PSIA AASI NORTHWEST

As you watch the video make notes on what the snowboard or ski is doing on the snow. Then, using CAP as your guide fill out the boxes below.

VIDEO LINK: ***START TIME:***

Using Cognitive Affective Physical (CAP) principles, create a lesson plan that addresses: 1. What is the stage and age of the child? 2. How do the movements align with the expected movements for that stage and age of development? 3. What playful activity will increase ski or board /snow performance?	
	What is the snowboard/ski and snow interaction? i.e., bending, tipping, same as one-another (skis), etc.
Initiation Phase	
Shaping Phase	
Finish Phase	

O.E.P & M.O.D.D.S

O (Observe) What is happening on the snow?	**M (Motivation)** **What is the child trying to do?**		
	O (Observation)		
E (Evaluate)	**D (Describe) How is the body moving?**		
	D (Determine) The stage and age of development	Cause/ Effect	
P (Prescribe)	**S (Suggest)**		

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COACHING / LESSON PLAN

What playful activity are you asking the child to perform?	
How does this align with the child's and parent's expectations?	
How does this match stage and age of development	
Where (Terrain):	
How will you present the activities? (CAP appropriate)	
Given the stage and age of the group, what body movements would you expect to see?	
What are the social and emotional behaviors you would expect to see?	
How does this match the parents expectations for the lesson?	

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Real and Ideal Movements

Ideal - Skiing	Real - Skiing	*Why?*
• Ankles, knees & hips flex and extend to maintain balance & pressure control over the skis • Directional movements of the feet, legs & hips release & engage the edges at the turn transition • Balance is directed to the outside ski in the turn • Legs & feet turn under the upper body to guide the skis • Movements of the upper body, arms, hands & pole usage are disciplined & directed to flow with the skis through turns	• Kids flex more in the hips & knees and tend to work the back of the boot & tail of the ski more • Kids tend to move their whole body & legs in a more gross way • Edging movements tend to be more harsh & bracey • Balance may or may not be well directed to the outside ski in the turn • Kids generally lack upper/lower body separation & tend to turn their whole bodies • Kids under 7 usually don't use poles & generally lack upper body discipline	• *Large muscle groups develop first* • *Strength & coordination of upper body develops first* • *Ability to move body parts in opposition not yet developed in young children* • *Ability to coordinate oppositional movements of the left & right side of the body not yet developed*
Ideal – Riding	**Real - Riding**	***Why?***
• Ankles, knees & hips flex and extend to maintain balance & pressure over the board • Legs & feet work independently or oppositionally to torsionally flex or twist the board • Movements of the upper body, arms & hands are disciplined & compliment the action of the legs • Movements to toe & heel sides are used equally and toe/heel symmetry results	• Kids tend to flex more in the hip than lower in the body, levering off the binding backs • It is difficult for kids to work the legs in opposition; they tend to use the legs more as a unit • Kids have an easier time controlling the trunk & try to use the upper body before the legs • Turn initiation is often slow & the board tends to slide sideways at end of turn	• *Muscle control develops first in head & torso, then moves along extremities* • *Ability to move body sideways develops later than ability to move forward & backward* • *Children use hips & knees to align center of mass* • *Movements initially tend to be exaggerated & uncontrolled; becoming more refined & efficient*

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Child's Name & Age :

	Cognitive *How do they perceive and process information?*	Affective *What is influencing their ability to learn?*	Psychomotor *How are the brain and body working together to learn?*	
Identifying the Needs	**Piaget's Cognitive Development** Age 0-2 Sensorimotor Age 2-7 Pre-Operational Age 7-11 Concrete Operations Age 11+ Formal Operations **Kolb's Learning Styles** Feeler Watcher Thinker Doer **Sensory Preferences** Visual Auditory Kinesthetic **Gardner's Multiple Intelligences** Logic - Mathmatical Visual - Spatial Musical - Rhythmic Verbal - Linguistic Bodily - Kinesthetic Intrapersonal Interpersonal Naturalistic	**Kohlberg's Moral Development** Age 3-5 Good is Good - Bad is Bad Age 7-11 Clever as a Fox Age 11-14 All in Favor Say Aye Age 12+ Listen to your Conscience **Maslow's Needs** Physiological Safety & Security Love & Social Belonging Self Esteem Self Actualization **Motivation** Intrinsic Extrinsic **Emotional Intelligence** Self-Management Self-Awareness Social Awareness Relationship Management	**Perceptual Motor System** Sensory Proprioception Kinesthesis Interpretative Responsive Movement **Fitts & Posner's Motor Skill Acquisition** Cogntive Associative Autonomous **Fundamentals** Pressure: Length of Ski / SB Pressure: Ski-Ski / Width of SB Pressure: Magnitude Edge Angles / Tilt Ski Rotation / SB Pivot SB Twist **Body Movements** Skeletal Whole Body - Unilateral Gross Motor - Muscular Fine Motor - Muscular **Development of Coordination** Age 2-3 Intial Age 3-8 Elementary Age 8-11 Mature **Turn Phase** Initiaion Shaping / Control Finish	**Real**
Facilitation of Needs				**Towards the Ideal**

Children's Specialist Movement & Technical Analysis Practice Worksheet

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Identifying the Needs	Piaget's Cognitive Development Gardner's Multiple Intelligences Kolb's Learning Styles Sensory Preferences	Kohlberg's Moral Development Motivation Maslow's Needs Emotional Intelligence	Perceptual Motor System Body Movements Fitts & Posner's Motor Skill Acquisition Development of Coordination Fundamentals Turn Phase	Real
Facilitation of Needs				Towards the Ideal

CS1 Movement & Technical Analysis Worksheet

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Child's Name & Age :

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Facilitation of Needs				**Towards the Ideal**

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