

A colorful illustration of children skiing. In the foreground, a child in a yellow jacket and goggles is skiing towards the viewer. To their right, another child in a blue jacket and goggles is skiing. In the background, several other children are skiing away. The scene is set on a snowy slope.

PSIA –AASI CENTRAL DIVISION

**CHILDREN'S SPECIALIST 1 X-C
Workbook
(2018-2019)**



Children’s Specialist 1 (CS1) and Children’s Specialist 2 (CS2)

PSIA-AASI recognizes two levels of children’s specialization: CS1 and CS2. The Children’s Specialist credentials follow the standards for an assessment-based certificate program.

An assessment-based certificate is a non-degree granting program that:

- a) Provides instruction and training to aid participants in acquiring specific knowledge, skills and/or competencies associated with intended learning outcomes;
- b) Evaluates participants’ accomplishment of the intended outcomes; and
- c) Awards a certificate of completion and Divisional Pin only to those participants who meet the performance, proficiency, or passing standard for the assessment(s) (hence the term “assessment- based certificate program”).

The evaluation criteria reflect the participants’ knowledge of teaching children as well as adults. Successful completion of the course grants professional recognition to the instructor and industry for their education, experience, and expertise in teaching children snowsports. Success is based on the individual’s attainment and application of discipline-specific skill ability, educational expertise and experience related to the child client.

Evaluation Criteria include:

- Completing the course workbook prior to attending the event and will be scored at the event.
- Actively participating in the course.
- Receiving a passing score from children’s divisional education staff based on the participant’s demonstrated knowledge, understanding, teaching and movement analysis as defined in the enclosed *PSIA-AASI Children’s Specialist National Standard*.

Participants’ achievement will be relayed via oral and written feedback from the clinician throughout the course and at its end.

Required Reading:

- PSIA-AASI [Children's Instruction Manual, 2nd Edition](#)
- PSIA-AASI *Core Concepts for [Snowsports](#) Instructors*
- The most current PSIA-AASI discipline-[specific](#) manual (*Alpine, Nordic, Adaptive, Snowboard*)
- Divisional children's materials*
 - PSIA-AASI Central Division Children's Videos Playlist
link: <https://www.youtube.com/playlist?list=PLxGfr8TjRWuQBVjpNS5dipSadCUmOpFOX>
 - PSIA-W Children's Specialist Program Reference Guide
<https://drive.google.com/drive/u/0/folders/0BxAicmt2rVf2fmZiRDdLaUZ4NjV5M2REZVozTnIldzR6YjIjY2V3Zm03amNkMWFTNkFCdFE>
 - PSIA-NRM Children's Specialist Roadmap Rubric, 2014 version
link: www.psia-nrm.org/uploads/6/0/0/7/60071409/cs_rubric_2014_v11-08-2014.pdf

* PSIA-AASI Central only

Recommended Reading:

- [The PSIA-AASI Children's Specialist National Standards](#)
- [Children's Ski and Snowboard Movement Guide](#)*

IMPORTANT

Complete fillable form workbook with Adobe Acrobat Reader. To save, complete your form and then print that form to a PDF file. Filled form fields may not be visible or saved if filled out in Apple Preview. Please test saving your work on Question #1 to avoid loss. (Workbook can be printed and completed by hand, as well.)

Nationally Recognized Children's Specialist Questions:

Children's Specialist 1 is a nationally recognized certificate based program. Questions identified by an asterisk are part of the core workbook questions included in all workbooks in all divisions.

Safety Awareness

1. Pick ONE of the seven points of Your Responsibility Code, and describe how you would incorporate the point into a lesson for the age groups: CIM pp. 98, 111

Selected point Your Responsibility Code

3-6 year olds

7-12 year olds

2. What tactics do you use to involve teen-agers in reinforcing Your Responsibility Code while skiing and riding? CIM Appendix A
3. Whenever children go cross-country skiing, they must learn to go uphill, downhill, and across the flats. Terrain determines which maneuver should be done and when to change to another. What must an instructor show and teach to children to achieve this for a Beginner/Novice? CIM p. 75
 - a) Walking, poling, step turns, gliding on one ski, basic diagonal stride, double poling, jumping, herringbone, traverse, kick turns, straight run, gliding on two skis, gliding wedge, breaking wedge, half wedge, stopping, wedge turns, telemark position.
 - b) Diagonal stride, diagonal skate, skate - no poles, skate turns, marathon skate, uphill diagonal, diagonal V-skate, V-1 skate, step turns, skate turns, stem turns, basic telemark turns, wedge christie turn, open parallel, jumping
 - c) V-2 skate, V-2 alternate, classic change-up, skate change-ups, freestyle, tempo glide, parallel turns, telemark turns, switch telemark
 - d) All of the above.

4. Which tactics can be used to improve the odds of *not* losing a child? (Check all that apply) CIM p. 13
- a) Partnering children can assist in keeping the group together
 - b) Continuous head counting – stop at all intersections
 - c) Identifying meeting place if you get separated from group
 - d) Keeping the group moving

5. 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. CIM p. 58

TRUE

FALSE

6. When checking for understanding it is a good idea to ignore your students' feedback on what safety considerations are important for the terrain they are entering. CIM p. 72

TRUE

FALSE

7. What are the 4 "Smart Style? List. CIM pp. 112 -113

Elements:

How must a cross-country ski instructor use these when taking children out on ski trails with regards to terrain?

8. When students are new cross-country or the ski area, it is important to start with appropriate technique or terrain for the students' skill level?

TRUE

FALSE

9. Parents need to dress their children based on the weather temperatures and conditions to keep the child warm initially and as he/she cross-country skis and warms up. The best way is in layers of a fleece jacket and a thinner jacket rather than in a heavy winter jacket if possible. This way the child can remove layers to prevent overheating and sweating?

TRUE

FALSE

Learning Partnership

10. Describe the goal of the Children's Manual. CIM p. 5

11. *What two elements make up the Learning Partnership? CIM p. 7

- a) Child and Parent relationship
- b) Student profile and instructor behavior
- c) Instructor behavior and parent partnership
- d) Positive teaching model and lesson strategies

12. What four elements does an instructor take into account in determining a child's student profile? CIM p.7

13. *When learning snow sports, a partnership is formed between the student and the coach/instructor; what are six aspects to consider when developing a student profile? CIM p.8

14. Complete the Student Makeup of a student you have taught CIM p. 8

Student Name:

Age:

Skill Level:

Characteristics and Background:

Learning Style and Preferences:

Motivation, Understanding, and Desire:

Emotional State:

Beliefs, Attitudes and Values:

Physical Conditioning and Health:

15. Describe the Teaching Model. CIM p. 7

16. List the seven specific parts of a lesson in the Teaching Cycle. CIM p. 11

Part:

Part:

Part:

Part:

Part:

Part:

Part:

17. *List the four stages of the Teaching Cycle for Children and what an instructor typically does during each stage. CIM p.11

Stage and Description:

Stage and Description:

Stage and Description:

Stage and Description:

18. List 1 of the Instructor Behaviors from each of the three parts of the Teaching Cycle included in “Play” phase of the lesson: CIM pp. 11-17

Introduce the Lesson and Develop Trust behavior:

Assess Students and Their Movements behavior:

Determine Goals and Plan Experiences behavior:

19. List 1 of 4 factors that can affect a student’s level of understanding and or performance CIM p. 26

Factor:

20. *Presenting new information or movements at the end of the day or right before lunch is recommended.

CIM p. 26

TRUE

FALSE

21. List 1 of the 3 instructor behaviors that take the place during the “Summary” phase of the lesson CIM p. 27

Debrief the Learning Experience behavior:

22. As an experienced instructor, think back over the lessons you have conducted and create a new lesson utilizing "Play, Drill and Adventure" (Fill out the corresponding questions using your own experiences and keep the goal you choose "Simple".) CIM p. 11

How many students do you have?

Age range of the students?

Skill level of the students?

Terrain Description:

Goal of the Class:

Play:

Drill:

Adventure:

Summary:

23. How might you use the PDAS elements to pace a beginner zone lesson for 5 and 6 year olds?

Play:

Drill:

Adventure:

Summary:

24. Goals are flexible and based on all the variables and individual abilities of your students. CIM p.18

TRUE

FALSE

25. *Define goals and objectives; give an example of each. CIM p. 17

Goals:

Example:

Objectives:

Example:

26. List three objectives you use when working toward the goal of “speed control.”

Objective:

Objective:

Objective:

27. Goal setting with children can be successful when (check all that apply): CIM p. 17

- a) Setting intermediate or short-term goals
- b) The goals are specific
- c) The goals are general
- d) None of the above

28. It is best to change your lesson plan when you see (check all that apply): CIM p. 79

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

Learning Preferences

29. When delivering information to your young students you should try to simplify presenting your lesson by using one learning style. CIM p. 20-21

TRUE

FALSE

30. *Watchers, feelers, doers, thinkers can be terms used for different kinds of... (Check all that apply) CIM pp. 19-20

- a) Learners
- b) Teaching styles
- c) Preferences
- d) VAK

31. Match the following learning preference with the descriptions of how a person learns best: CIM PP. 19-20

Preference:

Watcher

Doer

Thinker

Feeler

Learning Best:

a.) Uses cognitive abilities

b.) Experiences sensations through kinesthetic or proprioceptive input

c.) By experiencing something (Trial & error)

d.) When presented with visual information

32. *What does the acronym V.A.K. stand for? Give a brief definition of each. CIM p. 21

V:

A:

K:

33. What behavioral clues do you see in a student whose learning preference is: CIM pp. 21/104

Visual

Auditory

Kinesthetic

34. *List the 5 Teaching Styles and at least one advantage of each. CIM pp. 21-22

Style and Advantage:

35. *Explain Lateral Learning: CIM Pg. 24

Parent Partnership

36. Describe the parent's role in the learning partnership CIM p. 24

37. What advice would you give a parent who inquires: "How should I dress my child for cross-country skiing?" (Check all that apply)

- a) Your child should wear a fleece jacket under a light-weight jacket.
- b) Your child should not wear mittens or gloves that are cotton or knitted yarn since these fabrics remain wet and then become cold for children's fingers and hands.
- c) Your child should wear a hat just as they would if they went out to play in the snow.
- d) All of the above.

38. Explain how you involve parents in reinforcing Your Responsibility Code with their children. CIM p. 111

39. *To make sure each student is prepared to begin a safe, successful day, ask students or their parents the following questions before beginning the lesson. (Check all answers that may apply) CIM p.14

- a) Where and when can the parents meet the child at the end of the day?
- b) What is Plan B for the child who has had enough and cannot continue?
- c) Are the children's clothing and equipment appropriate and functioning?
- d) Does the child have any allergies, medical conditions or special needs I should be aware of?

40. *List the 5 steps you can use when working with parents to solve problems. CIM p. 29

Step:

Step:

Step:

Step:

Step:

Lesson Content

41. List and briefly explain the appropriate techniques, which are for Beginner/Novice, Intermediate, Advanced Zones. CIM p. 75

42. List the three Nordic Skiing Models. CIM p. 74

43. Using the examples on page #24 in the Children's Manual, Edition 2, list 2 different exercises or drills and the purpose of using them when instructing cross-country skiing technique. CIM pp. 24 and 75

Exercise:

Purpose:

Exercise:

Purpose:

44. Describe your favorite children's game and include the purpose while cross-country skiing. CIM pp. 75-85

Game:

Purpose:

45. List the Lesson Plan key points and a brief description of each. CIM p. 76

1:

2:

3:

4:

The CAP Model

46. Define the CAP Model as a whole (general information) CIM p. 8

47. *Provide at least one example of each CAP characteristic for each of the following age groups

Ages 3-6

C:

A:

P:

Ages 7-12

C:

A:

P:

Teens

C:

A:

P:

48. *Use the following age group categories, at what age do the following traits first appear? CIM pp. 88-96

A = 3 to 6 years old B = 7 to 12 years old C = Teens

COGNITIVE:

Reasoning is based on appearances, how things look and happen

Is able to understand rules and consequences

Is not able to reverse a series of directions or thoughts

Often overestimates abilities

Believes the world revolves around them (egocentric)

Can follow instructions with (3) three or more items

AFFECTIVE:

Non-competitive, playing is winning

Wants to be part of the group, influenced by peers

Learning to share and play with other children

Cooperation is part of play

Is not concerned with perfection

Needs constant reminders of specific safety guidelines

Participation, not end result is important

Sets goals and works to accomplish them

PHYSICAL

Able to move upper body in opposition to lower body

Whole body tends to move as a single unit

Well established fine motor movements

Center of mass is located higher in the body

Tires quickly

Has a short attention span

Ability to adapt to changing weather conditions easily

Can use visual cues from across the hill

49. Give an example of a lesson experience when the stated age did not line up with the expected or anticipated level of development.

50. *Explain why it is important to understand the CAP Model. (Check all that apply) CIM p. 88

- a) To understand that children develop at different levels and abilities.
- b) To understand concepts of making specific body movements at various times (ages and stages) of their life.
- c) To understand the cognitive, behavioral, and physical development of each child.
- d) To understand how they view the world and how their perspective changes with growth.

51. Young children rely on concrete experiences rather than abstract ideas for learning. CIM p. 89

TRUE

FALSE

52. Match the four stages of development theorized by Jean Piaget with the approximate age that children enter each stage. CIM p. 89

STAGE

AGE

Sensorimotor

a.) 11 years and older

Pre-operational

b.) 2 - 7 years

Concrete operational

c.) Birth - 2 years

Formal operational

d.) 7 - 11 years

53. Piaget's Stages of Development (check all that apply):

- a) Sometimes pigeonhole smarter children into the wrong lesson groups and skill levels
- b) Should not factor into your decision-making as an instructor
- c) Outlines four stages of cognitive development that children go through
- d) b & c
- e) None of the above

54. *Define the following terms: CIM p. 91

Reversibility:

Laterality:

Directionality:

55. *List the Gardner's 8 Multiple Intelligences. CIM pp. 91-93

Intelligence:

Intelligence:

Intelligence:

Intelligence:

Intelligence:

Intelligence:

Intelligence:

Intelligence:

56. *What are the four stages of moral development described by Kohlberg, and at what age do they emerge? CIM pp. 95-96

Stage:

Age:

Stage:

Age:

Stage:

Age:

Stage:

Age:

57. *Providing feedback throughout a lesson is critical to a lesson's success. What are major aspects? (Check all that apply)

- a) Providing feedback throughout the lesson.
- b) Giving positive and constructive feedback.
- c) Covering all material without regard to student understanding.
- d) Providing feedback throughout keeps the students on track and motivated.

58. *List the five Stages of Maslow's Hierarchy of Needs and briefly describe the characteristics of each along with one thing that you can do for a child to meet that need. CIM pp. 97-101

Stage and Characteristics:

Need met by:

Stage and Characteristics:

Need met by:

Stage and Characteristics:

Need met by:

Stage and Characteristics:

Need and met by:

Stage and Characteristics:

Need and met by:

59. *Describe why understanding children's physical development is important when teaching? Give three examples. (Any examples that takes into account the different stages of physical development are acceptable.)

Example:

Example:

Example:

60. *Explain why it is easier for younger children to maintain their balance in a wide stance rather than a narrow one?

61. *Children may sit back when skiing or riding because: (Check all that apply)

- a) The terrain is too steep.
- b) A lower center of gravity allows them to.
- c) They may be unable to flex their ankles.

62. *The principles of physical growth and development in children include (Check all that apply):

- a) Control moves from the head down and the trunk out.
- b) Large movement control comes before small movement control.
- c) Movement control occurs at the same age for all children.
- d) Control of one-sided movement develops before control of two-sided movements.

63. *Which of the following concepts can be used when introducing the mechanics of balance or stability to children?

- a) Flexing the knees and ankles with the feet apart enhances balance
- b) Balance is enhanced when the body's center of gravity moves closer to the base of support (lower)
- c) The center of gravity must be kept over the base of support for stability and balance
- d) All of the above

64. Developmental maturity of the senses affects: CIM p. 104

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

Behavior Management

65. *Rather than over-react to behavioral challenges, what 6 steps can help to solve problems with children and turn a potentially negative situation into a positive learning opportunity? CIM p. 99

Step1:

Step2:

Step 3:

Step 4:

Step 5:

Step 6:

66. Give a short example of a behavior exhibited by a “Tough Kid”, for each category. PSIA-W Children’s Specialist Program Reference Guide p. 21

Noncompliance:

Aggression:

Self-Management Skills:

Social Skills:

67. It is important to set clear, consistent guidelines regarding class behavior when teaching children.

TRUE

FALSE

68. *Describe two strategies that you can use to help children with ADHD have a successful learning experience. PSIA-W Children’s Specialist Program Reference Guide p. 24

Strategy:

Strategy

69. *When dealing with a challenging student: (check all that apply) CIM p. 106

- a) Determine if there is a physical source of problems
- b) Determine if the student understands the expected behavior/task
- c) Determine if the student is being expected to perform too highly
- d) All of the above

CROSS-COUNTRY SPECIFIC AND EQUIPMENT

70. Typically, what type of cross-country ski for classical technique is best for children when they are learning?

71. Explain how to measure for the length of a child's cross-country ski to a parent.

72. Explain why the waxless pattern under the center of a child's ski, as a percentage to the total length of the ski, is normally longer for a child than an adult.

73. When teaching most children ages 4, 5, and 6 years old cross-country skiing, is it best to have the children ski with or without the cross-country ski poles and explain why.

74. You have a class of advanced children, who can ski the trails in the area in which you have been taking them. They all possess the ability for trails where they are and are becoming bored. What should you do?

75. You have a group of children, who are having difficulty with initiating turns and lack confidence. The snow conditions are not icy, so this is not the issue. What would you do to engage the children to initiate turns and build confidence?

Playful Teaching

76. Playful Teaching gently guides the student's learning experience with fun activities?

TRUE

FALSE

77. To engage the child, a positive learning environment is created with fun activities that offer: (check all that apply)

- a. friendship, meaning, challenge, and novelty
- b. seeing, doing, thinking, and feeling
- c. collaboration, relevancy, a culture of learning, and exploration
- d. play, drill, adventure, and summary

78. Learning occurs through the student experience of: (check all that apply)

- a. friendship, meaning, challenge, and novelty
- b. seeing, doing, thinking, and feeling
- c. collaboration, relevancy, a culture of learning, and exploration
- d. play, drill, adventure, and summary

79. What are the 3 teacher roles in Playful Teaching?

80. The teacher leads activities and children are to follow directions when the teacher assumes the role of:
- a. Leader
 - b. Allower
 - c. Afforder

81. The teacher is a motivator who gives feedback, provides examples, poses questions, is interested, and ensures safety in the role of:
- a. Leader
 - b. Allower
 - c. Afforder

82. As “Allower”, the teacher is an observer who insures safety?
- TRUE
- FALSE

83. Match Four (4) Keys with the corresponding C.R.A.V.E. strategy for improving student engagement.

FOUR (4) KEYS

People Fun

Serious Fun

Hard Fun

Easy Fun

C.R.A.V.E.

a.) Exploration

b.) A Culture of Learning

c.) Collaboration

d.) Relevancy

84. Which of the Four (4) Keys can be used to manage a student’s emotions of frustration and *fiero* (an Italian word for “personal triumph”)?
- a) People Fun
 - b) Serious Fun
 - c) Hard Fun
 - d) Easy Fun

85. Which of the Four (4) Keys can be used to manage a student's emotions of curiosity, wonder, awe, and mystery?

- a) People Fun
- b) Serious Fun
- c) Hard Fun
- d) Easy Fun

86. Which of the Four (4) Keys can be used to manage a student's emotions of social bonds and friendships?

- a) People Fun
- b) Serious Fun
- c) Hard Fun
- d) Easy Fun

87. Which of the Four (4) Keys can be used to change how a student thinks, feels, behaves, and how the student feels inside?

- a) People Fun
- b) Serious Fun
- c) Hard Fun
- d) Easy Fun

88. Match the three (3) broad categories of Child Development to the similar animal group:

CAP CATAGORY

Younger children (ages 3-6)

Older children (ages 7-12)

Teens (ages 13-18)

ANIMAL GROUP

a.) a barrel of monkeys or a herd of sheep

b.) a stable of colts and fillies

c.) a litter of puppies

89. When designing a lesson for Younger children (ages 3-6), what are the suggested Keys and priorities?

- a. Hard Fun, Easy, Fun, and People Fun
- b. Easy Fun, Serious Fun, and People Fun
- c. People Fun, Serious Fun, and Hard Fun

90. When designing a lesson for Older children (ages 7-12), what are the suggested Keys and priorities?

- a. Hard Fun, Easy, Fun, and People Fun
- b. Easy Fun, Serious Fun, and People Fun
- c. People Fun, Serious Fun, and Hard Fun

91. When designing a lesson for Teens (ages 13-18), what are the suggested Keys and priorities?

- a. Hard Fun, Easy, Fun, and People Fun
- b. Easy Fun, Serious Fun, and People Fun
- c. People Fun, Serious Fun, and Hard Fun

92. The goal of Playful Teaching is the face of a happy child?

TRUE

FALSE

“Possible” on-hill Scenarios

The following scenarios may or may not be evaluated on hill. Participants will be asked to demonstrate their understanding and experiential knowledge of how to apply the information in an appropriate environment.

These scenarios are a guide and do not have to be completed in this workbook

- Demonstrate one of Roger Von Oech’s roles for the stages of problem solving (the four roles of a creative team):

Explorer: _____

Artist: _____

Judge: _____

Warrior: _____

- What is meant by the term ‘boredom zone’ - Demonstrate how you might combat boredom.
- Explain and demonstrate why young children tend to hold ski poles close to their torso.
- Describe and demonstrate an example of your favorite game or activity that you teach. Include the skill objective for the game. Be prepared to adjust for age.
- Explain why young children often do not transfer weight to kick and glide on their cross-country skis. Explain what you can do to correct this, and do it in a fun way.
- Using your own words explain what moral development is.
- Demonstrate the difference between ‘laterality’ and ‘directionality’. How would you use it in lesson formation with 3-7 yr olds; 8-11 yr. olds, older children?
- Describe and demonstrate with the group how you develop a team environment with kids ages 3-6?
- Choose an age range, (older than 3 years). Design and describe a lesson strategy based on your understanding of how children play at that age.

- Using the theme “Jungle”, explain how spider webbing could be used to enhance or create a lesson for 5-7 year olds.

- Describe and show how the behaviors you might observe from a child with a “Tough Kid” persona interfere with lesson presentation. How might you deal with these behaviors?
 - Noncompliance
 - Aggression
 - Self-Management Skills
 - Social Skills