



Children's Specialist 2 Workbook



Safety Awareness

1. Guiding your students with good decisions and appropriate terrain will help keep them standing and more likely to enjoy the learning process. (Pg. 56)

True False

2. Looking for gaps in the traffic, moving shorter distances, having designated stopping points and grouping your students together will help keep your students from getting spread out. (Pg. 58)

True False

3. When a student is new to freestyle or the terrain park it is important to start them with appropriate features for the student's skill level. (Pg. 65)

True False

4. It is best to change your lesson plan when you see: (Pg. 79)

- a. Your students are bored
- b. Your students are cold
- c. Your students are tired
- d. All of the above

5. From your experience, what would be an appropriate activity for a bored student? (Pg. 79)

6. What advice would you give a parent who inquires: "Should my child wear a helmet?"



- a. Your child should wear a helmet because I do
- b. I don't think you should bother with the expense
- c. Educate yourself so you can make a decision about helmets for your child. Look at the NSAA website (nsaa.org) and click on "Lids for Kids"

7. Explain how you incorporate Your Responsibility Code into your lesson(s) for children 9 years and up and how you involve parents in reinforcing the code with their children. (Pg. 98)

The Learning Partnership

Student Profile and Instructor Behavior

8. Define the Learning Partnership. (Pg. 7)
9. What are the components of a student profile? (Pg. 88)
10. Give an example of a lesson experience when the stated age did not line up with the expected, or anticipated, level of development. (Pg. 88)
11. When delivering information to your young students you should always try to work on presenting your lesson to a variety of learning styles. (Pg. 20-21)
- True False
12. Define goals and objectives and give an example of each. (Pg. 18)
13. Goals are flexible and based on all the variables and individual abilities of your students. (Pg. 18)
- True False

14. When teaching children, which of the following statement's is **not** true? (Pg. 24)
- a. Instructors sometimes tend to "over-teach," which may become a reason for students not to want to come back
 - b. An exercise or drill should always resemble the way a student would ski or ride all the time
 - c. Instructors should only set up games after a new skill has been introduced, practiced and successfully attained
 - d. The instructor should guide initial practice and prepare children for effective independent practice
15. How can understanding the principle of "Transfer of Learning" help shorten the trial and error process? (Pg. 105)

TEACHING CONCEPTS

The Teaching Cycle: PDAS

16. When teaching children, the summary of your lesson should help the children remember what they did and learned. (Pg. 11, 27-28)
- True False
17. Compare "Play, Drill, Adventure, Summary" (PDAS) to the ATM teaching cycle. (Pg. 11)

18. Catwalk, parallel, herringbone and heelside are all words younger children grow up with and completely understand. (Pg. 27)

True False

19. Instructors have a variety of teaching styles to meet their student's needs. Describe three (3) teaching styles instructors may employ. (Pg. 21-23)

20. When using Guided Discovery teaching style, all activities are specific to arriving at one right answer. (Pg. 22)

True False

21. The content of the lesson you present is mainly directed toward meeting which of the following goals: (Pg. 18-19)

- a. Creating effective and efficient movements in your students as they learn and develop
- b. Using your favorite drills to ensure a fun learning environment
- c. Making sure every child in your class reaches the same skill level before you move on

Class Handling

22. When is the best time to provide information about a movement you want a child to perform?
(Pg. 100)
- a. Before and after
 - b. During the movement
23. Smart Style provides a clear message about proper use of terrain parks. What are the four (4) main messages associated with Smart Style and how can these four (4) messages be used in other coaching sessions?
(Pg. 112)



24. What do you do to improve the odds of not having a child get separated from your class?
(Pg. 88, 98-99)

Creativity

25. The use of analogies, similes and metaphors may share common elements of an idea.
(Pg. 109)
- True False
26. Creativity is an innate quality that an instructor has and this quality cannot be learned.
(Pg. 107)
- True False

Spider Webbing

27. Spider Webbing could be a great technique with a student who has a strong linguistic intelligence.
(Pg. 108-109)
- True False
28. Using the theme *ocean*, explain how Spider Webbing could be used to enhance or create a lesson plan for a group of 7-12 year olds.
(Pg. 108-109)

Explorer, Artist, Judge, Warrior

29. Using Van Oech's roles for the stages of problem solving match the actions from the right-hand column with the corresponding role in the left-hand column: (Pg. 108)

_____ Explorer	a. Measures the worth of ideas & chooses one
_____ Judge	b. Puts solutions into action
_____ Artist	c. Gathers information & resources about the situation
_____ Warrior	d. Transforms resources into ideas

30. The only pathway for instructors to learn to be creative is by using Van Oech's curriculum for utilizing creative techniques. (Pg. 108)

True False

The Role of Games

31. What are correct ways to structure your games to emphasize cooperative play for 5 year olds? (Pg. 94)

- a. Make each child a leader
- b. Let the children have a "free for all"
- c. Involve all of the children all of the time
- d. Work towards a common goal. Example: "Let's see if everyone can turn both ways"

32. Games are a tool to create a learning opportunity for children to hone skill development. (Pg. 24-25)

True False

33. It is important, with all activities, that you remind the children of the purpose. (Pg. 25)

True False

34. Give two examples of games that you would use to increase edge angles to the snow. Describe the student's age and ability level. Please answer using fact, experience and creativity.

Game #1

Game # 2

CAP Model

35. It is important to understand the developmental process children and teens commonly go through in order to: (Pg. 8)
- a. Identify the “Profile” characteristics inherent for a particular age group
 - b. Tailor the lesson to meet the needs of the student (by age), and enhance their learning experience
 - c. Figure out their age so you can act like the children or teens
36. Define in your own words the intent and usage of the CAP Model.
37. There are three (3) stages for the development of coordination. Describe these three (3) stages. (Pg. 102)

Using the following age group categories, at what age do we commonly see the following traits?
(Realize that these are generalities and that every child is unique.)

Place and A, B or C next to each of the following:

(Pg. 88-96)

A = 3 to 6 years old

B = 7 to 12 years old

C = Teens

38. COGNITIVE

- _____ I can separate fantasy from reality.
- _____ I can only process one direction at a time.
- _____ I am good at problem solving, let me try.
- _____ I need to know why.
- _____ I can think in abstract terms and understand complete concepts.
- _____ I have an active imagination.
- _____ I like to be challenged and successful.
- _____ I understand right from wrong.

39. AFFECTIVE

- _____ I appear tough but actually my self-esteem is fragile.
- _____ I like to compete, but only if I can win.
- _____ I like to be silly and want you to be silly too.
- _____ I don't like to be singled out, even if I am the best in the group.
- _____ I like to be told when I do something well.
- _____ I compare my achievements to those of my peers.
- _____ I do not need to be perfect.
- _____ I may not respect authority, and like to test my independence

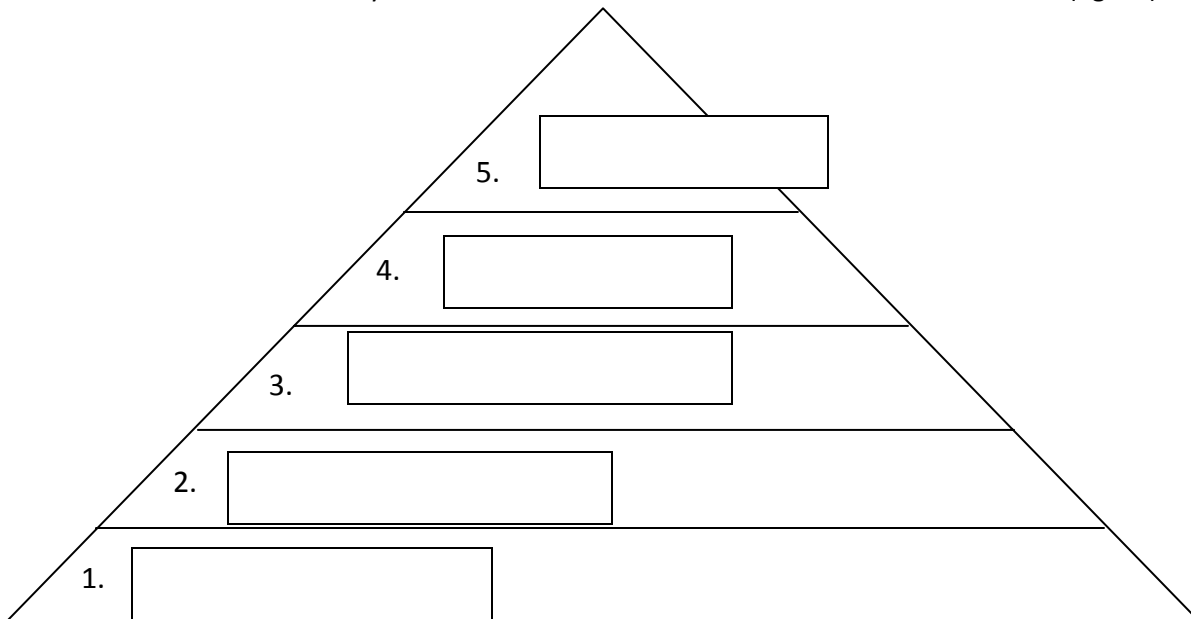
40. PHYSICAL

- _____ I move my body as a unit, leg rotation is really hard.
- _____ I make cross lateral movements.
- _____ My body is rapidly changing, I am often very awkward.
- _____ I tire easily.
- _____ I can move my body parts independently of one another.
- _____ I like constant movement.
- _____ I learn new movements through repetition and feedback.

Maslow's Hierarchy of Needs

41. Why is providing feedback throughout the lesson critical to the student's success related to meeting the needs of self esteem? (Pg. 100)

42. Fill in Maslow's Hierarchy of Needs in order: (Pg. 97)



43. Using your experience, identify at least one important point for each level of Maslow's Hierarchy of Needs.

Piaget's Stages of Development

44. From your experience, discuss common cognitive behavior patterns as children develop for the age groups listed below. (Pg. 89)

3-6 year olds:

7-12 year olds:

45. Children 7-12 years old are able to understand hypothetical situations better than children 3-6 years old. (Pg. 90)

True

False

46. Which of the following exercises provide a "concrete" experience to help a group of five (5) year olds understand the concept of turn shape: (Pg. 90)

- a. Try to follow your tracks in the snow
- b. Ski or board around cones or flags placed to determine turn shape
- c. Pretend to make round turns when you are skiing/boarding
- d. Make tiny turns as if they are skiing/boarding around a mouse, make large turns as though you were skiing/boarding around an elephant
- e. None of these create "concrete" experiences

47. Indicate which of the following developmental trends are more characteristic of younger children (3-6 years old) or older children (7-12 years old).

Indicate older children with an "O" and younger children with a "Y."

(Pg. 89)

_____ Fantasy can be reality

_____ Able to picture themselves skiing/riding in their "minds eye" (visualize)

_____ Able to sequence three instructions given at one time

_____ Able to focus on only one aspect of a situation at a time

_____ Able to reverse a series of directions to return to a starting point

_____ Able to distinguish between left and right for themselves and others

48. Mark the following with the correct stage of Piaget's stages of development: (Pg. 88-90)

Sensory-Motor (**SM**), Pre-Operational (**PO**), Concrete Operational (**CO**) and Formal Operational (**FO**)

- _____ Becomes concerned with hypothetical possibilities
- _____ Thinking is egocentric, has difficulty taking the viewpoints of others
- _____ Classifies objects by a single feature
- _____ Learns to use language and to represent objects by images and words
- _____ Recognizes self as agent of action and begins to act intentionally
- _____ Can think logically about objects and events
- _____ Can think logically about abstract propositions and test hypothesis systematically
- _____ Classifies objects according to several features and can order them in a series along a single dimension

Kohlberg's Moral Development

49. Children ages 12 to 14 years old largely base their morals on: (Pg. 96)

- 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

50. What do children use as a way to judge themselves based on each of the age groups listed below? (Pg. 95-96)

Ages 3-6 years

Ages 7-11 years

Ages 12+ years

Learning Styles

51. Match the following learning preferences with the descriptions of how a person learns best: (Pg. 19 - 20)

<u>Preference</u>	<u>Learns Best</u>
_____ Watcher	a. Uses cognitive abilities
_____ Doer	b. Experience sensations through kinesthetic or proprioceptive input
_____ Thinker	c. By experiencing something (trial and error)
_____ Feeler	d. When presented with visual information

52. Define VAK and give an example of why this awareness is important. (Pg. 21)

53. When delivering information to your young students you should always try to: (Pg. 20-21)

- Know your own learning preference and present the information accordingly
- Work on presenting to a variety of learning styles during your teaching
- Find out how most of your students absorb information and teach toward that learning style
- Present information through mostly demonstrations and not through explanations because of their short attention span

54. What is your learning preference?

Gardner's Multiple Intelligence's

55. In your own words describe Gardner's Multiple Intelligences and how do you identify these in children? (Pg. 91)

56. Match the following Gardner "Intelligences" with their corresponding description. (Pg. 91-93)

- | | |
|---|--|
| _____ Verbal-Linguistic (Word smart) | A. Desires to move |
| _____ Logistical-Mathematical (Number or logic smart) | B. Thinks a lot, likes to work alone, processes info within themselves, sets personal goals easily |
| _____ Spatial (Picture smart) | C. Asks "why" and "how" recognizes patterns easily, follows logical steps, works to solve problems |
| _____ Bodily-Kinesthetic (Body smart) | D. Thinks through sounds, rhythm & musical melodies |
| _____ Musical-Rhythmical (Music smart) | E. Loves words & language, reading & talking, telling and hearing stories |
| _____ Interpersonal (People smart) | F. Adept in social situations, aware of others feelings and able to respond appropriately, use input of others to base responses |
| _____ Intrapersonal (Self smart) | G. Has an active imagination. Thinks through pictures and images, enjoys designing, drawing & visualization |
| _____ Natural (Nature smart) | H. Learning is experienced through the natural world |

57. Describe which specific Multiple Intelligence you relate to the most?

Integration of a child's beliefs, attitudes, desires and values

58. Why is the element of "play" such an important aspect of the learning process? (Pg. 94)
- a. Children learn through play
 - b. Play is a natural and fun way to socialize and learn
 - c. Play is not considered a way for children to learn
 - d. Play is only for adults
 - e. None of the above
59. Why do young teens often seek to conform to their peer group and be part of the crowd? (Pg. 95)
60. How might you use one of the different age group definers from the Play, Rules and Competition section to modify your coaching for success? (Pg. 94)

Biomechanics related to physical development

61. Young children use skeletal support to make it easier for skiing/riding. (Pg. 101)
- True False
62. Steering may be easier when a child pus his/her hands on their knees. (Pg. 41)
- True False
63. Laterality is the preference that most people show for one side of their body over the other. (Pg. 103)
- True False
64. Give an example how physical changes in growing teens may cause changes in their motor performance. (Pg. 102)

65. When observing children skiing/riding, how does stance affect skill usage for children at different stages of development? (Pg. 101)

Motor Control, Coordination and Sensory Development

66. Match the items in the left column with the corresponding examples from the right column: (Pg. 103)

_____ Locomotor movements	a. Throwing, catching
_____ Non-locomotor movements	b. Walk, jump, skip
_____ Manipulative movements	c. Bending, twisting

67. The stages of development of coordination are: (Pg. 102)

- a. Unilateral; Bilateral; Cross-lateral
- b. Sensory Input; Interpretation
- c. Initial; Elementary; Mature
- d. None of the above

68. Developmental maturity of the senses affects: (Pg. 105)

- a. Bodily responses to input
- b. What information the brain receives
- c. A & B
- d. None of the above

69. The maturity of the perceptual motor system is a function of the child's physical and cognitive development. (Pg. 105)

True False

70. Any kind of movement that forces children to find their balance or react is good for developing dynamic stance. (Pg. 41 or 103)

True False

71. You should always check with your Snowsports School on the rules about taking your group to more challenging terrain like steeps and off-piste. (Pg. 42)

True False

72. What kinds of movements help children to find their balance? (Pg. 41)

Real versus Ideal Movement Patterns

73. Most of the movements children make when they are learning to ski/ride are dictated by the fact that they are children, not that they are beginners. (Pg. 101)

True False

74. The concept of taking new learning into a variety of situations, exploring it from many angles, and applying the learning in new situations helps establish understanding and ownership of skill is an example of: (Pg. 24)

- a. Generalization
- b. Lateral learning
- c. Layering learning
- d. Guided discovery

75. Why would children benefit from applying newly learned skills in a variety of different terrain before learning new concepts? (Pg. 24)

76. The movements children make that are developmentally appropriate are often referred to as “Real versus Ideal” movements. (Pg. 101)

True False

77. Slower speeds and easier terrain may reduce defensive tendencies in children and adults. (Pg. 24)

True False

78. Ankle flex is typically underdeveloped in younger children. (Pg. 101)

True False

79. Why do young skier/riders typically use their whole body to generate momentum? (Pg. 102)

Cause-and-effect relationships

80. Young children, 3-7 years old, reason and explain events based on how things are rather than what causes them. (Pg. 89)

True False

81. Older children, 7-11 years old, understand how a specific body movement can affect the way skis or snowboards run across the snow. (Pg. 89)

True False

82. Children in the Concrete Operational Stage of development are not capable of hypothetical thinking. (Pg. 90)

True False

Equipment Requirements and Issues

83. An adult’s size, weight and length of equipment create a very different speed and turning radius than a child’s. (Pg. 25)

True False

84. Considering a child’s size, weight, strength and equipment differences, you should adjust your turns to be more similar to theirs? (Pg. 25)

True False

Challenges

The Role of the Parent

85. You have a new 12 year old student that skis/rides in the intermediate/novice zone. Please list two (2) pre-lesson questions to ask their parents and why you would ask the question(s). (Pg. 14)
86. How do you explain to a parent why it may be inappropriate for them to watch their child's lesson while being visible to their child? (Pg. 29)
87. Parents occasionally request that their child ski/ride with a friend who is more skilled than their child. How do you handle this situation? (Pg. 29)
88. Which of the following statements about the involvement of parents in the learning partnership is true? (Pg. 28-29)
- a. When setting up children's lessons, the parents are your customers (since they pay for the lesson)
 - b. Parents can serve as a valuable resource of expertise relating to their children in terms of special needs or behaviors
 - c. Involving parents can be done by introducing and summarizing the lesson content for both parent and child
 - d. All of the above

Anxiety, Fear

89. What are 3 possible solutions you could use for a child who is having Separation Anxiety?
(Pg. 97)
- a. acknowledge the child's feelings
 - b. show understanding and recognition
 - c. don't impose our (adult) perceptions on the child
 - d. listen to them
 - e. pattern break or redirect their attention
90. Fear can be a paralyzing experience and prevent a child from making the effort to strive for a goal.
(Pg. 100)
- True False
91. As an instructor, you can help a child deal with fear by reassuring him mistakes and errors are a natural part of the learning process.
(Pg. 100)
- True False
92. It is important to let a child know realistic goals can be met and it's okay to adjust a goal to bring it within reach.
(Pg. 100)
- True False

Attention issues: ADHD, ADD, Asperger's Syndrome

93. List and describe some of the characteristics a child with any of these issues may display.
Resource:ADHD-Health.com
94. What are some of the interventions you could use if you're having a difficult time with a child exhibiting some of these characteristics in a group situation?
(Pg. 98, 106)

Behavior management

95. There are many behavior management tips. List and describe three (3) you like to use in your lessons and why. (Pg. 106)

96. How do you discipline teens without embarrassing them? (Pg. 106)

97. Essay

Choose one (1) topic option. Write an essay (minimum of one (1) page, maximum of two (2) pages). Include your final product with your workbook.

Option #1

The value of the CAP Model is in helping you be aware of, and sensitive to, the stage of development of the children you teach. You contribute to your student's success by setting realistic goals, understanding the basis for their behaviors, presenting information in a manner that fits their abilities and learning preferences and demonstrating movement skills that are consistent and attainable for their physical maturation. It's up to you to create an environment that enables your students to have fun while acquiring new skills and growing as individuals. Your knowledge about how children develop helps you determine your behaviors and create an exceptional learning experience. The unique profiles of children at different developmental stages provide insight for your communication style and lesson focus. (CIM, pg 9)

Describe a real life teaching experience; give concrete examples of a lesson that incorporated all of the above key points. You may focus on one child or a group of children but include how you created a lesson plan that utilized all of the key criteria noted above. Justify the actions and steps you took in the lesson, discussing in depth the successes and challenges that you faced and how you learned from this experience.

Option #2

Components of the student profile include: the child's stage of cognitive development, the child's beliefs, attitudes, and values, the child's stage of emotional development, the child's stage of physical development and past movement experiences, the child's motivation and the child's dominant learning styles. (CIM, pg 88)

Outline a lesson situation you experienced and appraise the scenario developing the key points that incorporate, at a minimum, each of the noted student profile highlights.

Option #3

Enclose a photo or photo montage showing a child demonstrating a particular movement pattern. Compare and contrast the real movement patterns shown with the ideal, efficient movement or skill concept(s). Then comment about what the real movements might indicate about the development of the child's skiing or riding skills. Discuss what goals would be accomplishable given the child's age, affective make-up and physical stage of growth. Develop a lesson plan incorporating the children's teaching cycle to demonstrate an effective way of addressing the movements noted in the photo(s).