

# CSIA I

five process: Meeting → Equipment → Sliding → Stopping →

## # Meeting

focus on: Build trust, Set expectations

1. Name & background check
2. Circle Formation
3. Eye-level communication
4. clear less goal (don't said without course goal thing)
5. body language (What you do > What you said)

create course bond

Direction & Turning

flat place

## # Equipment

focus on: Comfort with equipment (before class, check they boots)  
(hook to put on, <sup>take off</sup> came up five games)

1. One-ski Race (No Penalty, Reward Only) = Put on one ski
2. Follow the teacher Walk = Follow the path exactly
3. Chase the Rabbit = ~~One skier~~ Limited Area
4. S shape walking with Pole Corridor
5. Statue Game = instructor said "stop", they need to stop on balance

## # Sliding

focus on: straight glide with balance

1. Door with two poles = slide through
2. The shadow Follow = instructor be higher than the student behind
3. ~~The Invisible~~ Ball Pass = or Gloves, don't stiffen them copy
4. the teacher toes, touched the students skis body
5. Make sure they don't "Backseat"

a bit steep

# CSIA - I

## Kids Teaching

teaching focus

• 2-5 years old: "comfort, safety, engagement, enjoyment"  
not teaching precision

## # Physical Considerations

1. Limited muscular endurance and strength
  2. They are developing balance & coordination
  3. ~~fatigue~~ Fatigue occurs quickly
- ⇒ Movements "simple, large, playful!"

## # Psychological Considerations

1. Very short attention span
  2. Limited ability to process verbal instructions
  3. Learn "best" through ~~from~~ imitation & play!
- ⇒ one task at a time and "imagination" replace verbal explanations.

## # Social & Emotional Considerations

1. Strong need for security & trust
  2. prefer one-on-one interaction
  3. No competition, that will create stress or disengagement
- ⇒ A warm, cheerful, gentle approach is essential!

## # Stopping

focus on: speed awareness

1. Big Pizza / small pizza
2. Use the Imagination skis as bulldozer
3. Make sure they are in "soft ness"
4. and look ahead
5. and symmetry (trees) <sup>each</sup>

## # Direction & Turning

focus on: Weight shift and balance

1. Airplane turns = if you want to turn, look your hand
2. take the pole up and down
3. Go to the lift (before that, you need to said about lift)
4. Snake Turns, the student copy the line of the teacher
5. When the pole down, ~~same~~ turn at the same time!

## Tool Box

### # Entry Level

build comfort and basic balance

⇒ instructor actively supports the child physically and emotionally

### # Beginner

Introduce turning and directional control through "Imagination"

⇒ Movement quality improves through play, not correction

### # Intermediate

Expand Movement <sup>①</sup> variety, <sup>②</sup> balance, <sup>③</sup> confidence in varied terrain

⇒ skill development happens through exploration, not "explanation"