



CHILDREN'S SPECIALIST PROGRAM CROSS COUNTRY WORKBOOK

Name:

Email Address:

Snowsports School:

Event Location:

Event Date(s):

Workbook Score:

Comments:

PSIA - AASI Children's Specialist I (CS1) Cross-Country Study Guide and Questions

Study Guide Questions

The CAP Model

1. Provide at least one example of each CAP characteristic for a group of 4-6 year olds.
2. Provide at least one example of each CAP characteristic for a group of 7-11 year olds.
3. Provide at least one example of each 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?

Learning Partnership

1. What is lateral learning? How would you apply this concept in a lesson? Please share one example from your teaching experience.
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 use 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 use 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 use to create an inclusive atmosphere for a group of boys and girls age 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 create 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 tactics commonly used by children to push-off when classic skiing before they have developed the full use of their fine motor skills.
2. During a skate skiing lesson, what aspects of adolescent development are most influential to the skier's ability to transfer weight?
3. 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.
4. Share three (3) examples of why understanding children's physical development is important when teaching children cross-country skiing.

5. How can you use terrain selection to better influence a child's skill development?

To answer this question, explain how terrain selection may impact skill development differently for a 6 year old and a 10 year old.

6. How do you determine when a child is ready to ski a longer and/or more difficult trail?

7. Similar to motor skill development, coordination develops in phases. For each phase of coordination development below, identify the age range, and prior aspects of coordination development.

Initial Phase

Elementary Phase

Mature Phase

8. Please list the differences between the real and ideal movements that you observe in the following age groups.

1. A 4-6 year old child.

2. 7-9 year old child

8b. What activities would you use for each age group to help them improve coordination of movements?

9. Your students are starting to push-off each ski and move forward, but with no gliding; what are the causes & effects that lead to limited glide for skiers age 7-9 years old?
10. Many Nordic centers and trail systems have set classic tracks. Describe how using a set classic track affects the movements and balance of younger skiers (age 3-6 year olds).
11. What are the benefits and challenges of a pre-set classical track for children?
12. Describe one body movement to explain why a beginner/novice skier might “sit back” when skiing downhill?

13. What aspects of the Sports Performance Pyramid are most important when introducing the mechanics of balance and stability to children?

Behavior Management

1. What are three steps you could use to 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” lesson 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? 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 “Cross Country Skier’s Code of Ethics”. How would you incorporate it in a lesson for the following age groups?
2. Your entire class wants to go and build features off the side of a trail. Discuss the choices you have and the considerations that will help determine how you proceed specific to XC equipment.
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 successfully?

5. Describe clothing challenges you have experienced in your lessons. How would you discuss clothing options when talking to parents and students? How do these affect your students' experience?
6. Describe equipment challenges you have experienced in your lessons. How would you discuss equipment options when talking to parents and students? How do these affect your students' experience?