'Spider Webbing' could be used to enhance or create a lesson for 7-8 year olds. Using a theme of your choice, or one that has been suggested by your students, provide an example of how you've used spider webbing in a lesson.

8. How do you set an experiential learning segment that creates fun, skill-specific activities that develop positive movement patterns? Please provide at least one example for two different ages or stages of development.

# # #

Movement Analysis

1. Explain the turning forces used commonly by children before they have developed the full use of their fine motor skills.

2. Young children develop control of the muscles supporting their head and torso before those controlling their limbs and extremities. Describe at least two possible effects on a child's skiing or riding.

3. Share three examples of why understanding children's physical development is important when teaching children.

4. Terrain selection influences a child's skill development. Explain how terrain selection may impact skill development differently for a 6 year old and a 10 year old.

5. How do you determine when a child is ready for "blue square" runs?

6. Your students are making "Z-shaped turns"; what is the cause & effect? What steps can you take to change the turn shape from a "Z" to a more effective ("C") shape?

7. Please describe the differences between the real and ideal movements that you observe in a 4-5 year old child. What movements would you enhance for their age? What are your coaching expectations to accomplish these movements?

8. Please describe the differences between the real and ideal movements that you observe in a 7-8 year old child. What movements would you enhance for their age? What are your coaching expectations to accomplish these movements?

9. Please describe the differences between the real and ideal movements that you observe in a 10-11 year old child. What movements would you enhance for their age? What are your coaching expectations to accomplish these movements?

# # #

Behavior Management

1. What are 3 steps you could use to problem solve behavioral issues with a group of 7-9 year old children?

2. Why is it important to set clear, consistent guidelines regarding class behavior when teaching children? Please provide at least two examples for one younger and one older child from your teaching experiences.

3. Describe at least two behavior management tactics you can use to make your lesson more effective.

4. Young children under 6 years old may exhibit signs of uncertainty when separating from their parents or caregiver. What approach have you used to successfully aid a child with the transition from their parents or caregiver? Why was your chosen approach successful?

5. What guidelines would you use when communicating with: (1) an anxious and overwhelmed 6-year old child? (2) a shy and intimidated 9-year old child? Why did you use your approach?

6. Generally, what are some objectives that parents want for their child while in a lesson? How would you incorporate these objectives into your lesson plan? How would you demonstrate to parents that you met these objectives? Why did you use your approach?

7. Using the CAP Model, describe how you would give accurate, positive feedback to parents after a "challenging" day with their non-compliant student.

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

9. What are some signs that you've witnessed in lessons that your students may need to use the restroom? How can you be more proactive in giving children the breaks they need?

10. How do you deal with lurking or spying parents? What approach did you use? Why did you use this approach?

11. How do you manage class dynamics when two of your 7-9 year old students start fighting by throwing snowballs at each other? What approach would you use? Why did you use this approach? Describe how you would provide feedback to each child's parents at the end of the lesson.

# # #

Safety Awareness

1. 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

2. Your entire class wants to go to the terrain park. Discuss the choices you have and the considerations that will help determine how you proceed.

3. How do you establish safe stopping points for different age groups?

4. Younger children are challenged with spatial awareness when in a group. How do you ensure each child's safety and what have you been successful with?

5. Discuss clothing challenges you have experienced in your lessons. How does this affect your students' experience? How do you approach this challenge with parents?

6. Discuss equipment challenges you have experienced in your lessons. How does this affect your students' experience? How do you approach this challenge with parents?