introducing

Children’s Specialist training program
INTRODUCTIONS
Agenda

• Continue to work through the PSIA CS1 Workbook
• Discuss, learn and share strategies to improve our personal and team performance when teaching kids aka ... guests ... clients ... athletes ... children ... princesses ... etc.
• Practice and learn on the snow (later ... )
• Have fun! This is not an examination
On the menu today

• Review of study guide pages for CS1 Workbook
• Answering the workbook
• Open discussion
• How we apply it on the snow and in our lessons
What we will cover

• A couple of points on the learning partnership from Kevin Neumann's first workshop
• Teaching and learning styles what they are and why they matter
• What is VAK and how to win beer at the bar by knowing all about it
• Apply learning methods on the snow
• Stepping stones
What we will cover

• Who is Abraham Maslow and what has his pyramid of needs got to do with teaching kids to ski?
  You will be able to answer this question by mid afternoon.

• Funniest kid story on snow gets a gift from Lauren
The learning partnership

• A couple of points on the learning partnership from Kevin Neumann's first workshop
  – Pages 7 and 28 of the Children’ Instruction Manual
Defining the learning partnership

• A fun, exciting and interactive partnership for the lesson where the student makes progress and lasting memories that leaves them hungry for more exciting skiing experiences. Creativity should be a key element of building the partnership to meet their specific needs.
Questions 6 and 7 and discussion
Teaching and learning styles

“Learning is finding out what you already know. Doing is demonstrating that you know it. Teaching is reminding others that they know just as well as you. You are all, learners, doers, teachers.”

J.S. BACH
The learning process

- Readiness
- Reception
- Reaction
- Processing
Speed control in students

• *Improve turn shape*

• *Improve edging skills*

• *Improve pressure skills*
Learning styles

• Watchers
• Doers
• Feelers
• Thinkers
Other learning styles or VAK

• **V: Visual.** Determining the environment around them by using visual interpretation to determine where an object is in space and in relation to where they are. Creating an awareness of where they are in space in relation to others and objects on the hill. E.g. young children can see objects closer to them than those further away.

• **A: Auditory.** Understanding instructions and getting input by hearing. Young children have difficulty hearing sounds that have background noise going on, or perhaps they have 2 layers of headgear that makes it harder for them to hear your instructions.

• **K: Kinesthetic.** The ability to perceive body positions through sensory input. This perception is built by the child feeling and touching objects in the environment around them. E.g. snow, skis, creating a snowball ...
Teaching styles

Page 21 Children’s Teaching Manual

• **Command teaching**
  – Follow my cue and actions

• **Task teaching**
  – Set a task and get them to follow

• **Reciprocal teaching**
  – Pair them up and give them a task

• **Guided discovery**
  – Set different examples and get them to do it (e.g. Wedge sizes

• **Problem-Solving**
  – Improvement by experiment
Questions 12-15 plus discussion
Working with parents. Five points to success

Pages 28-30 in Children’s instruction manual

1. Explore the situation and gather information
2. Define the problem
3. Generate solutions and select one
4. Develop a course of action
5. Follow up
Stepping stones

• What are stepping stones?
• Why they are useful?
• How we can apply them
Questions 16-18 plus discussion
Figure 6.1 Stepping Stones to Parallel Turns

**Goal**

Parallel Turns

- Link wedge turns
- Hockey stops
- Link parallel turns with fewer steps throughout turns
- Sideslipping
- Traverse to a stop
- Straight run to a stopping wedge
- Link wedge turns with parallel matching after the fall line

**Key**

- A step that most students will visit, regardless of ability, desire, etc.
- A step that is dependent upon the ski school progression, the student's abilities, desires and equipment, the terrain, etc.
- A more challenging step that is dependent upon the ski school progression, the student's abilities, desires and equipment, the terrain, etc.

This chart is also provided in Appendix C for clipping out.

Please visit www.psha.org for hyperlinks from specific steps to related information and resources.

**Steps**

1. **Turning and Stepping**
   - Gliding traverses linked by parallel "stepping turn" through the fall line
   - Use parallel "baby steps" to turn to a stop
   - Wedge turn to a stop

2. **Stepping and Gliding**
   - Straight run over terrain changes
   - Straight run with weight changes
   - Straight run on two skis

3. **Stepping and Walking on Skis**
   - Step and turn in circles on flat terrain on two skis
   - Step and turn on one ski on flat terrain
   - Herringbone uphill

4. **Orientation**
   - Walk to ski boots around beginner area

5. **Simulate turning legs and feet by stepping through parallel turns just in ski boots**

6. **Simulate turning legs and feet to a wedge just in ski boots**

7. **Walk uphill and downhill on the toes and heels of ski boots — using poles for balance**

8. **Sidestep uphill and downhill in ski boots — using poles for balance**
FIGURE 6.2 Here is a path-to-parallel option for an athletic 16-year-old male who is an in-line skater and surfer, and wants to try ski boards for the first time.

- **Parallel Turns**
  - Hockey stops
  - Link wedge turns with fewer steps throughout turns
  - Sideslipping
  - Link wedge turns with parallel matching after the fall line

- **Traverse to a stop**
  - Wedge turn to a stop
  - Straight run to a stopping wedge

- **Straight run over terrain changes**
  - Gilding wedge

- **Straight run on two skis**
  - Step and turn on one ski on flat terrain
  - Step and turn in circles on flat terrain on two skis

- **Herringbone uphill**
  - Sidestep uphill and downhill on two skis—using poles for balance
  - Walk uphill and downhill on the toes and heels of ski boots—using poles for balance
  - Simulate turning legs and feet to a wedge just in ski boots
  - Simulate turning legs and feet by stepping through parallel turns just in ski boots

- **Straight run with weight changes**
  - Step into a wedge on two skis

- **Sidestep uphill and downhill on two skis**
  - Turn toes in to create a wedge on two skis

**START**

- Walk in ski boots around beginner area
- Sidestep uphill and downhill in ski boots—using poles for balance
- Step and turn on one ski on flat terrain
- Step and turn in circles on flat terrain on two skis
FIGURE 6.3 Here is a path-to-parallel option for a multi-day lesson with a student who is a 55-year-old venture capitalist, spends little time on her feet, and engages in very little physical activity.

- **Start**: Walk in ski boots around beginner area
- **Sidestep uphill and downhill in ski boots—using poles for balance**
- **Simulate turning legs and feet to a wedge just in ski boots**
- **Walk uphill and downhill on the toes and heels of ski boots—using poles for balance**
- **Sidestep uphill and downhill on two skis—using poles for balance**
- **Step into a wedge on two skis**
- **Turn toes in to create a wedge on two skis**
- **Gliding wedge**
- **Step and turn on one ski on flat terrain**
- **Herringbone uphill**
- **Step and turn in circles on flat terrain on two skis**
- **Straight run on two skis**
- **Straight run over terrain changes**
- **Straight run with weight changes**
- **Traverse on two skis**
- **Parallel turns**: Link parallel turns with fewer steps throughout turns
- **Side slipping**: Link wedge turns with parallel matching after the fall line
- **Wedges turn to a stop**: Use parallel “baby steps” to turn to a stop
- **Link wedge turns**
- **Link parallel turns with fewer steps throughout turns**
FIGURE 6.4 Here is a possible path to parallel for a 10-year-old student who skied from ages 4–7 with a wedge but has not skied since. Note: In this scenario, the skier revisits earlier steps to gain comfort before moving ahead.

- Gliding traverses linked by parallel “stepping turn” through the fall line
- Link wedge turns
- Hockey stops
- Link parallel turns with fewer steps throughout turns
- Link wedge turns with parallel matching after the fall line
- Sideslipping

- Wedge turn to a stop
- Straight run over terrain changes
- Straight run with weight changes
- Traverse on two skis

- Use parallel “baby steps” to turn to a stop
- Straight run on two skis
- Step and turn in circles on flat terrain on two skis

- Herringbone uphill
- Step into a wedge on two skis
- Turn toes in to create a wedge on two skis

- Sidestep uphill and downhill on two skis—using poles for balance
- Simulate turning legs and feet by stepping through parallel turns just in ski boots
- Simulate turning legs and feet to a wedge just in ski boots

- Walk in ski boots around beginner area
- Sidestep uphill and downhill in ski boots—using poles for balance
- Walk uphill and downhill on the toes and heels of ski boots—using poles for balance
The teaching cycle and teaching model

- **The Teaching Cycle** covers the logical progression of lesson components, Introduction; Access students and movements; Determine goals and plan experiences, Present and Share information; Guide Practice; Check for understanding; Debrief the learning experience.

- **The Teaching Model** overlaps these components with Instructor behavior for Play! Drill, Adventure! And Summary. These make the lesson become vibrant, exciting and more meaningful to the student and instructor alike. Delivered with enthusiasm and flexibility they can be used to ensure that every lesson is a success.
How to win a beer at Woodstock station
Write this one down if you don’t have a handout

It will make you seem intelligent, caring, understanding and compassionate. However, don’t imbibe too much beforehand as it’s easy to get confused with the terms and the content.
ABRAHAM MASLOW
HIERARCHY OF NEEDS

Maslow, A. Motivation and Personality (2nd ed.)

SELF-ACTUALIZATION
Pursue Inner Talent
Creativity Fulfillment

SELF-ESTEEM
Achievement Mastery
Recognition Respect

BELONGING - LOVE
Friends Family Spouse Lover

SAFETY
Security Stability Freedom from Fear

PHYSIOLOGICAL
Food Water Shelter Warmth
Questions 19-23

• Complete and let’s discuss
Download slides at

www.loonski.com

Under the ski instructor link CS1