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Agenda

- Continue to work through the PSIA CS¹ Workbook (three sessions to get it finished)
- 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!

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SAFETY AND SECURITY

- The Responsibility Code
- Smart Style
- “Missing In Action”
- Lift protocol
- Child is ready to learn
 - Physical and psychological needs
 - Equipment
 - Attitude

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RESPONSIBILITY CODE

1. Always stay in control.
2. People ahead of you have the right of way.
3. Stop in a safe place for you and others.
4. Whenever starting downhill or merging, look uphill and yield.
5. Use devices to help prevent runaway equipment.
6. Observe signs and warnings, and keep off closed trails.
7. Know how to use the lifts safely.

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SMART STYLE

- **MAKE A PLAN**

- Every time you use Freestyle Terrain, make a plan for each feature you want to use.
- Your speed, approach and takeoff will directly affect your maneuver and landing.

- **LOOK BEFORE YOU LEAP**

- Before getting into freestyle terrain observe all signage and warnings.
- Scope around the jumps first not over them.
- Use your first run as a warm up run and to familiarize yourself with the terrain.
- Be aware that the features change constantly due to weather, usage, grooming and time of day.
- Do not jump blindly and use a spotter when necessary.

SMART STYLE

- **EASY STYLE IT**

- Know your limits and ski/ride within your ability level.
- Look for small progression parks or features to begin with and work your way up.
- Freestyle skills require maintaining control on the ground and in the air.
- Do not attempt any features unless you have sufficient ability and experience to do so safely.
- Inverted aerials increase your risk of injury and are not recommended.

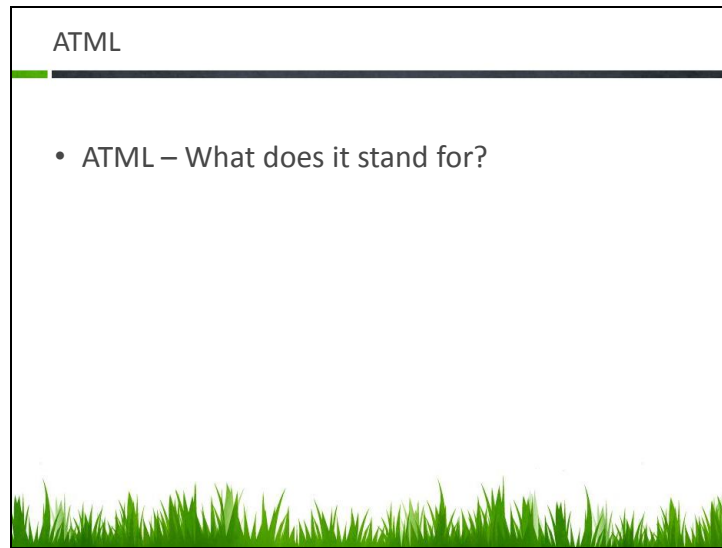
- RESPECT GETS RESPECT

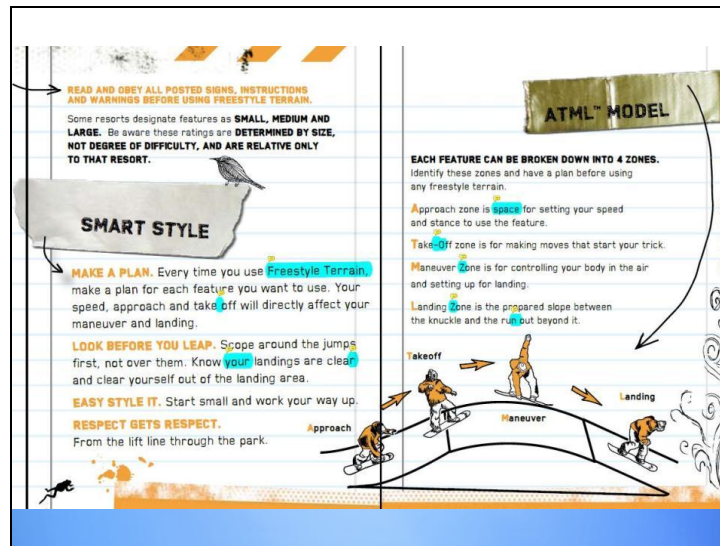
- Respect the terrain and others.
- One person on a feature at a time.
- Wait your turn and call your start.
- Always clear the landing area quickly.
- Respect all signs and stay off closed terrain and features.

- PEEPS



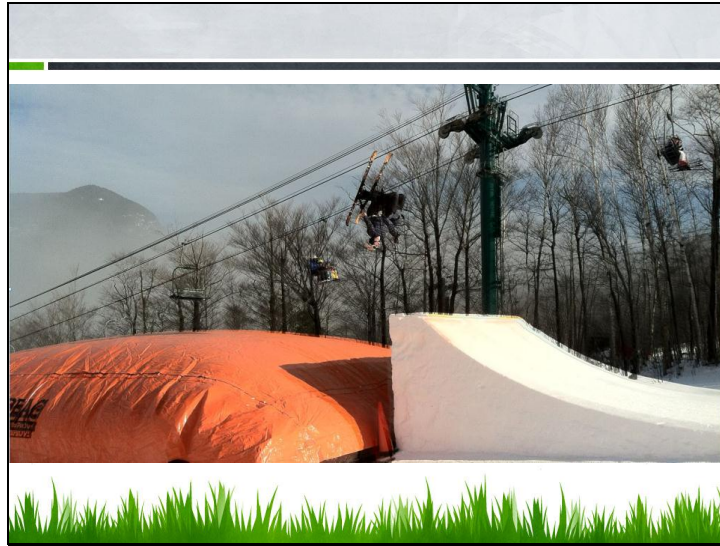
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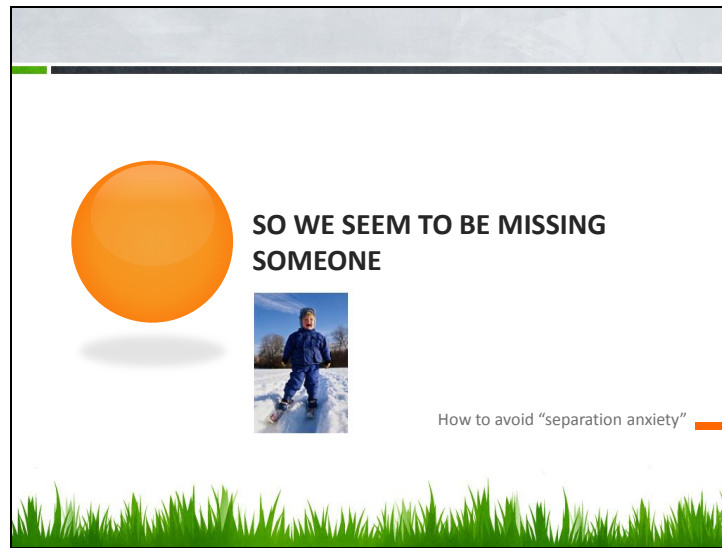
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Where's Waldo ... or whomever

- Strategies for staying together OR reuniting
 - Know who you have in the group
 - Headcount and names
 - Meeting places for separation (Only works if they know the mountain)
 - Show them the meeting place
 - Give the kids a trail map with directions on it
 - Give them instructions if they can't read
 - Have a cell phone with you with Loon numbers on it for help
 - Get the parents numbers (e.g. Disco or privates)

[illegible]

Where's Waldo ... or whomever

- Strategies for staying together OR reuniting
 - With younger children, don't assume they know what to do in intersections
 - Keep yourself in sight of the students at all times
 - Give them instructions when there is a "wipe out", otherwise they may carry on skiing down
 - Assume NOTHING!
 - On the Chairlift, explain which way we are going and what you want them to do when they get to the top

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LIFT PROTOCOL

- Practice it beforehand, it's easier than untangling the kids from the equipment
- They may be scared of heights
- Use a practice lift if available
- Don't change order in lift lines
- Check for pole straps
- Ask them to hold poles in certain way so to avoid of SO-MO 3 musketeers during the get off

LIFT PROTOCOL

- Don't adjust clothing on a lift unless it essential for safety (AKA "Hunt the lost expensive glove")
- No messing around of course
- Encourage discussions, review other skiers/boarders (not out loud)
- Only raise safety bar during last tower run
- Give clear instructions to those ahead to wait

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CHILD IS READY TO SKI

- Are they ready?
- What does Maslow's Hierarchy of Needs have to do with Ski instruction?

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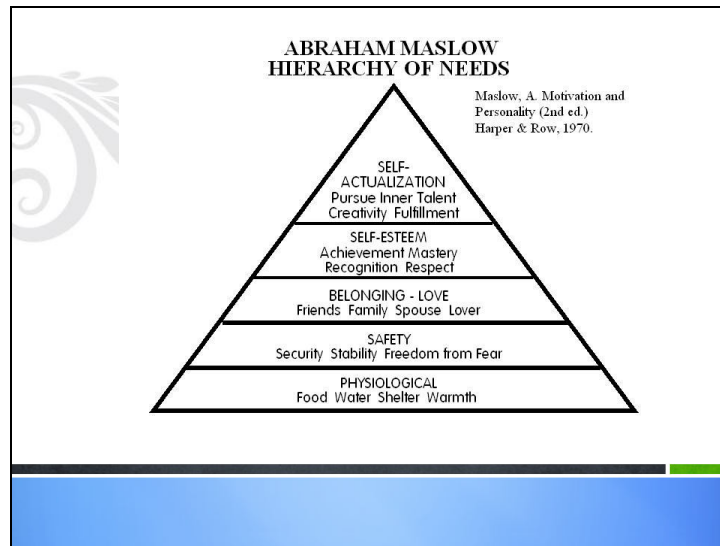
Write this one down if you don't have a handout

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.

[illegible]

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[illegible]

Physiological needs.

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

[illegible]

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.*

[illegible]

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.*

[illegible]

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”.

[illegible]

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.*



TABLE 1.2 Student Makeup

Characteristics and Background <ul style="list-style-type: none"> ■ Age ■ Previous experience ■ Abilities ■ Culture/Heritage ■ Type of schooling 	Emotional State <ul style="list-style-type: none"> ■ Separation anxiety ■ Overzealous parents, unrealistic expectations ■ Tired, travel-weary, new environment ■ Sense of humor ■ Bad weather affecting attitude or enjoyment ■ Rules and competition ■ Play and socialization
Learning Styles and Preferences <ul style="list-style-type: none"> ■ Visual learner ■ Auditory learner ■ Kinesthetic learner ■ Doer, Watcher, Thinker, Feeler 	Beliefs, Attitudes and Values <ul style="list-style-type: none"> ■ Self confidence ■ Likes "school" and learning ■ Works well in a group or individually ■ "I can do it" attitude; takes pride in accomplishments ■ Recognizes the feeling of success
Motivation, Understanding, and Desire <ul style="list-style-type: none"> ■ Intrinsic or Extrinsic ■ Learning readiness ■ Concrete vs. Abstract ■ Pleasing others, pleasing self ■ Interest in socialization ■ Interest in play 	Physical Conditioning and Health <ul style="list-style-type: none"> ■ Age, strength, coordination ■ Active or inactive ■ Showing up to lesson sick, jet-lagged, hungry ■ Hidden learning disabilities ■ Effects of altitude

[illegible]

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

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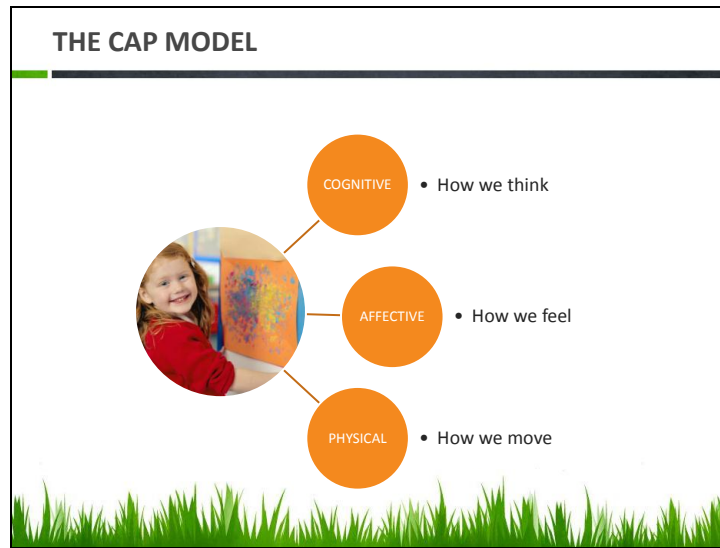
The CAP model—Why it's important

*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.

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CAP MODEL 2/3 TO 6

- **Cognitive:**
Child is egocentric, not part of the group; has little sense of personal vs. outer space.
Has little understanding of cause and effect; things just “are.”
How does it look and feel to ski correctly?
Can process one instruction at a time; use as few words as possible
- **Affective:**
Humor is slapstick and silly
Play is individual
Identity is self-determined (as opposed to group)
- **Physical:**
Center of Mass is higher; head is disproportionately large
Little muscular strength; hard to get up, use skeletal strength for support and balance
Motor Control is less developed; will use bigger muscles (legs) rather than smaller ones (feet)
Visually can focus near but not far. Aurally cannot isolate one noise among many.

CAP MODEL 7 TO 11

- **Cognitive:**
Can understand hypothetical ideas, visualization, and imagery to explain movements
Know the difference between real and make-believe (don't patronize them)
Can sequence 3 or more instructions, but still keep it simple
Can reverse movements; understand directionality (front/back, left/right)
- **Affective:**
Humor: knock-knock jokes, riddles
Play is more cooperative, group-oriented, rules and competition begin to appear (try to allow for multiple winners or self-competition)
Identity as part of a group; realize that adults are not infallible – will test you!
- **Physical:**
Center of Mass around navel
Beginning to develop more muscular strength; better able to center themselves
Fine motor control developing; can start to use more foot rotary

CAP MODEL 12 TO 18

- **Cognitive:**
These are basically smaller adults in their ability to process information
Can follow a complex series of instructions (but may not want to stand still for them)
- **Affective:**
Humor is more sophisticated (they will appreciate adult jokes but try to keep it clean)
Play can be more competitive; they expect rules.
Identity is peer-driven
- **Physical:**
Adult-like strength and motor control
During adolescent growth spurts they may experience regression of coordination

[illegible]


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 ...*

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Learning styles

- Watchers
- Doers
- Feelers
- Thinkers

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- ## Learning styles
- Watchers
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 - Feelers
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- 
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Equipment issues for Children

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



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Questions and feedback
CS1 Questions 1-5, 10, 12, 13,
22, 23, 26, 28,

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Download slides at

www.loonski.com

Under the ski instructor link CS1



The screenshot shows a website with the title 'Learn to ski at Loon mountain'. Below the title, there is a list of ski instructors with their names and photos. A small photo of a skier is also visible. The website has a blue header and a white body.