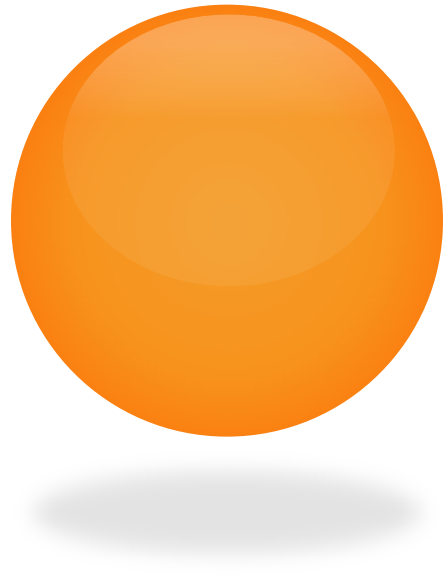




Mike Cunningham

introducing

Children's Specialist training program



INTRODUCTIONS

www.loonski.com



Agenda

- Continue to work through the PSIA CS**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 CS**1** 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

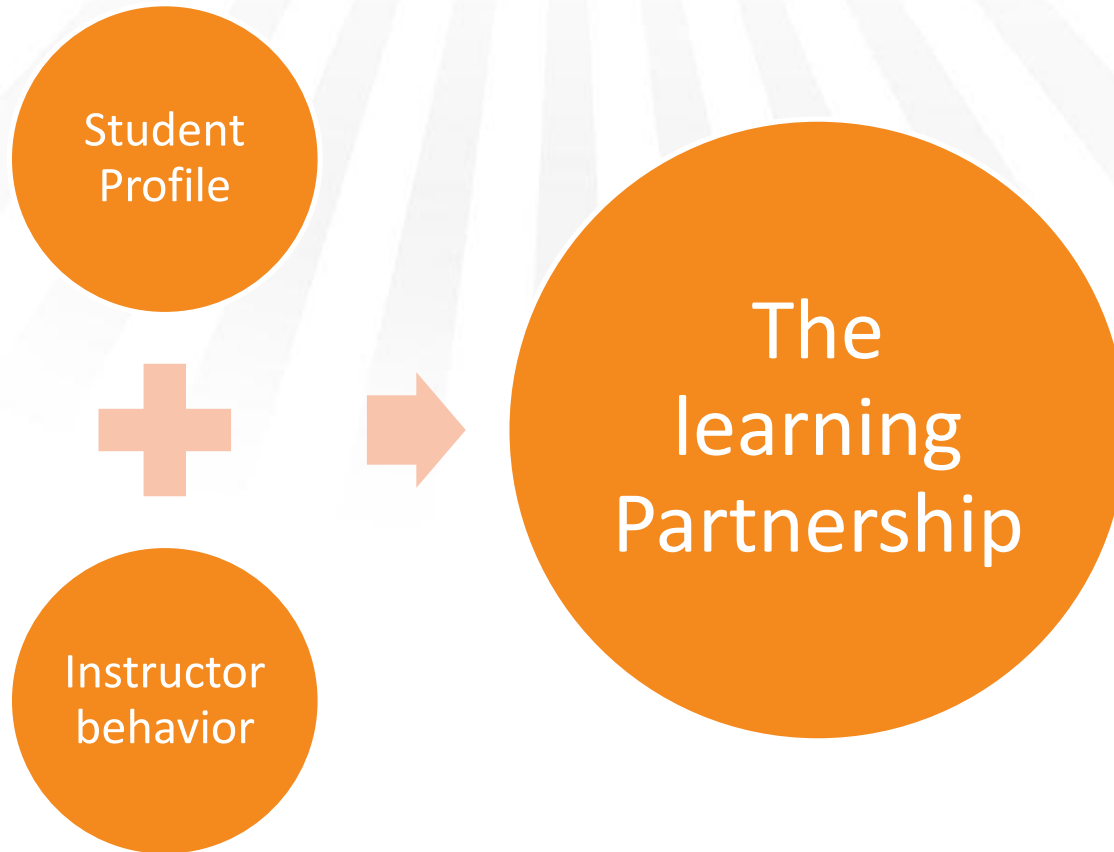


The learning partnership

- 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



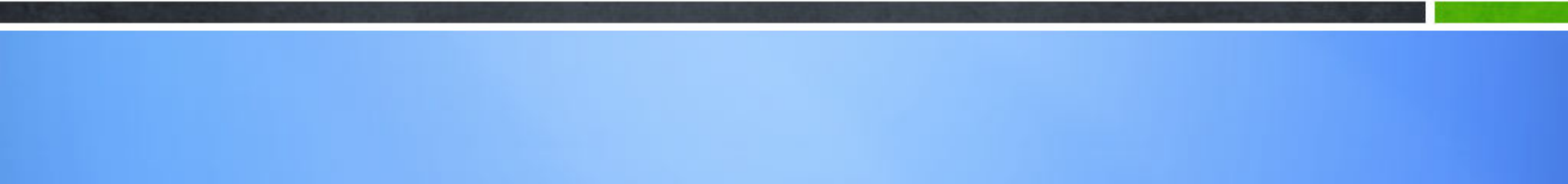
Defining the learning partnership

- *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



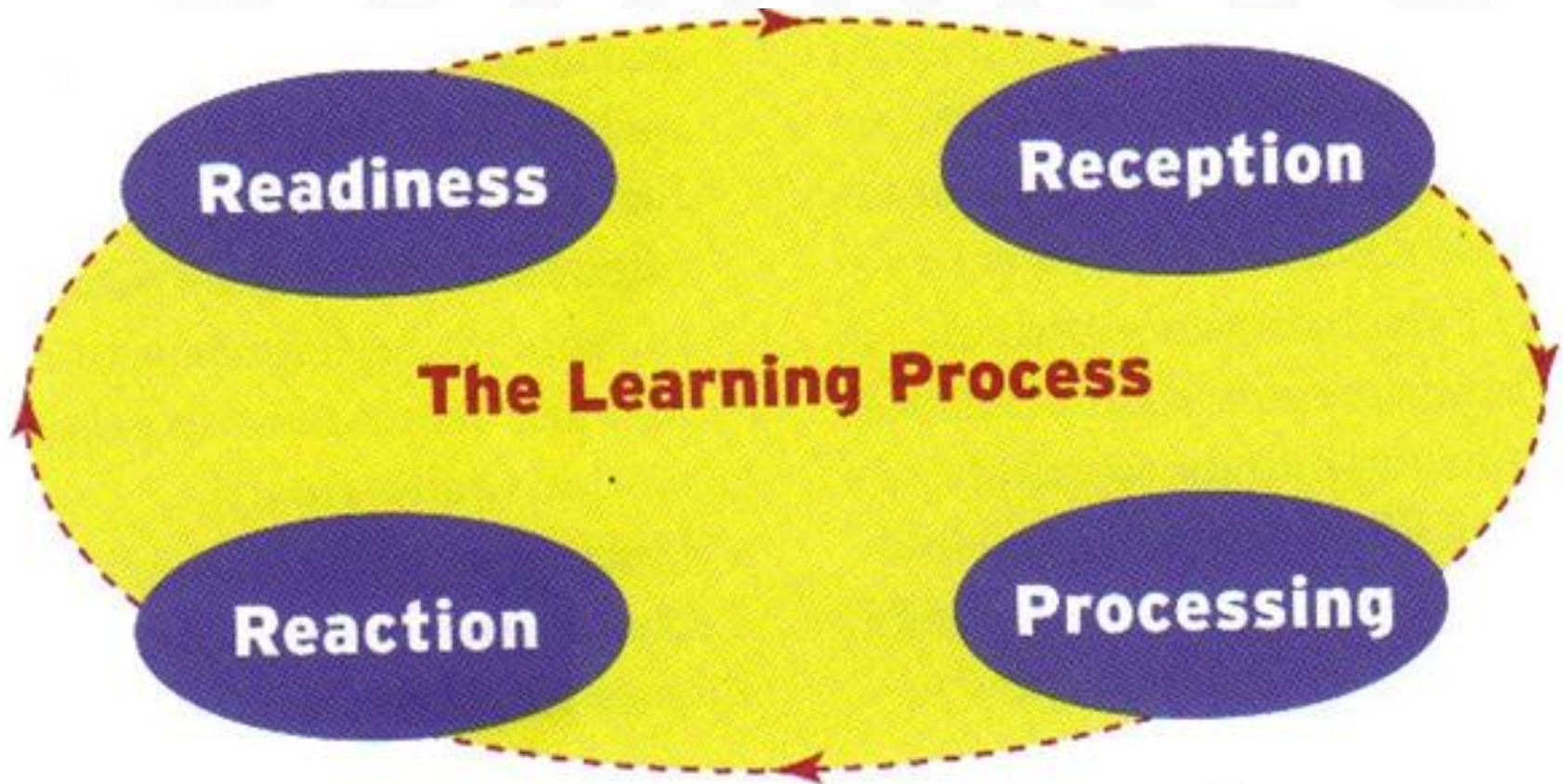
Teaching and learning styles

“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 ...*



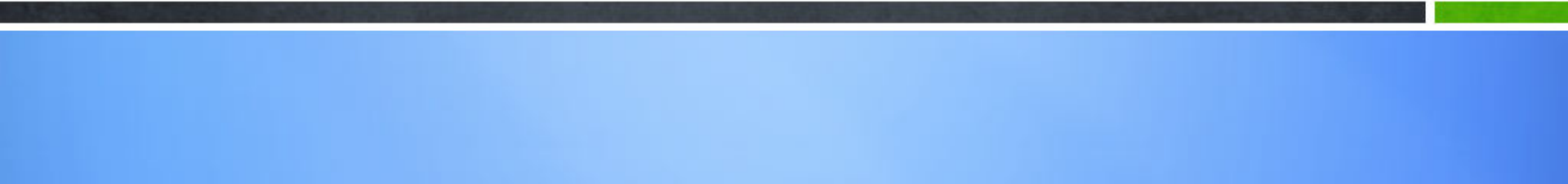
Teaching styles

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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

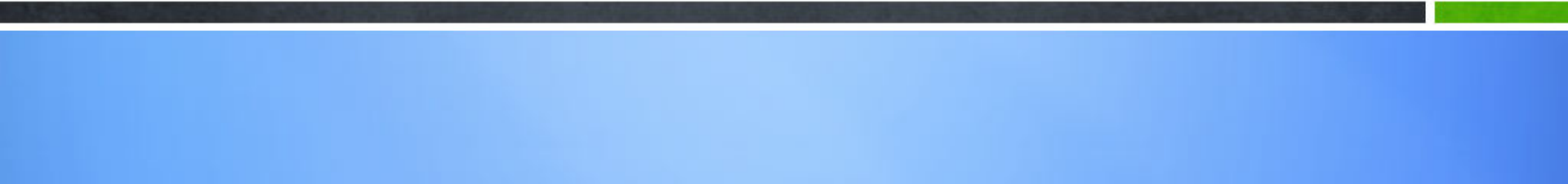
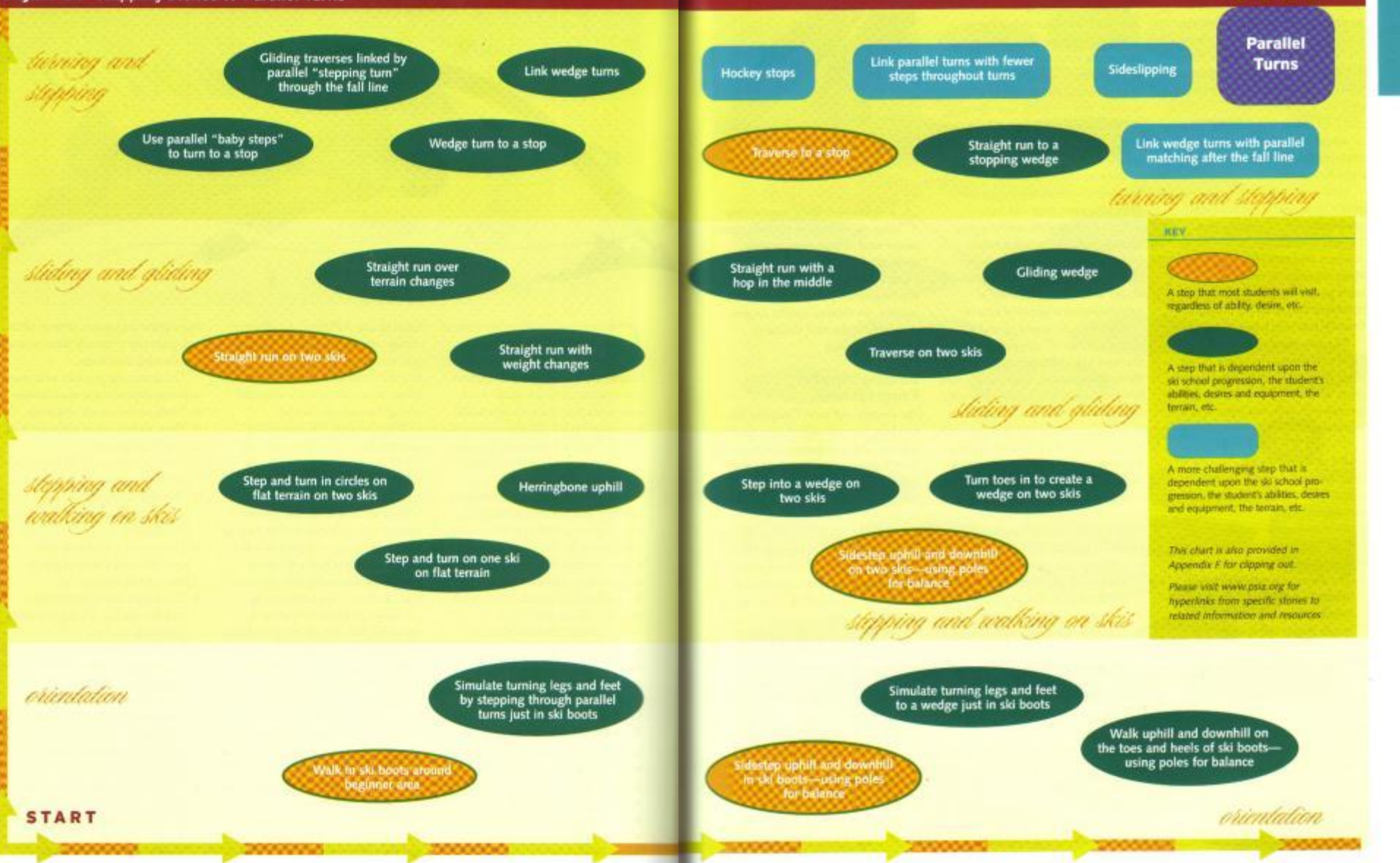


Figure 6.1 Stepping Stones to Parallel Turns



Parallel Turns

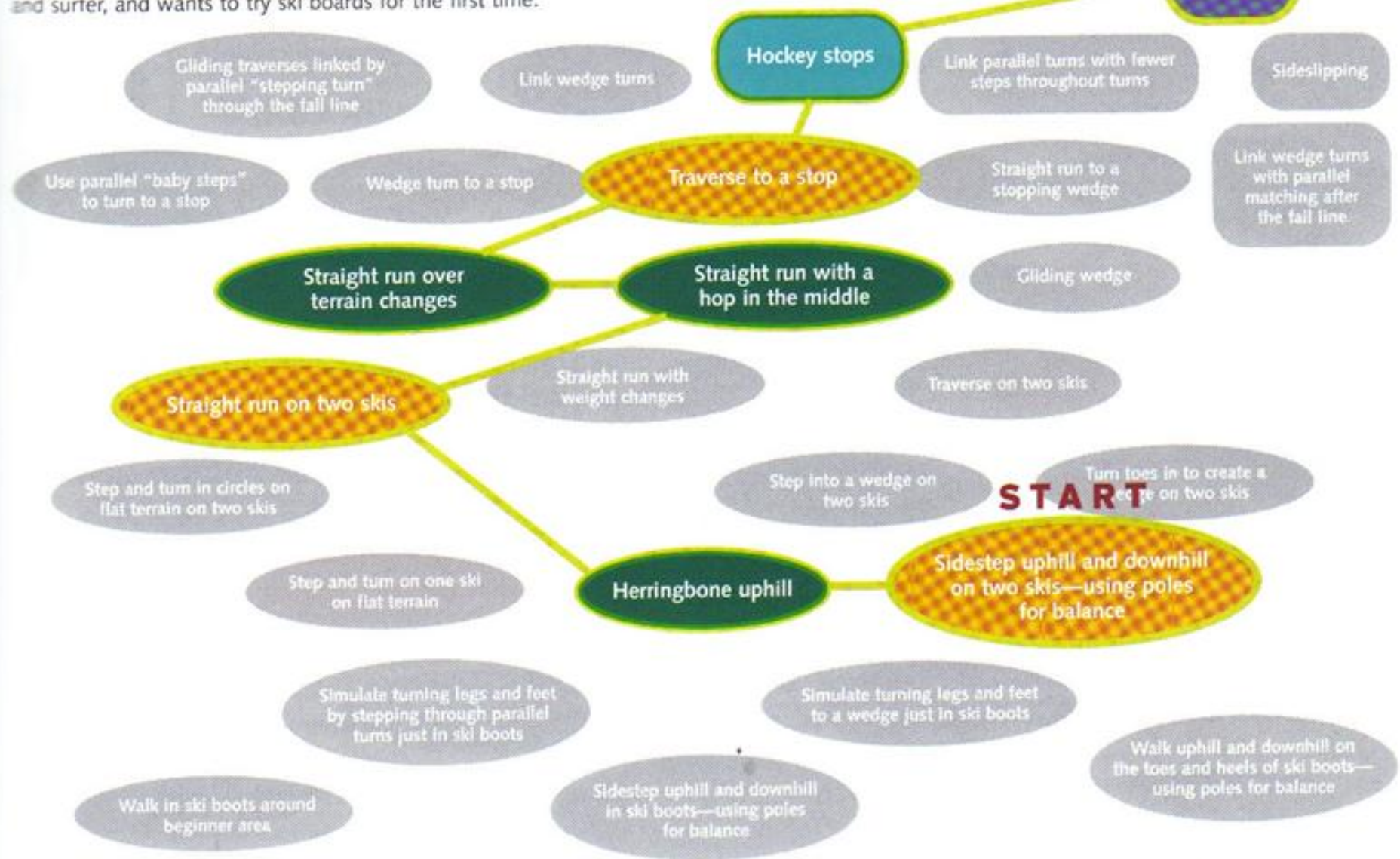


FIGURE 6.3 Here is a path-to-parallel option for a multi-day lesson with a student who is a 55-year-old venture capitalist, spends little time on her feet, and engages in very little physical activity.

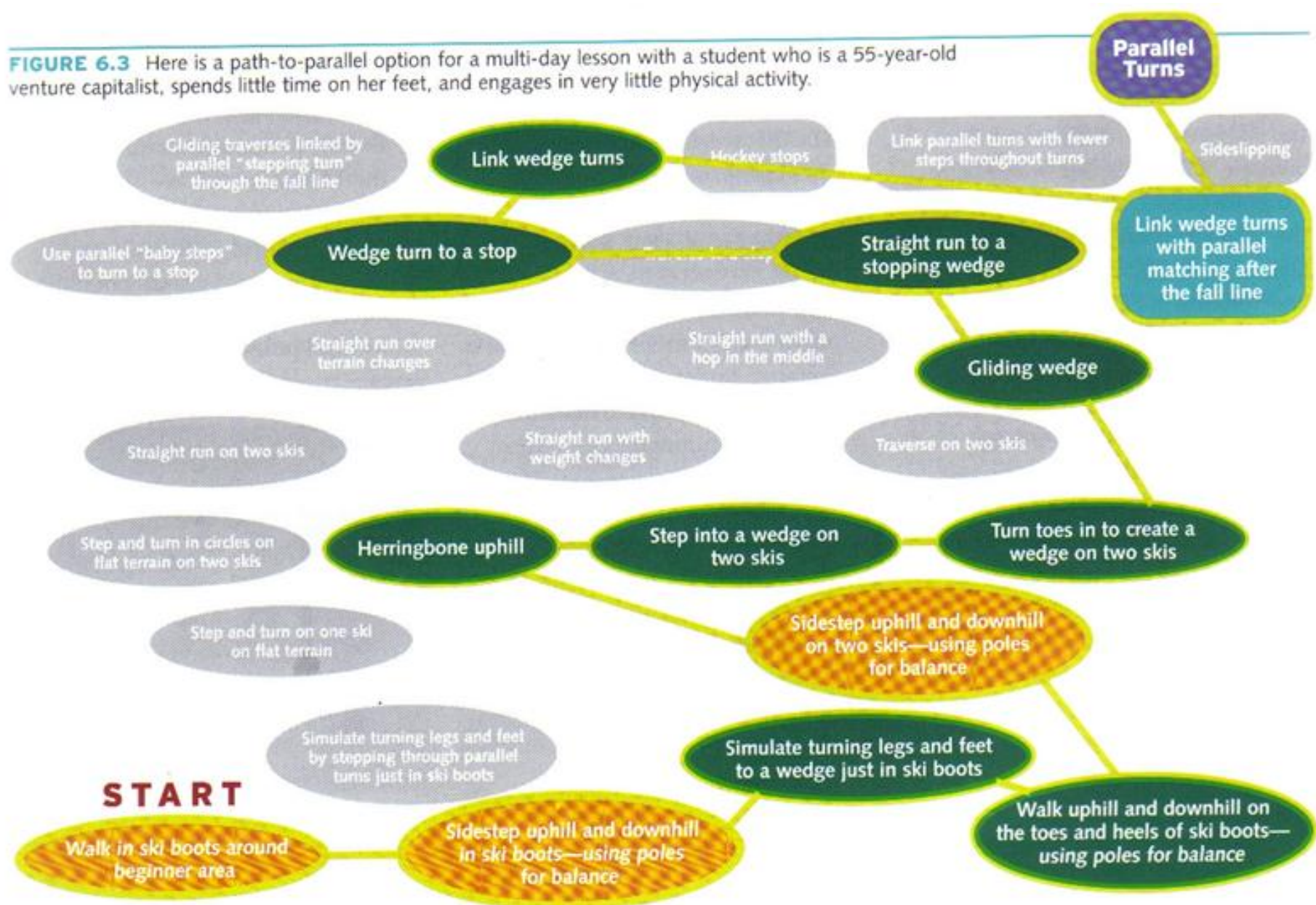
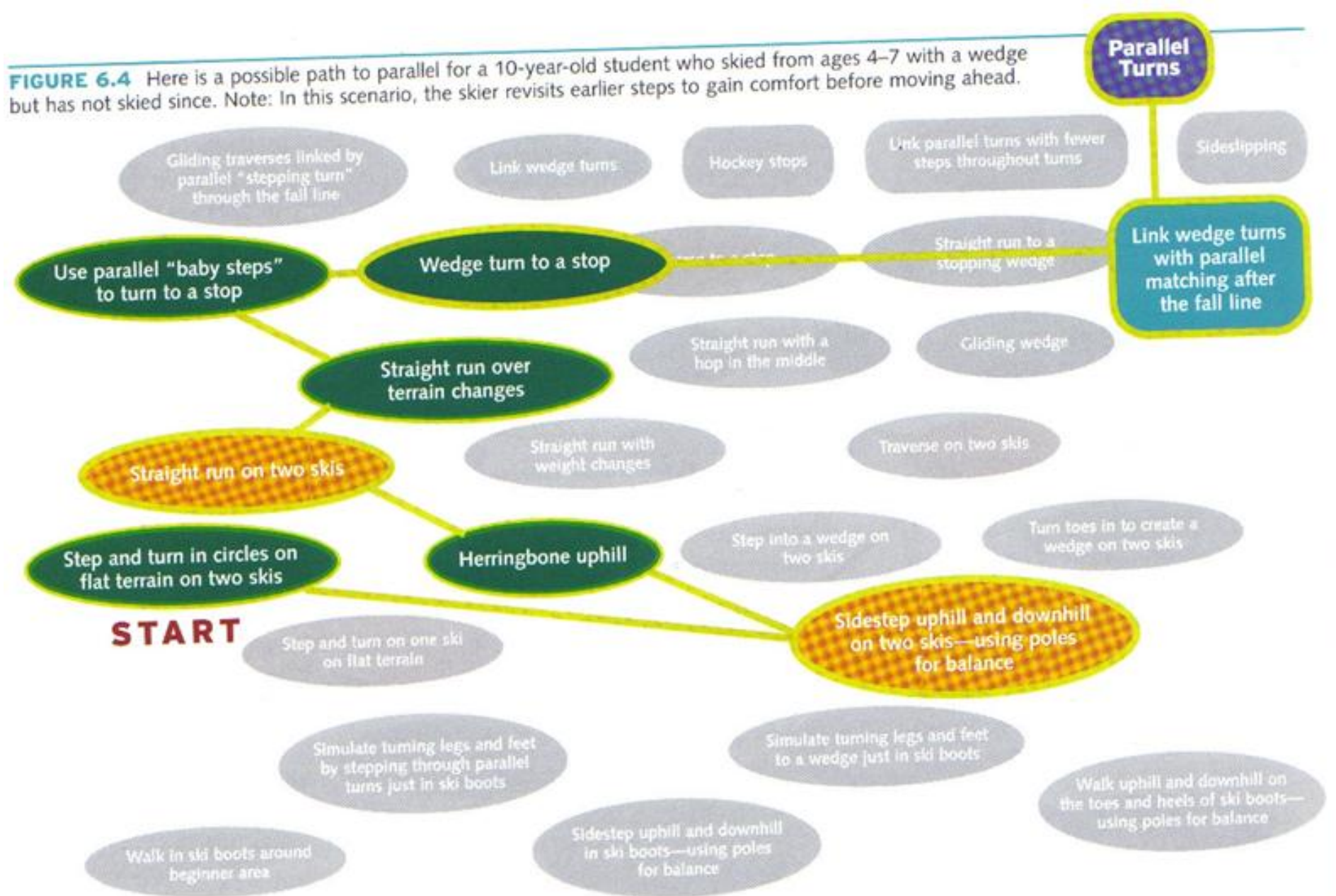


FIGURE 6.4 Here is a possible path to parallel for a 10-year-old student who skied from ages 4–7 with a wedge but has not skied since. Note: In this scenario, the skier revisits earlier steps to gain comfort before moving ahead.



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.)
Harper & Row, 1970.



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.*



Belonging.

- 3. The children need to feel they belong 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 do 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, over-activity, 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.*



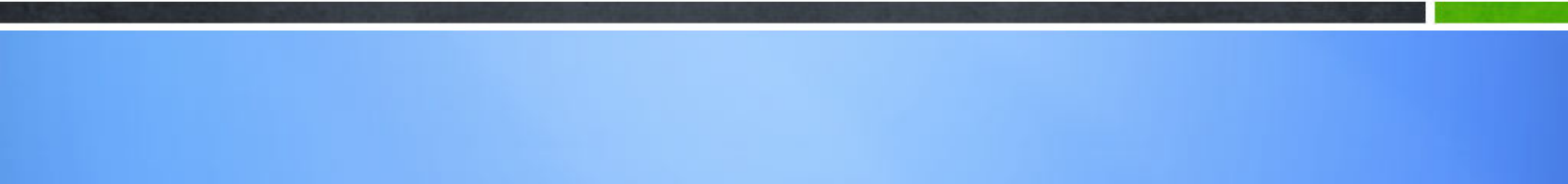
Dealing with ADHD - strategies

- *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





Download slides at

www.loonski.com

Under the ski instructor link CS1