

Rocky Mountain Children's Trainer (CT)



ROCKY MOUNTAIN

Workbook

The CT Workbook is designed to guide the children's snow sports trainer beyond the application of CAP Model concepts and farther into the theory underpinning the CAP Model. Deeper understanding via analysis, evaluation, and synthesis allows a successful CT candidate to appropriately scale and synthesize knowledge for a variety of learning environments, including clinics. Whether you teach Alpine Skiing, Snowboarding or Nordic, thoughtful completion of the workbook will lead to a deeper breadth and depth of understanding of psychomotor learning, human development, and how to train your peers to more effectively teach children in the snow sports industry.

This workbook is a training tool and provides an environment for active learning. Through seeing, writing, and doing you will gain more ownership of the content and your ability to teach the concepts. CT candidates will be able to fully leverage the usefulness of this workbook with a complete understanding of CAP Model application, as detailed in the CS2 Workbook. The CS2 Workbook has been revised several times in the last decade, to align with the Learning Connection Model. If it's been a while since you attained CS2, please consider reviewing the CS2 Workbook before moving forward on the CT Workbook.

Before diving into the CT Workbook, you may also consider writing out a definition of each CAP Model concept, in order to ensure a technically accurate understanding of each theorist and theory. Being able to recall technical information accurately, in addition to applying what each theorist and theory is, will be essential to learning as a CT. CS Candidates will continually need clarification in order to understand and apply CS knowledge.

The CT workbook may be used as a study guide to prepare you for the assessment process. It is important to not only find the answers to the questions, but to also create avenues to share the information with your peers. It is imperative to integrate these concepts and outlines into your training, so the conceptual ideas become real action. There are questions that ask for examples - please try to answer with examples from your own teaching experience and interactions with your peers.

Respond to questions in the CT workbook as if you are the teacher or trainer sharing the concepts or ideas. The answers should show a deeper comprehension, the ability to apply, analyze, and create within the topics or concepts.

Consider starting a professional log of shadow/audit reviews and clinic self-evaluations. List and describe positive aspects of the clinic you would like to duplicate or repeat. How were the motivations of the group met? How would you modify the clinic to incorporate your personality, meet the motivations of the group, or improve the delivery of the content?

Exercises from this workbook are a perfect companion to learning during 401 Clinics. Additionally, CT candidates will be asked to submit completed CT Workbooks no later than one week before the assessment event. Come to the CT assessment with prepared clinics for each topic, to be led either indoor or on snow. CT candidates may be asked to lead the group with an impromptu topic as well, which may include movement analysis.

Enjoy the journey!

Movement & Technical Analysis

CAP Model Concepts

1. Select a theory in both the Affective and Cognitive realms that you believe is the most important and describe how you could teach a mixed group of CS1 and CS2 candidates about each theory in an indoor setting?
2. Describe how you would individualize your approach to help CS1, CS2, and CT candidates understand more about psychomotor development?
3. Describe an activity you can do with both CS1 and CS2 candidates to deepen their understanding about the three categories of movement skills: locomotor, non-locomotor and manipulative, and how they relate to the age and stage of development of a four year old and a twelve year old.
4. How could you teach to less experienced instructors the commonalities and differences in how older and younger children learn motor skills?

Biomechanics & Fundamental Relationships

5. Describe how you can teach CS candidates to speak to parents about physiological development in children.
6. Describe two ways to determine clinic participants' ability to describe cause-and-effect relationships in children?
7. Describe activities that could be done on snow for CS1 and CS2 candidates to explore how stance and body movements are used by different ages of children for maintaining, increasing or decreasing pressure against the snow.
8. How would you explore the role of equipment in children's learning for CS2 candidates?

Prescriptions

9. You are helping CS2 candidates who are struggling to fully integrate CAP Model concepts into prescriptions for change. First, give an example of a prescription for change that fully integrates the CAP Model. Second, describe two ways to teach CS2 Candidates how to do this.

Audience

10. Briefly describe how you can scale knowledge of one CAP Model concept to create an effective on snow learning experience for CS1 candidates, CS2 candidates, and CT candidates.

Technical Development & Facilitation

Participant Centered Learning

11. In an indoor clinic setting, you have a mixed group of CS1 and CS2 candidates with different levels of understanding of Piaget's theory:
 - a. Describe how you would go about determining the level of knowledge of the participants.
 - b. How can you deepen knowledge for each sub-group of participants?
 - c. Which teaching styles would you use and why?
 - d. Outline how your instructional approach would change if exploring a different CAP model concept.

Resource & Tool Use

12. Identify at least four different educational tools, such as videos and handouts, that can be used to enhance CS candidate's learning and describe their pros and cons.
13. Considering participants' learning preferences, describe how you could use at least three educational tools to enhance the group's learning in relation to Kohlberg. Your group is a mix of both CS1 and CS2 candidates.

Technical Accuracy

(covered as pre work in CS2 Workbook)

Clinic Leading Skills

Training Objectives

14. Describe three methods for assessing clinic participants' expectations and motivations for attending both on snow and indoor clinics.

Learning Experiences & Diversity of Activities

15. A mixed group of CS1 and CS2 candidates in an on snow clinic have expressed an interest in deepening their understanding of Piaget and how it relates to the Psychomotor realm.
 - a. Utilizing discussion, movement, and practice, describe a sequence of learning experiences to meet the training objectives.
 - b. Choose one of the learning experiences from the above question and describe how you can modify it creatively to have more of an impact with the learners.
 - c. Describe how you can rearrange the sequence of learning experiences from the above question in a way that still meets the learning objective.
16. In your opinion, during a clinic, what is an optimal balance of discussion, movement, and application? Explain your reasoning.

Terrain & Skill Choices

17. How do you identify terrain that is appropriate for a clinic group?
18. Choose an activity you like to use for teaching Multiple Intelligences and describe how you can modify the activity to be facilitated on snow, on a chairlift, and indoors.

Physical & Emotional Risk

19. It is an extraordinarily busy day on the mountain and you are leading a CS2 on snow clinic. You have asked your participants to lead a teach segment based on drawing from the CS2 cards to prepare for their CS2 assessment. Some of your participants are very nervous about leading in front of the group. How do you manage both their physical and emotional safety while keeping the more confident members of the group engaged?
20. Describe how a sense of belonging impacts learning.
21. Describe two ways you build a sense of belonging in your on snow clinics and how you can help both CS1 and CS2 candidates understand how to do that with their own students.

Reflect & Review

22. Describe three tactics to assess if clinic participants in an on snow CS clinic have achieved the intended outcome of a clinic.
23. Describe the difference between reflecting with participants and reviewing the learning experience.
24. Why is it important to include plans for future growth as part of a review with clinic participants?
25. How can you help candidates to develop a structure for themselves to identify weaknesses and plans for growth?

People Skills

Cognitive Appropriate Communication

26. Describe at least three cognitive needs that participants in your clinics might have. For each need, provide one unique verbal communication style and one unique non-verbal communication technique to meet those needs and explain why these are appropriate.

Social & Emotional Communication

27. Describe at least three social or emotional needs that participants in your clinics might have. For each need, provide one unique verbal communication style and one unique non-verbal communication technique to meet those needs and explain why these are appropriate.

Emotional Responses

28. Describe how a clinic leader can effectively respond to the following emotional scenarios:
- a. Participant is frustrated because they don't understand the content.
 - b. Participant is unhappy because their stated goals for the clinic aren't being addressed.
 - c. Participant is bored because they already know everything that's been discussed so far in the clinic.

Social Interactions

29. Describe how a clinic leader can effectively respond to the following social scenarios:
- a. Two clinic participants do not like each other and are creating tension in the learning environment.
 - b. The same clinic participant answers first when a question is posed to the group.
 - c. Several clinic participants came to the clinic for social purposes and are distracting the rest of the group.

Clinic Outlines

For this exercise, ten clinic outlines will be created for ten different learning environments. The learning environments vary in audience, setting, and duration. **All ten outlines must be submitted as part of your completed workbook.**

Step 1: Select a different clinic topic (A-L) for each learning environment (1-10). Not all clinic topics will be used.

Clinic Learning Environments

1. CS1 Candidates - On Snow 6 Hours
2. CS2 Candidates - On Snow 6 Hours
3. CT Candidates - On Snow 45 Minutes
4. CS1 Candidates - On Snow 15 Minutes
5. CS2 Candidates - On Snow 15 Minutes
6. CT Candidates - Indoor, 30 Minutes
7. CS1 Candidates - Indoor, 90 Minutes
8. CS2 Candidates - Indoor 90 Minutes
9. CS1 Candidates - ZOOM, 30 Minutes
10. CS2 Candidates - ZOOM, 30 Minutes

Clinic Topic

Clinic Topics

- A. CAP Model
- B. Piaget's Stages of Cognitive Development
- C. Maslow's Needs
- D. Kolb's Experiential Learning Cycle
- E. Bloom's Taxonomy
- F. Perceptual Motor System
- G. Fitts & Posner's Stages of Motor Skill Learning
- H. Real & Ideal Movements
- I. Parent / Instructor / Student (Child) Relationships
- J. Howard Gardner's Multiple Intelligences
- K. Kohlberg's Moral Development
- L. Movement Skills & the Development of Coordination
- M. Synthesis of Parent & Child Motivations
- N. Adapting to the Changing Needs of the Learner

Step 2: Use the provided clinic outline template to create your outlines. For examples, please reference existing clinic outlines on the RM website. Be sure to use "Active" or "Experiential" learning in each outline. Describe sample learning experiences in detail.

When shaping the clinic experience during the CT assessment, please keep in mind CT candidates will be your audience and have a different baseline understanding than a CS1 or CS2 candidate. Adapt the learning environment from your clinic outline accordingly.

Step 3: After creating all ten outlines, select three.

Describe, in detail, how you would modify one of the three outlines for a different **audience** and explain why you would make those changes.

Describe, in detail, how you would modify one of the three outlines for a different **setting** and explain why you would make those changes.

Describe, in detail, how you would modify one of the three outlines for a different **duration** and explain why you would make those changes.

Clinic Title: _____

Discipline:

Duration:

Setting:

Course Description:

Prerequisite Courses:

Knowledge & Experience Expectations:

Participants are able to:

Course Objectives:

Participants will:

Potential Learning Outcomes:

By the end of this clinic, successful participants will be able to:

Materials Recommended: