

## **Children's Specialist 2**

**Required: Level II Certification, Completion of workbook prior to attendance**

**Time: 3 Days – Clinic and Evaluation**

**GOAL: Synthesis, Analysis and Application**

### **Part 1 of 6**

#### **HUMAN DEVELOPMENT**

**By Marie Russell-Shaw**

Most people walk the same pathway on the journey of human development. We pass through the same stages of development as we move along the path, but we walk at our own pace. Understanding the common stages that people pass through and the characteristics of the stages can help us identify the current developmental needs of each of our students.

In a student-centered, outcome-based teaching system such as ours, understanding what the student brings to a lesson is very important to the lesson planning process. It will help us make decisions concerning what to do to help them progress and develop toward their desired outcomes in the mountain environment.

The pace of our development is determined by our biological endowments, as well as the experiences we have in life. Our role as instructors is to help our students grow and develop by creating the learning environment for successful experiences.

“Education is not something a teacher does, but it is that natural process which develops spontaneously in the human being. It is not acquired by listening to words, but in virtue of experiences in which the child acts on his environment. Individual activity is the one factor that stimulates and produces development.” - **Maria Montessori**

The Student's challenge is to develop Cognitively, Affectively, and Physically. The Instructor's challenge is to: 1) Identify the child's current stage of development; and 2) Create the environment that will help the student have the experiences he/she needs to grow.

#### **THE CAP MODEL**

The CAP model was created to describe how development affects learning and performance. Development is divided into three areas: Cognitive, Affective and Physical. These areas help organize the developmental characteristics into three zones. These zones are interrelated. Development in one area will influence development in the others. However, people do not tend to develop equally in all areas at the same time. For example a child may be intelligent beyond his years, but not have the social or physical development characteristics common to children of his age. The CAP model was originally created to describe how children develop. The zones of development can also be used to organize the characteristics of development throughout our lifetime.

The following is an outline of the CAP model. The first section identifies the zones and the major areas of focus. Included is the instructor's role for meeting developmental needs for each zone. The second section lists developmental characteristics common to people of particular stages of development, divided into the CAP zones. The ages listed for each stage are the common age where people pass through these stages, but may vary for a particular individual. For complete explanation of the CAP model and human development refer to the sources at the end of the article. PSIA-NRM and NRM-EF/March, 1997.

#### **COGNITIVE, AFFECTIVE AND PHYSICAL DEVELOPMENT**

**Cognitive Development:** How the student develops understanding

- Point of View
- Following Directions

The Instructor's role is to provide input that is developmentally appropriate so that the student can process the information to produce the desired Motor Response.

**Affective Development:** How the student develops emotionally – own identity, relationships with others and moral values.

- Play, Rules, and Competition (Social Interaction)
- Identity
- Moral Values

The Instructor's role is to motivate the student by meeting affective needs.

**Physical Development:** How the student's body growth and changes affect movement.

- Center of Mass
- Strength
- Motor Control

The Instructor's role is to provide movement experience which help the student develop the ability to move in general and in the winter environment specifically.

## **DEVELOPMENTAL CHARACTERISTICS**

**Young Children - 3 to 6 years**

### **C**

- Welcome to my World- Egocentrism
- Fantasy- able to create still pictures in mind
- The Magic of Discovery – developing patterns and movement and language
- One thing at a time- no reverse

### **A**

- Play beside others rather than with others
- Acceptance by adults, parents, teachers important
- Good is good, bad is bad, moral development

### **P**

- Large head to body- High CM
- Large muscle strength develops first
- Develop motor control of the head and torso first

**Older Children - 7 to 10 years**

### **C**

- Sees the world from more than one point of view
- Able to understand consequences, but tends to act first
- Keep it real (Concrete)

- Able to image-to picture themselves moving in the mind
- The Discovery of Logic-Limited to concrete experiences
- Able to deal with more than one thing at a time, but not too many

## A

- Cooperative play to competition
- Test own competence, how much to trust adults and our trust of them
- Clever as a fox morals

## P

- CM moving down to hip area like an adult's
- Large muscle strength and motor control development to fine muscle

## Tweens - 11 to 13 years

### C

- Imaginary Audience-believe that everyone is observing them
- Personal Fable- believe that only they have had it this tough
- The Age of Reason-Abstract thinking
- Exploring all the Possibilities
- Problem Solving-Discovering the Answers

### A

- Self-Esteem: Vulnerability and Anxiety/peer acceptance desired
- Cliques and Crowds
- "All in favor, say I"-peer view important for deciding good/bad

### P

- Rapid growth and body changes-Strength may not match bone growth, CM goes on a journey

## Teens - 14 to 17 years

### C

- Realize that they are like others in the world
- Abstract thinking abilities continue to develop
- Problem finding-Discovering the Questions

### A

- Identifying self separate from others view
- Couples
- Let conscience be your guide-moral reasoning

### P

- Growing into an adult body

## **Young Adults - 18-40 years**

### **C**

- Able to put self in place of another
- Peak intellectually
- Live independently
- Identity getting-goal setting

### **A**

- Family lifestyle/network of friends developing
- Sense of leisure time develops
- Financial stress

### **P**

- Peak physically
- Female/male differences during child bearing years

## **Mature Adults - 40 to 60 years**

### **C**

- Time orientation-sands of time are slipping away
- Creativity high
- Changing relationship with self
- IQ performance increases until mid 50s

### **A**

- Financial security???
- Stabilization
- Have accumulated valuable social, professional, personal experiences from which to draw

### **P**

- Physical strength declines only 10% from peak in 20's
- Complex motor skills decline after reaching full growth-experience makes up for some loss

## **Seniors - 60+**

### **C**

- Goal orientation very high
- High expectations of self and others

### **A**

- Fixed income
- More leisure time

- Fear of not succeeding as have before

## P

- Visual and auditory acuity declines somewhat
- Less tactile sensitivity
- Less flexibility in tendons and ligaments

### Sources:

- Brewer, C. and Campbell, D.G. 1991. Rhythms of Learning. Tucson, Arizona: Zephyr Press.
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- Kidd, J.R. 1978. How Adults Learn. Englewood Cliffs, New Jersey; Prentice-Hall, Inc.
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- Steinberg, L. and Levine, A. 1990. You and Your Adolescent. New York, NY: Harper Collins Publishers.

## UNDERSTANDING CHILDREN'S THINKING By Jean Piaget

### Stages of Development

(All of us pass through same sequence, but at different rates)

#### a. **Sensori-motor** (0-2 years)

1. Explore the world through the senses
2. Learning to separate self from objects and others.

#### b. **Pre-Operational** (2-7 years)

1. Egocentric- sees the world from own point of view only. Believes:
  - a. World created by and for people (for child's pleasure)
  - b. He/She can control nature
  - c. Nature is alive and acts with conscious purpose
2. Able to represent objects with symbols. (Imagine not Image)
3. Able to form mental images, but static.
4. Center on one aspect of a situation at a time.
5. Events are caused by other events because they happen at the same time in the space. (not cause and effect)
6. Doesn't understand rules or competition.

#### c. **Concrete Operations** (7-11 or 12+ years)

1. Views the world from more than one perspective.
  - a. Plays cooperatively and understands rules.
  - b. Differentiates reality from fantasy
2. Mental images are dynamic (able to image), but limited to real objects and events.
3. Able to reason from particular to general based on experience.
4. Acts first and deals with results later.
5. Believes in own cleverness- sees adult rules as a challenge.
6. Competition-
  - a. Becoming interested in outcomes as well as participation.
  - b. Internal vs. External rewards- Encourage self-improvement and competition against own previous performance for internal reward of feelings of success.

**d. Formal Operations** (11 years-Adult)

1. Can hypothesize and consider what might be rather than only what experienced.
  2. Think in abstractions and concepts vs. concrete events and objects.
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**THE PERCEPTUAL MOTOR SYSTEM**

**SENSORY INPUT-** Reception

1. Sight
2. Hearing
3. Taste
4. Smell
5. Touch

**PERCEPTION-** Brain Interpretation

1. **Kinesthetic** = Primary Source of Information

Includes Tactile, Vestibular, & Proprioceptive Stimuli

2. **Visual** (Organized in a near to far sequence- child is 8 yrs old before his visual development is complete)

- Acuity (sharpness, clarity)
- Discrimination (perceiving details)
- Constancy (brightness, color, shape)
- Figure-Ground (perceiving figures separate of background)
- Localization (orientation of people and objects in space)

3. **Auditory** (Full maturity of auditory functioning does not occur until nearly 7 years of age)

- Direction
- Distance

**MOTOR RESPONSES-** ACTION

- Orderly and Predictable

**Part 2 of 6**

**MULTIPLE INTELLIGENCES**

**A book report by Marie Russell- Shaw**

**Title:** Multiple Intelligences in the Classroom

**Author:** Thomas Armstrong

**So What is Multiple Intelligence Theory?**

Remember the IQ tests and all those terrible jokes relating IQ to size of items of apparel? These tests measured a limited range of potential. A Psychologist, Howard Gardner, felt that our culture had defined intelligence too narrowly. He proposed that we all are intelligent (smart) in at least seven different ways. Most people can develop all their intelligences to a relatively competent level of mastery. However we tend to be inclined to establish ways of

learning that run more along the lines of some intelligences than others. These inclinations show up at a very early age.

MI is a learning style theory, but it is different than the VAK system we often talk about in ski teaching. MI theory is a cognitive model that seeks to describe how individuals use their intelligences to solve problems and fashion products. This approach is geared to how the human mind operates on the contents of the world (objects, persons, sounds, etc.). VAK is a sensory channel model... teachers can affect learning by providing input to the learners' senses. MI theory is not specifically tied to the senses; it is possible to be blind and have spatial intelligence or to be deaf and be quite musical. Both models touch upon different aspects of the whole learner. Not only can we help instructors with the process they use to provide information so it can be seen, heard, and felt by their students (VAK); in addition we can help them plan the content of their lessons so that it stimulates all of the students' intelligences.

Whether intelligences develop depends on three main factors:

- **Biological endowment-** Hereditary or genetic factors add insults or injuries to the brain before and after birth. This refers to the cards the gene pool deals us.
- **Personal life history-** Experiences with parents, teachers, peers, friends and others who either awaken intelligences or keep them from developing. For example if you wanted to be an artist but your parents wanted you to be a lawyer your linguistic intelligence may develop at the expense of your spatial intelligence.
- **Cultural and historical background-** The time and place in which you were born and raised and the nature and state of cultural or historical developments around you. For example bodily-kinesthetic intelligence opportunities are probably greater for kids that grow up on a farm than for those that grow up in an apartment in the city.

Experiences that we have during our lives are key factors in the development of intelligence. Whether the biological endowments we're born with are modest or rich, the experiences we have activate or deactivate intelligences. Crystallizing experiences are the experiences that light intelligence and start its development toward maturity. Paralyzing experiences "shut down" intelligences. An instructor can provide the opportunity for crystallizing experiences to occur and the environment for growing intelligences to thrive.

## What Are the Seven Intelligences?

**Linguistic Intelligence (WORD SMART):** Able to use words effectively, whether orally (as a storyteller) or in writing (as a poet).

**Logical-Mathematical Intelligence (NUMBER or LOGIC SMART):** Able to use numbers effectively (as a tax accountant) and to reason well (as a computer programmer). This intelligence includes sensitivity to logical patterns and relationships, including if-then statements and cause-effect propositions.

**Spatial Intelligence (PICTURE SMART):** Able to perceive the visual-spatial world accurately (as a scout, guide) and to transform these perceptions (as an artist, inventor). It includes the capacity to visualize, to graphically represent visual or spatial ideas, and to orient oneself appropriately in a space.

**Bodily-Kinesthetic Intelligence (BODY SMART):** Able to use one's whole body to express ideas and feelings (as an actor, athlete) and able to use one's hands to produce or transform things (as a sculptor, surgeon, mechanic).

**Musical Intelligence (MUSIC SMART):** Able to perceive (as a music aficionado), discriminate (as a music critic), transform (as a composer), and express (as a performer)

musical forms. Included are sensitivity to rhythm, pitch or melody and timbre or tone color of a musical piece.

**Interpersonal Intelligence (PEOPLE SMART):** Able to perceive and make distinction in the moods, intentions, motivations and feeling of other people (as a friend, counselor, TV Talk Show Host). Included are sensitivity to facial expressions, voice, and gestures; able to discriminate among many different kinds of interpersonal cues and able to respond effectively to those cues.

**Intrapersonal Intelligence (SELF SMART):** Self-knowledge and the ability to act adaptively on the basis of that knowledge. This intelligence includes having an accurate picture of oneself (one’s strengths and limitations); awareness of inner moods, intentions, motivations, desires, and the capacity for self-discipline, self-understanding, and self-esteem.

Key Points in MI Theory:

1. Each person possesses all seven intelligences.
7. Most people can develop each intelligence to an adequate level of competency.
8. Intelligences usually work together. (How many intelligences would you use when playing kickball, or cooking a meal?)
9. There are many ways to be intelligent within each category. (A person might be a klutz on the playing field, but extremely body smart when weaving a carpet or crafting an inlaid table.)

**How Can We Identify Our Students’ Most Developed Intelligences?**

One way to do this is to observe how children misbehave in class. The word smart student will be talking all the time, the picture smart student will be doodling in the snow and daydreaming, the people smart student will be socializing, the body smart student will be fidgeting, etc. Kids will say through their misbehavior “This is how I learn, and if you don’t teach me this way, guess what? I’m going to do it anyway.”

Another way to observe intelligence preferences is to observe what students do when nobody is telling them what to do. The following is a chart that describes what you might observe kids doing for each learning style. This is based on a school setting, but many of these would be seen in a ski school setting.

<b>Seven Kinds of Learning Styles</b>			
<b>Children who are strongly:</b>	<b>Think</b>	<b>Love</b>	<b>Need</b>
Linguistic	In words	Reading, writing, telling stories, playing word games, etc.	Books, tapes, writing tools, paper, diaries, dialogue, discussion, debate, stories, etc.
Logical/Mathematical	By reasoning	Experimenting, questioning, figuring out logical puzzles, calculating, etc.	Things to explore and think about science materials, manipulatives, trips to the planetarium, and science museum, etc.



Spatial	In images and pictures	Designing, drawing, visualizing, doodling, etc	Art, LEGOs, video, movies, slides, imagination games, mazes, puzzles, illustrated books, trips to art museums, etc
Bodily/Kinesthetic	Through somatic sensations	Dancing, running, jumping, building, touching, gesturing, etc.	Role-play, drama, movement, things to build, sports and physical games, tactile experiences, hands-on learning etc.
Musical	Via rhythms and melodies	Singing, whistling, humming, tapping feet and hands, listening, etc.	Sing-along time, trips to concerts, music playing at home and school, musical instruments, etc.
Interpersonal	By bouncing ideas of other people	Leading, organizing, relating, manipulating, mediating, partying, etc.	Friends, group games, social gatherings, community events, clubs, mentors/apprenticeships, etc.
Intrapersonal	Deeply inside of themselves	Setting goals, meditating, dreaming, being quiet, planning	Secret places time alone, self-paced projects, choices, etc.

### How can we teach to all intelligences?

The following is a chart that includes examples of general teaching activities and instructional strategies. These too are based on a classroom setting.

<b>Summary of the "Seven Ways of Teaching"</b>			
<b>Intelligence</b>	<b>Teaching Activities (examples)</b>	<b>Teaching Materials (examples)</b>	<b>Instructional Strategies</b>
Linguistic	Lectures, discussions, word games, storytelling, choral reading, journal writing, etc.	Books, tape recorders, typewriters, stamp sets, books on tape, etc.	Read about it, write about it, talk about it, listen to it
Logical/Mathematical	Brain teasers, problem solving, science experiments, mental calculation, number games, critical thinking, etc.	Calculators, math manipulatives, science equipment, math games, etc.	Quantify it, think critically about it, conceptualize it
Spatial	Visual presentations, art activities, imagination games, mind mapping, metaphor, visualization, etc.	Graphs, maps, video, LEGO sets, art materials, optical illusions, cameras, picture library, etc	See it, draw it, visualize it, color it, mind-map it.

Bodily/Kinesthetic	Hands-on learning, drama, dance, sports that teach, tactile activities, relaxation exercises, etc.	Building tools, clay, sports equipment, manipulatives, tactile learning resources, etc	Build it, act it out, touch it, get a “gut feeling” of it, dance it
Musical	Superlearning, rapping, songs that teach	Tape recorder, tape collection, musical instruments	Sing it, rap it, listen to it
Interpersonal	Cooperative learning, peer tutoring, community involvement, social gatherings, simulations, etc	Board games, party supplies, props for role plays, etc.	Teach it, collaborate on it, interact with respect to it
Intrapersonal	Individualized instruction, independent study, options in course of study, self-esteem building, etc	Self-checking materials, journals, materials for projects, etc	Connect it to your personal life, make choices with regard to it

## Part 3 of 6

### KIDS MOVEMENT PATTERNS-Assessment Made Easy by Alison Clayton

If we use the Guide for Effective Skiing as a basis for comparison, we can define some of the differences between the movements that adults make and the ones we see in children. Note that children’s movements become more refined, more toward the IDEAL, as they grow older, get bigger and have more mileage under their belts.

#### Balancing Movements

##### IDEAL

- Joints flex evenly together- ankles, knees, hips, spine
- Hips centered over feet (side view), ears ahead of center of feet, hands ahead of ears
- Outside ski bends more than inside ski- primary weight on middle of outside ski

##### REAL

- Knee flex in younger children is greater, ankle movements not as coordinated, large muscle groups develop first
- Hips slightly behind feet, ears over heels-or ear over knees!- hands in a variety of places depending on inside ski weighted as much as outside ski, bends toward tail

#### Rotary Movements

##### IDEAL

- Legs turn underneath the upper body to guide skis through the arc of the turn

- Femur turns in the hip socket
- Upper body remains stable and strong

REAL

- Shoulders and torso generate turn- large muscle groups stronger
- Articulation of joints not developed
- Body used as a whole

### **Edging Movements**

IDEAL

- Diagonal movements of feet, legs and hips engage and release edges
- Shins contact both boot cuffs on a forward diagonal
- Edges are engaged and released in one smooth movement

REAL

- Tipping laterally into hill, away from ski, creates edge
- Shins have little or no contact with FRONT of boot cuff
- Movements are harsh and jerky

### **Pressure-Control Movements**

IDEAL

- Body and skis flow smoothly over changing conditions and terrain
- Joint flexion and extension is determined by changes in terrain and pitch of slope
- Skis bend progressively through turn, entire ski is engaged in turn
- Bouncing and loss of contact happens
- Coordination of even joint flex is lacking- over flex of hip and knee common
- Bend in ski comes late in turn- frequently from tail of ski

### **Directional Movements**

IDEAL

- Body moves into direction of new turn for edge change
- Ski travels along arc- tip and tail through same path
- Pole swings in direction of travel

REAL

- Movement is up and back to change edges
- Tail of ski slides past tip's arc- pivot and skid
- Coordination of pole swing and directional guidance rough

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## **Snowboard Kid's Movement Considerations**

In teaching snowboarding, instructors should address the common movements that lead to more effective and efficient riding. Adults are able to learn and develop these movements

precisely and accurately. Because of the more limited development of muscular strength and coordination, children may not be able to use these movements with the same refinement and may substitute other movements. This doesn't mean that children are incapable of making effective, efficient movements, only that it may take more time, practice, and repetition to reach the same level of competency as an adult.

While the Real Movements of children may involve larger muscle groups and more gross movement patterns, these will gradually come closer to Ideal Movements as the children grow older, bigger, and more experienced. In setting lesson goals, instructors should observe the Real Movements their students are making and strive to help students come closer to the Ideal Movements described below.

<b>Reference Alignments</b>		
<b>Ideal</b>	<b>Real</b>	<b>Why</b>
Shoulders, hips, and knees aligned perpendicular to front foot. Head and eyes turned toward direction of travel.	Feet, knees, hips, shoulders, hips, feet, head, and eyes all facing the same direction, or possibly head and upper torso turned toward nose of board.	Ability to move the body sideways develops later than ability to move forward and backward.
Shoulders and hips aligned with terrain on which board is moving or about to land.	Shoulders and hips rarely tip to align with terrain but stay fixed in one plane.	Easier for kids to do same moves with right and left sides of body. Movements required to tip hips and shoulders more difficult.
Head and hips align between the feet and over the board or turning edge.	Heel-side moves: Hips are outboard of heel-side edge and head is over or beyond toe-side edge.	Muscle strength and coordination to flex ankles develops later than strength to flex hips and knees.
	Toe-side moves: Hips are over center or heel-side edge of board and head is outboard of toe-side edge.	Children use hips and knees to align the center of mass.

<b>Rotational Movements</b>		
<b>Ideal</b>	<b>Real</b>	<b>Why</b>
Rotation of legs, hips, and lower spine dominates.	Rotation of shoulders and upper spine dominates. Lower body rotation tends to be a result of counter-rotation or rotation of upper body.	Muscle control develops first in head and torso, then moves along extremities.
Rotational movements are well controlled and efficient.	Rotational movements tend to be more than needed and are the primary movements used to change board direction.	Movements tend to be exaggerated and uncontrolled initially. Later become refined and efficient.

<b>Flexion and Extension Movements</b>		
<b>Ideal</b>	<b>Real</b>	<b>Why</b>

Feet, ankles, knees, hips, and spine all involved in flexion and extension movements that move center of mass up and down, side to side, or fore and aft relative to board deck.	Flexion and extension of knees and hips dominates.	Muscle strength and coordination to flex ankles and toes develops after strength to flex hips and knees. Children use hips and knees to align center of mass.
Movement generally initiated from feet and ankles.	Movement in feet and ankles occurs as a result of upper body movement if at all.	See above.
Toe-side moves: Toes, ankles, and knees flex to move center of mass over or beyond toe-side edge to increase edge angle.	Toe-side moves: Hip flex dominates, with some knee flex moving torso toward toe-side edge and hips toward heel-side edge. Or, hips and knees remain extended and entire body tips to inside of turn from ankle. Result is little or no edge angle.	See above.
Heel-side moves: Flexion of ankles, knees, and hips causes back of lower leg to lever against highback or back of boot and aligns hips over heel-side edge and increases edge angle.	Heel-side moves: Knee flex dominates, with some hip flex. Or, hip flex dominates, with no knee flex. Either way, back of lower leg applies little leverage to highback and hips end up outboard of heel-side edge with little edge angle.	See above.
Fore and aft movements of center of mass used to anticipate, initiate, and direct movement of board through turn are controlled through oppositional flexion and extension movement of joints on left and right sides of body.	The joints of right and left sides of body tend to flex or extend the same amount at the same time, so the center of mass is centered or, board accelerates toward fall-line, behind middle of board. Turn initiation often slow, and board tends to slide sideways at end of turn.	Easier for kids to do exactly the same moves with right and the left sides of body. Oppositional movements used to extend left knee while flexing right knee, for example, develop later.

### Movement Analysis of Children

Through on-going movement analysis, you can develop appropriate lesson plans for your students. The following model provides an outline for movement analysis of children.

#### 1. ASSESS THE STUDENT

A. Who are they? Describe using the C.A.P. model their ability level, mental attitude, physical issues and their age and stage of development

B. What are they doing? Turn type, turn radius and shape and speed.

C. What are the terrain and the snow conditions? What type of equipment are they using?

## 2. DESCRIPTION OF MOVEMENT PATTERNS-

A. Adjusting stance- describes their stance and how it Affects their movements. Is balance maintained? Any reasons related to the C.A.P. model?

B. Tipping the feet and legs to engage and release the edges- describes the type of edge movements, how are the edge angles created and reduced? Any reasons related to the C.A.P. model?

C. Twisting the feet and legs- What is the primary steering force? How is steering managed? Any reasons related to the C.A.P. model?

D. Adjusting foot-to-foot movements- Can they move the left side independently of the right side? Where is the balance point? Any reasons related to the C.A.P. model.

E. Flexing and extending the ankles, knees, hips and spine- How is energy directed into the new turn? How do they deal with terrain induced pressure issues? Any reasons related to the C.A.P. model?

## 3. CAUSE AND EFFECT-

A. \_\_\_\_\_ is causing \_\_\_\_\_.

B. Describe the initiation, direction and completion of the turns.

C. Describe the turn shape and speed control.

D. How is their ability to link turns?

E. Describe their skill usage and blending of movements.

## 4. PRESCRIPTION FOR CHANGE-

A. Prioritize the most essential skill, what will the impact be?

B. Prioritize the next most essential skill, what will the impact be?

C. Relate your choices to the C.A.P. model-ages and stages of development.

## 5. LESSON PLANNING-

A. Determine goals and plan objectives. Goals are based on your assessment, description and cause and effect. Objectives are the outcomes, skills and movement patterns to be developed.

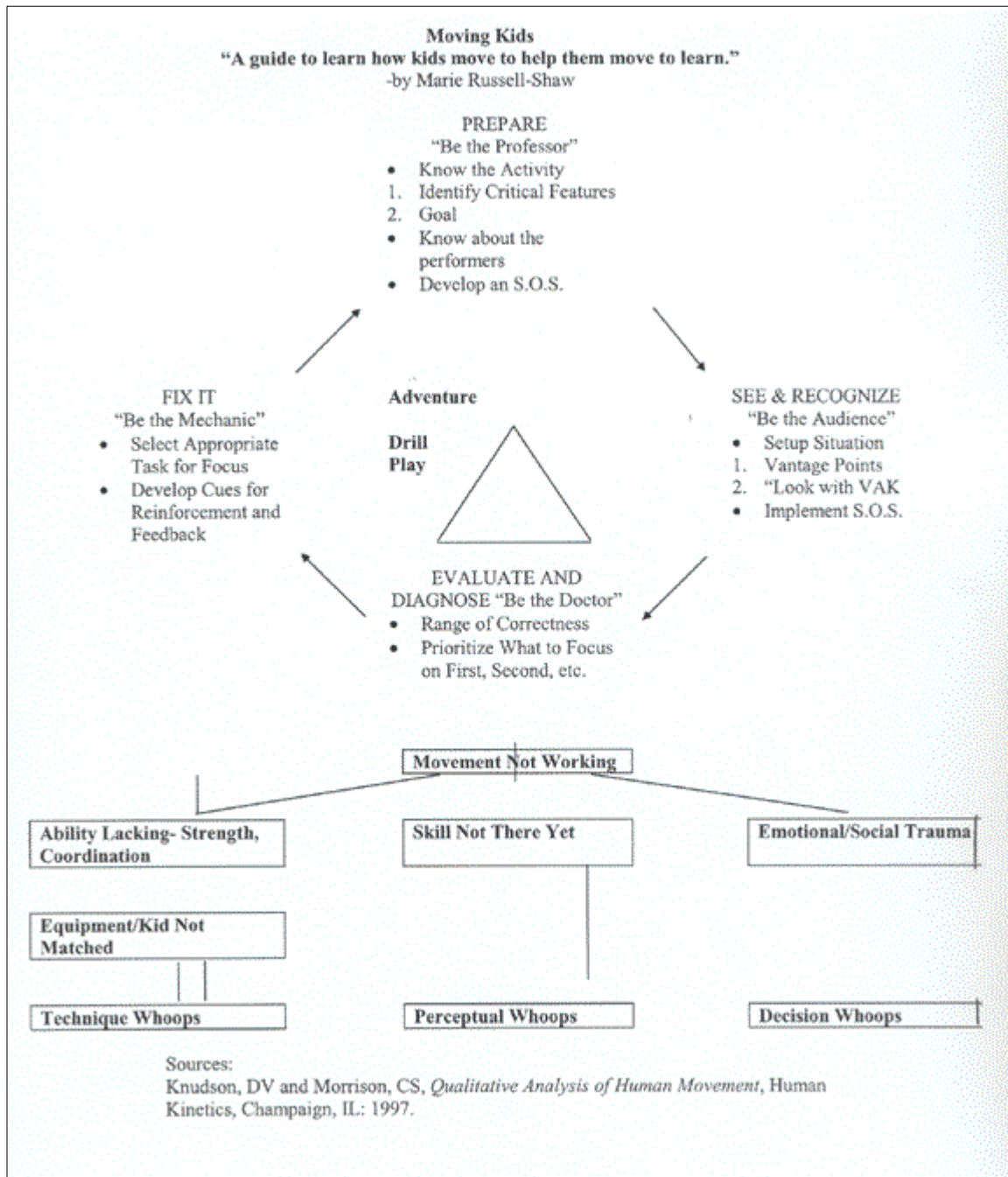
B. Present and share information. Have a child-centered lesson plan considering their learning preferences, lateral learning, and teaching for transfer and developmental theories. Use progressions to isolate and develop skills. Use progressions to blend and apply skills.

C. Guided practice. Use process and outcome oriented activities. Provide feedback based on performance. Use a variety of teaching styles.

D. Check for understanding throughout the day.

Summarize the learning throughout the day.

From *Vail and Beaver Creek Children's Alpine Teaching Handbook (2001)*, used with permission.



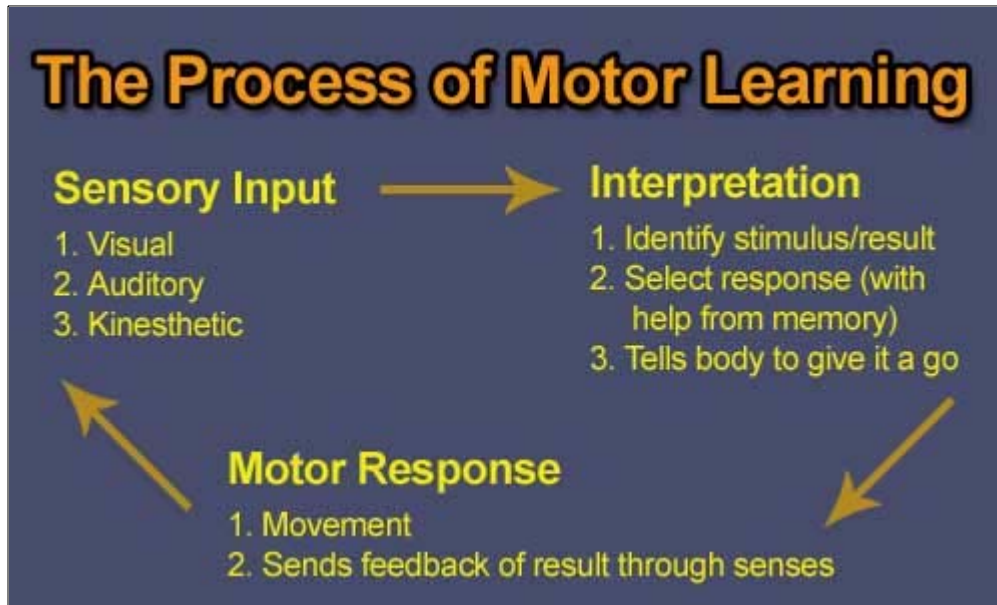
## Part 4 of 6

### MAKING CONNECTIONS FOR LEARNING By Marie Russell-Shaw

What does it mean ... "Keep it Simple?" Information that is simple is clearly understood. It's

like a photo of a scene that is well composed and in clear focus. Children clearly understand information that is connected to what they already know and have experienced (Teaching for Transfer).

*Our purpose as instructors/coaches is to cause the mind to connect, to find meaning.*



When information about the current experience arrives from the senses ... “the mind will attend for about 15 seconds, attempting to find meaning, a relation (connection), to something already known or a pattern. If none is found, the new information being offered is typically relegated to short term memory and thus quickly forgotten.”—Robert K. Greenleaf. Presentation: *Train the Trainer - Guide to Effective Presentations*. 1997 NSAA Fall Workshops.

### **The More Connections the Better**

“The more connections the better the chance of long term recall and application. Single threads of connection often are forgotten. Single thread connections are made between things we learn in linear fashion such as memorizing a list of facts or directions.”\* We tend to remember things when the experience of gathering and interpreting the information involves us completely: mentally (C), emotionally (A), and physically (P).

### **Movements are learned through:**

**Tasks** - Build on past movement experiences, making connections with new movements to form a whole movement pattern ...through tasks.

**Cues** - Refining movements and enriching the experience ... through VAK cues

**Challenges** - Practicing and applying the movement to explore all the various experiences the mountain can provide...through challenges.

**Lateral Learning:** a teaching technique in which the instructor has students focus on a broad range of activities within a skiing /riding ability level so they can experience in-depth learning before progressing to the next level. The instructor helps students isolate and develop skills, integrate them fully, and then apply them to various situations before moving to the next level.



Have you ever been working with a student and an idea has come to you that was just the right thing for that student at that time? A creative jolt hits you and you come up with a creative way to describe what the student needs that really works for him or her. At another time, have you felt your operating in a creativity void? You dump out your bag of tricks and there is nothing there to meet the needs of the student in that situation.

The PSIA National Junior Education Team (JETs) has been exploring a process to help instructors get our creative ideas flowing. The team first introduced this process at the 1993 National Children's Symposium. The inspiration for the process came from a book by Roger Von Oech, entitled: "A Kick in the Seat of the Pants". He came up with four heroes of the creative process- The Explorer, Artist, Judge and Warrior. As instructors we can adopt the characteristic of these heroes to build our creative team for generating and implementing new ideas with our students.

The first character of the creative team is the EXPLORER. "This is your role for searching for information. To create new ideas you need the raw materials from which they are made; facts, theories, concepts, rules, information, feeling and impressions." Okay, but where and how do you look? One way to search for new information is to "venture off the beaten path", open yourself up to the world around you. Have you ever noticed how many different shades of white there are of snow? How many different textures there are of the snow we can see? What can the shades or textures of the snow we see tell us about how it's going to feel to ski it? Another way to find new material is to find the ideas you already have. A word can be a trigger for making connection and leading to something completely different than where you began. This process can be thought of as spiderwebbing. Begin with a word and then another word that is associated with that word by history, smell, looks, uses, feelings, etc. Do the same for the associated word, and so on. It is like connecting words with sticky strings.

If we take an idea that the Explorer gathers and connect it to something else we begin to employ the characteristics of the ARTIST. "When you're turning your resource into new ideas, be an artist... your role for doing something with your materials, for taking a bunch of information, patterns, and ideas and transforming them into something new." For example, by taking ideas from the exercise above and compare it to the movements of skiing, an instructor can enhance the learning experience. How is the action of a spider spinning a web like the action of a skier making turns? Imagine that you are a spider spinning a web. The web is coming out of a spot in the middle of your back. Keep the spot directed up the hill. If you rotate your upper body you could wrap yourself up in the web. Other examples of connecting a skiing skill movement and a trigger word might be:

7. Trigger: Eraser

Skill: rotary movements/turn shape- The lead skier holds pencils in his toes, drawing lines in the snow. The second skier has erasers under his feet, which must follow the lines to erase them from the snow.

8. Trigger: Funnel

Movement: Developing gliding wedge- Place skis in the shape of a funnel. Keep the spout open by keeping tips apart. Imagine orange juice flowing through a funnel; now oil. How fast would the orange juice flow? The oil? A narrow funnel shape with the skis will allow the skier to flow down the hill like orange juice through a funnel. A wider funnel shape like oil.

9. Trigger: Planet

Skill: Pressure Control/Flexing and Extending- Some planetary bodies have less Gravity, like the moon. Others have more Gravity, like the earth. Jump up in the air like there's less gravity, extending through all of your joints. Now land like there is really heavy gravity, which makes you flex all the joints in your body.

The next role in the Creativity Process is the JUDGE. “When you’re evaluating the merits of an idea, be a judge... your role for deciding what to do with the ideas: implement it, modify it, or discard it completely. There’s an art to being a judge. On the one hand, you have to be critical enough to insure that you give the warrior an idea worth fighting for; on the other hand you have to be open enough so as not to stifle your artist.” The instructor’s knowledge of skiing mechanics and the student behaviors must be used to evaluate whether there is a match between the student’s needs and the idea. If not, the judge sends the idea back to the artist for adjustment or to the explorer for a total overhaul.

The last hero is the WARRIOR. “When you’re carrying your idea into action, be a warrior... Your role for carrying an idea from the world of “what if” to the world of action. When you adopt this role, not only do you take responsibility for making the idea a reality, you also provide the payoff for the whole creative process. That’s because the creative process is not a series of linear steps but an on going cycle. It is the warrior who completes the loop and gives feedback to the other roles about what works, what doesn’t, and what has possibilities.” The warrior puts together the plan or strategy to carry out the idea. The Teaching Model and knowledge of progression development can help guide the instructor to develop the plan that will help meet the desired student outcome and carry it out. Information gain by carrying the idea into action is then sent back to the explorer, artist and judge to store or adjust for later use.

May your creative heros help you to help your students have a great time learning to ski.

Thanks to: Thanks to Alexandria Smith Boucher for introducing me, and the other members of the JETs, to the Heros; and to my clinic group at the 1994 National Children’s Symposium for some of the ideas presented.

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## **MOTIVATION**

### **By Bill Batt**

How to motivate for individual situational peak performance.

**MOTIVATION: AN INNER URGE OF SENSE OF PURPOSE WHICH CAUSES A CHILD TO ACT.**

What motivates people?

- Achievement- the desire for improvement
- Affiliation- the desire for association with others
- Sensation- the need for sensory stimulation of the excitement of the sport itself.
- Self Direction- the desire to be in control of oneself.

Maslow’s Hierarchy of Needs

- Physiological Needs- Those things we cannot live without
- Safety Needs- Intimidating conditions and situations in the eyes of the client will not facilitate learning.
- Sense of Belonging or Social Needs- It is important to build relationships and memories.
- Esteem Needs- Above all, sincere care about clients as individuals, treating them with the respect they are due on an equal footing as the coach, and putting them first in everything that is done in the learning situation are key factors.
- Self Actualization- “peak experience”- There is no attempt toward adventure without high self-esteem! Without adventure there is no growing toward one’s potential

In the learning partnership, our role is to create an experiential environment that allows and encourages students to develop from where they are to an approximation of where they would like to be. The concept of the Learning Partnership also implies a certain amount of learner participation in the partnership.

On Snow:

#### Build on Strengths

Explore different skill pools

We can all tip the ski over, now use it to improve our edging

#### Impel vs. Compel

Use cues to make them want to learn.

#### Care not Scare

Be aware of hazards on the mountain

Point out how to avoid the hazards or get around them.

#### Super Heroes

Have student pick their favorite super hero, then ski like that super hero. See if other students can also ski like that hero. (versatility)

#### Over stimulate

Too simple or too complex of an explanation

Exploring distinct and obvious movements will enhance the sensations of skiing. The visibly obvious has an application by creating a sensation. Exploring sensations allows us to implement the process of analyzing movements to change performance. Captivate the audience with the following:

SEE IT  
FEEL IT  
FEEL IT EMOTIONALLY  
UNDERSTAND IT

## **SELF-ESTEEM**

**Self-esteem**—The judgements we make about the worth of ourselves.

During the preschool and early elementary school years, children already distinguished between two separate self-esteems: social acceptance and competence (being “good” at doing things). However, 4 to 7 year olds do not yet discriminate among competence in different activity domains. Perceiving the self as good at one activity (e.g. schoolwork) is fused with perceptions of competence at others (e.g. sports and games) (Harter, 1983, 1990). By age 7 to 8, children differentiate physical prowess and social self worth—appear in many studies.

Large sex differences in self-esteem, for physical skills favoring boys and reading favoring girls, parallel clear behavioral differences between the sexes (Marsh, Relich, & Smith, 1983;

Marsh et al., 1984)

**Achievement Motivation-** The tendency to display initiative and persistence when faced with challenging tasks.

**Mastery Oriented Attributions-** The attributions of success to high ability, and of failure to insufficient effort. Associated with high academic self-esteem and a willingness to undertake challenging tasks.

**Learned Helplessness-** The attributional pattern in which failures are ascribed to lack of ability. Contributes to low expectancies of success, decreased persistence when faced with challenging tasks, and impaired performance following failure.

**Attribution Retraining-** Modifying the self-deprecating beliefs of low-achieving and/or learned helpless children through feedback that encourages them to view failure as surmountable if additional effort is exerted.

## Part 5 of 6

### MOTIVATING YOUNG ATHLETES By Marie Russell-Shaw

Motivation... What is it? An urge that causes us to act or perform

Abraham Maslow concluded:

“Our strongest sources of motivation are directed toward resolving unfulfilled needs (desires).”

#### Hierarchy of Needs



Pyramid construction by Tu Tuk A Run

Hug's Story	
The need for peak experience/ Meeting potential	Others draw on cave, dance, and live happily ever after

The need to feel of value/ Competence	Gets chosen chief of clan
The need for affiliation/ Acceptance	Invites others to share food
The need for a feeling of well being	Stores food for later
The need for those things we have to have to live	Hungry - finds food

Hug's Story inspired by A. Smith Boucher

"Once needs at one level are satisfied we move on to the next level of needs in our journey toward a state of self actualization" – Maslow

**OUR JOB-** Inspire the athletes/students we coach/teach by helping them meet their needs.

- Step one: Create environment for learning to occur.
- Step two: Create opportunities for achievement/mastery/success

### **CREATING THE ENVIRONMENT**

- Care for survival needs
- Provide Sensations: The Need to Move- Move to Learn
- Provide Security: Ski responsibly- organizational instruction
- Build Trust

### **CREATING OPPORTUNITIES FOR ACHIEVEMENT**

- Team building
- Feedback
- Practice
- Ownership

"Changing human behavior without understanding Motivation is like trying to start a stalled car by kicking it."

**Learning and Performance**  
**By Carol L. Workman**  
**Assistant Professor**  
**University of Utah**  
**Physical Education Dept.**

### **FACTORS AFFECTING SUCCESSFUL SKILL ACQUISITION**

#### **1. Capability**

- Make the learning task within the capacity of the learner to achieve success.
- Capability depends on maturational level, previous experience, genetic endowment, and state of physical fitness

## 2. Readiness

- Involves both the physical capability and the emotional aptitude for learning.
- “People fail because they lack confidence or motivation.”
- “What you don’t have you can’t give away.”
- Three areas of readiness are:

### A. Physiological

- Prime the body’s energy system to activate the best performance.

### B. Mental

- An event comes into focus, run it through mentally and allow the body to prepare to respond to the mental image.

### C. Cooperation between physical and mental

- Cooperation without anxiety

Emotional Gap		
What you are supposed to do <b>(Body)</b>	————— <b>(Mind)</b> Anxiety Fear Self Doubt Lack of confidence	What actually happens <b>(Body and Mind)</b>

## 3. Motivation

- The person wants to learn.
- “You have six students that want to be taught and only one that wants to learn.”
- New teaching techniques emphasize BEING OR ISNESS rather than “TRY HARDER”. Spino, 1978.
- The teacher is a “Spirit Guide”. The new ethic in teaching makes a change. A switch from competitive- oriented, time- result, physical rewards to the satisfaction that comes from an integration between your spiritual state and your physical possibilities... The new ethic takes the pressure off winning. It gets to be more and more fun to ski.
- Develop SELF CONFIDENCE and SELF IMAGE
- Combine reward and performance information.

A. Performance info. does not motivate.

B. Good elements of behavior are rewarded.

- Reinforcers:

A. Social- Compliments from instructor.

B. Internal- Watching others be rewarded.

- Increase quantity and quality of performance by:

A. Increase the frequency of rewards.

B. Increase the quality of rewards

C. Increase the frequency of reward in combination with performance information.

D. Increase the quality of rewards in combination with performance information

- Use motivation words and motivating gestures

<b>Motivators</b>	<b>De-motivators</b>
Achievement	Self doubt
Acceptance of others	Loss of security
Self acceptance	Fear of failure
Quality of life	Pain

#### **4. Goal Setting:**

- Do your students know what your goal is?
- Can they set a goal for themselves?
- “If you don’t know where you are going you may end up somewhere else.”
- “Your non-choice becomes your choice.”
- Set realistic- attainable goals.
- A goal should be stated clearly so that the learner knows what counts as reaching it.
- If the overall goal can be broken into sub-goals, the instructional sequence is enhanced.

#### **5. Form and Technique**

- Sound Mechanical Principles must be followed.
- Teachers must have knowledge of the skill, visual discrimination, the ability to retain the image, and use the application of the analytical process.
- A suggested analytical process is to examine skill in three phases: preparation, action and follow through.
- With each phase analyze according to the path of hub (center of gravity), body weight, trunk action, head action, leg action, arm action, or impact and release.

#### **6. Learning a New Skill**

- First, the student must form a mental concept of the skill.
- Effective verbalization and demonstration must be provided.
- Use a perception check to discover whether your students understand your instructions.
- Ask for questions.
- Avoid competition
- Use rhythmical and verbal cues.
- Concentration

A. Concentration implies an effort to tune out all stimuli that can distract you from your goal.

B. Physical follows mental, to win, to achieve, to change, you must expand the mental scope of your vision. The body will follow through.

C. Center attention on activity- they do not “try harder”, it’s automatic.

D. Concentration is an attraction to something.

## 7. Practice

- Groups- keep groups as small as possible when learning a new skill.

A. Establish rapport with the group and have the group establish rapport with each other.

- Overlearning is required for retention.
- Length of Practice Session- keep session short but long enough to learn the skills.
- Distribution of Practice- distribute skill learning throughout the lesson.

**8. Progression** - A logical progression of motor learning is based on the degree of difficulty. Progressions follow:

- Stationary to moving
- Low to high
- Wide to narrow base of support
- Body awareness to space awareness to quality in movement to relationships.
- Gentle to steep terrain
- Large (gross) muscle movements to small (fine) movements
- Simple to complex

## 9. Feedback and Reinforcement

- Help modify the learning process and maintain the receptiveness to learning.
- Avoid giving too much information at once.
- Young children tend to be non-verbal, help them understand by experiencing.
- Try to reduce the fears of failure and of injury.
- Be aware and sensitive to the problems of those who may do things differently. The near-sighted individual, the heavy set skier, the awkward adolescent who is dealing with a changing body, the individual who feels uncomfortable attempting a new skill, the tense individual.
- We sometimes think- and we are wrong- that listening is a natural process such as breathing and that we are born with it.
- We sometimes think- and we are wrong -that we listen just the same way we hear.
- We sometimes think- and we are wrong- that all members of any audience are listening to us in the same way.
- In Teaching and learning:
- Remember that feelings are important to learning and changing.
- Don’t invest your identity in instant success. Mistakes are also a vital part of learning.
- Try to recognize improvement-even when it may seem minimal.
- When people begin to make errors they lose their playfulness and a great deal of energy is expressed when they exhaust their emotions. Make a challenge to find possible solutions.
- With a beginner, progress from continuous to intermittent feedback.



## 10. Transfer of Movement Learning

- The effect that previous practice or acquisition of movement skills and concepts has on the ability to learn new skills.

## 11. Part Versus Whole Learning

- Whole method is the process of learning the entire skill in one dose.
- Part method is learning parts separately until all parts are learned and can be combined into a unified whole.
- The whole part method is most effective with complex skills as skiing.

## 12. Stress and Anxiety

- Challenging rather than threatening situations are preferred.
  - Use relaxation techniques followed by visualization methods.
  - A good sense of humor relieves stress.
  - Learning will diminish with occurrence of anxiety.
- 

## Teaching Teens

### In a student based teaching system one must:

Profile what the student brings into the blend

The Mind- attitude, cognitive development, social skills and needs

The Body- both a physical and a performance profile

Create a teaching style to meet the students' needs

Their needs as they perceive them

Their needs as you perceive them

Create a product to meet those needs

### What Students Bring Into the Blend

Their Bodies:

- The onset of puberty throws their hormones into a tail spin causing emotions to roller coaster
- Growing pains from quick growth spurts (bones growing quicker than the ligaments)
- Awkwardness in the performance of tasks they could previously do well
- Lacking in strength due to the quick growing spurts
- Frontal lobe reaches maturity, allowing for empathy

Their Minds:

- Low self esteem, related to perceived decline in performance
- Awkward in the affairs of social courtship

- Looking for identity and fame (they want to be liked)
- They want to belong
- Lacking in “Life Skills” and yet desperately in need of goal setting and follow through; time management, stress management, peak performance tactics, gaining trust through acting responsible, to name a few.



*Maslow's Hierarchy of Needs (Abraham Maslow)*

### **PRODUCTS TO FIT THEIR NEEDS**

Create a product that appeals to teens:

- Social opportunities (friendships)
  - A teaching style to encourage friends
- A chance to belong (associating with other peers)
  - Classes with their peers
  - Activities outside of skiing
- The opportunity to be successful
  - A well chosen coaching staff
  - Enough structure for clear direction
  - The opportunity to succeed on their own
  - Feedback so they know how they're doing
- Images of adventure, and romance
  - Daily adventures
  - Classes with outcomes
  - A special sense of “teen team”

### **A TEACHING STYLE TO FIT THEIR NEEDS**

Utilize a teaching style that:

- Treats them with respect
- Be a good listener
- Allow them to participate in the sport at the intensity level they're most comfortable
- Manage their behavior and not their value as an individual
- Provide them with the guidance they need
- Allow them the opportunity to succeed
- Let them know you value their trust
- Be sensitive to their moments of insecurity
- Use points of Mastery Ski Teaching
- Allow for individual differences and recognition
- Provide them with the Life Skills they need to succeed
- Stress Management
- Team Building (being supportive of others)
- Goal Setting
- And last, but not least: Be a role model, the kind of person they'd like to be ...
  - Act responsible, and maintain their trust
  - Don't act like an immature 14 year old, just to impress them
  - Be yourself
  - Have a sense of humor (a friendly one)
  - Show mastery in your presentation

### **THE TEEN STUDENT'S NEEDS**

As Perceived By Them:

- To be liked for who they are
- To gain a sense of security from belonging to a group they can identify with
- To be trusted, and considered responsible
- To have ownership of a well founded sense of "self esteem"
- To master the things they are involved in (skill, social)

As Perceived by US - their coaches:

- They need enough guidance and structure to succeed
- They need the right amount and type of communications necessary to keep them on track and to maintain good self esteem, so they'll keep trying
- They need to know when they're off track; the consequences, and what they can do about it
- They need to relearn fundamental skills
  - Simple movement patterns, coordination
  - Repetition
  - Strength training

- They need a vision of mastery, and how to attain it

For successful learning to take place, one must use a teaching style and approach that tends to all these needs, though perhaps not all at once. Once you've profiled the group and their specific needs, prioritize them along the lines of Maslow's Hierarchy; safety/security first, self-esteem/sense of belonging second, and knowledge third, and mastery fourth.

## Part 6 of 6

### **PORTABLE PROPS** **By Maggie Sjostrom**

As ski areas become more tuned in to the needs of children and children's instructors, most are becoming interested in the benefits of a terrain garden. However, the commitment and investment of time and money for some areas becomes prohibitive and intimidating. A permanent place with permanent structures can be just too much, at least to begin with. There are alternatives that can be inexpensive, help to define a learning environment, and add a new dimension to classes.

Many instructors have found that through the use of certain items purchased at the local department store, ski lessons for children can be enhanced with a new dimension creating a fun and comfortable learning environment.

As a beginning, start with a large plastic trash can which is easily transportable and lightweight. This is used to store and carry all your props from one spot to another. Another investment is a backpack or fanny-pack to bring small items up lifts with you. You may want to consider using bamboo poles with rope linking them to form a makeshift fence to separate your area. If you will be leaving props set up for periods of time un-tended, this will serve as a proper safety feature. This makeshift fence is relatively easy to set up and is worth the effort.

From here, only your imagination is the limit. Check each prop to be sure there are no safety hazards from its use. Also, be sure that each activity has a purpose that can be verbalized to a supervisor or parent and is a valid way to teach children about skiing.

Following is a list of props with related activities and games. Remember, this is not the ten commandments! Be flexible. Adapt the rules to fit your particular class, weather situation, or terrain. Some of the games can be used with different props than are listed. This is only an idea place. Be creative. Make your own list and share it with your fellow instructors.

#### **Try These**

##### **Balls**

Balls are great additions to any collection. Use small balls, basketballs, little footballs (easy to catch and don't roll away so fast), tennis balls cut in half to make courses with, beach balls for ski soccer. They are all useful and portable.

##### **Ball Games**

*Name Game* - Stand in a circle. Before tossing the ball kids must call the intended receiver's name. Try it with more than one ball, or while skiing down a gentle slope.

*Purpose* - Familiarization and comfort in new social setting. Movement in ski boots for beginners. Focus and control while skiing.

*Over and Under* - Skiers line up one behind the other. The first skier passes the ball between the legs to the skier behind. That skier then passes the ball over the head to the

next skier. Play continues in this fashion. Try a relay with two teams. Be sure to have a start and a finish.

Purpose - Focus and control while putting miles in on gentle terrain.

*Dodge Ball* - Try this age old game with boots only, one ski, or both skis on. This game should be played on the flat. Two kids are selected to throw the ball. They stand at designated points while the other kids group randomly in the middle. Those on the end pass the ball back and forth trying to hit those in the middle. If hit, that child trades places with the child who threw the ball and play continues.

Purpose - Familiarization with movement in equipment. Children are using all skills (edging, pressure, and turning) on the flat playing a game which allows them freedom to experiment and discover ways of moving.

*Slalom* - Practice slalom courses while carrying a ball.

Purpose - Hand and body position.

*Soccer* - Play soccer in ski boots. Try it with one ski.

Purpose - See Dodge Ball.

*Basketball* - Try to throw the ball through a hula-hoop or into a trash can while skiing by. This works well when practicing a straight wedge or when making those first turns.

Purpose - Effective placement of the basket will help child to properly pressure the skis to cause them to turn. Also brings eye focus to direction of the turn or up and away from the feet in a straight run.

*Volleyball* - As in soccer, play in boots, with one ski, or with two. Make a "net" by lining up highway cones or drawing a line in the snow with carpenter's chalk.

Purpose - See Dodge Ball

### **Balloons**

Balloons make a lovely noise when they break and are fun for tag games and soccer games (if it isn't windy). Balloons can also be tied on ski poles or pom-poms for identifying groups of children or individual kids if names are written on them. Balloons fit easily in pockets making them very portable.

Purpose - To create excitement and fun. Also ball games above.

### **Bubbles**

For the younger set these are great inspiration for walking around in boots or on one ski—chasing and popping and giggling everywhere! See who can blow their bubble the farthest, or have children chase the bubbles and just pop them.

Purpose - Children move around in unfamiliar equipment more easily because they have a reason- to chase a bubble or pop it.

### **Frisbees**

Frisbees are very easy to carry and serve as good steering wheels, markers to ski around, objects to pass, trays to carry snow on, and are even fun to play Frisbee with.

### **Frisbee Games**

*Boink Tag* - Boinking is a simple game of tag, but one must tag below the waist with the Frisbee and yell "Boink!" There is another form of this game in which "it" carries on as in the first version, but when one is tagged he or she then becomes a "secret boinker" and continues to "boink" others and catch them off guard until all are "boinked" and the game ends.

Purpose - Whether performed on the flat, on gentle terrain, or with one or both skis, children are learning about sliding, gliding, edging, pressure, and turning.

*Platter relay* - Teams ski downhill passing the Frisbee back through the line. The person at the back skis around the line to the front and begins the process again until the designated

finish line is reached. Add balls to the Frisbees and watch the fun!

Purpose - Experimentation with body position, focus, control. Child at back of line must ski more offensively to reach the front of the line, while those in the line must ski defensively to maintain line formation.

*Posture Practice* - Line up. Place Frisbees on heads. See who can ski the farthest without losing the Frisbee.

Purpose - Awareness of body position.

### **Highway Cones**

These are particularly helpful if you don't have much snow and wish to set up a course. Small slalom poles fit nicely into the top of the cones for indoor courses too. The smaller variety are less intimidating than a pole course, and they all work very well as boundaries for games.

Purpose - Visible markers give children a reason to turn, or something concrete as a boundary.

### **Carpenter's Chalk** (or squirt bottle filled with food coloring)

Make boundaries in the snow are colored obstacle courses.

Purpose - See above

Colored Sunscreen-

Identify teams or just plain decorate kids! It's good protection too.

### **Coffee Can Lid**

Use the brightly colored ones to make courses and use as Frisbees.

Purpose - More portable than Frisbees. Also see Frisbee games.

### **Disposable Slalom**

Straws covered with duct tape and topped with brightly colored surveyor tape flags may be used to set courses that are unimposing and safe to ski through. A screwdriver plunged into the snow creates a hole for each "slalom pole".

Purpose - Fits easily into a fanny pack. Can be used for gate drills and boundaries.

### **Hula Hoops**

Good for a number of games on the flat and on gentle terrain. Set courses for round turns, obstacle courses, use for a "horse and buggy" team, pass games, etc.

### **Hula Hoop Games**

*Human Ring Toss* - Two teams line up. One member of each team stands a distance away. This person holds the arms out in front of the body. On go, the next member of the team skis up to a marked place in the snow and tosses the hula-hoop onto the outstretched arms of the teammate. When the hoop lands on the arms, that player carries the hoop back to the next player. Meanwhile, the first skier has assumed the outstretched arms position. Play continues in this manner until all players have skied.

Purpose - Familiarization with movement and equipment.

*Hula Slalom* - Set a course with hula-hoops. Try a one ski relay using hoops.

Purpose - This makes for nice round turns and a less intimidating obstacle to turn around.

*Simon* - This is either a good warm up for older skiers, or a good boot game for beginning kids who are older. Set the hula-hoops in a block of four on the ground. The first player makes one move such as jumping into on hoop. The next player must repeat the first move and then add another one such as jumping to the next hoop, turning around, etc.

Purpose - As the number of moves increases, the brain is tested for memory and planning and aerobic capacity and agility are utilized.

*Blind Skier* - Pair up. One skier is blindfolded and stands inside the hoop. The other skier

holds the outside of the hoop and guides the “blind” skier.

Purpose - Awareness of interaction between body, skier, and snow, and the role vision plays in skiing.

### **Slalom Poles**

The slalom poles used here do not have to be full height, in fact the race department’s cast offs will do nicely when broken ends are removed and they are brightly decorated. Due to their smaller size, they are lots of fun for pole maze games and gate drills on the flats.

### **Stickers**

Stickers are great for helping kids to remember which is left and right. They also are fun prizes and look great displayed on ski boots and skis for identification.

### **Surveyor’s Tape**

Great stuff for decorating slalom poles, marking legs and arms, identifying teams or just plain decorating kids.

### **Trash Can**

The trash can selected should be of the large plastic variety, for storing and transporting materials.

### **Trays**

These can be used to carry items (snowballs, regular balls, etc.) for balance and body position.

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## **KIDS WITH ADHD & OTHER ACRONYMS** **Presented by Marie Russell-Shaw**

### **Making sense of the Alphabet Soup**

- LD - learning disability or learning difference
- ADD - attention deficit disorder
- ADHD - attention deficit hyperactivity disorder
- Diagnostic and Statistical Manual of Mental Disorders 1980 edition classified an attention deficit disorder as a behavior problem while learning disabilities were categorized as disorders in cognitive, or thinking, function.
- The vast majority of those with an attention deficit disorder also have most of the characteristics associated with a learning disability. Research additionally indicates almost all those with a learning disability also have an attention deficit disorder.
- AD/HD - these disorders apply to ... “adults or children whose behavior patterns include problems with attention, organization, and impulse control. Some of them will also have a problem with energy level or pace, some will not.” These behaviors will effect how children learn academic subjects as well as sports skills.
- Learning disabilities mainly effect learning one or more of the basic academic skills: reading, writing, spelling and mathematics. While on the slopes these skills are not the primary focus, however the characteristic that are common to both learning disabilities and attention deficit disorders will effect children with these difficulties learning to ski or snowboard.

### **Is labeling the enemy or is the label the enemy?**

- One school of thought on the subject is that using the label makes the child different than other children. There are many studies which have proven the power of an instructor’s beliefs and expectations on a child’s success or failure.
- The fact is some of the children ski and snowboard instructors work with already have

been labeled or identified as having AD/HD. By just knowing the child has a problem, an instructor's expectations for the child may not lead to success. The label only identifies what difficulties these kids have. Learning more about the disorder will allow instructors to understand what kids with AD/HD have a hard time doing, what they do well and how you can help them succeed.

- Another good thing about using the appropriate label is that children learn that the problem is not their fault. Once they learn what the cause of the problem is, they realize they can overcome their difficulties and find success.

**Medication**

- Some children who have been identified as AD/HD take the medication Ritalin. The theory is that stimulant drugs, such as Ritalin affect behavior by activating the attention center of the brain stem. This is said to help children concentrate.
- The decision to involve children in a regular course of drug therapy is the parents to make with the assistance of medical personnel. If a parent asks you your feeling concerning their child taking medication or suspending their drug therapy when skiing or snowboarding, encourage them to consult their physician and follow his/her advise. If a child must take a medication dose while in your care, refer to your supervisor and the child's parents about the best way to handle the situation. It is not an instructors job to administer medication

**Characteristics:** People with AD/HD tend to be global/holistic learners rather than analytical or logical learners.

<b>The Analytical Learners</b>	<b>The Global Learners</b>
Starts with the pieces first	Sees the whole picture first
It thinks by manipulating words and numbers	It thinks with pictures and feelings
Organizes and evaluates information in reference to time sequences and an inner clock	Has no awareness of time
Analytical - reasons its way to conclusions using facts	Intuitive - feels its way to conclusions by hunches and trail and error
Planned - works with step-by-step logic	Spontaneous
Notices differences	Notices similarities
Interested in technique	Interested in flow, rhythm and movement

- Easily Distracted with Short Attention Span
- Organizationally Challenged
- Impulsive
- Hyperactive

**What To Do**

- Goal Setting
- Multiple Intelligences
- Brain Training



For more information: see Focus on Goal to Teach Kids with ADHD (Winter 2000) in the TPS archives on the PSIA website, [www.psia.org](http://www.psia.org)

**Resources:**

- Armstrong, T. (1996). "A Holistic Approach to Attention Deficit Disorder." *Educational Leadership* 53, 5: 34-36.
- Hannaford, C. (1995) *Smart Move: Why Learning is not all in Your Head*. Arlington, Virginia: Great Ocean Publishers.
- Shima, K. and Gskovski, B. K. (1996) "Making a Way for Diana." *Educational Leadership* 53, 5: 37-40.
- Stevens, S. H. (1996) *The LD Child and the ADHD Child: Ways Parents and Professionals Can Help*. Winston-Salem, NC: John F. Blair, Publishers.

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**Making Do With What You've Got and Other Snowboard Equipment Issues**  
**By Marie Russell-Shaw**

Finding kid's snowboard equipment in small sizes that work can be challenging. Here are a couple of tips to help little riders have successful snowboarding experiences.

If you're still using pack type boots in your smallest sizes or having difficulty finding bindings with straps small enough to hold small boots snugly, consider the following: Stick two pieces of stomp pad material on the instep strap of the binding, so there is gap between the pieces. The gap should be right over the top of the instep. This allows the kids to buckle in tight but allows blood circulation so their feet don't go to sleep.

Make stiffeners (like jet sticks of old) of trail maps wrapped with duck tape to go between the back of the liner and the outer boot. This will provide additional support and increase forward lean making it easier to roll to the heel edge. It also protects the back of the leg so the high back won't "dig in".

Whatever type of boots the kids use, experiment with increasing the forward lean of the binding high backs, if adjustable. It seems that some forward lean helps kids roll to the heel edge while maintaining some flex in the ankles. It also helps kids flex and roll to the toe edge (rather than the straight leg "Leaning Tower of Pisa" move, which is usually followed by the "timber" onto their knees and bellies).

Determining which foot should be forward on a snowboard is a challenging for kids. Consider posting a chart at the rental shop entrance for the child and parents to read as they enter the rental shop, or ask them to fill out a questionnaire as they enter. By answering a set of questions ahead of time, when they reach the shop person they will know how they'd like their bindings set up. Questions covered could include:

- If you skate board or ride a scooter which foot is forward on the deck?
- If you were to run, then slide on ice which foot would be ahead of the other?
- If you were going to leap over a ditch full of water, which foot would land on the other side first?
- And the classic... If someone bumped into you from behind, which foot would you use to catch yourself?

For more information about sizing the board to the child, as well as stance angle and width—see pages 112 and 113 of the PSIA Children's Instruction Manual.

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## Ski Equipment Issues

As a professional you may need to make recommendations to parents in regards to their children's equipment. A few things to keep in mind:

- Skiing ability
- Skier's weight
- Skier's height
- Skier's fitness level or athletic aptitude

### The basics of ski design

#### Flex

Flex describes how the ski bends. Modern skis tend to be slightly softer and distribute weight more evenly. The camber of the ski is the built-in tension that distributes weight along the length. If the ski is designed to allow most of the weight to be concentrated under the foot it will be easy to pivot but unstable in shorter lengths and vice versa. Many boot-binding-ski products have been designed to work together to optimize ski performance. Ski flex should be matched to the skier's weight.

#### Sidecut

Sidecut describes the shape of the ski viewed from above. Modern skis have much more sidecut. Generally the more pronounced the sidecut, the easier the ski will turn. Sidecut does not refer to the turning radius of the ski. turning radius is dependent on how much the ski flexes, how much it is edged, and the skill of the skier.

#### Torsional stiffness

The normal effects of flex and sidecut can be modified by changing the torsional stiffness of the ski. Torsional stiffness describes the skis' resistance to twisting. If the ski twists when pressure is applied, the ski loses its grip and the sidecut is also straightened out slightly. If the ski resists twisting, it will grip hardest at the tip and tail and want to turn.

#### Ski width

Ski width refers to the width of the ski under foot. Ski width has an effect on the way the ski behaves and what it is best suited for. Wide skis provide more surface area for skiing in soft snow. Narrow skis are quicker to move from edge to edge and usually have better grip on hard snow conditions.

From *Vail and Beaver Creek Children's Alpine Teaching Handbook* (2001), used with permission. Material written by Stacey Gerrish-Jorgenson.

For more information, see *Shaped Skis for Children: Fit to be Tried* (Fall 1999) in the TPS archives on the PSIA website, [www.psia.org](http://www.psia.org).