introducing

Children’s Specialist training program
INTRODUCTIONS
• Continue to work through the PSIA CS\textsuperscript{1} 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
The learning partnership

Student Profile

Instructor behavior

The learning Partnership
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 demonstration 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
Speed control in students

- Improve turn shape
- Improve edging skills
- Improve pressure skills

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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

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• 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
  - 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

**turning and stepping**
- Gliding traverses linked by parallel "stepping turn" through the fall line
- Link wedge turns
- Wedge turn to a stop
- Traverse to a stop
- Straight run to a stopping wedge
- Link wedge turns with parallel matching after the fall line

**sliding and gliding**
- Straight run over terrain changes
- Straight run with weight changes
- Traversed on two skis
- Gliding wedge
- Turn toes in to create a wedge on two skis

**stepping and walking on skis**
- Step and turn in circles on flat terrain on two skis
- Herringbone uphill
- Step and turn on one ski on flat terrain
- Step into a wedge on two skis
- Sideslip uphill and downhill on two skis—using poles for balance

**orientation**
- 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 uphill and downhill on the toes and heels of ski boots—using poles for balance

**START**
- Walk in ski boots around beginner area
- Sidestep uphill and downhill in ski boots—using poles for balance

**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 F for clipping out. Please visit www.psa.org for hyperlinks from specific stones to related information and resources.
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 parallel turns with fewer steps throughout turns
  - Sideslipping
  - Link wedge turns with parallel matching after the fall line.

**Traverse to a stop**

- Straight run over terrain changes
  - Straight run with a hop in the middle
    - Gliding wedge
    - Step into a wedge on two skis
    - Step and turn on one ski on flat terrain
    - 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
  - Straight run with weight changes
    - Traverse on two skis
    - Turn toes in to create a wedge on two skis
  - Straight run on two skis
    - Step and turn in circles on flat terrain on two skis
    - Step and turn on one ski on flat terrain
    - Simulate turning legs and feet by stepping through parallel turns just in ski boots
    - Walk in ski boots around beginner area

**Sidestep uphill and downhill on two skis—using poles for balance**

**Herringbone uphill**

**Start**
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.

- Gliding traverses linked by parallel "stepping turn" through the fall line
- Wedge turn to a stop
- Use parallel "baby steps" to turn to a stop
- Straight run over terrain changes
- Straight run on two skis
- Step and turn in circles on flat terrain on two skis
- Step and turn on one ski on flat terrain
- Simulate turning legs and feet by stepping through parallel turns just in ski boots
- 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
- Link wedge turns
- Hockey stops
- Link parallel turns with fewer steps throughout turns
- Sideslipping
- Link wedge turns with parallel matching after the fall line
- Gliding wedge
- Straight run to a stopping wedge
- Straight run with a hop in the middle
- Traverse on two skis
- Turn toes in to create a wedge on two skis
- Step into a wedge on two skis
- Herringbone uphill
- Sidestep uphill and downhill on two skis—using poles for balance
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.

**START**

- Step and turn in circles on flat terrain on two skis
- Herringbone uphill
  - Sidestep uphill and downhill on two skis—using poles for balance
  - Step and turn on one ski on flat terrain
  - Simulate turning legs and feet by stepping through parallel turns 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

**Parallel Turns**

- Link wedge turns with parallel matching after the fall line
- Link parallel turns with fewer steps throughout turns
- Link wedge turns: Hockey stops
- Gliding wedge
- Traverse on two skis
- Straight run with a hop in the middle
- Straight run with weight changes
- Straight run over terrain changes
- 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
  - Straight run to a stop
  - Sideslipping

Note: In this scenario, the skier revisits earlier steps to gain comfort before moving ahead.
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.
Session 3

• Lesson Content
• The CAP model for Kids
• Behavior Management
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
Physiological needs.

1. Needs to survive physically, food and shelter. Child is cold, bring them in to warm up.
Safety and Security.

2. Making the individual/child feel comfortable and safe in the environment. Don’t force the child to move onto terrain they are not comfortable with in the lesson plan.
3. The children need to feel they belong to a group of kids that care and respect each other as a team. If one member is asking to do something different than the others consistently, explain we have to work as a team and respect everyone’s capabilities and desires to keep our team strong. The team is stronger than any one individual.
Self-esteem.

4. Kids was to feel valued by themselves and by others; this is based on their own self-worth. When a child fails in an exercise, talk to them about the last exercise that went well for them, and determine other strategies that will help them gain the confidence and will to try again. Explain it takes many tries to become successful, and relate stories to riding bikes, skating and other sports where it took some time to “get it”.
Self-actualization.

5. When the other 4 needs are taken care of a child will become self-actualized. They will be confident of their ability to meet basic needs, feel safe, comfortable in a group and have self-esteem. When a child has difficulty with a task because of age or strength, explain they are doing really well and better than most kids their age. Give them some other strategies or tasks to help them achieve the result you are guiding them toward.
The CAP model—Why it’s important

The CAP model is important to understand as all aspects of how a student is thinking, feeling and what they are physically capable of achieving. Because all these factors have an impact on their ability to learn and participate fully in the lesson, it’s important to consider them when setting up your lesson plan, goals and delivery for the session.

The CAP model is also important because the factors vary according to age. Each lesson should take these factors into consideration.
CAP example lesson goal 3 year old

• When they arrive for the first time I would talk to them about the place we are going to have our great adventure.

• I would introduce myself as their fun instructor buddy, and together we are going to explore and learn about the mountain. I would point out the snow, which we are going to learn to slide on, the skis which we will put to have fun together.
CAP example lesson goal 3 year old

• Point to the areas where we are going to have our first time on skis and that I am very excited about. Let them know if they are cold or need to go to the bathroom, just to let me know and we will go in and take a break.

• And that you will be able to report back all the fun stuff we have done to mom/dad/auntie at the end of the lesson. I might also point out a chairlift if one is nearby, and let them know that’s for the more advanced skiers, and one day they may be able to do that.
Where children stand (stance)

- Younger children have a different center of mass due to their head being a higher percentage of body weight.
- They have little ankle or knee flex and use a wider stance to control their balance.
- Older kids gain more control in their knees and ankles as the center of mass moves to their naval.
Questions 19-28
complete and discuss
Behavior management

• Setting up class rules pp. 106

1. Create a group culture.
2. Determine a set of rules and consequences.
3. Praise appropriate behavior
4. Discuss inappropriate behavior
5. Re-establish Group rapport.
Behavior management

• Tips and tricks p. 106

Be positive, Use consequences instead of threats, If things go wrong extend loving concern, set an example of being emphatic rather than angry and State your decisions without saying “No”. No is a fighting word and a whole lot more (p.106)
Dealing with challenging kids

• Any ideas?
ADHD

- Attention Deficit Hyperactivity Disorder
ADHD

• ADHD is a problem with inattentiveness, overactivity, impulsivity, or a combination of the all.
• This may include, failure to give close attention to details, fidgets with hands or feet or squirms in seat, does not seem to listen when spoken to directly, easily distracted, can’t play quietly, talks excessively.
• Also may run or climb in appropriate situations, can’t wait his/her turn and generally interrupts others during conversations or games.
Dealing with ADHD - strategies

- Ensure that they understand the lesson plan and their role in it. Ask for confirmation that he/she knows what we are going to do. Without making them an example, ask them to describe the plan of action we have agreed.
Dealing with ADHD - strategies

• *Pair them up with someone who is calm and peaceful in nature in the group. The faster they understand they are a part of the team the lower the chance of distractions and focus being on them alone.*
Questions 29-32
HOW CHILDREN LEARN

Chapter 3 Children’s Instruction Manual
First impressions are key

• Make your initial interaction with both the kids and the parents.
  – Don’t make the kid think you are plotting against them

• Engage with the child immediately, even at the risk of putting priority on them versus the parent.
  – (You will have the lesson with the child)
First impressions are key

• Even if you have an impression of where the child is from a development perspective, KNOW they all develop at a different pace.
• Do a student profile check list in your head ..
Student profile checklist

- The child’s stage of cognitive development (how they think)
- The child’s beliefs, attitudes, and values
- Stage of physical development and past movement experiences
- Motivation and attitude
- Dominant learning styles
Stages of child development - Cognitive

• Sensori-motor (Birth to 2 years)
  – Differentiates self from objects
  – See self as agent of action
  – Realizes things exist even when they have “left the room” Object permanence
Stages of child development - Cognitive

• Pre-operational (2-7 years)
  – Learns to use language and to represent objects by images and words
  – Thinks of self mainly, has difficulty taking the viewpoint of others
  – Classifies objects by a single feature e.g. All red blocks regardless of shape, or square blocks regardless of color
Stages of child development - Cognitive

• Concrete operational (7-11 years)
  – Can think logically about objects and events
  – Classifies objects according to several features and can order them in a series along a single dimension such as size, color, position
Stages of child development - Cognitive

• Formal operational (11 and older)
  – Can think logically about abstract propositions and test hypotheses systematically. (Mike’s translation ... they can reason)
  – Becomes concerned with hypothetical possibilities, the future, and with ideological problems
What this means in ski instruction?
Stages of child development-Cognitive

- Sensori-motor (Birth to 2 years)
  - Not much in the way of teamwork
  - Self and need centered
Stages of child development - Cognitive

- Pre-operational (2-7 years)
  - Have trouble understanding the concept of space, particularly when moving
  - Still not very team oriented
  - Cause and effect not well understood
Stages of child development - Cognitive

- Concrete operational (7-11 years)
  - The Tooth fairy is history
  - Know the difference between reality and make-believe
  - Imaginative and can understand hypothetical thinking e.g. I am a race car ...
  - Visualization and games is a great opportunity with this group

Pages 88-89 Children's Instruction Manual
Stages of child development - Cognitive

- Formal operational (11 and older)
  - Ability to think abstractly, reason logically and draw conclusions from the information available
  - Shocker: some two-thirds of people do not develop this form of reasoning fully enough that they remain Concrete operational thinkers.
Giving and following directions
Instructor impact on cognitive stages

- **Reversibility**
  - The process of turning directions or instructions backwards (pressing on the wrong ski, turning the other way common in 3-6 year olds)
  - *Keep It Simple for Skiers*
Instructor impact on cognitive stages

• **Laterality**
  – The developed preference for using one side of their body
  – At 5 or 6 children start developing this preference
Instructor impact on cognitive stages

• **Directionality**
  – Understanding left from right
  – Downhill from uphill (depends where you are)
  – *Keep It Simple for Skiers*
Questions 32-35
ALPINE/SNOWBOARD SPECIFIC ISSUES
Equipment issues for Children

• Skis, snowboards and boots ... oh my
  – Equipment has a softer flex, making it easier to leverage with less pressure
  – Height is important according to the size and age of the child. Typically between their chest and chin will be the “right size”
  – Boots should provide support and be flexible, minimizing movement within the boot
Basic maneuvers for Alpine

• Beginner/Novice
  – Shuffling
  – Skating
  – Stepping around
  – Herringbone
  – Sidestepping

  – Straight run
  – Gliding wedge
  – Braking wedge
  – Wedge turns
Basic maneuvers for Snowboard

• **Beginner/Novice**
  - Gliding
  - Skating
  - Climbing, sidestepping
  - Straight runs

  - Edge wiggles
  - One-footed fade turns
  - One-footed fade turns with an edge change
Basic maneuvers for Snowboard

• Beginner/Novice
  – Getting on and off the lifts
  – Two footed hops
  – Slideslipping
  – Traverses

– Garlands
– Single turns
– Linked skidded turns
– Freestyle:
Questions 36-43
Roles in a creative team

- Explorer
- Artist
- Judge
- Warrior
Download slides at www.loonski.com

Under the ski instructor link CS1