

CHILDREN'S SPECIALIST 1 WORKBOOK

KNEE-HIGH KNOWLEGDE

(Originally published as PSIA-NW Workbook)

PSIA-AASI-W Revision completed 11/07

Resources for discovering the answers to the questions and tasks found in the workbook:

PSIA, 1997 Alpine Entry-Level Guide for Children's Instruction (AEG)

PSIA-AASI, 1997 Children's Instruction Manual (CIM)

The pages referenced in the parentheses will direct you where the answers for each question in the workbook can be found. Some of the questions require you to supply examples. Feel free to use the examples in the manual and/or others from your own teaching experience.

Scoring: To meet the minimum standard for this portion of the Knee-High Knowledge part of the Children's Accreditation Course you must complete the workbook with 80% accuracy.

Safety Awareness

1. List the seven parts to "Your Responsibility Code" and give an example of how to teach these to children. (CIM 13, AEG 5)
 - a.
 - b.
 - c.
 - d.
 - e.
 - f.
 - g.

2. Circle the phrases (may be more than one) that answer the following question. When stopping your group on the mountain, avoid stopping: (AEG 5)
 - a. In the middle of the run.

- b. On the side of the run.
 - c. Where blocking a trail junction.
 - d. At the bottom of a run.
 - e. Below a roll in the terrain.
3. 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. Circle all answers that may apply. (AEG 6)
- a. Do you have the flu or a cold?
 - b. Did you eat breakfast today?
 - c. Did you get good nights sleep?
 - d. Did you drink fluids? (Sorry, not officially in the book, but staying hydrated is very important!)
4. An equipment check is not necessary until students are ready to ride the first lift? (AEG 5)
- True False
5. As a children's instructor, your student's safety should always be your primary concern. (AEG 5)
- True False
6. The instructor should assess each students clothing prior to the start of the lesson. List four important items of clothing/equipment each child should have. (AEG6, CIM 65)
- a.
 - b.
 - c.
 - d.
7. Before your first lift ride of the day, it is a good idea to have your students watch other people loading a lift as you discuss lift riding procedures. (AEG 22)
- True False

8. What would you include in a discussion about lift safety?
(AEG 6, 22) Circle all that apply.
- a. Remind students to pay attention.
 - b. Clearly define a meeting spot for the top of the lift.
 - c. Which way should students be looking?
 - d. Draw two lines in the snow, have the kid's pair up and practice.

Teaching Knowledge

9. You cannot make children learn, but you can provide them with opportunities to experience what they need to be able to learn. (CIM 21)

True False

10. When people learn a snow sport a partnership is formed between student and coach. List four aspects of a student's profile that you may want to identify. (CIM 5-6, AEG 10)

- a.
- b.
- c.
- d.

11. List three examples of how you get to know your students and create the student profile. (AEG 10)

- a.
- b.
- c.

12. List the four stages of the Teaching Cycle for Children and what you do at each stage as related to the ATS Teaching Cycle. (AEG 11)

- a.
- b.
- c.

- d.
13. If the Student Profile and Instructor Behavior work together the results should be? Circle all that apply. (CIM 5)
- a. creativity
 - b. individualized
 - c. student-centered
 - d. interactive
 - e. experiential
 - f. fun
14. Circle some of the ways an instructor contributes to their student's success? Circle all that apply. (CIM 20)
- a. Setting realistic goals
 - b. Understand the basis for their behaviors
 - c. Present information in a manner that fits their abilities
 - d. Demonstrate movement skills that are consistent with their physical maturation.
15. Circle the answer that describes how to build progressions? (CIM 46)
- a. New components should only be introduced on challenging terrain.
 - b. Starting a new movement sequence should not include any static steps.
 - c. Tasks should divide the objective into component parts or skills, moving from simple to complex.
16. Circle the clues for finding what a child is doing on the snow. (CIM 39-41)
- a. What parts of the body are bending and straightening?

- b. What does the track of the skis or board in the snow look like?
 - c. What parts of the body are turning?
 - d. Are the movements of the body smooth or jerky from one movement sequence to the next?
17. Which type of question is most likely to result in a Yes or No answer? (CIH 38-39)
- a. Closed question
 - b. Semi-open question
 - c. Open question
 - d. Probing question
18. When teaching beginners, the following are important: (AEG 17-18)
- a. Pace lesson to the group
 - b. Cover every possible exercise
 - c. Play at least 10 games
 - d. Take time to help student's master movements
 - e. Ride the chair lift to appease the parents
19. Movement patterns may look different in children than they do in adults. (AEG 13)

True False

The CAP Model

20. The CAP Model is a tool that helps instructors recognize differences in their students. Name the components of the CAP Model. (CIM 6+, AEG 25)

- a.
- b.
- c.

21. A child's center of mass is located _____ than an adult's center of mass. (AEG 13)

22. List three factors of physical development to keep in mind when teaching movements to children. (AEG 13)

- a.
- b.
- c.

23. Children develop the ability to distinguish between left and right between ages 5-6. Circle all answers that apply to how you would make adjustments for this in your teaching? (CIM 11)

- a. Face away from students when demonstrating right or left so that your left and the children's left is the same.
- b. Indicate direction using visual cues (unique trees, cut-out figures, ribbons) as well as the words "right" and "left".
- c. Repeat the same directions over and over again, louder and louder.

24. How children feel is also referred to as affective. (AEG 25)

True False

25. Young children age 3-6 usually know their right from left? (CIM 11)

True False

Mark each question with a, b or c. Realize that these are generalities and that every child is unique. (AEG 25-26, CIM 15-18)

- a. 3-6 year olds
- b. 7-12 year olds
- c. Teens

Cognitive (Thinking and Mental Processes)

- 26. _____ I need to know “why”
- 27. _____ I can only process one direction at a time
- 28. _____ I am good at problem solving. Let me try.

Affective (Feelings or Social/Emotional Development)

- 29. _____ I am vulnerable and anxious. Self-esteem is important.
- 30. _____ I am very ego-centric. I think the world revolves around me.
- 31. _____ I am aware of the rules, but believe I am really “the boss”.

Physical (The body and Physical Capacity)

- 32. _____ I tire easily
- 33. _____ My Center of Mass is moving downward, closer to the navel.
- 34. _____ My body is adjusting to rapid changes in body size and shape. I may need time to re-learn skills and have more practice time.

Use the following words to complete the sentences in questions 35-45. (AEG 25)

Eye	Movements	Respect
Body	Attention	Talk

Directions
Questions

Condescending
Active

Compassion

35. The most important thing to remember about getting your point across to children is to treat them with respect and _____.
36. When addressing children, use gestures and _____ language.
37. Keep _____ simple, consistent and task related.
38. Be a (an) _____ listener.
39. Direct your student's attention to key _____ and body parts.
40. _____ the child's opinion.
41. Do not _____ too much. Keep the group moving.
42. Do not be _____. Avoid baby talk.
43. Use direct _____ contact.
44. Wait for the whole group's _____ before giving directions.
45. Ask _____ to confirm that the children understand your directions.

Behavior Management

46. List five guidelines for making rewards and praise more effective and reinforce positive behaviors. (AEG 26)
 - a.
 - b.
 - c.
 - d.

e.

47. What are two things you can do when a child behaves inappropriately instead of punishment?

a.

b.

48. List five guidelines to help students understand why their behavior is inappropriate and to allow them to learn from the situation. (AEG 28)

a.

b.

c.

d.

e.

49. If you have the opportunity to talk to the parents before a lesson, you should share some basic information. List some of these things. (CIM 48, AEG 29)

50. At the end of the lesson, you should summarize the lesson with the students and parents. List some things that you should share with parents. (CIM 48-49, AEG 30)

