



***Professional Ski Instructors of America***

***American Association of Snowboard Instructors***

***Children's Specialist Performance Guide***

CS 1, CS 2

## INTRODUCTION

The PSIA-AASI Children's Specialist Performance Guide (PG) is a resource that supports the PSIA-AASI National Standards, serving as the connection between the National Standards and certification training and assessment. The performance guide is designed to maintain transparency and assure consistency of all certification standards levels. It exists as a key resource for both instructors and evaluators to reference when training and assessing the skill sets necessary for a certified snowsports professional.

### **Format**

The Performance Guide enhances the details of the Assessment Criteria (AC) for each Learning Outcome (LO) in Professionalism and Self-Management, and People, Teaching, and Technical Skills at each level of certification. Assessment Criteria specify performance details, and to what level the Learning Outcomes have been met. The PG describes the successful and unsuccessful Performance Contributors used to measure and assess an instructor's ability to satisfy the ACs and LO. The Performance Contributors provide details of objective measurements for each AC. In addition, the PG presents assessment activity (AA) descriptions and examples of assessment activities utilized during the assessment process.

### **Use**

Available to all PSIA-AASI members, the PG is a tool for training and certification assessments, to guide clear and transparent feedback during certification preparation and assessment. Instructors preparing for an assessment can use the PG to understand what is expected of them to achieve the Learning Outcomes. The Performance Guide refers to and is complemented by multimedia resources, including PSIA-AASI manuals, e-Learning courses, and example assessment activity descriptions and videos. These resources are provided to aid instructors when preparing for an assessment.

### **Assessment Form**

Certification assessments use the same assessment form which directly refers to the National Standards and Performance Guide. Competence is determined by how well an instructor accomplishes the Learning Outcomes as described by the ACs. Each AC is measured on a 6-point scale. The score represents an instructor's ability to demonstrate the essential elements, described as successful performance contributors, of the AC. Instructors in an assessment must score the essential elements regularly and at a satisfactory level across all ACs to achieve the LO.

### **Living and Evolving Document**

Performance Guides are living and evolving documents which are continually improved as feedback and suggestions are received throughout the assessment process. The PG will additionally evolve as qualifications and competencies change in a dynamic snowsports learning environment.

## Assessment Statements

In the Children's Specialist (CS) assessment process, more than one Assessment Criteria of any LO may be assessed during the same Assessment Activity. Evaluating particular Assessment Criteria together during an Assessment Activity references the balance of skills in the Learning Connection Model. People, Teaching and Technical Skills blend together in particular ways depending upon the lesson. A candidate may be evaluated on multiple Assessment Criteria from People Skills, Teaching Skills and Technical Skills during a single Assessment Activity.

### **Professionalism and Self-Management Assessment Statement**

Professionalism and Self-Management are assessed throughout the assessment process. Candidates in an assessment can expect:

- 1) Participating in the assessment from the beginning of the day at check-in to the end of the day.
- 2) Interactions with Examiners, other candidates, resort employees, and resort guests are all taken into consideration.
- 3) Follow up questions or interviews with Examiners after observed interactions with others.

### **People Skills and Teaching Skills Assessment Statement**

Candidates are assessed on CS People Skills and Teaching Skills Learning Outcomes during their teaching segments. Teaching activities are based on scenarios, role-play, observations and/or peer-coaching. The teaching segment is approximately 15 minutes for CS1 and 20-40 minutes for CS2. Candidates can expect group and individual discussions with the education staff member before, during, and/or after the teaching segment. The behavior of candidates will also be observed throughout the assessment environment. Other forms of assessment may be used and are described in the Performance Contributors.

### **Technical Skills Assessment Statement**

Candidates are assessed on CS Technical Skills Learning Outcomes through various on-snow and/or off snow assessment activities including group discussions, observations of general public, peer-to-peer activities, video analysis, and Q&A sessions. These assessment activities create opportunities for the candidate to demonstrate their technical understanding of CAP and apply it to movement analysis.

### **Examples of Successful Performance Statement**

The Examples of Successful Performance are provided to aid the candidate in understanding the Performance Contributors. They are written from the perspective of the candidate in the assessment environment. The examples show the candidate what is required to successfully perform each of the assessment criteria. In the assessment environment, the candidate will be expected to provide their own content to fit the Performance Contributors rather than rely upon the examples given here.

**Learning Outcome:** A Children’s Specialist 1 instructor maintains a professional environment by demonstrating self-awareness and self-management.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

Address group and individual safety and physiological needs.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Follows the Responsibility Code creating a safe environment.	Misses components of the Responsibility Code which creates an unsafe environment.
Shows interest and concern for group members’ safety.	Creates an environment hostile for group members. * Examples: inappropriate conversations, yelling
Takes care of their own physiological needs.	Fails to address their own physiological needs.
Contributes to conversations and leaves space for others to contribute.	Interrupts, talks over others, monopolizes conversation, or is largely unresponsive to others.
Displays interest, respect, and engagement through their non-verbal behaviors (eye contact, gestures, facial expressions, posture, speech pattern, and tone etc).	Uses language, tone, or gestures that are interpreted as inappropriate, offensive, or dismissive.

Exhibit positive behavior in response to feedback.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Asks questions to better understand the feedback.	Does not attempt to clarify the feedback, and does not engage with it further.
Maintains an open line of communication with the other person.	Closes or largely eliminates communication with the other person.
Demonstrates effort in improving performance.	Demonstrates little to no effort to improve performance.
Explains their process for engaging with or responding to feedback received from the examiner.	Refuses to or avoids engaging in dialogue about feedback with examiner.

**Learning Outcome:** A Children’s Specialist 1 instructor engages in developmentally appropriate communication (verbal and non-verbal) to address the needs of a group of children and their parents.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

Use CAP-appropriate communication with parent and child.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Creates a dialogue between the instructor, the parent and the child using the framework of CAP.	Creates a dialogue between the instructor and the parent only. Creates a dialogue between the instructor and the child only.
Refers to the cognitive, affective and physical (including psychomotor) development of the child when communicating with the parent and child.	Refers to either the cognitive, affective or physical or psychomotor development of the child only when communicating with the parent and/or child.

**Examples of Successful Performance**

Lesson with a group of 7 year olds developing skills in the beginner zone. End of the lesson wrap up with a parent of one of the 7 year olds.

***Non-verbal communication***

Goggles off eyes, making eye contact with the parent and the child, shake hands with the parent

***Verbal communication***

*Intro*

Hello Miriam’s mom! I’m Alex. Miriam and the Purple Powder Shredders were with me today. What’s our team sound Miriam? (Child’s reply) We had a great time together!

*Cognitive*

Miriam easily followed all the directions, even when there were multiple directions for a task. We got a chance to do so many things! (Parent comment)

*Affective*

I would do a movement on my equipment and the kids would help me turn it into an animal game. Miriam, what was one of the animal games you made up? (Child’s reply)

*Physical*

Will you show your mom what one of the animal games we played looks like?” (Child demos) “That was awesome! You can see how Miriam has her body in a balanced stance. Her balance will move forward into the front of the boot as her ankle flexion continues to develop. (Parent comment)

*Wrap up*

As you ski/ride the easy trails with Miriam, she can show you all the games we played. Is Miriam coming back tomorrow? If so, she can ski/ride with me and the Purple Powder Shredders. We can make up more games to help her progress. I hope to see you tomorrow. Thanks for an awesome day today, Miriam” (Team sound)

**Learning Outcome:** A Children’s Specialist 1 instructor engages in developmentally appropriate communication (verbal and non-verbal) to address the needs of a group of children and their parents.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

Use appropriate verbal and non-verbal communication for the cognitive level of children.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Demonstrates communication choices suitable for children in either the Pre-operational, Concrete or Formal stage of cognitive development.	Demonstrates communication choices that coincide with a different level of cognitive development than the one being addressed.
Adapts communication choices to make them suitable for children at another stage of cognitive development. Examples of communication choices: Word choice, complexity of sentences, extent of verbal explanation, extent of modeling movement, voice intonation, eye contact, body language.	Demonstrates only verbal or non-verbal communication.

### Examples of Successful Performance

**Age Group 1** - A group of 5 year old beginners moving in their boots for the first time at the start of the lesson.

**Non-verbal communication**

Bending down at their level, googles off eyes, making eye contact with each child, modeling movements in boots.

**Verbal communication**

“Alright Powder Pandas! You all have a new kind of boot on your feet. Lets walk around on the snow and see how they feel. Billy, what kind of noise do your boots make on the snow?” (Child responds) “That’s a cool noise Billy. Helen, what sound do your boots make?” (Child responds) “That’s a cool noise too? Can you jump in your boots, Ned? Look at how Ned can jump! Who else can jump in their boots?”

**Age Group 2 (Adapt)** - A group of 10 year old beginners moving in their boots for their first time at the start of the lesson.

**Non-verbal communication**

Standing upright, goggles off eyes, making eye contact with each child, modeling movements in boots.

**Verbal communication**

“Alright Chris, Jane and Toby. Lets see how it is to walk on the snow in these new boots. How do the boots feel?” (Children respond) “They do feel kind of heavy, kind of stiff and kind of tight. Can you flex them?” (Children respond) “It does take some effort to flex them. For the boots to help you control your equipment, they should be snugger than a sneaker on your foot. Chris, are yours snugger than a sneaker?” (Child responds) “Great. What about yours Toby?” (Child responds) “Great. Jane, what about yours?” (Child responds) “Oh, let me show you how to tighten them.”

**Learning Outcome:** A Children’s Specialist 1 instructor engages in developmentally appropriate communication (verbal and non-verbal) to address the needs of a group of children and their parents.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

Use appropriate verbal and non-verbal communication for the social/emotional (affective) level of the children.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Demonstrates communication choices suitable for children at a specific level of social/emotional development (i.e., relationship to play, rules & competition as well as moral values).	Demonstrates communication choices that coincide with a different level of social/emotional development than the one being addressed.
Adapts communication choices to make them suitable for children at another level of social/emotional development. Examples of communication choices: Word choice, complexity of sentences, extent of verbal explanation, extent of modeling movement, voice intonation, eye contact, body language.	Demonstrates only verbal or non-verbal communication.
	Tactics match the social/emotional developmental level of children younger or older than the intended children.

### Examples of Successful Performance

**Age Group 1** - Group of 8 year olds  
8 year old social/emotional stage - silly jokes, play games

***Non verbal communication***

Goggles up, crouching down to their eye level, making eye contact with each child in the group, specific eye contact with child being addressed, smiling, laughing.

***Verbal communication***

“That was an awesome warm up run in the powder Jedi warriors! Let’s take a run through the trees and check out the powder in there. Speaking of trees, what did the beaver say to the tree? (Children guess) It’s been nice gnawing you? (Children laugh) Okay, Jedi warriors. The secret base is at the bottom of this run. The only way to get there is through the trees. Our mission is to reach the base together without being followed. What kind of noise can we make that will help us keep track of one another but not give us away? Whats your idea Alfie? (Child responds) “Caw, Caw” is a great noise. It sounds like a bird. The storm troopers will think we are birds not Jedi warriors. Jamal, it’s your turn to be the leader. Stop after 3 turns. Then we can regroup and adjust our course to the base. Remember, we all have to get to the base together. Hector, you are after Jamal and I am after you. Ready team? (Children respond) Let’s go! Caw, Caw!”

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## Examples of Successful Performance (continued)

**Age Group 2 (Adapt)** - group of 13 year olds  
13 years old social/emotional stage - independence

### ***Non-verbal communication***

Goggles up, making eye contact with each child in the group, specific eye contact with the one being addressed, smiling.

### ***Verbal communication***

"That was an awesome warm up run in the powder! Let's check out the powder in the trees. Any thoughts on how we can keep track of one another in these trees and still chose our own routes?" (Child responds) "Grace, I like that idea of partner pairs. Each of us would keep track of our partner. Now, how would one partner pair keep track of the other partner pair? With all the trees, you can't always see everyone." (Child responds) "Harry, another excellent idea. We could use sounds to track everyone's location. I've got my sound. It's "Whoop, Whoop". What's your sound Ricardo?" (Child responds) "And yours Grace?" (Child responds) "And yours, Harry?" (Child responds). "Okay, I'm Grace's buddy this run. Harry and Ricardo, you get to lead us into the trees. Here we go! "Whoop,Whoop"!"



**Learning Outcome:** A Children’s Specialist 1 instructor addresses intrapersonal and interpersonal situations with children and their parents in a developmentally appropriate manner.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

Identify and respond to children’s emotional responses to events throughout the lesson.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Demonstrates a tactic for addressing a common emotional reaction seen in children during a lesson (i.e., crying, non-participation, acting out, fearful).	Demonstrates non-constructive tactics for addressing children’s emotional reactions.
Tactic matches the cognitive and affective developmental level of the children.	Tactic matches the cognitive and affective developmental level of a group of children younger or older than this group.

### Examples of Successful Performance

Group of 6 year olds - One who is scared of going over the rollers in the terrain park

**Behavior Tactics:**

***Acknowledge feelings***

“What’s going on Max? (Child responds) Oh, the rollers look really large. They look scary to you. I can see how you would be a bit scared. New things can be scary. Look at that person going over the rollers. See how much fun they are having. See how they slow themselves down. What can you do to slow yourself down? (Child responds) That’s right!

***Create a sense of safety***

And I will be right in front of you. You can follow me. It’s just like when we are going down the easy trail. I’ll go slow. You can follow me and do what I do. And Becca will follow you.

***Make it fun***

Becca, what superhero do you want to be? (Child responds) Excellent! Max, what superhero do you want to be? (Child responds) Awesome. Ready to go have some fun on the rollers? (Child responds) Great! Let’s go call our drop Superhero Shredders!”

**Learning Outcome:** A Children’s Specialist 1 instructor addresses intrapersonal and interpersonal situations with children and their parents in a developmentally appropriate manner.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

Identify and respond to children’s social interactions throughout the lesson.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Demonstrates a tactic for addressing a common inappropriate social interaction seen in children during a lesson (i.e., hitting, name calling, excluding).	Demonstrates non-constructive tactics for addressing the situation.
Tactic matches the cognitive and affective developmental level of the group.	Tactic matches the cognitive and affective developmental level of a group of children younger or older than this group.

### Examples of Successful Performance

Group of 10 year old girls - Two girls (Clara and Joan) are excluding the other girl (Hazel) in the group

**Behavior Tactics:**

***Stop the excluding by breaking up the clique***

“Okay Snow Shredders, let’s get ready to play a game. Clara, come over here next to me. Hazel, you come next to me on this side. And Joan, you are next to Hazel. Let’s play the “beat” game. Clara, start us off with a rhythm. Okay Hazel, what’s our next rhythm. Now its your turn to add a rhythm Joan.”

***Create how it feels to be excluded***

“This run, we are going over to the Stash Park again. And this time, we are going to split up into partner pairs. Joan and Hazel, you are a pair. Clara, you are my partner. Keep track of your partner and we’ll all meet at the end of the Stash Park at our gathering spot. (Go through the Stash Park, Clara had to follow me, I took her around all the features, met up with the other girls) Did you all have fun? (Children’s reply) Joan and Hazel had fun. Clara, why didn’t you have fun? (Child responds) Did you feel like you were left out of the fun? (Child responds) That doesn’t feel very good. It’s no fun being excluded. Let’s make a pact. Snow Shredders, all for one and one for all!” (Moved group down to chairlift)

***Create bonding experiences***

“In the last game, we created our rhythms. This time, let’s make up a song that goes with our rhythms. After all, we are the Snow Shredders! We need our own song.” (Group bonds over creating the song)

**Learning Outcome:** A Children’s Specialist 1 instructor addresses intrapersonal and interpersonal situations with children and their parents in a developmentally appropriate manner.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

Respond to situations in the parent, instructor and child relationship to create a positive experience.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Demonstrates professional knowledge by using CAP when speaking with the parent.	Demonstrates communication choices that coincide with a different level of social/emotional development than the one being addressed.
Describes the situations without judgment.	Demonstrates only verbal or non-verbal communication.
Incorporates active listening skills.	Tactics match the social/emotional developmental level of children younger or older than the intended children.
Tactic chosen to address the situation creates a positive experience for the parent, instructor and child.	

**Examples of Successful Performance**

9 year old 1st day beginner. Parent wants you to take the group on intermediate terrain to video their child’s “amazing progress in just 1 day”.

**Active listening skills**

“I hear your request. I understand your desire to get footage of Jasper cruising on more difficult terrain on his first day.”

**Using CAP:**

**Cognitive**

“He may think that he will just do what he does on the green runs. Jasper doesn’t have the experience to know how much greater the forces will be and how much harder he will have to work to control his equipment. He doesn’t know that his body will not be able to make the movements needed to control his speed.

**Affective**

“And that sense of being out of control can lead to feelings of being scared and frustrated.”

**Physical**

“He is still figuring out how to position his body to be in balance. If Jasper goes to intermediate terrain now, he will find it difficult to maintain his balance and control his speed. He will lean back even more which will cause him to be out of control and possibly fall.”

**Behavior Tactics:**

Educate with CAP, reassess parent goal, make plan to accomplish parent’s revised goal

“My goal for Jasper is to enjoy this new sport and want to do it again. Is this your goal for him as well?” (Parent response) “Great, so let’s keep the experience positive by taking video on the easy trails where he can really shine! Let’s go over to this easy trail that has the little rollers. Jasper really enjoys the rollers. Will that plan work for you?” (Parent response) “Excellent! Let’s go to the rollers.”

**Learning Outcome:** A Children's Specialist 1 uses provided information about children and parents to plan relevant learning experiences through the intermediate zone.

LO is assessed upon the instructor's ability to consistently demonstrate the following criteria:

Identify and summarize the motivations and expectations of children and their parents to determine common themes.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Discusses the importance of the parent/child interview and asks probing age & stage appropriate questions about goals, motivations and fears.	Leads lesson without regard to the child's or parent's needs and expectations.
States the purpose of the questions & provides specific samples of these questions during the teaching segment.	

## Examples of Successful Performance

### *Alpine Skiing Example*

Lesson with a group of 7 year olds transitioning from wedge to parallel on skis.

I check in with the parents at lesson drop off to find out their lesson expectations. I also ask the child what they are excited about in the lesson, and what they would like to accomplish. If the child and parent have different expectations I seek to clarify before the lesson begins by asking probing questions.

*Example:* "Miriam, what are you excited about for today's lesson?" And to Miriam's parents, "what would you like Miriam to accomplish today in our lesson?" When clarifying, a possible statement to Miriam's parents could be "Today we are working on wedge to parallel, and while I know you'd like her to be skiing parallel on blue terrain, at her age we will be excited to learn to steer our inside ski from the wedge to the parallel position on green terrain before we venture to blue terrain with parallel skiing as our goal."

I explain to the CS1 group the reason for choosing certain questions and I integrate Miriam's motivation and her parents goals into the lesson design/teaching segment.

### *Cross Country Example*

"Miriam, what are you excited about for today's lesson?" And to Miriam's parents, "what would you like Miriam to accomplish today in our lesson?" A possible statement to Miriam's parents could be "Today we are working on half wedge to full wedge to diagonal stride, and while I know you'd like her to be skiing diagonal stride all the time, at her age we will be excited for her to transition from full wedge to half wedge on a beginner trail before we venture to a more difficult trail with her being able to go from wedge to half wedge to diagonal stride as our goal." I explain to the CS1 group the reason for choosing certain questions and I integrate Miriam's motivation and her parents' goals into the lesson design/teaching segment.

## Examples of Successful Performance (continued)

### ***Snowboarding Example***

Lesson with a group of 7 year olds learning to link turns.

I check in with the parents at lesson drop off to find out their lesson expectations. I also ask the child what they are excited about in the lesson, and what they would like to accomplish. If the child and parent have different expectations I seek to clarify before the lesson begins by asking probing questions.

*Example:* “Miriam, what are you excited about for today's lesson?” And to Miriam's parents, “what would you like Miriam to accomplish today in our lesson?” When clarifying, a possible statement to Miriam's parents could be “Today we are working on linking turns. While I know you'd like to take her on intermediate terrain, we want to make sure she is comfortable turning both heel- and toe-side before we venture to intermediate terrain so she doesn't revert to her heelside sideslip like she does when the terrain gets steeper and she gets nervous.”

I explain to the CS1 group the reason for choosing certain questions and I integrate Miriam's motivation and her parents goals into the lesson design/teaching segment.

**Learning Outcome:** A Children's Specialist 1 uses provided information about children and parents to plan relevant learning experiences through the intermediate zone.

LO is assessed upon the instructor's ability to consistently demonstrate the following criteria:

Choose appropriate terrain and/or skill for the group based on their skiing or riding level and stage of development.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Chooses terrain, drills and engaging activities appropriate for the child's age and stage of development.	Selects terrain, drills and activities that are not appropriate or engaging for the child's age & stage of development.
Explains why the chosen drill and activity is relevant to the child's age & stage of cognitive, affective and physical development with reference to a child's psychomotor development.	

## Examples of Successful Performance

### ***Alpine Skiing Example***

Lesson with a group of 7 year olds transitioning from wedge to parallel on skis.

"I teach Miriam and her group on green terrain and choose to use drills to reinforce movement of the inside leg from a wedge relationship to a parallel relationship. The activity I choose will be relevant to typical movement patterns of a 7 year old, and the activity will promote leg rotation along with edge release. My explanation for the chosen drill and activity will include relevance to Miriam being 7 years old. For example: "I'm choosing to do the banana split activity with Miriam. This activity promotes laughter and engagement for 7 year olds as they usually equate fun with eating ice cream, and they understand that bananas are mushy and banana peels are slippery."

### ***Cross Country Example***

Lesson with a group of 7 year olds transitioning from full wedge to half wedge to XC diagonal stride

The group is on a beginner trail and I will choose drills relevant to the typical movement patterns of a 7 year old to reinforce movement of one leg from a wedge relationship to the diagonal stride in track. As an example, I would tell the student to pressure the ski opposite of the direction of travel and direct the ski in the direction of travel to where they want to go.

### ***Snowboarding Example***

Lesson with a group of 7 year olds learning to link turns.

"I teach Miriam and her group on green terrain and choose to use drills to reinforce independent leg movement to get the board to turn. The activity I choose will be relevant to typical movement patterns of a 7 year old, and the activity will promote initiating turns with the front foot to steer the board in and out of the fall line. My explanation for the chosen drill and activity will include relevance to Miriam being 7 years old. For example: "I'm doing a big sister (front leg)/little sister (back leg) activity with Miriam. This activity promotes engagement for her as a 7 year old because she has siblings and can relate to wanting to do what her big sister does and/or how her little sister follows her around. We can even name her bindings after her and her sibling(s) so she knows which one should be starting the turn and which one should be following."

**Learning Outcome:** A Children's Specialist 1 uses provided information about children and parents to plan relevant learning experiences through the intermediate zone.

LO is assessed upon the instructor's ability to consistently demonstrate the following criteria:

Plan an engaging and exploratory learning experience with productive use of movement and practice time based on the identified stages of development.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Shares reasons for decisions/choices based on observed behavior and specific interactions with children in the lesson.	Descriptions of decisions/choices are inaccurate for the identified stages of development.
Lesson utilizes developmentally appropriate movement and practice time.	Lesson presents movements that are not appropriate for the identified stage of development or uses practice time ineffectively.

## Examples of Successful Performance

### ***Alpine Skiing Example***

Lesson with a group of 7 year olds transitioning from wedge to parallel on skis.

"With our skis off, I'm going to have Miriam pretend there is a banana peel under one boot and she is going to move that boot from being on an angle (wedge position) to a straight line (parallel position). Once Miriam is able to show me that she is able to do this without skis on, we will put on our skis and repeat the same activity. Once Miriam is able to do this, we will move to skiing and doing this same activity while making a deeply shaped turn. We will continue to practice this in both directions, and once Miriam has the ability, we will link these turns together on shallow terrain to enhance her ability to move from a wedge to parallel position."

### ***Cross Country Example***

Lesson with a group of 7-year old's transitioning from wedge to half wedge to diagonal stride.

With our skis on, starting on a flat area and then in an easy downhill track, I'm going to have them do a leaning activity. They will lean to right, then center, then left (or a single edged ski to a flat ski to the opposite edged ski) repeating until they are comfortable with the activity. Then they will finish by practicing the activity while playing a game of "Simon Says" while traveling down a gentle hill, then graduate to a steeper hill

### ***Snowboarding Example***

Lesson with a group of 7 year olds learning to link turns.

Engaging: "I'm going to coach Miriam to have her 'Big Sister' leg lead and the 'little sister' leg follow down the hill and back across in a garland. Once she is comfortable with this, I will have the 'Big Sister' lead all the way to the other edge to make her first turns."

Exploratory: "What happens if 'Little Sister' leads down the hill and around to the other edge? We're riding switch! Can we take turns leading and do 360's?"

**Learning Outcome:** A Children's Specialist 1 instructor delivers group-focused learning experiences that have developmentally realistic outcomes.

LO is assessed upon the instructor's ability to consistently demonstrate the following criteria:

Teach and justify developmentally appropriate progressions and activities that enhance the children's learning experience.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Leads lesson demonstrating & justifying movements through a progression of activities using terrain, speed and/or conditions to maintain engagement in a learning environment appropriate for the identified stage & age of development.	Leads the lesson moving at an inappropriate pace for the age and stage, and/or demonstrations are not relevant to the lesson plan.

### Examples of Successful Performance

Teach a group of 10 year old novices tactics for exploring variable conditions/terrain. They tend to go too fast, losing speed control. They like to ride bikes and draw.

"I plan to lead a lesson using bike riding as an analogy for making rounded tire track and relate the use of shaping the turn with establishing better speed control in variable conditions and terrain. I will have the group map out, or draw their desired path as an example of how they will navigate the terrain. This is applicable given the students are 10 years old, they have the cognitive ability to manage these tasks and to understand the relationship between the task and the outcome in their performance on snow."



**Learning Outcome:** A Children's Specialist 1 instructor delivers group-focused learning experiences that have developmentally realistic outcomes.

LO is assessed upon the instructor's ability to consistently demonstrate the following criteria:

<b>Manage physical and emotional risk to maintain engagement in the learning environment.</b>	
<b>Successful Performance Contributors</b>	<b>Unsuccessful Performance Contributors</b>
Demonstrates and explains how meeting places, hill selection, class management style and activities create a learning environment to mitigate physical risk.	Demonstrations, class management style and activities do not follow recommended practices for reducing physical risk.
Recognizes and manages impact of activities and environment on the comfort and confidence within the group and provides solutions.	Your Responsibility Code is not adhered to.
Adapts demonstrations and actions to enhance group engagement in the learning environment.	Activities and environment cause discomfort and apprehension within the group; candidate moves on to next step(s) despite the discomfort.

### Examples of Successful Performance

Teach a group of 10 year old novices tactics for exploring variable conditions/terrain. They tend to go too fast, losing speed control. They like to ride bikes and draw.

"I have a group of 10 year olds and I am going to ask them to make a designated number of turns in a short distance. For example, from where we are now to that sign down there. I plan to keep the students within close range of me in case anyone struggles in these new conditions and terrain. I believe this will prevent too much speed from developing which creates less physical risk for the 10 year olds."

"I will have my group of 10 years olds do the task without following one another, instead they'll be given a specific distance and stopping point. This allows each student to move at their own pace building confidence and comfort."

"When I demonstrate the activity I intend to show the ideal and ask the students to point out what made the demonstration successful. This involves the students watching and reporting out what they saw of my ability. This leads to a group discussion of what will assist them in feeling success in the activity."

**Learning Outcome:** A Children's Specialist 1 instructor delivers group-focused learning experiences that have developmentally realistic outcomes.

LO is assessed upon the instructor's ability to consistently demonstrate the following criteria:

Reflect with the group and review the learning experience to identify performance change and future growth.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Asks the group to share an aspect of their learning experience.	Does not reflect or review the learning experience with the group and is unable to identify performance change or offer a pathway for future growth.
Shares with the group the observed changes and the suggestions for next steps.	

### Examples of Successful Performance

Teach a group of 10 year old novices tactics for exploring variable conditions/terrain. They tend to go too fast, losing speed control. They like to ride bikes and draw.

"After finishing in the variable conditions and terrain, I plan to ask each 10 year old for a "nugget", something they are taking away with them from doing the activity. I let the students know there isn't a right or wrong answer."

"I share with each 10 year old a positive observation in their performance, and a suggestion for how to reinforce this positive change."

**Learning Outcome:** A Children’s Specialist 1 instructor identifies and describes distinct stages of cognitive, affective, and physical growth, including psychomotor development, for a group of children, relative to snowsports through the intermediate zone.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

Identify and describe the physical growth and psychomotor development for two different age groups of children.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Lists two or more characteristics of physical growth and psychomotor development for each of the identified ages and/or stages.	Lists one characteristic for each of the identified ages and/or stages.
	Describes only one stage and/or age of physical growth and psychomotor development accurately.

**Examples of Successful Performance**

A semi-private lesson with two sisters. One is 6 years old and the other is 9 years old.

“The center of mass would likely be different for each; the younger one would have a higher COM than the older sister. The older sister would likely be stronger in her core than the younger one. The older sister’s ability to see clearly at a distance would be fully developed whereas the younger sister’s vision may just be reaching maturity.”

“In terms of psychomotor development, coordination at the small joints like the ankles would be more developed for the older sister than the younger one. The younger sister’s body would function more as a unit when trying to turn, whereas the older sister would likely have greater control of skis or board by being able to use legs separate from the upper body.”

*Cross Country Example*

“When doing a diagonal stride, the younger sister will be more likely to move the arm and leg on the same side while the older sister would have better coordination and able to ski using the opposite arm and leg.”

**Learning Outcome:** A Children’s Specialist 1 instructor identifies and describes distinct stages of cognitive, affective, and physical growth, including psychomotor development, for a group of children, relative to snowsports through the intermediate zone.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

Identify and describe the stages of cognitive development and types of information-processing that impact motor learning for a group of children of similar ability.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Describes two or more characteristics of the stages of cognitive development that impacts learning motor skills for an identified group of children.	Confuses characteristics of the stages of cognitive development or is unable to recall types of processing theories that impact motor skill learning for the identified group of children.
Describes two or more ways of processing information that influences the group’s ability to learn motor skills.	

### Examples of Successful Performance

A group of beginners who are all between the ages of 8 & 10 years old.

“These children would likely be in the Concrete Operational stage of cognitive development. I would expect the children to be able to understand simple cause and effect relationships like if they step on someone else’s equipment, that person may have a tough time moving. I’d also expect them to follow multiple directions like “Stay close to your “friend” and wait for the group on the right side of the lift-line or cross country track.” My decision to teach turning for speed control (or half wedge in XC) may be challenged by a student who thinks that skiing/riding fast and straight is better than controlling their speed.”

“I admit that I process information more easily when I have time to think about what I’m learning. I also know that many children process information differently and therefore I should incorporate activities that have the children spend more time moving and experimenting with ranges of movements rather than listening to my explanations. I also know it’s important to frame my directions to access different types of “intelligences” like counting numbers to create shape in a turn or like making a sound to mimic the feeling of pressure at different parts of a turn.”

**Learning Outcome:** A Children’s Specialist 1 instructor identifies and describes distinct stages of cognitive, affective, and physical growth, including psychomotor development, for a group of children, relative to snowsports through the intermediate zone.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

Identify and describe several affective behaviors and beliefs for a group of children of similar ability that could influence the group’s motor learning.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Recognizes and describes three or more shared or common behaviors and beliefs that have the potential to impact learning for a group of children.	Struggles to recognize any behaviors and beliefs that could impact the learning for an identified group of children.

**Examples of Successful Performance**

A group of beginners who are all between the ages of 8 & 10 years old.

“One common theme I’ve witnessed is some young children who are in the lesson because the parent wants them to learn how to ski/ride. They are there due to someone else’s goals and not by their own choice. I notice a lack of motivation or at times even unwillingness to try and explore new movements. This “unwillingness” effects the group’s ability to progress or explore new terrain.”

“Another behavior that impacts the group’s learning is when a child in the group commands all of my attention. In this manner it’s a challenge to meet everyone’s needs and provide adequate feedback. There’s the potential to overlook important indicators of progress or struggle when one child demands my attention all the time.”

“Children around the age of 9 or 10 tend to question your authority and when this happens it can disrupt the dynamic in the group. While their questioning authority may be indicators of cognitive growth, the outcome of the questioning can have social implications on the group’s dynamic. Much time is spent re-establishing trust or re-directing the group’s focus on the lesson progression and therefore the group’s learning.”

**Learning Outcome:** A Children’s Specialist 1 instructor identifies and describes cause-and-effect relationships influenced by child growth, skill-development milestones, and equipment options; and offers a relevant prescription for change for a single fundamental in a group setting through the intermediate zone.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

Describe how motor-skill development impacts motor learning in children.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Recalls at least two aspects of motor skill acquisition.	Is unaware of aspects of motor skill acquisition and its influence on children’s learning.
Understands the influence of motor skill acquisition on children’s learning.	

**Examples of Successful Performance**

***Alpine & Cross Country Skiing Example***

“I think about how children develop larger muscles before smaller muscles. Evidence of this appears when we see young children try to create edge angle with the outside ski by extending the outside leg or even bracing the outside leg. They rely mostly on the strength from aligning the bones in the legs as well as strength from the larger thigh muscles to resist the forces in the turn. Older, more physically mature children will be able to articulate the knee and ankle joints to refine these edging movements (For XC: articulate the head, torso, hips, knees, and ankles for diagonal stride or skating), which will also result in being able to regulate the pressure that builds in the middle and end of the turn.”

“Moving one side of the body as a unit occurs before both sides can move in opposition to each other. Oftentimes we see beginners try to control the ski’s steering by turning one whole side of the body inwardly rather than turning the leg independently of the upper body to control turning of the skis (For XC: the ability to move the arms and legs in opposition). The ability to move right and left halves of the body as well as upper and lower halves of the body in opposition to each other begins around age 5 but restrictions placed around lower joints hinder the ability to perform these movements while on skis.“

***Snowboarding Example***

“I think about how children develop from the core out, and how larger muscles develop before smaller muscles. Evidence of this appears when young children struggle to find their balance on their toe-side edge, which relies on more fine-tuning of the ankle joints. It is generally easier for them to learn to skid and stop on their heel-side first, because they can rely on the strength in their larger thigh muscles to assist them in tipping their snowboard. They also have the mechanical advantage of the boot cuff against the highback to support them and help them balance, rather than needing to use strength to flex their ankle in the boot to tip the board on edge and balance on the toe-side.

Moving the body as a unit occurs before right and left sides can move in opposition to each other, and the upper and lower body often move together. As a result, we see children rotating their upper body to get the board to pivot to change direction. As they develop, we will see them begin to steer using their feet and legs rather than their whole body. Usually around age 6 or 7, they will gain the ability to move the legs in sequence or in opposition to twist the snowboard. As their strength and ability to use fine motor skills grows, so will their ability to use ankle articulation, and front foot and back foot independently, to get the board to turn more smoothly and quickly.”

**Learning Outcome:** A Children’s Specialist 1 instructor identifies and describes cause-and-effect relationships influenced by child growth, skill-development milestones, and equipment options; and offers a relevant prescription for change for a single fundamental in a group setting through the intermediate zone.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

Apply an understanding of biomechanics to describe the effect of a child’s stage of physical growth and psychomotor development related to one sport-specific fundamental in one turn phase or cross country skill.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Using sound knowledge of basic biomechanics, articulates relationship between stage of physical growth and psychomotor development with ski or board performance.	Makes inaccurate connections between biomechanics, ski or board performance and the physical growth and psychomotor stage of development.
Matches performance in one phase of the turn and one fundamental with physical growth and psychomotor development.	Disregards performance in one phase of the turn and one fundamental with physical growth and psychomotor development.

**Examples of Successful Performance**

***Alpine & Cross Country Skiing Example***

This sample answer is based on an 11 year old girl, Sally, who is learning how to turn.

“This student is at an age where aspects of physical growth and psychomotor development like location of the COM, level of coordination, strength, gross and fine motor skills are close to maturity. Learning how to do specific activities like skiing still take practice. Sally can maintain balance over the length of the skis by joint articulation, specifically at the ankle, knee and hips joints (For XC: articulate the head, torso, hips, knees, and ankles). Because skiing is a new group of movements, she appears to rely on a younger movement pattern of moving the body as whole to create turning momentum with the skis at turn initiation but can control the skis rotation at turn finish by incorporating (unrefined) upper and lower body separation. Having the ability to shift her weight from side to side, she feels the effect on the skis - that the inside edge of the outside ski grips the snow but makes the turning difficult because she now has more weight on the inside ski.”

“In a nutshell, while this student is capable of joint articulation and can move her upper body separate from the lower body, the fact that she is learning a new pattern of movement means that she shifts from the Mature stage of coordination to the Elementary stage.”

“We see this at the turn initiation phase of the turn, where lateral movements cause the inside edge of the outside ski to engage but leaves her too much on the inside ski. The remainder of the turn is spent re-establishing balance both along the ski’s length and regaining control of directing pressure to the outside ski.”

## Examples of Successful Performance (continued)

### ***Snowboarding Example***

This sample answer is based on an 11 year old girl, Sally, who is learning how to turn.

“This student is at an age where aspects of physical growth and psychomotor development like location of the COM, level of coordination, strength, gross and fine motor skills are close to maturity. Because her upper body is countered at the finish of her toe-side turn, Sally is having trouble engaging the new edge to shape the turn and control her speed, resulting in an exaggerated skid on the heel-side to slow down and stay in control.”

“In a nutshell, while this student is capable of joint articulation and can move her upper body separate from the lower body, the fact that she is learning a new pattern of movement means that she shifts from the Mature stage of coordination to the Elementary stage.”

“We see this at the turn initiation phase of the turn, where lateral movements cause the inside edge of the outside ski to engage but leaves her too much on the inside ski. The remainder of the turn is spent re-establishing balance both along the ski's length and regaining control of directing pressure to the outside ski.”



**Learning Outcome:** A Children’s Specialist 1 instructor identifies and describes cause-and-effect relationships influenced by child growth, skill-development milestones, and equipment options; and offers a relevant prescription for change for a single fundamental in a group setting through the intermediate zone.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

Describe the influence of children’s equipment options on observed movements and stated goals with consideration of child’s performance.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Recognizes matching of equipment with child size, skill level, stated goals and child’s performance.	Is unaware of the impact that equipment choice has on ski or board performance and goal achievement.

### Examples of Successful Performance

#### *Alpine Skiing Example*

This sample answer is based on an 11 year old girl, Sally, who is learning how to turn.

“It appears like Sally’s equipment is well-suited for her skill level and her size. I believe this is because I notice that she appears balanced over the length of the ski, as can be seen from the side view. However, at that very last turn, she does have a little bit of a challenge in trying to steer the ski tip, and instead tips it and feels it hook up immediately. So even though the length of the ski and size of the boots appear to be appropriate, she may benefit from trying a slightly shorter ski, or smaller boot, just for those first few turns.”

#### *Cross Country Example*

“From the side view, it appears that Sally’s equipment is the proper length and the boot the proper size for her skill level because she appears balanced over the length of the ski. For classical cross country her skis also need to be checked at the center grip area to see that they have the proper contact with the snow and are not too soft or too stiff. So even though the length of the ski and size of the boots appear to be appropriate, she may benefit from trying a ski with the proper flex.”

#### *Snowboarding Example*

This sample answer is based on an 11 year old girl, Sally, who is learning how to turn.

“It appears like Sally’s equipment is well-suited for her skill level and her size. It looks like it is a good length for her and soft enough for her to twist and flex. It does look like she has grown since she last rode it, and her legs are pretty close together so she is having some trouble bending her knees. The board is a good size for her, but she may benefit from moving the bindings a little further apart to widen her stance to give her more range of motion.”

**Learning Outcome:** A Children’s Specialist 1 instructor identifies and describes cause-and-effect relationships influenced by child growth, skill-development milestones, and equipment options; and offers a relevant prescription for change for a single fundamental in a group setting through the intermediate zone.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

Outlines separate prescriptions for change for children of similar abilities for one sport-specific fundamental in one turn phase or cross-country skill.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Matches the ages and stages of development of two children with similar ability with more than one solution based on one phase of the turn and one fundamental.	Outlines solutions for only one child and/or inconsistent solutions with the ages and/or stages of development of two children. Makes inaccurate connections between the single fundamental and turn phase activity.

### Examples of Successful Performance

#### *Alpine Skiing Examples*

The scenario includes Sally from the previous examples and her younger brother Peter, who is 5 years old. It’s a semi-private lesson. Both children have a rudimentary wedge that they use for stopping.

#### **Assess Students**

“Both Sally and Peter can make a wedge to help them stop. They need practice with this and through observation and conversation, we (Sally, Peter and myself) agree that it takes a lot of effort. I notice when Peter makes his wedge, he tends to lean inward to try to make his skis to turn. While there’s a similarity in their movement pattern, they’re at different stages of physical development. Sally has greater control of her limbs than Peter, and Peter’s COM is higher than Sally’s. He has some difficulty pressuring the front of the ski, more so than Sally.

#### **Determine Goals and Plan Experience**

“Both would like to turn with ease in both directions and would like to try something that may be less tiring. I feel it would be beneficial to both to focus the time on developing their ability to “control pressure from ski to ski and direct pressure to the outside ski” especially at the turn transition.

#### **Create Experiences for Learning/ Solution #1**

Playing into the pre-operations and Concrete Operational stages of cognitive development, I would first explain that we’re going to play around with different sizes of a wedge in a couple of different ways. I’d want to first start the lesson using their strengths, in other words, by being in a big wedge. This gives reference to what we do next. To Peter I’d describe the shape of the skis like a plane with a large wingspan. To fly through tight spaces it might helpful to pull the wings inward to get around more easily. I’d set up a course using cones to practice maneuvering with a narrow wedge. With the cones set up, I would simply say to Sally “can you step your skis in a little to get a smaller wedge?” Then, as she passed each cone, I’d ask her to make the ski that’s closet to that cone feel lighter than the other one. I wouldn’t go into an explanation about being able to direct pressure to the outside ski, but I think with a narrower wedge it’s easier to do this.

(Continued on next page)

## Examples of Successful Performance (continued)

### Guided Practice

After moving through these narrow spots, call their attention to the little stepping they did to make their “plane” narrower. On the next trial through the cones, I'd challenge them to lift one ski and hold it as they pass through. After several times through, I'd want to see if they can lift one ski in between the cones, alternating which ski they lift. I'd call attention to which ski they lift, trying to have them identify which is easier to lift. The objective is to lift the new outside ski before passing a cone, and to stand on it as they pass the cone. Make sure the cones are placed slightly offset and on terrain that is very shallow.

### Create Experiences for Learning/ Solution #2

Sally can flex her joints, but she also appears to be static. Knowing that Peter's ability to smoothly flex and extend the ankle, knee and hips joints to create smooth coordinated movements is still developing, the second prescription focuses on practice moving from ski to ski, using little hops.

### Guided Practice

On shallow terrain slide across the hill while lifting the uphill ski. Allow time for Sally and Peter to find their balance. Allow them to use their arms. It doesn't have to be perfect looking. The point is to make many repetitions while providing feedback and adding challenging as they improve. The objective is to be able to stand on one ski while gliding across the hill and be able to slowly flex and extend the leg they are standing on. Suggestions for play, exploration and fun include: Glide on one ski as slow as possible and as fast as possible, bounce while gliding across the hill, hop off the snow while gliding across the hill, race each other across the hill, touch the ground while gliding, make a single track in the snow with the downhill ski, lightly touch the lifted ski to the snow while gliding across the hill.

### Cross Country Example

#### Create Experiences for Learning/ Solution

Playing into the pre-operations and Concrete Operational stages of cognitive development, I would first explain that we're going to play around with different sizes of the full wedge and the half wedge with a plan to take them back to the cross-country track with a half wedge. I'd want to start the lesson using their strengths, starting with a full wedge. To Peter I'd describe the shape of the skis in a wedge like a cargo plane with a large wingspan. For the plane to fly through tight spaces and go faster, you need to pull the wings inward and become a fighter jet that will allow them to gain speed and fit in tight places. Then to practice it on a small hill I would set up a course using cones to practice going from the cargo jet to the fighter jet.

Then to practice going from full wedge to the half wedge, we will have the right foot in the track and the left foot using the inside edge transitioning from a cargo jet to a fighter jet controlling and gaining speed. Then with the cones set up on the left side have them practice with control going from a cargo jet to a fighter jet.

Suggestions for play, exploration and fun include glide on one ski as slow as possible and as fast as possible, bounce while gliding across the hill, hop off the snow while gliding across the hill, race each other across the hill, touch the ground while gliding, make a single track in the snow with the downhill ski, lightly touch the lifted ski to the snow while gliding across the trail.

## Examples of Successful Performance (continued)

### ***Snowboarding Example***

The scenario includes Sally, 11 years old, and her younger brother Peter, who is 5 years old. It's a semi-private lesson. Both children have a tendency to use their heel edge for stopping.

### **Assess Students**

"Both Sally and Peter are more comfortable riding on their heelside. They both need practice turning and controlling speed on their toe edge. I notice Peter breaks at the waist on his toeside because of his higher COM. Sally is at a different stage of physical development and can use her ankles to move her COM across the width of the board to balance and engage the toe edge."

### **Determine Goals and Plan Experience**

"Both would like to be able to link toe and heel turns. I feel it would be beneficial to work on edging skills to help them find their balance and be more confident on their toe edge."

### **Create Experiences for Learning/ Solution**

Playing into the pre-operations and Concrete Operational stages of cognitive development, I would first explain that we are going to spend some time on our toe edge to get more comfortable, and we will use snowballs as our target. Peter may have more success starting with a sideskid to find his balance and be able to skid, then I would put a snowball on the snow and ask him to skid in a traverse to hop onto it and squish the snowball. I may ask Sally to practice taking off and landing with both feet together in order to help reinforce where her COM needs to be in order to balance over the edge."

### **Guided Practice**

After practicing hopping in a skidded traverse to squish snowballs, I would place snowballs in both directions on the trail to have both children traverse and tray to hop over the snowballs. Peter can stay on his toes to traverse both forward and switch and practice balancing on an engaged toe edge. Sally can turn to her toes and get into the aligned position she would need to be in to hop in order to prepare for finishing her toeside turns and controlling her speed with turn shape"

### **Create Experiences for Learning/ Solution #2**

Sally can align her upper and lower body to control her COM in relation to her base of support in order to direct pressure across the width of the board from heel to toe but her timing is still late coming from the opposite edge resulting in a lack of speed control on her toeside turn. Knowing Peter is still developing fine motor skills, the second prescription focuses on having them practice garlands using different board performances to engage and release the toe edge so they do not have to commit to the fall line and pick up too much speed. Sally can focus on independent ankle flexion and extension to twist the snowboard, while Peter can pivot his board using upper and lower body together."

### **Guided Practice**

"On shallow terrain in a skidded toeside traverse, ask the children to relax their front ankle and let the nose of the board slide downhill. Then press the front of the shin into the tongue of the boot to reengage the toe edge and steer the nose slightly uphill to stop. The point is to steer on and off the toe edge to practice engaging the edge as soon as possible and be able to use turn shape to control speed. Peter will likely turn his body more to go down the hill and back to his toes, while Sally should be able to use more subtle flexion and extension of her ankle to get performance out of her board.

Suggestions for play, exploration, and fun including having the children play Follow My Tracks (taking turns leading), Pencil and Eraser (try to make garland to erase the other's line), have them try to make as many garland turns across the hill as they can and challenge them to see if they can make more, have them guess how many garlands it will take them to get from Point A to Point B and see if they can match the number."

**Learning Outcome:** A Children’s Specialist 2 instructor contributes to a professional environment by managing their behaviors and emotions in response to others.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

Address group and individual needs for belonging.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Interacts positively with all group members.	Negatively impacts the group cohesion by discriminating against individuals or exhibiting animosity, indifference, inconsiderateness, passive aggressiveness, etc..
Continually assesses the safety and physiological needs of all individuals in the group.	Only assesses the physiological or safety needs of some individual(s), or fails to notice a change in them during a lesson.
Chooses conversation topics that could engage everyone.	Chooses conversation topics that only engage a subset of the group or alienate others for any reason.
Contributes to conversations, leaves space for others to speak, and shows interest when others are speaking.	Communication choices limit the ability of others to contribute to conversation/ dialogue.
Manage behavioral responses.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Maintains focus, minimizes interrupting, seeks clarification in moments of confusion, actions support others and oneself, minimizes negative impact in face of frustration, fear, or anger.	Identified behaviors remain a significant distraction during the assessment. Examples include: easily distracted, interrupts others, doesn’t seek clarification in face of confusion, actions don’t support others, negatively impacts others when frustrated, afraid, or angry.
Demonstrates accountability for their behaviors both positive and negative.	Disregards the impact of their behaviors on individuals or the group.
Relative to own behavior, describes what they observed in a situation and how it led to their response.	Has difficulty identifying why they responded in a certain way.

**Learning Outcome:** A Children’s Specialist 2 instructor engages in developmentally appropriate communication (verbal and non-verbal) to meet each child’s needs, the group’s needs and the needs of the parents.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

Synthesize CAP concepts into the communication with the parent and child.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Creates a dialogue between the instructor, the parent and the child.	Creates a dialogue between the instructor and the parent or child only.
Uses the language of developmental theory when communicating with the parent.	Uses the language only related to one component of the developmental theory.
Communicates specific information about the child’s cognitive, affective and physical (including psychomotor) development and correlates it to the child’s performance.	Communicates specific information about only the child’s psychomotor development.
	Correlates only the child’s level of physical or psychomotor development with the child’s performance.

**Examples of Successful Performance**

Lesson with a group of 7 year olds developing skills in the intermediate zone. End of the lesson wrap up with a parent of one of the 7 year olds.

***Non-verbal communication***

Goggles off eyes, making eye contact with the parent and the child, shake hands with the parent

***Verbal communication***

*Intro*

Hello Miriam’s mom! I’m Alex. Miriam and the Purple Powder Shredders were with me today. What’s our team sound Miriam? (Child’s reply) We had a great time together!

*Cognitive*

“Miriam easily followed all the directions, even when there were multiple directions for a task. We got a chance to do so many things! How many games did we get to play Miriam? (Child responds with a number) I noticed that Miriam was counting during our first ride up the chairlift today. She started counting the chairs without any prompting. So I designed aspects of the lesson to address her way of learning: “count the number of turns you can make from here to the sign” (Parent comment)

*Affective*

“I would do a movement on my equipment and the kids would help me turn it into an animal game. 7 year olds really enjoy interacting with one another by making up games to play. We wove lots of movement activities into games to fit our “things that animals do” theme. Miriam, what was one of the animal games you made up? (Child’s reply) “Yes, Miriam, we played Hop Like a Bunny!”

(Continued on next page)

**Examples of Successful Performance (continued)***Physical*

“Will you show your mom what “Hop Like a Bunny” looks like? (Child demos) That was awesome! You can see how Miriam lands with her ankles and knees flexed in a balanced intermediate stance. Her balance will move forward into the front of the boot as her ankle flexion continues to develop. At this stage in her physical development, her fine motor skills are still developing. She is relying more on gross motor than fine motor to move her body. (Parent comment)

*Wrap up*

“As you ski/ride with Miriam, she can show you all the games we played. Is Miriam coming back tomorrow? If so, she can ski/ride with me and the Purple Powder Shredders. We can make up more games to help her progress in her movement skills. I hope to see you tomorrow. Thanks for an awesome day today Miriam (Team sound)

**Learning Outcome:** A Children’s Specialist 2 instructor engages in developmentally appropriate communication (verbal and non-verbal) to meet each child’s needs, the group’s needs and the needs of the parents.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

Blend verbal and non-verbal communications to meet the cognitive level of each child in the group as well as the group as a whole.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Demonstrates communication choices suitable for a child in the pre-operational, Concrete or Formal stage of cognitive development.	Demonstrates communication choices suitable for the cognitive stage of a child older or younger than the one being addressed.
Adapts communication choices to individualize them for each child in the group at their level of cognitive development.	Communication choices remain the same when addressing a child of a more mature level of cognitive development.
Demonstrates synthesis of these communication choices when addressing the whole group. Examples of communication choices: Word choice, complexity of sentences, extent of verbal explanation, extent of modeling movement, voice intonation, eye contact, body language.	Communication choices remain the same when addressing a child individually as well as the group as a whole.
	Uses only verbal or non-verbal communication.

### Examples of Successful Performance

Teaching a 5 year old and a 10 year old - First time falling and getting stuck in wet, heavy snow.

**Non-verbal communication**

*5 year old*

Assist child in unburying their equipment.

*10 year old*

Demonstrate how to unbury their equipment

*Both 5 & 10 year old*

Goggles off eyes, making eye contact with each child

**Verbal communication**

*5 year old*

“Wow Billy! You found a big pile of snow. I can’t even see your board/skis! Try wiggling your legs to get them out of the snow. That’s it. Keep wiggling. I’m coming over to help you wiggle those legs.”

(Continued on next page)



**Examples of Successful Performance (continued)**

*10 year old*

"Sasha, I can't see your skis/board either! Try moving your legs around, back and forth, up and down to unbury your board/skis. See how I am helping Billy wiggle his legs? Awesome Sasha. That's it. Keep moving your legs up and down and back and forth to get your board/skis out of the snow."

*Synthesis*

Blend "wiggle legs" (pre-operational) with "move legs around, back and forth, up and down" (concrete) when talking with both children.

**Learning Outcome:** A Children’s Specialist 2 instructor engages in developmentally appropriate communication (verbal and non-verbal) to meet each child’s needs, the group’s needs and the needs of the parents.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

Blend verbal and non-verbal communications to meet the social/emotional (affective) level of each child in the group as well as the group as a whole.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Demonstrates communication choices suitable for children at a specific level of social/emotional development (relationship to play, rules, competition as well as moral development).	Demonstrates communication choices suitable for the social/emotional level of a child older or younger than the one being addressed.
Adapts communication choices to make them suitable for children at another level of social/emotional development.	Communication choices remain the same when addressing a child of a more mature level of social/emotional development.
Demonstrates synthesis of these communication choices when addressing the whole group. Examples of communication choices: Word choice, complexity of sentences, extent of verbal explanation, extent of modeling movement, voice intonation, eye contact, body language.	Communication choices remain the same when addressing a child individually as well as the group as a whole.
	Uses only verbal or non-verbal communication.

**Examples of Successful Performance**

8 year old and 13 year old siblings in the same lesson.

***Non-verbal communication***

Goggles up, eye contact with both when speaking to both, specific eye contact with the one being asked a question, smiling.

***Verbal communication***

“Alfie and Sabrina, now that we have warmed up in the powder on the open run, let’s take a run in the trees! We did a great job staying together on the last run. So let’s keep the same order. Sabrina will be in the lead, Alfie will follow Sabrina and I will follow Alfie.”

***8 year old***

“Hey Alfie, what did the beaver say to the tree? It’s been nice gnawing you? (Child laughs) Remember how you and I were characters in a video game following Sabrina’s tracks? We are going to do that again and add 1 more thing. Our characters are going to make fun noises! What noise do you want to make? (Child’s response) “Whoop, Whoop is a great choice! I’m going to make that noise too.”

(Continued on next page)

**Examples of Successful Performance (continued)**

*13 year old*

"Sabrina, you'll be able to hear both Alfie and I with our "Whoop, Whoop". What noise do you want to make so we know where you are? You can use "Whoop, Whoop" or something else. (Child's response) Sabrina's choice is "Caw, Caw". Alright, you have your own sound and you get to be the master of your own destiny out in the lead. You get to pick the route. You go where you would like and we will follow. After 5 or so turns, please stop so we can regroup and see how everyone is enjoying the powder."

**Adaptation**

*8 year old*

Communication choices focusing on humor and play: "Its been nice gnawing you" joke & "what noise for video game character"

*13 year old*

Communication choices focusing on independence: "master of your own destiny" & "go where you would like" & "your own sound"

**Synthesis**

Blended humor/play and independence together to create a safe way to move through the trees on a powder day.

**Learning Outcome:** A Children’s Specialist 2 instructor manages intrapersonal and interpersonal situations with each child, the group as a whole, and parents in a developmentally appropriate manner.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

Integrate two or more tactics to manage emotional responses of each child in the group, of subsets within the group and of the entire group.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Demonstrates constructive tactics to address distinct emotional reactions of children to the same event (i.e., crying, non-participation, acting out, fearful).	Demonstrates non-constructive tactics or less than two tactics to address emotional reactions of children.
Blends the tactics to address each child individually as well as the group as a whole.	Tactics match the cognitive and affective developmental level of a child younger or older than each child in this group.
Tactics match the cognitive and affective developmental level of each child.	Chooses tactics that address each child individually or the group as a whole.

**Examples of Successful Performance**

7 year old (Max) who is scared of going over the large rollers in the advanced terrain park and 7 year old (Becca) who is impatient and frustrated about the delay

**Behavior tactics for scared child**

***Acknowledge feelings***

“What’s going on Max? (Child responds) Oh, the rollers look really big. They look scary to you. I can see how you would be a bit scared. New things can be scary. and these rollers are bigger than the ones in the other terrain park. Let’s watch that person in blue going over the rollers. See how much fun they are having. See how they slow themselves down. What can you do to slow yourself down? (Child responds) That’s right!

***Create a sense of safety***

“Becca is our safety person. I will be the leader. And Max, you will follow me. Its just like what we do when we are on the other runs. I’ll go slow. You can follow me and do what I do. And Becca will follow you.”

**Behavior tactic for impatient and frustrated child**

***Acknowledge feelings***

“Becca, what’s going on? (Child responds) I can see you are ready to go. It can be frustrating to have to wait.

***Create important job with reward***

“Becca, I have an important job for you! Your job is be our safety person this run. If you do a good job as safety person, then you can be the leader on the next run. What does the safety person do? (Child responds) That’s right. You stay behind the last person in the group. If anyone falls, you yell “stop” and we all stop. You keep the whole team safe.”

(Continued on next page)

## Examples of Successful Performance (continued)

### **Blending of Tactics**

Blended the “important job as safety person” with “creating a sense of safety” to produce a safe way to move through the advanced terrain park for the first time recon run. Used the same “make it fun” for both by being Superheros

### ***Make it fun***

Becca, what superhero do you want to be? (Child responds) Excellent! Max, what superhero do you want to be? (Child responds) Awesome. Ready to go have some fun on the rollers? (Children respond) Great! Let's go call our drop Superhero Shredders!”

**Learning Outcome:** A Children’s Specialist 2 instructor manages intrapersonal and interpersonal situations with each child, the group as a whole, and parents in a developmentally appropriate manner.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

Integrate two or more tactics to manage social behaviors of each child in a group, of subsets within the group and of the entire group.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Demonstrates constructive tactics for addressing inappropriate social interactions seen in children during a lesson (i.e., hitting, name calling, excluding).	Demonstrates non-constructive or less than two tactics to address inappropriate social interactions of children.
Blends the tactics to address each child individually, subsets of the group and the group as a whole.	Chooses tactics that address each child individually or the group as a whole.
Tactics match the cognitive and affective developmental level of each child.	Tactics match the cognitive and affective developmental level of a child younger or older than each child in this group.

**Examples of Successful Performance**

Group of 10 year old girls - 2 girls (Clara and Joan) are excluding the other girl (Hazel) in the group, Hazel then calls the other girls names.

**Behavior tactic for name calling:**

***Stop the name calling***

“Hazel, it’s not okay to call your teammates those names. That is disrespectful and not allowed. Why did you do that? (Child responds) I can see why you would feel angry about being excluded. Calling your team mates names is not the solution. What could you have done instead? (Child responds) Yes, sharing your feelings with me would have been a good choice. Then I could help you feel better.

**Behavior tactic for excluding:**

***Stop the excluding***

“Clara and Joan, it’s not okay to exclude Hazel. That is also being disrespectful and not allowed. Why were you excluding her? (Girls respond) We are all one team, the Snow Shredders. We treat each other with kindness and respect.”

(Continued on next page)

## Examples of Successful Performance (continued)

### **Blending of tactics:**

Blended the tactics by stopping both types of behavior, made all parties apologize to one another and created bonding experiences for pairs within the group as well as the group as a whole.

### **Facilitate apologies**

“Clara and Joan, apologize to Hazel for excluding her. (Girls apologize) Hazel, apologize to Joan and Clara for calling them names.” (Girl apologizes) Thank you all for apologizing. Now, lets move forward and have a great time together.

### **Create bonding experiences**

“Let’s go to the Stash Park again. And this time, we are going to split up into partner pairs. Joan and Hazel, you are partners. Clara, you are my partner. Keep track of your partner and we’ll all meet at the end of the Stash Park at our gathering spot. (Go through the Stash Park, met up with the other girls) Did you all have fun? (Children’s reply) I had a great time following Clara through the tunnel and over the jumps!” (Hazel and Joan bonded over run in Stash Park)  
(Ride chairlift with Clara and Hazel next to each other) “On our last chairlift ride, we created some rhythms in the “beat” game. This chairlift ride, let’s make up a song that goes with our rhythms. After all, we are the Snow Shredders! We need our own song.” (Group bonds over creating the song)

**Learning Outcome:** A Children’s Specialist 2 instructor manages intrapersonal and interpersonal situations with each child, the group as a whole, and parents in a developmentally appropriate manner.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

Manage the parent, instructor and child relationship to create a positive experience.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Correlates the cognitive, affective and physical (including psychomotor) development of the child with the situations when speaking with the parent.	Correlates concepts unrelated to cognitive, affective and physical (including psychomotor) development when speaking with the parent about the situations.
Describes the situations from a developmental perspective without judgment.	Incorporates judgment when describing the situations.
Incorporates active listening skills.	Tactics chosen result in a negative experience for the parent and/or child.
Tactics chosen to address the situations create a positive experience for the parent, instructor and child.	

### Examples of Successful Performance

9 year old making his first run ever on advanced terrain. Parents want you to take the group on a double black run so they can video their child on the resort’s steepest terrain.

**Active listening skills**

“I hear your request. I understand your desire to get footage of Jasper cruising down the steepest slope on the mountain.”

**Behavior tactic**

(Educate by correlating CAP, reassess parent goal, make plan to accomplish parent’s revised goal)

“My goal for Jasper to enjoy this new black terrain and want to do it again. Is this your goal for him as well?” (Parent response) “Great, so let’s keep the experience positive by staying on terrain that will boost Jasper’s confidence, give him a sense of mastery and create proper movements patterns to enhance his skill development. Let’s video where he can really shine! Lets go back to the black run we just went down. The video will show how well he manages the terrain. Will that plan work for you?” (Parent response) “Excellent! To the black run we go.”

(Continued on next page)



## Examples of Successful Performance (continued)

### Correlating CAP

#### ***Physical***

“Jasper is still figuring out how to be in balance and have control on a black run. He needs some time to ingrain these new movement patterns for black terrain. Going to a double black right now would put Jasper into survival mode to control his speed. Jasper would revert back to old movement patterns to try and manage the steeper and more variable terrain. He would experience a regression in his skill development.”

#### ***Cognitive***

“Since he is at the stage of overestimating his abilities, Jasper may think he can do it, but he does not realize how much greater the forces would be and how tired his legs would get.”

#### ***Affective***

“And when he's working that hard and is still out of control and falling down, it can lead to feelings of frustration. It can even lead to being fearful of trying double black terrain in the future. On a black run, he can show off his control and feel good about himself.”

**Learning Outcome:** A Children's Specialist 2 uses provided information about children and parents to plan relevant learning experiences through the advanced zone.

LO is assessed upon the instructor's ability to consistently demonstrate the following criteria:

<b>Collaborate with each child and their parents to determine a focus that addresses their needs.</b>	
<b>Successful Performance Contributors</b>	<b>Unsuccessful Performance Contributors</b>
Asks probing questions about (child's and parent's) goals, motivations and fears.	Goes through the motions of asking the questions and then goes ahead with their own plan disregarding the answers to the questions.
Provides and applies specific lesson ideas resulting from the answers to their questions.	Does not synthesize the information and create a resulting lesson plan.
	Infuses their own goals and motivations when establishing the lesson plan.

### Examples of Successful Performance

Working with a group of students ages 6, 7 and 8 in the intermediate to advanced zone.

"I ask the children about their favorite shows, movies, or heroes to understand what fantasy characters may motivate them or to know what actions these characters make to incorporate into the lesson. While chatting with the parents I ask what goals they have for their child, explaining to them that children of this age and ability do well with shorter segments of activities. I am planning for physical breaks and I plan to keep the children engaged in the lesson. I let the parents know that many of our "games" will be incognito "activities" working on fundamental movements to help their child bend, tip and steer their equipment. When a parent indicates to me that their kid is a dare devil, I ask for an example, and I follow up with asking them how they suggest I handle it if their child becomes more confident in their skills than is realistic for them. I ask the parents how they reign them in without crushing their zest for adventure. I will explain to the CS2 group what would be different if the children were instead 13 years old. I demonstrate why its helpful to know what these children like and don't like about skiing/riding on the mountain, and if there are any areas their friends have talked about on the mountain that they'd like to explore during the lesson. If the younger students shared a favorite show, movie or hero this would become the basis of my lesson with a skill based focus creatively included."

**Learning Outcome:** A Children's Specialist 2 uses provided information about children and parents to plan agreed upon learning experiences through the advanced zone.

LO is assessed upon the instructor's ability to consistently demonstrate the following criteria:

Utilize appropriate terrain and/or skills for the lesson based on skiing/riding level and stage of development.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Utilizes appropriate terrain and/or drills for the skiing/riding level and stage of development.	Utilizes terrain and/or drills that are not appropriate for the skiing/riding level and stage of development.
Explains why the chosen drill and activity are relevant to each child's age and stage of cognitive, affective and physical development with reference to each child's psychomotor development.	Explanation for why the chosen drill and activity are relevant to each child's age and stage of cognitive, affective and physical development with reference to each child's psychomotor development is incomplete and/or inaccurate.

### Examples of Successful Performance

"I tailor the drills and activities in my lesson to engage each student, recognizing they may engage with things differently. The terrain I choose works for the lowest ability and the activities engage all the ages and abilities within the lesson, acknowledging that a 6 year old and an 8 year old will have varying interests."

"I share the reason why I chose each drill and activity for each age and ability, referencing the stage of cognitive, affective and physical development for each student without making assumptions about age."

**Learning Outcome:** A Children's Specialist 2 uses provided information about children and parents to plan agreed upon learning experiences through the advanced zone.

LO is assessed upon the instructor's ability to consistently demonstrate the following criteria:

Plan creative and exploratory learning experiences in which movement, practice time, and terrain are optimized for each child based on the identified stages of development.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Explains why particular decisions/choices of the learning experience were made based on observed behavior and specific interactions with each child in the lesson.	Descriptions of decision/choices are inaccurate for the identified stage of development for each child.
Lesson utilizes developmentally appropriate movement and practice time.	Lesson presents movements that are not appropriate for the identified stage of development for each child or uses practice time ineffectively.

### Examples of Successful Performance

"I share how the decisions and choices I made in the learning experience were based on the observed behaviors, movement patterns, and specific interactions with each child in the lesson. I explain how I put the lesson plan together to individually address each child's stage of development while addressing the group of children as a whole.

"I share how the lesson plan utilizes movement and practice time that is developmentally appropriate for each child as well as the group of children. I point out how I blended movement and practice time to create a productive learning experience for a group of children with varying abilities at various stages of cognitive, affective and physical development."

**Learning Outcome:** A Children's Specialist 2 instructor delivers individualized learning experiences that have developmentally realistic outcomes.

LO is assessed upon the instructor's ability to consistently demonstrate the following criteria:

<b>Teach and justify developmentally appropriate progressions and activities in the learning experience for each child in the group.</b>	
<b>Successful Performance Contributors</b>	<b>Unsuccessful Performance Contributors</b>
Leads lesson demonstrating movements through a progression of activities using terrain, speed and/or conditions to maintain engagement in a learning environment appropriate for a variety of stages & ages of development.	Leads lesson moving at an inappropriate pace for the variety of ages and stages, and/or uses demonstrations that are not relevant to the lesson plan or to the ages and stages in the lesson.
Choices for verbal and physical cues must justify selected progression.	

### Examples of Successful Performance

Students are 12 years old and take dance lessons after school and play tennis in the summer. They are active and excited participants and like to be involved in discussions. The student's goals are to have fun and to go fast on all blue terrain. The students need work on their skills to be more proficient at navigating all blue terrain.

"I choose an activity that is a progression/sequence incorporating analogies with dance and tennis, delivered at a pace designed to engage 12 year olds. My students are invited to add their own dance and tennis analogies to heighten their engagement in the activity. The activity promotes turn shape appropriate for blue terrain."

"For example, in mountain biking you keep your hands on the handlebars so you can steer the front wheel. If you have too much weight over the back tire you will do a wheelie. In skiing and riding, it is important to distribute pressure along the length of the equipment to shape the turn rather than getting stuck in the backseat and being unable to steer effectively."

**Learning Outcome:** A Children's Specialist 2 instructor delivers individualized learning experiences that have developmentally realistic outcomes.

LO is assessed upon the instructor's ability to consistently demonstrate the following criteria:

<b>Manage physical and emotional risk to promote engagement in the learning environment.</b>	
<b>Successful Performance Contributors</b>	<b>Unsuccessful Performance Contributors</b>
Demonstrates and explains how meeting places, hill selection, class management style and activities create a comfortable learning environment.	Demonstrations, class management style and activities do not follow recommended practices for reducing physical risk.
Fosters the student's ability to anticipate physical risk to manage it proactively.	Your Responsibility Code is not adhered to.
Recognizes and proactively manages impact of activities and environment on the comfort and confidence of each child in the group and provides solutions.	Neglects to develop the student's awareness and ability to anticipate physical risk.
Adapts demonstrations and actions to enhance individual engagement in the learning environment.	Does not manage the impact of activities and environment on each child's comfort and confidence in the group or the group as a whole.

### Examples of Successful Performance

Students are 12 years old and take dance lessons after school and play tennis in the summer. They are active and excited participants and like to be involved in discussions. The student's goals are to have fun and to go fast on all blue terrain. The students need work on their skills to be more proficient at navigating all blue terrain.

"Given the students are 12 years old, I involve them in the discussion about determining meeting places, and our trail selection for the lesson. My lesson activities will utilize a variety of management styles, aside from lead/follow. Since the students are 12, I plan to pair up the students periodically during a task. This will build their camaraderie while also giving them a bit of independence. I will check in with each student individually to allow for them to express their comfort level."

"I work with my students to help them understand how turn shape correlates with speed control and we review ways to choose appropriate terrain with attention given to the traffic on the run along with the intended task."

"I check in with each individual student to understand their level of comfort with the activity. I pay close attention to notice any performance changes as the terrain changes and I address the performance change by adjusting the terrain when possible. I demonstrate clearly and provide individual focus to each student. I make adaptations to the activity and to my demonstrations to meet individual needs. For example, one 12 year old may identify with a tennis analogy while another student identifies more with a dance analogy."

**Learning Outcome:** A Children's Specialist 2 instructor delivers individualized learning experiences that have developmentally realistic outcomes.

LO is assessed upon the instructor's ability to consistently demonstrate the following criteria:

Reflect with each child, discuss their outcomes, review their learning experience, and plan for future growth.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Asks the group to share an aspect of their learning experience.	Does not summarize the learning experience with each child and is unable to relate it to their desired outcome.
Shares with the group the observed changes and the suggestions for next steps.	

### Examples of Successful Performance

Students are 12 years old and take dance lessons after school and play tennis in the summer. They are active and excited participants and like to be involved in discussions. The student's goals are to have fun and to go fast on all blue terrain. The students need work on their skills to be more proficient at navigating all blue terrain.

"I have each 12 year old share an example of their take away from the lesson and then I affirm with them that their take away matches their skill growth. I give a group review and provide each student with their performance adjustments, confirming the dance and tennis analogies were relevant and fun. Lastly, I provide a pathway to continue with skill development and next steps for exploring more blue terrain in control and safely."

**Learning Outcome:** A Children’s Specialist 2 instructor identifies and compares distinct characteristics of cognitive, affective, and physical growth, including psychomotor development, for individual children, relative to snowsports through the advanced zone.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

Identify the similarities and differences in physical growth and psychomotor development for two or more individual children.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Identifies three or more similarities and differences in physical growth and psychomotor development for each of the identified children.	Overlooks similarities and differences in physical growth and psychomotor development for each of the identified children.
	Identifies only similarities or differences in psychomotor development.

**Examples of Successful Performance**

Three sisters are taking a semi-private lesson together. The individual children identified in the instructor’s response are Faith who is 13 years old, Sydney who is 11, and Addie, who is 6. They are all advanced intermediate, and ski/ride all the blues and some easier blacks. The instructor provides the following information on the three girls.

“From a physical standpoint, while two years apart, Faith and Sydney are about the same size. Addie is stockier in build than the older girls, especially for her age. Faith’s stage of coordination is mature, which becomes clear when we’re going over the rollers in the park. She flexes and extends her legs with ease and doesn’t lose her balance, whereas Sydney’s ankles are pretty stiff when we do this and she often gets thrown in the backseat. I think she’s going through a growth spurt. Addie stays in a flexed position as we go over the rollers- and her stance is quite typical of a young skier/rider, bent at the waist. I’d like to get her to stand upright a little more.”

“On the steeper terrain, Faith can maintain lateral balance in short radius turns. Sydney still relies on younger movements on the steeps, in that she rotates her upper body to make the turn. In this way Sydney and Addie have a similar movement pattern, Addie because she lacks upper-lower body separation, Sydney because she is having trouble flexing her ankles to get performance out of the board now that she is in adult boots which are stiffer than the children’s boots she was in last year.”

“Faith seems to be the most biologically mature, as her movements are coordinated and smooth compared with Sydney. Addie’s movements are static, in that she stays flexed throughout the phases of the turn. She seems to rely on her muscular strength and whole body rotation to turn the equipment.”



**Learning Outcome:** A Children’s Specialist 2 instructor identifies and compares distinct characteristics of cognitive, affective, and physical growth, including psychomotor development, for individual children, relative to snowsports through the advanced zone.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

Identify the similarities and differences in cognitive development and types of information-processing that impact motor learning for two or more individual children.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Compares three or more characteristics of cognitive development and processing preferences of two or more children.	Disregards unique characteristics of cognitive development and processing preferences of individual children.
Highlights two or more characteristics that influence learning motor skills for the individual children.	Ignores connection between stage of cognitive development, types of processing information and potential impact on learning.

**Examples of Successful Performance**

Three sisters ski/ride together in a semi-private lesson. The individual children identified in the instructor’s response are Faith who is 13 years old, Sydney who is 11, and Addie, who is 6. They are all advanced intermediate, and can get down all the blues and some easier blacks. The instructor provides the following information on the three girls.

“Relative to understanding cause and effect, Faith and Sydney comprehend the idea that they can build and release energy in their equipment that will help them transition from turn to turn. With Faith, I can discuss how her equipment will bend when pressure is applied along the length, and how this pressure will vary depending on the forces at work on her equipment due to slope pitch and speed. In this way she understands why it’s important to maintain an active and balanced position. Sydney was able to comprehend the idea of her equipment bending when I drew the turn shape in the snow and showed her exactly what her legs and the equipment were doing in each phase. Addie seems to get it too, but I believe this has more to do with her watching the others and mimicking what they’re doing. Through experience, Addie understands the connection.” (Piaget’s stages of cognitive development; Kolb’s Learning Preferences; VAK Sensory Preferences)

“When I took the girls through a short race course, the older girls were able to place the beginning of their turns well above the gates while Addie had a hard time staying above the gate. I believe this has to do with spatial awareness. Even though they all understand the three turn phases, Addie had a harder time placing the turn phases within the parameters of the race course and that made her consistently late. Faith is pretty coordinated - she does a lot of different sports and has an easy time with judging her speed, when to apply pressure and when to release the edges. Even though Sydney is also active, I believe she processes information better when I explain everything first. She definitely likes to know what she’s going to do before she gives it a try.” (Piaget’s stages of cognitive development; Kolb’s Learning Preferences; Gardner’s MI Theory)

“As I said, all three understand the turn phases, but still struggle with the concept of getting maximum bend/stored energy when their equipment is highest on edge, and really letting themselves arc carved turns. Abstract concepts are beginning to take shape, especially with Faith. Sydney can grasp ideas when I explain them, especially with a visual aid, and with Addie I have to make a drawings in the snow, and have her follow me or watch her older sisters and imitate what she is seeing. Faith and Sydney understand the concept of pressure and can visualize what they are going to be doing with their bodies and equipment at each phase of the turn. Addie is very “body- smart” and has to feel things before she grasps the concept. For her, I can place visual cues such as a mitten in the snow, or slide along with her and give her an auditory cue for timing her movements like “tilt” and “flatten”. This can also be helpful for the older girls as they fine tune their timing.” (Piaget’s Stages of Cognitive Development; Gardner’s MI Theory; Kolb’s Learning Preferences; VAK)

**Learning Outcome:** A Children’s Specialist 2 instructor identifies and compares distinct characteristics of cognitive, affective, and physical growth, including psychomotor development, for individual children, relative to snowsports through the advanced zone.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

Identify and describe several social and emotional behaviors and beliefs of two or more individual children that could impact their motor learning.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Highlights three or more distinct behaviors and beliefs that have the potential to impact learning for two or more identified children.	Ignores distinct behaviors and beliefs that have the potential to impact learning for two or more identified children or describes behaviors and beliefs for only one child.

### Examples of Successful Performance

Three sisters are together in a semi-private lesson. The individual children identified in the instructor’s response are Faith who is 13 years old, Sydney who is 11, and Addie, who is 6. They are all advanced intermediate, and ski/ride all the blues and some easier blacks. Based on two of the three girls identified in the scenario (Sydney and Addie), the instructor provides this information:

“Relative to emotional behaviors and beliefs, Sydney and Addie are pretty different. For starters, they are obviously both in the same group, but I don’t think Sydney really wants to do it. She can ski/ride down anything but doesn’t seem too enthusiastic about it. I overheard her say to Faith that she’d rather do swim team but mom told her she has to ski/ride. I know Addie idolizes Faith who is a beautiful skier/rider.” (Motivation)

“Sydney also seems to be self-conscious. If she can’t do it perfectly she gets really down on herself. It makes it kind of hard because I know she can do it but she gives up pretty easily and Addie will just keep trying. I noticed that Addie is pretty stubborn and makes the same mistakes over and over again. I’d love to take them each for an hour, separately. I think I’d be able to get a lot done.” (Kohlberg/self-identity)

“It’s interesting because with Faith in the group, she acts like the peacemaker or the one who bonds the group. Without Faith it seems like Sydney is really competitive with Addie- that she should be way better than Addie because she’s a few years older. But Addie is strong, like I said earlier and willing to try just about anything so she goes for it. I think this makes Sydney mad sometimes. Because she’s not advancing as quickly as Addie. Ultimately it’s having a negative impact on Sydney’s self-esteem.” (Kohlberg/moral development, Maslow’s; play v. competition)

**Learning Outcome:** A Children’s Specialist 2 instructor prioritizes and individualizes cause-and-effect relationships influenced by child growth, skill-development milestones, and equipment options, and offers relevant prescriptions for change for multiple fundamentals through the advanced zone.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

Evaluate how the application of motor skill-acquisition theories impact motor learning in children.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Blends more than one motor skill acquisition theory to demonstrate how the theories impact motor learning for individual children.	Unable to blend the motor skill acquisition theories to demonstrate how the theories impact learning for individual children.

### Examples of Successful Performance

#### *Alpine Skiing Example*

“In thinking about gross versus fine motor skills, as well as the development of “sidedness,” there’s a particular movement pattern I see with young ski racers that reveals the development of these two areas of motor skill development. It’s the young child who is comfortable with speed yet still relies on an extended outside leg to regulate pressure at the end of the turn, and to engage the inside edge of the outside ski. This skier utilizes strength of the larger muscles of the legs in addition to the added strength provided by stacking the bones of the upper and lower legs. Because the fine motor skills of the ankle are not yet fully developed, this skier also places too much weight on the inside ski, needing to rely on a wider base of support. At the same time the racer may be able to “face down the hill” while turning to one side (cross lateral movements) and pole plant on one side, but needs to line body parts up on the other side (bilateral movements) because one side is not as developed as the other.”

#### *Snowboarding Example*

“In thinking about gross versus fine motor skills, as well as the development of cross-lateral movements, I tend to focus more on rotation with upper and lower body to pivot the snowboard with young (4-6 year old) riders, rather than trying to get them to flex and extend ankles and knees independently to twist the board (controlling torsional flex). Moving the body as a unit occurs before right and left sides can move in opposition to each other, and the upper and lower body often move together. Sometimes I can get them to make a rudimentary twist by getting them to pretend there’s a grape or yucky bug under the ball of their foot or their heel that they need to squish in their boot, followed by the same movement in their back foot, but because they do not have full strength and dexterity in the ankle joint, and because they are rarely able to get both legs to work independently, young snowboarders can get frustrated with this exercise. I do not expect them to twist the board to initiate turns until at least age 6 or 7, when they are starting to separate upper and lower body and are able to move the legs in sequence or opposition as their fine motor skills develop. This also applies to how they are able to absorb variations in snow conditions and terrain as they develop the ability to direct pressure along the length of their board with independent leg flexion and extension.”

**Learning Outcome:** A Children’s Specialist 2 instructor prioritizes and individualizes cause-and-effect relationships influenced by child growth, skill-development milestones, and equipment options, and offers relevant prescriptions for change for multiple fundamentals through the advanced zone.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

Apply an understanding of biomechanics to describe the effect of a child’s stage of physical growth and psychomotor development relative to multiple sport-specific fundamentals in all turn phases or cross country skills.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Includes individual physical growth and psychomotor factors and correct biomechanics terminology when justifying ski or board performance.	Overlooks individual physical growth and psychomotor factors or misuses biomechanics terminology when justifying ski or board performance.

### Examples of Successful Performance

#### *Alpine Skiing Example*

Based on the skiing performance of a 10 year old boy, Timothy, making parallel turns on a steep intermediate trail. Timothy skis on the weekends in a junior race program.

“Timothy is able to link parallel turns on a steep intermediate trail using gross upward movement when he transitions from one direction to the other. The turns are connected with a longer traverse than is ideal, and the ski tips bounce off the snow, indicating that more of his pressure is on the back half of the skis. This is caused by too much flexion at the knees and hips (in the sagittal plane) and not enough at the ankle joints. This is likely due to his stage of physical growth and development as well as being in ski boots that are too stiff for his ability level. It’s possible that his junior “race skis’ are also too stiff for his level and size.

“In addition to a big upward movement at the turn transition, Timothy utilizes rotation of the torso (along the vertical axis) to turn the skis through the shaping phase, which results in a condensed turn shape, like a ‘Z’, rather than an evenly rounded turn shape like a ‘C.’ “

#### *Snowboarding Example*

Based on a 10 year old boy, Timothy, who loves riding bumps and glades on the sides of the intermediate trails.

“Timothy is able to make turns in a diagonal line across the hill to the same edge in the bumps and glades - really a dynamic garland - but has trouble using the shaping phase of his turns to control speed and get to the other edge smoothly in steeper bumps and trees. When he points the board into the fall line, he tends to have a more flexed back leg which moves his CM back and directs pressure toward the back half of the snowboard. This results in an extended front leg, which makes it difficult to twist the front half of the board to engage the new edge for steering and speed control. He ends up using his arms and upper body to generate momentum and pivots the board quickly onto the new edge, making a Z-shaped turn (which I would expect to see from a younger child), rather than a C-shaped turn (which would allow him to control his speed through the shaping phase of the turn). This movement pattern also makes it difficult to regulate the magnitude of pressure or direct pressure along the length of the board to absorb the uneven terrain, and often results in him going too fast and falling when he does try to turn.

**Learning Outcome:** A Children’s Specialist 2 instructor prioritizes and individualizes cause-and-effect relationships influenced by child growth, skill-development milestones, and equipment options, and offers relevant prescriptions for change for multiple fundamentals through the advanced zone.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

Justify equipment recommendations based on observed movements and stated goals with consideration of child’s performance.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Recommends more than one equipment option to improve the learning experience of children.	Provides incorrect equipment information and/or disregards potential hazards associated with incorrect recommendations.

**Examples of Successful Performance**

***Alpine Skiing Example***

Based on the skiing performance of a 10 year old boy, Timothy, making parallel turns on a steep intermediate trail. Timothy skis on the weekends in a junior race program.

“With a softer boot Timothy would be able to use a larger range of motion at the ankle joint, resulting in a body position that would be more centered over the whole ski. Then he’d be able to engage the entire ski throughout the duration of the turn.”

“Timothy could also try a softer pair of skis or rockered skis. I’d look to see if the change in ski would enable him to pressure the tip earlier in the turn. The rockered ski might help to reduce the intensity of the weight transfer in the transition phase, as well as lead to more refined steering with his legs to get the skis to turn rather than make him rely on using his torso to turn the skis.”

***Snowboarding Example***

Based on a 10 year old boy, Timothy, who loves riding bumps and glades on the sides of the intermediate trails.

“Last season Timothy was able to flex his softer boots, and although he wasn’t getting much performance out of them, he was able to flex his ankles and twist the snowboard in and out of the fall-line in turns. Timothy now wears a men’s size 9 boot, and it is possible that his strength isn’t sufficient to flex his new boots. He could either invest in a softer, more freestyle-oriented boot, or could take his new boots for a couple of hikes up and down stairs or a small hill to break them in and make them easier to flex. This will give him the ability to keep his weight balanced more evenly between his feet on steeper terrain and be able to steer and shape his turns more effectively.”

“Timothy could also try a softer board - although he is in the men’s line now, and he rips the whole mountain, he may not need the stiffest, most technical board out there. A softer progression board may be more appropriate for him until he develops more strength relative to his height. With more flexible equipment I think he’ll have an easier time using his ankles and knees to steer the board rather than having to use upper body and gross motor skills to get it to turn. This will add to his confidence on steeper terrain as well!”

**Learning Outcome:** A Children’s Specialist 2 instructor prioritizes and individualizes cause-and-effect relationships influenced by child growth, skill-development milestones, and equipment options, and offers relevant prescriptions for change for multiple fundamentals through the advanced zone.

LO is assessed upon the instructor’s ability to consistently demonstrate the following criteria:

Outlines separate prescriptions for change for children of different abilities for multiple sport-specific fundamentals to affect the desired outcome.	
Successful Performance Contributors	Unsuccessful Performance Contributors
Individualizes solutions for two children of different stages of development and of different abilities, considering all fundamentals and all phases of a turn.	Shows confusion over cause and effect relationships. Not able to outline solutions for more than one child or able to recommend solutions beyond one phase/one fundamental.

**Examples of Successful Performance**

***Alpine Skiing Example***

Shane is a 14 year old freestyle skier. He spends his Saturdays with friends at the local resort working on his park riding skills. Timothy, a 10 year old boy in a junior race program on weekends, is Shane’s younger brother. Their parents signed them up for a one hour private lesson. The family has a ski vacation planned for later in the season at a larger resort. The parents want the boys to get some good tips they can work on before they go away. The boys ski together when they have to but would rather ski with their friends when given the chance. Timothy prefers race training, and Shane prefers being in the parks. Shane has been avoiding the rails because he keeps getting injured on them. Timothy’s coach tells him that he’s “late.”

**Assess Students**

“The brothers are obviously different ages and at different stages of development and skill level. One is comfortable with the park and in varying terrain, likes his independence and being on his own. The younger brother, who is a solid front side skier, idealizes the older brother and wants to be able to feel more comfortable in bumps and in the park. Their relationship seems typical of two brothers that are several years apart.”

**Determine Goals and Plan Experiences**

“The overall goal of the one hour is to develop trust with both brothers by introducing something to both of them that would 1) be engaging and 2) be beneficial to their respective skill-sets. The plan is to work on two skills during the hour. The first activity would help round out Shane’s edging skills by exploring a range of ‘on edge’ and ‘off edge’ maneuvers. Mastering this skill would be beneficial to him as he rides over rails. My hope as the instructor would be to give him a tool he can use at his own level, and keep his mind off the fact that he’s in a lesson with his younger brother. Learning to have more control over edging skills would also benefit Timothy in that his front side turns would be more dynamic and specifically, the turn transition would be quicker by being able to release and reengage the skis with greater accuracy. We would discuss the relationship between being able to release the edges of the old turn sooner and reengage the new set of edges sooner so as not to be ‘late’.”

“The second activity would focus on flexing and extending the joints at different moments to explore the effects of either absorbing terrain or purposefully getting off the ground. For Shane this would refine his jumping skills in the park, and for Timothy he would experience skiing over bumpy terrain in a more secure learning environment that included pacing and feedback.”

(Continued on next page)

## Examples of Successful Performance (continued)

### Create Experiences for Learning #1

"To improve edging skills, I'll have us do a series of hockey-stops. Hockey stops everywhere and at anytime. As mentioned in the previous step, the goal is to be able to edge and flatten the skis at will. For Shane it'll be important for him to have a flat ski when riding the rails. For Timothy it's important to learn how to progressively engage the skis and to let go of the old set of edges at the end of the turn."

### Guided Practice

"Practice will include hockey stops on bumps, spines, over side-hills. We could also do a series of carved traverses with little edge releases as we move across the hill. I might even set up a "friendly" competition between them but I have to gauge the relationship first. The goal is for Shane to be able to slide on a flat ski and change directions quickly, and for Timothy to stretch out engaging the edges for the duration of the turn. It could be helpful for Timothy to set a visual marker as to when he should release the old edges."

### Create Experiences for Learning #2

"The second focus would be relative to "regulating the magnitude of pressure" through flexion and extension. I know this skill is essential to timing a jump and the landing, and it's also essential to skiing bumps and ungroomed terrain. To practice this skill, I would take the boys onto a trail with natural snow or ungroomed conditions and have them ski it with "stiff" legs. I'd want them to feel how off balance that is. I'd rather have them learn by experiencing it themselves rather than me telling them what to do."

### Guided Practice

"I'd have them practice bouncing or shortening the legs a little at a time. We'd make traverses across the hill to start out and then I'd pick a section to go down and I'd ask for their feedback when we'd stop. I'd have them pick a bump or clump of snow and purposefully "open" the ankle as they go over it, to purposefully get off the snow. Then I'd identify another bump and have them flex the ankle. After they got the hang of it I'd ask them to challenge each other. Making sure of course that it didn't get too challenging."

### *Snowboarding Example*

Shane is a 14 year old freestyle snowboarder. He spends his Saturdays with friends at the local resort working on his park riding skills. Timothy, a 10 year old boy who loves intermediate bumps and glades, is Shane's younger brother. Their parents signed them up for a one hour private lesson. The family has a vacation planned

for later in the season at a larger resort. The parents want the boys to get some good tips they can work on before they go away. The boys ride together when they have to but would rather go with their friends when given the chance. Timothy prefers ungroomed terrain, and Shane prefers being in the parks. Shane has been avoiding the rails because he keeps getting injured on them. Timothy's coach tells him that he's "late."

### Assess Students

"The brothers are obviously different ages and at different stages of development and skill level. One is comfortable with the park and going fast on groomers, likes his independence and being on his own. The younger brother, who is a solid rider, idealizes the older brother and wants to be able to feel more comfortable in the park but doesn't spend much time there except when they are together. Their relationship seems typical of two brothers that are several years apart."

## Examples of Successful Performance (continued)

### Determine Goals and Plan Experiences

“The overall goal of the one hour is to develop trust with both brothers by introducing something to both of them that would 1) be engaging and 2) be beneficial to their respective skill-sets. The plan is to work on two skills during the hour. The first activity would help round out Shane’s edging skills by exploring a range of ‘on edge’ and ‘off edge’ takeoffs and maneuvers. Mastering this skill would be beneficial to him as he rides over rails. My hope as the instructor would be to give him a tool he can use at his own level, and keep his mind off the fact that he’s in a lesson with his younger brother. Reinforcing edging skills and practicing releasing and re-engaging edges with greater accuracy would also benefit Timothy and help him make quicker turn transitions in steep ungroomed terrain.”

“The second activity would focus on flexing and extending the joints at different moments to explore the effects of either absorbing terrain or purposefully getting off the ground. For Shane this would refine his takeoff and landing skills in the park, which he could also apply to the jumps, and for Timothy he would be able to practice making quicker turns over uneven terrain in a more secure learning environment that included pacing and feedback.”

### Create Experiences for Learning #1

“To improve edging and flattening skills, I’ll have us do a series of ollies to flat-base onto a line drawn in the snow or piece of bamboo to simulate the rail. For Shane, we can hop from in the fall line to a flat base down the hill to simulate a ride-on rail, or from a traverse to simulate a front or backside approach, with the focus being on landing perfectly flat and straight on the “feature”. For Timothy it’s important to learn how to progressively engage the edge and to release the old edge at the end of the turn, so I may have him transition from doing an ollie to keeping his board “glued” to the snow, using the same fore-aft pattern to help release and engage the edges. Once the boys get the hang of the activity, we can free-ride it to make it more automatic.”

### Guided Practice

“Practice will include ollies to flat over bumps, spines, and side-hits. We could also do a series of carved traverses with ollies to the same edge, ollies into the fall line on flat base, and even ollies to the new edge. I might even set up a “friendly” competition between them but I have to gauge the relationship first. The goal is for Shane to be able to slide on a flat board from any direction, and for Timothy to stretch out engaging the edges for the duration of the turn. It could be helpful for Timothy to use the terrain or set a visual marker as to when he should release the old edges.”

### Create Experiences for Learning #2

“The second focus would be relative to “regulating the magnitude of pressure” through flexion and extension. This skill is essential to timing the takeoff and the landing for rails and jumps, and it’s also essential to riding bumps and ungroomed terrain. To practice this skill, I would take the boys onto a trail with natural snow or ungroomed conditions and have them try to ride it without bending their ankles or knees. I’d want them to feel how off balance that is. I’d rather have them learn by experiencing it themselves rather than me telling them what to do. Then we’d explore the difference in timing when we flex at the top of a bump versus what happens when we extend off the top of a bump.”

### Guided Practice

“I’d have them practice bouncing or shortening the legs a little at a time. We’d use traverses across the hill to start out and practice so we don’t have to worry about committing to the fall line and turning right away. I’d have them pick a bump or pile of snow and purposefully “open” the ankle and extend the legs as they go over the top, to try to air off the snow. Then we’d pick another bump and try to flex the ankles and knees. After they got the hang of it I’d ask them to challenge each other either by trying to ollie over the bumps or make it through a section without letting their boards leave the ground. Making sure of course that they are making safe choices.”