



Mountain Learning Center

Teaching Guidelines for Children



Mountain Learning Center Children's Teaching Guidelines

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THE C.A.P. MODEL

AN INTRODUCTION

The C.A.P. model outlines some basic developmental patterns of children in specific age groups.

C.A.P. stands for Cognitive, Affective and Physical, which describe three areas of development, traits and needs common to all people of all ages.

COGNITIVE – Refers to how we **think** and covers three main areas;

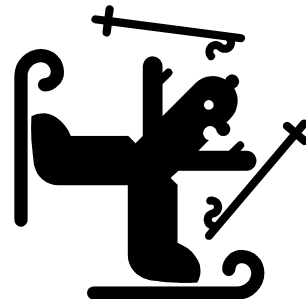
- Processing information
 - Spatial skills, verbal skills, logic etc.
- Point of view
- Giving and following directions

AFFECTIVE – how we **feel** and socialize

- Humor
- Play
- Identity and Social Interaction
- Motivation

PHYSICAL – How we **move**

- Muscles and Skeleton
- Coordination
- Motor Skills
- Center of mass
- Directional Movements



Keep in mind that these are only general characteristics and every child progresses through these stages at an individual rate.

THE CAP MODEL

	3-6 years	7-11 years	Teens
Cognitive	• Egocentric – “I am the World” • Limited spatial awareness – “Small Bubble” • One concept or direction at a time • Good with fantasy	• Concept of “Us” – “We are the World” • Expanding world – Can conceptualize • Can follow a series of directions • Strong imagination – Very Visual	• Continued development of abstract reasoning & visualization • Can apply problem-solving skills • Gaining Confidence as experience increases
Affective	• Shifting from single to group play (social) • Care more about having fun • Clear cut moral values – good is good • Slap Stick humor and being silly	• Becoming competitive • Starting to accept responsibility • Like toilet humor • Clever as a fox	• Fragile self esteem • Self-conscious • Over sensitive • Beginning to be treated like adults
Physical	• Large heads make center of mass higher • Difficulty seeing/hearing with distractions • Body moves as a unit • Boys and girls are similar	• Center of mass moving down-more mature stance • More ability to move legs independently • Stronger muscles – increased coordination • Beginning to develop muscle co-ordination	• Undergoing rapid body growth • Range of development



MASLOW'S HIERARCHY OF NEEDS

Maslow helps us to understand what our students need to learn and develop. He suggests that there are five levels of needs. Each of these levels must be met in order to reach a condition in which greater learning occurs. For example, you know that when you are hungry it is difficult to focus (on anything other than food). Maslow believes that you have not met your base survival needs, so you are unable to satisfy higher level needs. Furthermore, once you have met all base and mid level needs there is a road to Self-Actualization. It requires all other needs to be satisfied. Here are the five levels of the pyramid.



Applying The Teaching Model to the CAP Model

Younger Children (3-6)	Teaching Model	Instructor Response
I want to have a good time I need structure I have a short attention span I don't process lots of information	Play Introducing Learning	Let them have fun Immediately Set ground rules Keep the group moving Repeat simple directions
I want to be successful I like to do and see I copy and mimic well I want constant movement I have an active imagination	Drill Determining Goals Presenting information Stationery, Simple, Complex tasks	The smallest accomplishment is HUGE Minimal talking is best Use demonstrations Use interactive activities Be creative with fantasy
I don't need to be perfect I need to change tasks often I need to feel safe I show you that I understand I need a lot of guidance I get tired easily	Adventure Guided Practice Check for understanding	Encourage variety Use different activities for one skill Set specific guidelines and boudaries Watch how they perform Give individual attention Take frequent breaks
I like personal attention I need help remembering I only remember one or two things	Summary Summarize the lesson	Point out my best moves Tell me what I did throughout the day Speak with parents
Older Children (7-14)		Instructor Response
I want a "coach" not a teacher I want ownership of my day I want to be part of a group I like the process better than goals	Play Introducing learning Assessing the student	Create a sense of team Let group make decisions Be inclusive Emphasize activities
I do not want to be the worst one I like to be responsible for learning I need to know "why" I want to be challenged and successful	Drill Determine goals Present information Stationery, Simple, Complex tasks	Focus on group success Keep them involved in the lesson Provide rationale Highlight positive changes
I will repeat tasks I like to work independently I will ask questions I like to know when I do well	Adventure Guided Practice Check for understanding	Provide lost of practice Vary teaching styles Encourage questions Give positive feedback
I will remember highlights of the day I compare my achievements to my peers I need to be reminded of what I have learned	Summary Summarizing the lesson	Remind the group of their lesson Help me fit in Relate skills to the experience

Teenagers	Teaching Model	Instructor Response
I want to have fun with my friends I am feeling self-conscious I like being treated as a young adult	Play Introducing learning Assessing the student	Create a team atmosphere Do not dwell on abilities Involve them in decisions
I understand abstract things I like problem-solving I am sensitive and emotional	Drill Determine goals Present information Stationery, Simple, Complex tasks	Use explanations, detail Give specific reasons Be tactful and cautious
I am becoming more confident I like to test my limits My body keeps changing	Adventure Guided Practice Check for understanding	Allow for exploration Avoid unsafe situations Be patient
I am easily embarrassed I like feedback I am mature	Summary Summarizing the lesson	Speak candidly Encourage, be positive

Helpful Hint

Maintain a playful atmosphere! Break the ice with name games, then jump into an activity that is familiar to children. A great example of this would be to play "Duck Duck GOOSE" with 3 and 4 year olds as a way to help them get used to ski boots. Get down to their level and make sure you make eye contact without goggles or sunglasses on.



SAFETY FIRST

Safety + Fun = Learning

As an instructor your primary concern should always be the safety of your students. If a child or an adult does not feel safe in a lesson it will block learning and certainly will not be any fun.

Often the people you teach will have little if any experience of outdoor, winter conditions. It is part of your job to educate your students about the mountain environment and help them to prepare for their time on the snow.

BEFORE YOU LEAVE THE MEETING AREA

Evaluate your student's physical condition

- Healthy?
- Rested?
- Happy/Sad?

Assess Clothing

- Appropriate layers?
- Gloves and hat?
- Eye protection
- Sunscreen

Check Equipment

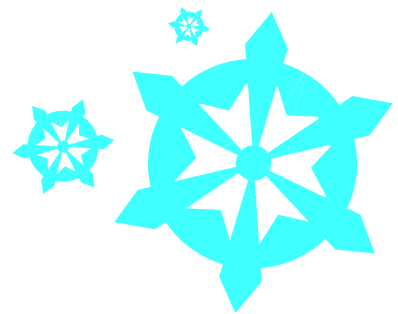
- Brakes/leashes
- Boots
- Appropriate fit, stance

Safety

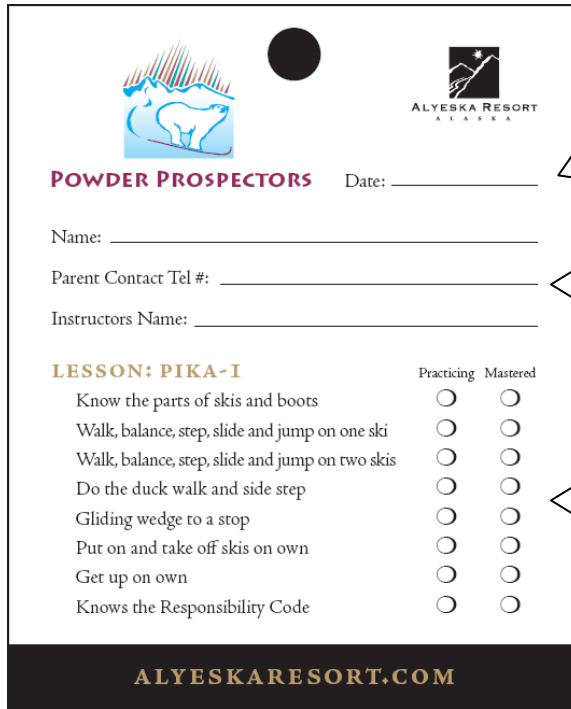
- Filling out progress cards (pg 9) with the child's name, parents contact phone number and the instructor's name, creating class lists (pg 9) and checking each child for appropriate clothing, sunscreen and equipment is a proactive way to help keep them safe.
- Take that extra moment at the start of every lesson to repeat your name so the children know where they belong. Make a mental note of what each child is wearing (e.g. Mary is in a red jacket) in case a child wanders away from the group.
- Designate a meeting place, in the event a member of your class gets separated from the group, they will know where to go.

FUN

- **Don't forget the fun!! Make up a team name, give everyone a nick name, have the kids pick a team song, play some games to break the ice and get everyone feeling like part of the gang.**



Progress Card



POWDER PROSPECTORS Date: _____

Name: _____

Parent Contact Tel #: _____

Instructors Name: _____

LESSON: PIKA-I

	Practicing	Mastered
Know the parts of skis and boots	☐	☐
Walk, balance, step, slide and jump on one ski	☐	☐
Walk, balance, step, slide and jump on two skis	☐	☐
Do the duck walk and side step	☐	☐
Gliding wedge to a stop	☐	☐
Put on and take off skis on own	☐	☐
Get up on own	☐	☐
Knows the Responsibility Code	☐	☐

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- Complete Date, Name, Parent contact Number and the Instructors name before leaving the meeting area.
- The last 4 digits of the phone number is used as the security code for Parents/Guardians picking up kids.
- Complete Skills Practiced or Mastered at the end of the lesson as part of you summary.
- When child has mastered all tasks they can move up a level!

Class List

Powder Prospectors Class List		Date:
Instructor:	Program:	
Level:	Ski	or SB
Childs Name	Age	Parent Phone
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		

- Class lists are used for special programs where you have the same group of kids for multiple days. e.g. Discover, intensives & camps
- Please hand to your supervisor at the end of the lesson.

- Check lesson tickets, so you know if the child is a Powder Blaster (all day lesson) or just an am or pm lesson.
- Are they in Discover or regular groups?
- Private lesson or Group Lesson?

Pre-Lesson Checklist with Parents

- Where and when should the parents meet the children at the end of the lesson?
- Who will be meeting the children, or what is the plan if the children are going to be on their own?
- Will the children be joining their parents for lunch? Is there anything the child shouldn't eat or drink?
- Will the children be taking a break during the lesson to warm up, rest, and/or have a drink or snack?
- What is "Plan B" for children who have simply had enough and can't continue? Is plan B ok with the parents, or would they prefer another plan?
- Where will the parents be if you need to contact them?
- Would anything else be helpful to know about a specific child (eg medical conditions or special situations)?
- Are the children's clothing and equipment appropriate and functioning?

Complete this checklist before the parents leave so that they can help remedy anything lacking or not working.

Safety Tip

Most children need training on how to ski or ride together safely. Take time to train the group how to stop when coming into the group, ski or ride in a single-file line, move away from chairlifts, and indicate if someone in the group has fallen. Once the group can move around the mountain more safely together, your day will be much more enjoyable!



OUT ON THE HILL



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

Promote safety

- Be a role model
- Explain signs, ropes etc.
- Make safety awareness a theme

Review lift procedures

- Know your areas policies and procedure
- Always review with every class, on every new lift
- Check for loose clothing
- Be clear about a meeting place at the top
- Communicate with the lift operators
- Encourage the children to ask questions

Select appropriate terrain

- Match terrain with ability of all the students in the class
- Too crowded?
- Snow conditions appropriate?

Dealing with accidents

- Know your areas policies and procedures
- Put board or cross skis above accident
- If a student goes to first aid, report there immediately after lesson, to complete relevant paperwork.
- Warm and comfortable
- Do not move student
- Reassure
- Go to nearest “radio” and report to a supervisor as soon as possible
- Keep witnesses at scene

Be aware how quickly conditions change. Children cannot manage their environment as efficiently as adults do and often become dangerously cold or tired without letting you know. Watch the signs.

BUILDING A STUDENT PROFILE

One of the most important aspects of effective teaching is understanding your students. We do this by building a “student profile”. This profile consists of;

- Personal experiences
- Motivations
- Emotions
- Learning Preferences

Understanding your student’s motivations, physical abilities and behaviors will help you communicate more effectively and set appropriate expectations for the students, their parents and yourself.

We will use Maslow’s Hierarchy of Needs and the C.A.P. Model to help build our student profiles.

THE LEARNING PARTNERSHIP

STUDENT + INSTRUCTOR = LESSON

As instructors we need to be able to identify the student profile and tailor our behaviors to meet the student’s needs.



CHILDREN'S MOVEMENT PATTERNS

REAL VERSUS IDEAL MOVEMENTS

We help children acquire skills for skiing and snowboarding through what and how we teach. Understanding the stages of children's physical development provides a basis for setting realistic goals for each stage.

It is important to remember that children have not had the same opportunity to develop movement skills as adults. As well as learning the skills to ski or snowboard young children are also developing skills to perform all activities.

Adults are able to learn and develop movements precisely and accurately. Because of less strength and coordination, children may not be able to utilize the same movements with the same refinement and may substitute other movements in their place.

This does not mean that children are incapable of effective, efficient movements; only that it may take more TIME, PRACTICE and REPETITION.

REAL movements for children may involve larger muscle groups and more gross movement patterns, these will gradually come closer to IDEAL movements as the children grow older, bigger, and more experienced.

An important part of our goal setting procedure is to identify REAL movements and plan the lesson to help the students come closer to IDEAL movements.

CHILDREN AND THE FOUR PLANES OF MOVEMENT

BALANCING MOVEMENTS

IDEAL

- Joints flex evenly together
- Hips are centered over feet

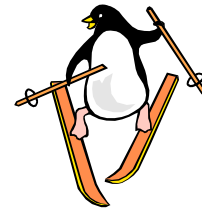
REAL/REASON

- Knee and hip flex more, ankle movements are not as coordinated and large muscle groups develop first.
- Hips are behind feet in order to move center of mass over middle of ski. Head is proportionally bigger, center of mass is higher.

ROTARY MOVEMENTS

IDEAL

- Legs turn under the body as ski moves through arc.
- Both skis steer progressively through the turn.
- Upper body provides a stable unit for the legs to turn under.



REAL/REASON

- The whole body moves as a unit, smaller muscles of the lower leg are less developed than the main core muscles.
- Hips drive through turn, steering the outside leg.
- Upper body provides the main turning force, or is not disciplined enough to be stable.

PRESSURE CONTROL MOVEMENTS

IDEAL

- Even flexion and extension of all joints allow skis to flow over terrain.
- Movement needs to be continual and consistent.
- Muscular force is used to control pressure.

REAL/REASON

- Knee and hip flex dominates, ski tends to bounce (over stiff boots).
- Lack of coordination and disproportionate muscular development means movements are gross and inconsistent.

EDGING MOVEMENTS

IDEAL

- Lateral movements of the feet, legs and hips engage and release edges.
- Legs move together with the same movements, same edges are engaged.
- Balance is directed over the outside ski.
- Separation occurs between upper and lower body.

REAL/REASONS

- Edges are engaged by the whole body moving inside or by outside leg bracing to use skeletal strength.
- Stance tends to be wide to help balance, inside edges tend to be engaged.
- Weight stays on both skis because of width of stance and tendency of body to move as a unit.
- Upper body moves as a unit, and is braced to make use of skeletal strength.

GROUP HANDLING TECHNIQUES

Instructors must move large groups of people down the mountain. The variable conditions found in the mountain environment increase the difficulty of this task. Crowds, group size and ability, terrain, time, specific task, and conditions must be considered to move the group safely down the hill. The following section provides a few different ways to move the group and different formations when stopping.

MOVING A GROUP

SKI/RIDE IN MASS

The easiest technique to lead a group down a hill simply has the group ski in mass down through a run. This allows the students freedom in movement and good practice time. It is limited use for the instructor to be able to watch the group ski. Make sure the group knows where to go and stop, or keep group in touch but behind you.

LINE ROTATION

A “leap-frog” like technique that provides the instructor with great viewing and feedback time. The first student rides down the hill and stops. Following riders stop a designated distance (20ft) below the rider in front of them. Be sure to have students stop in safe locations, to the side of the run, visible from above. Once the last rider starts, the first rider peels from the top to continue the line moving down the hill. Be sure to designate a stop location or signal.

SMALL GROUP

A really effective technique for teens, small group allows leaders to take one or two people to a designated stop point. This allows students to work with less intimidation and more individual responsibility. It becomes difficult to monitor as groups spread across a hill.

SYNCHRONIZED SKIING/PAIRED SKIING

Similar to small group, this allows free thought and practice with a buddy system approach to safe movement. Students try to match and synch the skier in front. Great for working with turn shape. Not appropriate with really young children.

CALL DOWN

One of the more popular and worst ways of moving a group down the hill. It involves the instructor calling or sending students down the hill to a stop point, one at a time. Call down allows the instructor a great viewing opportunity point for watching skiers. However, there is a lot of pressure on the performer. It also involves a large amount of wait time and inactivity. Inactivity can lead to reduced learning.

FOLLOW THE LEADER

The snake, or follow the leader, effectively moves a group through challenging or unfamiliar terrain. It does, however, take up a lot of space on the hill. Although it is popular, try and be creative and not rely on follow the leader as the one and only way to move a group. Try having kids rotate as the leader (behind the instructor), play back of the bus, call out “back of the bus” and the leader will pull out of the line and go to the back of the line, the next person in line becomes the leader.

POINT TO POINT

The instructor or a student decides on a point at the other side of the run and leads the group to that point. Once the group has gathered at that point another meeting point is decided on etc. etc.



TALKING TO PARENTS

R.E.I.

Review

Share the overall day with the parents. Try not to only talk about the terrain skied. Example: “Jimmy skied a black run today” or “Jimmy went on chair 6 today” this doesn’t tell the parents what Jimmy learned in his lesson, also include goals, drills, challenges, group interaction and lunch.

Educate

Including age group relevance, share why drills and activities were chosen and what outcomes resulted. Example: “Today we practiced side slipping, this helps Jimmy to release his edges simultaneously, which will enable him to make a parallel turn.”

Individualize

Give specific feedback and summary for each child. Give a “Positive-Negative-Positive” review of each child’s performance and experience. ALWAYS have something technically specific for each child. Example: “Jimmy is really making progress making his turns parallel, he is not quite parallel at the start of the turn yet, but with some practice releasing his edges at the same time he will definitely get there!”

