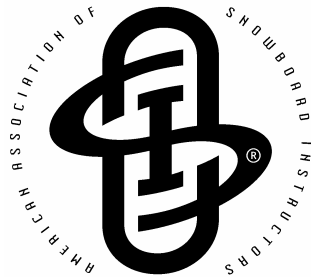


# AASI

## Level II-III Training Guide

Eastern



Division

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## ***Continuing Your Training Past Your Level One....***

Congratulations on the completion of your Level I and the dedication it takes to begin your snowboard teaching career. From here, you will have to make the decision as to whether or not to continue the certification process. If you choose not to continue pursuing higher levels of certification, there is still much you can gain from this guide, AASI Manuals, books and clinics. Continuing your education will be invaluable to you and to your mountain. Go through the questions at the end of this guide and answer them using all the resources available to you. The knowledge you gain will prove useful when you head out doors and on to the snow.

Should you choose to continue your certification, you are committing yourself to understanding, utilizing and integrating AASI concepts in your lessons and in your riding. Greater attention to detail will have to be paid, as well as your ownership of the materials you will be presented with at this level. All the AASI materials available to you, including books from the "Further Reading" suggestions, the AASI manual, and the Snow Pro will help you gain the knowledge necessary to attain such high levels of certification.

An excellent way to start your training for your self and for your certification preparation is use of this guide. It has been designed to guide you through the processes necessary for training to acquire the professional knowledge, teaching skills and riding skills required to be a successful exam candidate.

Preparing yourself for a certification exam will be necessary should you decide to go. Those who are sick riders do very well in the riding portions of the exam, though should they not hone their teaching skills, they could not be successful in their teaching scores. Starting your preparatory process by acquiring this guide is an excellent start. Other actions you may want to consider could include:

- Making appointments with mentors and trainers to discuss what you will need to do to prepare for this exam.
- Taking clinics at your home mountain to gain some of the knowledge of your peers
- Teach clinics to your peers to own the information you have read and have learned about in clinics.
- Sign up for 200 and 300 Level AASI course, for both the prerequisites to the exam, and others to strengthen your weaknesses.
- Sign up for an exam practice exam if you have doubts about your preparedness. If you have anyone at your mountain with a higher level of certification than you, this may be a beneficial addition to your training efforts.
- Chose AASI Clinics that will help you strengthen areas of your riding, teaching, or pro knowledge that you have determined need honing.
- Work on your personal improvement and take the exam when you feel as if you can spank it. Don't allow yourself to be pressured by others into taking an exam you don't feel you are prepared for.
- If you don't have a person at your mountain with a higher level of certification than you do, look around other resorts in your area and see who may be working at the next resort down. If there are no other people in your area, ask your director for help, or other trainers. Use what you have available to you. It may not be easy, but it will be worth it.

If you are training to work toward a higher level of certification, make sure you have a clear definition of what your goals are and how far you need to go to accomplish them. Assessing your current abilities is a great way to start. Congratulations on this, your first step past your Level I exam, and have a great journey.

## ***AASI Certification Standards***

AASI Standards are based on knowledge and application of information gained from the AASI manual, books from the “Further Reading” section, and more importantly, riding and experience teaching snowboarding. The brief statement below describes the depth of understanding required for Level II and Level III Certification. Percentages on the Y-Model, found on the following page, represent the breadth of understanding and riding proficiency required for each level.

### **Level II Certified Members:**

The Level II Certified member is one who has demonstrated commitment and dedication to the snowboard teaching profession and to his / her own personal development. Level II members are considered qualified to provide valuable instruction to a majority of resort guests. A Level II certified instructor demonstrates the ability to relate movement concepts and performance concepts to outcomes and to apply that knowledge to teaching situations common up to Level 4. Level II certified instructors have a global understanding of the snowboard industry and are able to classify their responsibilities as part of the resort team.

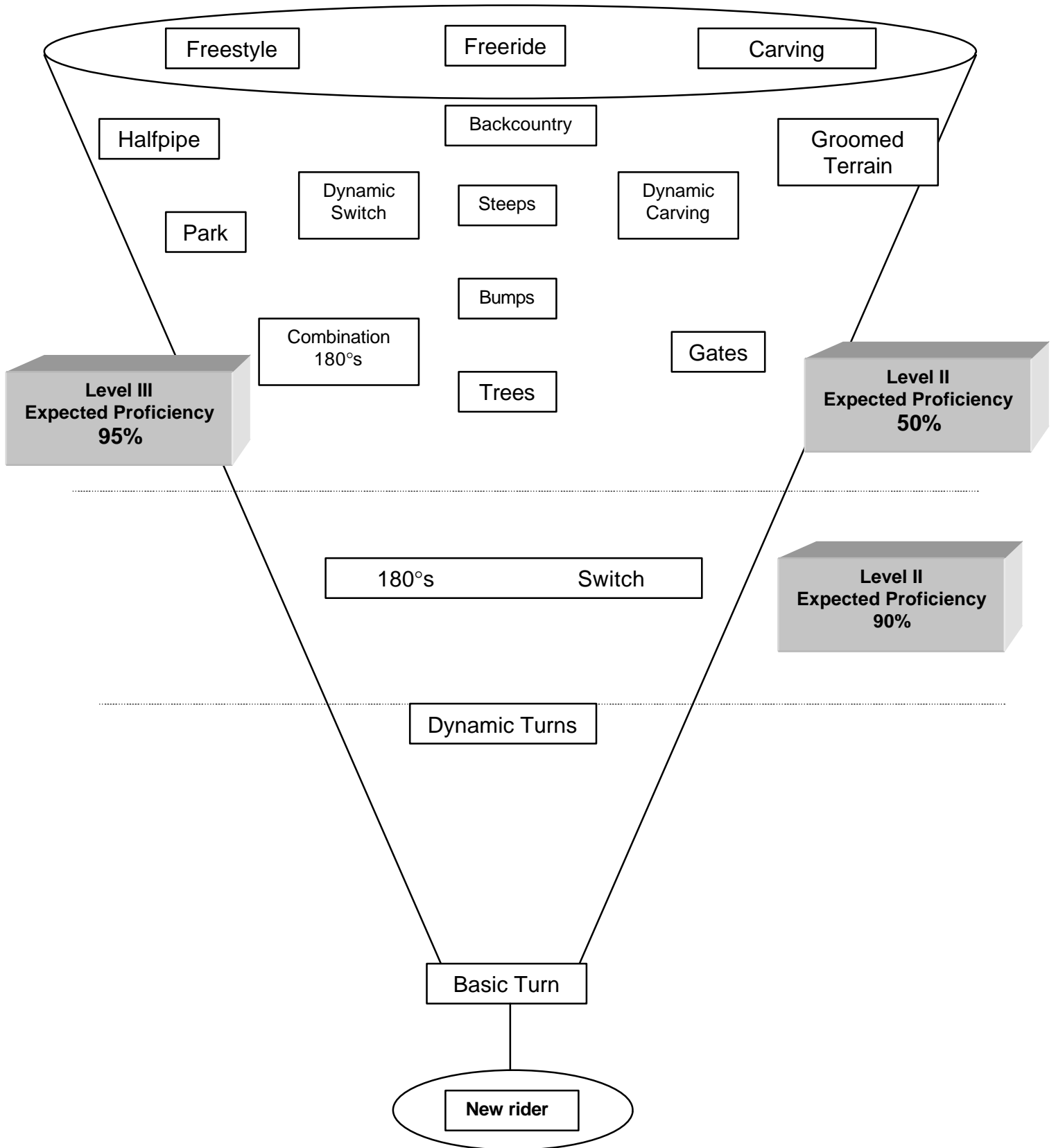
A Level II candidate needs to show and perform both indoors and on the hill, the application of AASI concepts. Candidates should be able to find and construct appropriate solutions, collect information, solve problems and use abstractions to successfully produce quality teaching and technical programs, as well as apply it to new learning situations.

### **Level III Certified Members:**

The Certified Level III member is one whose high levels of skill and knowledge allow him or her to make an uncompromised contribution to the customer, the association, and the snowboarding industry. A Level III Certified member has the ability to assess all the variables with regard to student personality traits, goals, abilities, needs, the learning environment, conditions of the day, available terrain, equipment, and all other mountain variables, as well as to synthesize these parts into a viable lesson plan. A Level III instructor can make adjustments to lesson goals, and is able to appropriately adjust or modify lesson content as required by any situation.

A Level III candidate needs to perform and demonstrate the analysis of AASI concepts both indoors, as well as on the hill, detect and develop relationships between component parts and the whole, as well as organize, distinguish, differentiate, determine, and debate all aspects of snowboarding in an on-hill exam format. Successful candidates will be able to do all of the above, keeping in mind the core concepts of both snowboard teaching and guest centered concepts.

# AASI Certification Standards



# ***Beginning Your Training for Certification Levels II & III***

## **First Things First...**

Please use this guide to help you with your training. You, and you alone, are responsible for coordinating your training for any exam, though this is especially true for Levels 2 and 3. Ask your area trainers, supervisors and managers to assist you in your preparations. Follow this guide and participate in clinics at your area to gain an experience with the AASI concepts, including teaching them, understanding them, and using them in your clinics. It is not your trainer's responsibility to hound you to train or to study. The sole responsibility for preparing yourself for an exam clinic is yours. Please understand: it is necessary to develop your understanding in all three categories you will be evaluated on, if you are a hot rider, but can't explain movements to your new hire instructors, you have not prepared yourself for this exam. If you have read the AASI Manual and memorized every term in all the associated reading, though rarely teach actual lessons, you have not prepared yourself to be successful at this exam.

Level II and III Certification Exams require candidates to demonstrate a synthesized knowledge and personal application of the concepts found in the AASI manual. These concepts are simple, but require experience using them to develop understanding. This experience comes best from combining riding, teaching, and training. Training comes in many forms: reading the manual, participating in discussions, clinics, teaching students, video analysis. Training and training programs are often under utilized. Sometimes instructors believe if they have gone through the training required every year for their re-hire clinics, and once in a while a personal riding clinic, and that that is enough to be prepared for a 2 or 3 exam. Although most times that is a good start, each time that instructor is presented with a difficulty on the hill- they are presented with an option: Either continue doing the same thing over and over which may work, or which many not, or continue their training so when they encounter the situation again, they will have the tools necessary to change what they are doing and try something that may work better for the guest.

Communication and Commitment are the keys to getting started with an effective training plan. Talk to a "mentor" instructor, supervisor, director or manager about starting a training program. Use the sample-training plan in this manual as a guide, making sure to cater it to your specific needs. Communicate with your mentor or trainer and assess your current level of experience and performance. This assessment will be your starting point.

Take Matters into Your Own Hands. When teaching, take all different ages and experience types. If you enjoy teaching adults, take children. If you have dialed in your rail lessons, take someone who wants to learn how to ride bumps. The wider the variety of people you teach, the more background you will have. Be open to different learning situation and new challenges. Use a copy of the assessment form in this guide and record your performance on videotape (riding and teaching), and measure it against the standards described in the beginning of this manual. Then with your trainer, assess your performance and decipher what you need to work on next.

Also, ask others who have taken their Level II or III exam about their experiences. Some may have had banner experiences and they can inform you on how they trained and possibly achieved a merit pass. Others may be able to tell you how they did not prepare to the extent necessary and how they could have done better. These first hand accounts will help you understand both aspects of the process. It will also give you a more personal perspective on the process and will help you prepare mentally.

## ***Beginning your Training...***

### **Make Training a Regular Part of your Riding Experiences**

Start a regular training cycle. Meet with your trainer, mentor or peers on a regular basis to discuss new concepts and ideas. Provide time to work with these ideas while you ride and teach. Remember to discuss the concepts again after you have worked with them, this is an important and often forgotten part of training. When discussing concepts, use a variety of approaches (i.e. riding, talking over beverages, clinic format, locker room discussions, etc.) to really feel out the concept for yourself. Too often, we as instructors, feel that training must happen in the form of a clinic group.

Occasionally have special training, like video, running gates or a pipe session. Video is a great tool for recording your development in the training process. Record teaching programs and presentations, not just riding. Special training can also be completely separate from the resort and snow. For example, much can be learned by inviting some experienced instructors to a training dinner. The motivational aspects of special training are as important as the informational aspects; be creative with special training sessions.

Work in teams. It is much easier to maintain your training schedule if you have the support of a team. We often refer to the Level I as an “experience.” Working with a training team can heighten the process of training and achieving Level I. Creating this team will take some effort on your part. Recruit like-minded others to join you in your pursuit of Level I Certification.

Set realistic goals; do not rush it. A rushed training program can do more harm than good. Remember that experience and understanding are all that count in the end so filling your head with a bunch of snowboarding terms is not useful, compared to understanding the meaning of a few of those terms. Ask your trainer to help set a target date for your exam. You may want to check the AASI Course Schedule for exams at an area and time you can attend.

If your schedule is tight, replace quantity with quality. The quality of training is generally more important than the quantity. Just as our clients do not need us to ride with them constantly; we do not need to be constantly in a “training session.” Take regular input from experienced instructors in a quality session and work with the concepts as you ride and teach. In this way you will get the most out of the training hours you have available.

Lastly, and most importantly, experiment. Use what you learn in lessons and clinics and play with them. They may make all the difference in the world.

### **Training- Sample Level II or III Training Plan**

This sample-training plan is for an outline of actions you may want to take to prepare yourself for any exam, especially a Level 2 or 3. Ideally, training and development is a year-round effort. Summer months are a great time to attain or maintain a high fitness level, search for and read written materials, correspond with like-minded others, check out the AASI member forum, and generally not allow snowboarding to become totally removed from the brain. Another suggestion is to read other supplemental materials that will keep your mind racing about all the latest happenings and gear.

**Early December:** Set up a short meeting with trainer/supervisor, with the intention of discussing personal and professional development. Then review records of accomplishments of last season, time commitment/restrictions, strengths, weaknesses, goals, etc. Whether you are part-time or full time, plan on teaching one week at Christmas, and as many weekends and holidays as you can. If you work at a mountain that is open at night, plan on riding a few nights a week.

***Beginning your Training...***

**Mid December:** Have a friend at the school videotape your riding and teaching. Your review of the tape with your trainer is clutch, because your trainer is able to point out things you can improve on, and tricks that will make your job easier. Your trainer's review of your riding is important to demonstrate things you need to work on, and how those aspects of your riding relate to AASI Standards. A sample training plan could be very similar to this:

- Once a week meeting with trainer to check in with progress
- Once a week schedule to take a clinic from a trainer to improve your teaching, technical, or personal riding.
- Before signing up for your exam, make sure you lead three clinics with other instructors, mentored by a trainer. Have the trainer provide you with feedback on how you did.
- Before signing up for your exam, have a trainer or another instructor who has a higher certification level than you, mentor you in an actual lesson. Have the instructor provide you with feedback on how you did.
- In free time, or time between lessons, answer questions provided in this guide, old exam questions, or any other materials you can put your hands on. The more you know, the better off you will be.

**End of December through Early January:** Enjoy the extra work you can get during this time, and use it as an opportunity to teach groups you are not used to teaching.

**End of January:** Have a short meeting with your mentor to discuss how you are doing. Take the time to discuss feedback you received from a variety of people and decide what your training should focus on now. Make sure you take into account all factors during this time with your trainer.

**Beginning of February:** Have a repeat sit down with your trainer. Since everything changes day to day, make sure you are still on the right track and you are working toward things you both think you should be focusing on.

**End of February:** Do it again! Have that same meeting with your trainer, however, make sure in the interim you have take a load of movement analysis clinics.

**Before Your Exam:** Lay out all of your gear, making sure you pack for sunshine, rain, blizzards, and below-zero weather. If you tend to be hard on your gear, bring back ups in case your bindings break, board cracks, or any other emergency. Make all your travel plans and arrive at your location in time to get a good nights sleep.

**Exam Day:** Relax and enjoy 3 days of sharing information with peers. Show them what you have learned and what your experience has taught you. Be prepared to teach, team-teach, ride on terrain that challenges your skills, and generally keep an open mind. Always remember that this is an assessment of all the different aspects of your instructing.

## ***Training with AASI Educational Events***

Carefully review the AASI Calendar of Events for the upcoming season and find courses that interest you. There are many types of courses offered each season by the AASI. You may need to consult the AASI Course Descriptions to check the details of what a specific course offers.

In general, AASI courses are setup using a format similar to a college credit system. Level 200 courses focus on the most relevant topics for Level I instructors, working toward Level II. Level 300 courses focus on topics around the top of the Y-Model, targeting instructors working towards Level III. For example, Level 200 Trees is a beginner/intermediate level trees course and will probably spend a considerable amount of time in easier, open tree fields. Level 300 Trees is an advanced trees course, involving a considerable amount of time in the steeper and more difficult trees available. Make sure to sign up for courses that will challenge your abilities, though not get you in over your head.

### **Course Selection**

Discuss different courses with your mentor, co-workers, other candidates and trainers. Try to choose courses based on your weaknesses rather than strengths. In preparation for a Certification Course, a candidate with little teaching experience who excels in the pipe/park arena would be better served by taking a teaching course rather than a freestyle course. Allow time between educational courses and the Certification Course.

All educational courses are based in riding, therefore there is a heavy riding focus even in a course titled Teaching Concepts or Peer Coaching. The group's ability level, conditions, and specific group needs all determine activities such as group discussions, one-on-one question and answer, assigned teaching segments and other specific activities during a course. Think about what you want out of the course before you arrive and speak to the course conductor upon arrival.

### **Deadlines**

The application deadline is three weeks prior to a scheduled event. Some courses have enrollment limits and may fill prior to the three-week deadline. Applications received after the deadline are not guaranteed a spot on the course. Events with low sign-ups are subject to possible cancellation. It is therefore in your best interest to submit your application well in advance of the event deadline.

### **Application**

Make copies of the application form found in this guide and use them to apply for AASI courses. You can also find the downloadable PDF file on line at [www.psai-e.org](http://www.psai-e.org). You can fax the application to the office if you use a credit card, or you can mail the application in by postal mail with payment by check, money order or credit card. Should you choose to mail it, make sure you send it well in advance to allow for delivery days. Remember to fill out all the required information on the application. Your director's signature is required for enrollment in the Certification Course. The signature attests that you have received this guide, training, and are prepared to pass the Certification Course. It is important that the person who signs your card is involved in your training and development in order to accurately reflect your preparedness for the exam. If your learning center director is not directly involved with your training, have your trainer/mentor discuss your preparedness with them.

## ***List of Certification Exam Do's and Don'ts***

AASI educational and certification courses use a group format. You will be placed in a group at each event that you attend. At both educational events and exam situations, there are some basic expectations of how you should behave: what is acceptable and what is not.

### **Do's**

- ❖ Build a team out of the group you have been assigned, starting when you first meet.
- ❖ Show respect to all of those participating in the event and resort guests
- ❖ Practice safety at all times
- ❖ Keep an open mind
- ❖ Try new things
- ❖ Please, feel free to fall
- ❖ Help your team mates out
- ❖ Be yourself
- ❖ Support your group members
- ❖ Joke around
- ❖ Have a great time
- ❖ Soak up every drop of information you can
- ❖ If you are unclear about what you are supposed to do, ask

### **Don'ts**

- ❖ Belittle anyone else's riding, teaching, or personality
- ❖ Make Cynical, Sarcastic, or Sneering remarks.
- ❖ Be Competitive with others in your team, there is no need.
- ❖ Interrupt others contributions or teaching segments
- ❖ Come to an event under the influence of any substance that may hinder your performance or participation
- ❖ Come to an event knowingly unprepared just to see if you may pass; chances are that you won't.

## ***Certification Course Details***

### **Prerequisites**

You must attend at least one Level 200 pre-requisite course before attending the Level II Certification Course. You must attend at least one Level 300 pre-requisite course before attending the Level III Certification Course. Certain feature courses also qualify as a prerequisite. (You will find a complete list of exam prerequisites in the back of this guide.) The purpose of the prerequisite is to guarantee that each candidate has access to educational materials and answers to any questions about the Certification Course before arriving at the course. Educational courses focus on riding and education, not the Certification Course itself. It is recommended however that the AASI Exam Clinic (practice exam) is taken so you can experience the environment of an exam without the pressures of the actual exam. It is your responsibility to seek answers to questions not specifically covered in this guide.

### **Equipment**

During a certification course, it is best to ride familiar equipment that you have had a great deal of experience with. Make sure when you attend an exam that you pack extra pieces and parts, we all know equipment can break while riding.

### **Attire**

Please wear appropriate clothing for being outside for long periods of time with all weather conditions imaginable. Please come in what makes you comfortable and will help you perform at your highest level. As we are a professional organization, it is best to portray that image when appearing at a certification exam.

### **Course Format**

The Level II and Level III Certification Exams are each a three-day course. Each course follows the same format, consisting of on-hill and indoor sessions designed to provide all candidates the opportunity to demonstrate their knowledge and abilities. When you arrive at the course, you will be assigned to a group. Your group will be your team for all three days. Groups consist of up to seven candidates who work with different members of the education staff each day.

## Certification Course Details

### Schedule of Events during Level II and III Exams

#### Approximate Course Schedule

Due to the nature of our sport, it may be raining, the lifts could shut down, or the snow could all melt off the hill. In situations where there are conditions beyond our control, we make accommodations, but generally we try to keep this following schedule.

**Registration begins promptly at 8:00 AM on Day 1 of the event. Please Be On Time. Please feel free to show up fifteen minutes early to sign in.**

<b>Day 1</b>	8:00 - 8:30 AM	Course Registration
	8:30 - 8:45 AM	Introductions of Ed Staff and Announcements
	8:45 - 9:00 AM	Meet in groups with Ed-Staff
	9:00 - 12:30 PM	On-Hill Morning Assessment
	12:30 - 1:30 PM	Lunch
	1:30 - 3:30 PM	On Hill Afternoon Assessment
	3:30 - 4:00 PM	Close of the Day, Instructions for Day 2.
<b>Day 2</b>	7:45 – 8:00 AM	Sign in for the second day
	8:00 - 9:00 AM	Written Exam
	9:00 - 9:15 AM	Meet in groups with Ed-Staff
	9:15 - 12:30 PM	On-Hill Morning Assessment
	12:30 - 1:30 PM	Lunch
	1:30 - 3:30 PM	On Hill Afternoon Assessment
	3:30 - 4:00 PM	Close of the Day, Instructions for Day 3.
<b>Day 3</b>	8:00 - 8:30 AM	Sign in for third day
	8:30 - 9:00 AM	Meet in groups with Ed-Staff
	9:00 - 12:30 PM	On-Hill Morning Assessment
	12:30 - 1:00 PM	Lunch
	1:00 - 3:00 PM	On-Hill Afternoon Assessment
	3:00 -4:00 PM	Assessment time complete, Ed Staff member will leave to complete evaluations and any necessary paperwork. Candidates are free to ride and do what they choose.
	After 4:00 PM	Awards Ceremony, Presentation of Outcomes. Candidates will pick up certificate and paperwork. Fill out and return event evaluation

## **Certification Course Details**

### **Components of the Exam**

#### **Written Exam**

A written exam will be administered the second day of your exam. The purpose of this session is to test for knowledge of technical information related to being a snowboard instructor and member of the snowboard industry. Unless told otherwise, you may pick up your exam at the registration table on the second morning of the course. The duration of the written exam is one hour. Candidates who arrive late have only the remaining time in the allotted hour to complete their exam. Possible question formats include multiple choice, matching, true-false, fill in the blank, short answer, and questions requiring simple drawings. The minimum passing score is 70%.

#### **On-Hill Sessions**

On-Hill Sessions are planned each day and comprise the bulk of the course. The purpose of on-hill sessions is to test for knowledge and abilities in riding, teaching methodology and professional knowledge. We accomplish this using a variety of formats. The Ed-Staff member leading your group determines the format of the on-hill sessions. Expect each session to be different in the same way that you expect every client you teach to be different. On-hill sessions use a combination of teaching segments, one-on-one and group discussions, assigned tasks and problem solving as well as riding situations to determine all scores.

Weather, mechanical problems, terrain, snow conditions, trail density and many other situations beyond our control may determine or alter the format of the on-hill sessions. This may include converting on-hill session time into additional indoor sessions. Prepare yourself to be flexible in order to perform well, given any circumstances that may arise.

#### **Scoring**

You will be given three scores each day, *riding, teaching methodology and professional knowledge*, based on your performance in the on-hill sessions. Unless told otherwise, scoring begins at 8 AM and ends at 4 PM each day. Your scores are a reflection of your performance for the entire day. Scores will be one of the following:

**Maintain** – Performance does not meet the standard for this level.

**Attain** – Performance meets or exceeds the standard for this level.

The riding score is determined based on observation of a variety of riding situations. Ride with a high intensity at all times, especially during teaching segments made by other members of your group. Generally, how you ride during the teaching segments of your teammates is a much clearer image of how you ride at your home mountain than your performance during any specific assigned task. Remember: course conductors only score what they see. The way you were riding yesterday is not something your examiner can accurately assess. You may receive coaching during the course, for general riding improvement, versatility, or to test your ability to change movements. The ability to change small elements of riding is an indication of a versatile rider. Listen carefully to coaching and try to incorporate suggestions into your riding.

## **Certification Course Details**

As indicated in the AASI Standards, riding situations at the Level II Course represent a mix of all parts of the Y-Model. In order to meet the standard, you must ride the entire mountain in control, in any conditions. Expect to spend as much time in challenging riding situations from the top of the Y-Model as you do in more comfortable riding situations from the middle of the Y-Model. Level II instructors are expected to be masters of the middle of the Y-Model (180°s, switch riding). Expect to ride challenging conditions if they are present during the course. Course conductors will not combine challenging tasks with challenging terrain or conditions; i.e. Combination 180°s on the steeps or in the crud. Perfection is not required. There is always a margin of error. Often the snow conditions determine this margin of error.

Riding situations at the Level III Course will be almost entirely from the top of the Y-Model. Expect to ride the most challenging conditions on the mountain during the course. Expect the riding intensity to be high during the course. Riding situations may combine both challenges in task as well as conditions (i.e. carving on icy steeps, switch riding in bumps, etc). Consistency while riding difficult terrain is highly weighted.

The teaching methodology score is determined during an assigned teaching segment(s) as well as group and individual discussions. The format of the teaching assignment will vary from day to day; i.e. bring your own program, draw out of the hat, private lesson format, team teaching, etc. The score is based on the elements of good teaching as detailed on the AASI Assessment Form. During the assigned teaching segment, you will be scored primarily on teaching, not on professional knowledge and riding. You will be given many other opportunities during the course to earn passing riding and professional knowledge scores, regardless of your performance in the teaching segment.

Teaching segments at the Level II course must show application of the AASI concepts. This involves presenting a segment that is a logical solution to a given problem. Other members of your group should be able to borrow your program and use it to solve a similar problem with one of their clients. Solve problems by setting up riding situations, rather than talking about situations. Leading the group through riding tasks, scenarios or exercises that help others learn and improve their knowledge is an excellent way to demonstrate to the examiner your experience. Feedback to the members of your group is a necessary component of a teaching segment. Feedback should be positive and directed at the movement and performance aspects of how someone performs a given task.

Teaching segments at the Level III course must show analysis of the AASI concepts. This involves using cause and effect relationships to improve the riding of members of the group. Starting with an idea or theme, teach members of the group based on the movements and performance you see them using. Since no two riders use exactly the same blend of movements and performance, accurate movement analysis is a prerequisite for a successful teaching segment at this level. The riding options you offer to the individuals in the group must be based on the riding styles you see. Be prepared to coach your peers. Maintain a positive learning environment. Use individual feedback to enhance changes in the riding of different members of the group.

## **Certification Course Details**

The professional knowledge score is determined largely through group and individual discussions. Discussions may lead to or introduce riding and teaching situations. Level II professional knowledge involves application of the AASI concepts. Use your knowledge to solve problems, including applications to real life situations. Please expect to have your knowledge tested during the exam. This may involve answering a series of questions of increasing difficulty until you have no more answers. A good rule of thumb for answering questions is to go with what you know; don't guess unless asked to do so.

Level III professional knowledge involves analysis of the AASI concepts, or the ability to separate issues into their component parts and reconstruct the parts into the same or different issues. Level III instructors speak as experts of snowboarding, drawing on their experience to debate or make conclusions. Please expect to have you entire depth of your knowledge tested during the course.

## **Results**

Posting of results happens on the afternoon of Day 3, as soon as possible after the last group is off the hill. Generally, results are available around 5:00 PM. The awards ceremony immediately follows the posting of the results. The Ed-Staff will be available after the awards ceremony to answer questions and discuss performance. No scores will be changed after the posting of results. After the awards ceremony is a good time to discuss your time on the hill with your examiners and ask questions.



# AASI ASSESSMENT FORM

Resort exam given \_\_\_\_\_

Day: (circle) One Two Three

Date: \_\_\_\_\_

Candidate Name # \_\_\_\_\_

Exam level 1 2 3 RR

Assessment by \_\_\_\_\_ Signature \_\_\_\_\_

<b>Overall Course Outcome:</b> (circle below)		<b>Written Score:</b> _____
Maintain Level	R 1 2 3	(Circle if applicable)
Attain Level	1 2 3	Riding Retake
		Written Retake

This assessment form is for members and the education staff to assess performance against the written national standards. Use an X for elements that do not apply. Score proficiency in each element using the following scale.

- A:** This element appears continuously, at a superior level.
- B:** This element appears frequently, above required level.
- C:** This element appears regularly at a satisfactory level.
- D:** This element appears, but not with the necessary consistency.
- E:** This element is beginning to appear.
- F:** This element was not observed or is not present.
- X:** This element was not applicable

	Maintain Level	Attain Level
<b>Pro knowledge score:</b>		
<b>Pro Knowledge Feedback</b>		
Movement Concepts .....	X A B C D E F	
Performance Concepts .....	X A B C D E F	
Cause and effect relationships .....	X A B C D E F	
Movement Analysis .....	X A B C D E F	
Teaching and Learning concepts .....	X A B C D E F	
CAP Model .....	X A B C D E F	
Lesson content .....	X A B C D E F	
Equipment Knowledge .....	X A B C D E F	

Pro Knowledge Comments (optional): \_\_\_\_\_

**Teaching Methodology Score:** Maintain Level Attain Level

## Teaching Methodology Feedback

Professionalism .....	X A B C D E F
Group safety .....	X A B C D E F
Create positive learning environment .....	X A B C D E F
Communicates ideas and concepts .....	X A B C D E F
Presents ideas in a logical sequence .....	X A B C D E F
Organizes group: keeps group on task .....	X A B C D E F
Demonstrates Varied Feedback .....	X A B C D E F
Pace: talk vs. action .....	X A B C D E F

Teaching Comments (optional): \_\_\_\_\_

	Maintain Level	Attain Level
<b>Riding Score:</b>		
<b>Riding Feedback</b>		
Versatility .....	X A B C D E F	
Stability (balance) .....	X A B C D E F	
Movement: Rotation .....	X A B C D E F	
Movement: Flexion/Extension .....	X A B C D E F	
Performance: Tilt .....	X A B C D E F	
Performance: Pivot .....	X A B C D E F	
Performance: Twist .....	X A B C D E F	
Performance: Pressure distribution .....	X A B C D E F	

Riding Comments (optional): \_\_\_\_\_

Additional Comments (optional): \_\_\_\_\_

## ***Assessment Form Information***

You will receive three AASI assessment forms as results of the Certification Course, one for each day of the course. The form lists important elements of snowboard instruction. These elements are present at all levels of instruction; therefore, we use the same form at both level two and three in the AASI. Please remember that the assessment form only reflects what is observed during that one day of examination. We use this form for the sole purpose of providing information about the information you gave to the examiner that day. Review each form and consult Ed-Staff members with any questions you may have.

The three forms, one for each day you were examined, may look very similar or very different. The exact scores indicated on the assessment form represent your performance on that one day. Copy the assessment form in this guide and use it regularly in your training. Fill one out as a self-assessment. Your trainers should use this form; this will provide insight as to the image that you present to others. The more we understand about the qualities of good snowboard instruction, the better our association and we will become.

### **Observed Performance Lettering Scale**

The assessment form uses a lettering scale (A-F) to represent observed performance. There are eight elements in each of the three main categories of riding, teaching methodology, and professional knowledge. Each element is assigned a letter to reflect the level to which that element was observed throughout the day. The letters are not a score. "X" is used for elements that do not apply.

- A: This element appears continuously, at a superior level.
- B: This element appears frequently, above required level.
- C: This element appears regularly at a satisfactory level.
- D: This element appears, but not with the necessary consistency.
- E: This element is beginning to appear.
- F: This element was not observed or is not present.
- X. This element was not applicable.

Since the purpose of the AASI assessment form is to provide feedback, Ed-Staff members may circle "Attain" as the score for the category, yet still give a few low scores in the feedback area. If you see this on an assessment form, consider it a message that the standard was met during the day; although there are areas that need attention in order to remain at or above the standard.

### **Assessment Criteria**

The eight elements for each scored category are listed here and briefly described. Use these descriptions as a training tool to assess your own performance and compare your thoughts with the observations of your trainers. There is no specific point in an exam day for the evaluation of each element. Your performance throughout the day determines the score for each element.

## Assessment Form Information

### Riding

- ❖ Versatility – Adapt to changes in terrain, task, conditions and styles of riding.
- ❖ Stability – Timing and subtlety of adjustments to movements and performance necessary to stay in control.
- ❖ Movement: Rotation – Effectiveness of rotational movements of various joints.
- ❖ Movement: Flexion/Extension – Effectiveness of flexing/extending movements of various joints.
- ❖ Performance: Tilt – Refers to use and precision of snowboard edge angle.
- ❖ Performance: Pivot – Refers to use and precision of snowboard rotation.
- ❖ Performance: Twist – Refers to use and precision of torsional flex.
- ❖ Performance: Pressure distribution – Refers to pressure distribution between the board and snow.

### Teaching Methodology

- ❖ Professionalism – Look and behave like a professional.
- ❖ Group Safety – Risk management as it applies to the candidate, group and other guests.
- ❖ Creates positive learning environment – Stress free, non-judgmental and respectful of others' feelings.
- ❖ Communicates ideas and concepts – Includes both verbal and non-verbal communication.
- ❖ Presents ideas in a logical sequence – Applies to a logical order of lesson content for the intended audience.
- ❖ Organizes group; keeps group on task – Refers to ways of organizing the group to provide variety, clarity and choice when learning; focusing activities to the task.
- ❖ Demonstrates different forms of feedback – Includes both verbal and non-verbal communication.
- ❖ Pace; talk vs. action – Appropriate balance of talking and riding based on the makeup of the group or lesson; makes learning enjoyable.

### Pro Knowledge

- ❖ Movement Concepts – Relate body movements to snowboarding.
- ❖ Performance Concepts – Relate snowboard performance to snowboarding.
- ❖ Cause and effect relationships – Relate snowboard performance to movement. Relate movement to snowboard performance.
- ❖ Movement Analysis – This refers to the process of watching a rider, describing some of the observed movements and understanding the relevance and effects of those movements.
- ❖ Teaching and Learning Concepts – Refers to the knowledge of current educational theory.
- ❖ The CAP model – Refers to the use of this educational model describing cognitive, affective and physical issues of human development to make lesson content more appropriate to different students. *Note: Refer to The ATS: Children's Instruction Manual for information about the CAP Model.*
- ❖ Lesson content – Refers to the relevance, effectiveness and correctness of information used to teach snowboarding.
- ❖ Equipment – Refers to knowledge of past and present snowboard equipment technology and its influence and application to teaching, learning and riding.

## ***Possible Exam Outcomes***

The top assessment form at the completion of your exam will indicate one of several possible outcomes for the Certification Course. The possible outcomes at the end of your exam period will be either: Attain Level, Maintain Level, Written Retake, or Riding Retake.

**Attain Level** (circled as Attain II or Attain III) – To attain the next level of certification, you must pass the written exam. You must also receive an “attain” on two of the three days of the course in each scored category on the assessment sheet.

**Maintain Level** (circled as Maintain I or Maintain II) – You receive a maintain level score if you earned less than 70% on the written exam, or received two “maintain” scores in any category you will maintain your current level of certification at the completion of the exam.

**Written Retake** (circled) – If you earned less than 70% on the written exam, though passed the on hill portions of the exam, you will be eligible to take the written retake. To take the written retake, you must have passed all the on hill portions of the exam. The retake will be a written exam similar to, but not the same as, the one taken at the Certification Course.

**Riding Retake** (circled) – If you receive at least two “attain” scores in professional knowledge and teaching methodology but not in riding, you are eligible to retake the riding portion of the course. You complete the riding portion of the course by attending a Level 200 or Level 300 Riding Assessment (Level 200 for the Level II and Level 300 for the Level III). This is a one-day riding course offered to all members. Members not eligible for a riding retake may attend the Riding Assessment and be in your group. Each participant receives a written assessment at the end of the course day. Scores for members not eligible for a retake do not count towards a Certification Course. Passing scores for members eligible for a riding retake will complete their Riding Retake requirement and allow them to Attain their new level of Certification.

## **Pre-exam Checklist**

Be sure to bring items on this list, as well as perform the task listed. This list will help you to remember things when you are preparing to take the all important trip to your exam location.

- ❑ Make sure you read and understand concepts in the American Association of Snowboard Instructors manual. It contains valuable information for your teaching and what will be expected of you at the exam.
- ❑ Do your best to obtain the Further Reading materials listed and read them. They will provide further information to help you different aspects of instruction and riding. Use what you read in your lessons.
- ❑ Look over the Snow Pro, *Pro Rider*, and AASI web pages and forums for the most current information.
- ❑ Practice your clinicing skills by offering to teach clinics to other instructors at your resort, or nearby resorts.
- ❑ Expand your teaching experience base by offering to take out lessons in different populations than you are used to. If you usually teach kids, take an adult lesson, and visa versa.
- ❑ Make certain to take a movement analysis clinic.
- ❑ Make certain to take clinics on children.
- ❑ Make certain to take the time to integrate what you learn from further reading, training clinics, and study questions into what you do on the hill.
- ❑ Assess what you may need to work on to prepare for an exam by reviewing this guide and understanding all the information and expectations contained within.
- ❑ Determine what event you will be attending and sign up for it as early as possible.
- ❑ Be certain to let your school's director know of your intentions, so they have time to talk to your trainer and receive the Directors Signature.
- ❑ Answer the training questions provided in this guide and review them with trainers or peers.
- ❑ Choose which equipment you will be riding for the exam and stay on that equipment as much as possible.
- ❑ Continuously consult your trainer or mentor to guide your training and performance.
- ❑ Prior to the exam, ride the entire mountain, in all conditions, at different speeds, in all different weather conditions.
- ❑ Pack a writing implement and a small notebook.
- ❑ Pack your deck, your boots, extra binding parts, and extra gear.
- ❑ Make sure to make all travel arrangements, including transportation and hotel, as soon as you decide where you are taking your exam.
- ❑ Talk to your peers and see what their plans are for exam taking. Having moral support can be invaluable.
- ❑ Talk to your peers who have gone to the exam and listen to what they have to say about the experience.

## **SEASON 2005-2006\***

### **AASI LEVEL II AND III EXAM PRE-REQUISITE INFORMATION**

#### **AASI Courses which WILL count as an exam pre-requisite are:**

All Level 200 Courses (for those going for Level 2); including Exam Clinics

All Level 300 Courses (for those going for Level 3); including Exam Clinics

Eastern Academy

Resort Trainers Program

\* Please check our website each season for the most up-to-date information

# Training Questions

The following questions may help assist in your training as a snowboard instructor, or to help you prepare for an exam. The questions in this portion are meant for you to find information about snowboarding and snowboard teaching, as well as for you to find your own answers and not only learn the information, but to integrate it into the work you already do. In your desire to find more information about snowboarding, feel free to use all the books listed as additional reading, and to post questions on our website at [www.aasi.org](http://www.aasi.org) (via the members forum).

## The Past

- 1) Collect information on early forms of snurfers and snowboards. List 5 similarities and 10 differences between current and past snowboarding technique.
- 2) Where, when, why and by whom was the first snowboard school created?
- 3) Create a timeline for PSIA's involvement in snowboarding. Detail the significant events on the timeline.
- 4) Who conducted the first PSIA snowboard certification?
- 5) Who created the AASI, when and why was it created?
- 6) What is the mission statement of the AASI?

## Riding Concepts

- 1) What is the goal of most first-day snowboarders?
- 2) Explain the difference between the performance concept and the movement concept.
- 3) What does the Y Model represent? Relate its purpose and value to students.
- 4) Find seven synonyms for the word "rotate."
- 5) Collect and list information explaining the movement concept.
- 6) Collect and list information explaining the performance concept.
- 7) Explain the concept of torsional flex. Apply the concept to a turn.
- 8) Construct a chart relating movement to performance.
- 9) Relate the AASI riding levels to the levels used at your resort.
- 10) What is timing? How does timing apply to movement and performance? Give examples.
- 11) What is intensity? How does intensity apply to movement and performance? Give examples.
- 12) What is duration? How does duration apply to movement and performance? Give examples.
- 13) Using both nouns and verbs, list five synonyms for the word "edge angle."
- 14) What is pressure distribution and how is it managed?
- 15) What causes movement in the body?
- 16) What is flexion/extension? What role does it play in snowboarding?
- 17) What is the governing rule of the performance concept?
- 18) Draw the Y Model. Depict the different features of the model on the diagram.
- 19) Relate the general categories of riding to the competitive side of the sport.

## Learning Concepts

- 1) Collect information and describe different factors influencing how the brain works.
- 2) Summarize how physical and social factors influence learning.
- 3) How is information stored in the brain?
- 4) What is the result of strengthened connection between brain cells?
- 5) What is a learning preference?
- 6) Describe three situations in which your ability to learn would be enhanced.
- 7) Describe three situations in which your ability to learn would be reduced.
- 8) How does the amount of structure affect the learning environment?
- 9) What does connection have to do with learning?
- 10) Apply similarities and differences between students who receive information best via visual, auditory and kinesthetic avenues to learning situations.

## Training Questions

- 11) Illustrate how matchers and mismatchers respond to new information.
- 12) Differentiate between an internal and external reference point.
- 13) Describe the differences between someone who is reflective vs. impulsive.
- 14) What is the significance of the “multiple intelligences?” How many are there?
- 15) Distinguish between memory, learning and intelligence.
- 16) Define each type of “intelligence” and give examples of each.
- 17) Describe teaching tactics for appealing to each type of “intelligence.”
- 18) At what age do we stop the development of intelligence?
- 19) How do we offer our clients “variety” when learning?
- 20) How do we offer our clients “choice” when learning?

## Teaching Concepts

- 1) Expand on the three core values and fundamental assumptions of snowboard instruction.
- 2) What are the five ingredients essential for learning?
- 3) What are the three major parts of a lesson? Determine the significance of each part.
- 4) Describe the four elements of an introduction. Give five situations requiring introductions of different lengths.
- 5) In your own words, describe the importance and development of rapport.
- 6) What is movement analysis?
- 7) What are we challenged to do when watching a student move?
- 8) What are reference alignments? How do we use reference alignments in movement analysis?
- 9) What is range of motion? How does range of motion impact movement analysis?
- 10) Explain the concept of scale. Describe or draw your favorite scale.
- 11) What is the goal of the body of a lesson?
- 12) In order for goals to be effective, they must be... Explain each component of an effective goal.
- 13) What is an “action plan?”
- 14) Draw the pattern of teaching. Describe each step.
- 15) Why is the pattern of teaching not a linear progression? Which step comes first?
- 16) What is the purpose of an explanation?
- 17) Illustrate the advantages and disadvantages of the different ways of structuring practice.
- 18) What is feedback? Why is it important?
- 19) What are the purposes of open and closed questions? List four situations when you would use each.
- 20) What is the purpose of a conclusion?
- 21) What is direct instruction, who uses it, and what details need to be considered?
- 22) Illustrate examples of teaching using guided discovery. What makes this different from direct instruction?
- 23) Compare and contrast the two types of guided discovery. List advantages for each type.
- 24) What are metaphors? Provide examples as used in snowboard teaching.
- 25) What is the difference between a habitual and perceptual skill? How is each learned?
- 26) Describe ways to obtain student input used to form goals for the lesson.
- 27) What are the advantages of working with one or two clear, concise goals rather than a larger number?
- 28) What are the elements that produce good demonstrations?
- 29) Cite several things an instructor can do to help students see demonstrations clearly.
- 30) Describe the effects snow conditions can have on an action plan.
- 31) Mental rehearsal, imagery, visualization; how can these concepts help performance?
- 32) Why is individual feedback during the learning process so important?
- 33) Specify the advantages of using the following organizational approaches with a group of students: follow me, class leads, call down, and student pairs.
- 34) Give several ways to pleasantly end a discussion with a talkative student so you can keep the class moving.

## Training Questions

- 35) What are the advantages and disadvantages of competition within the context of a snowboard class?
- 36) What are the advantages of holistic and part/whole teaching? What situations dictate the use of one over or before the other?
- 37) When using the part/whole approach, why is teaching the end phase of a maneuver advantageous?
- 38) Describe two tasks or exercises that improve riding in bumps.
- 39) Describe two tasks or exercises that improve riding in deep snow.
- 40) Describe two tasks or exercises that improve riding on ice.
- 41) In order of importance, arrange four factors you consider in terrain selection.
- 42) Describe several potential disasters resulting from improper terrain selection.
- 43) Give some examples of how terrain can aid an exercise or maneuver.
- 44) What symptoms may become apparent when a student is pushed too fast?
- 45) How may waiting time (lift lines, before total class gathers, waiting for students) be used as learning time?

### Teaching Beginners

- 1) What variables determine how, and in which order, concepts are presented to beginners?
- 2) Describe the different types of snowboard rental equipment available to beginners at your resort.
- 3) Explain some of the benefits and characteristics of effective posture.
- 4) Sequence the basic skills you teach to beginners. Relate the order of this sequence to terrain.
- 5) Explain important lift operating procedures at your resort.
- 6) Why is it important to ride up the lift after your group members have loaded ahead of you?
- 7) What special safety precautions do you take in regards to beginners?
- 8) What are the most important things beginners should walk away knowing?
- 9) What kind of terrain does your mountain have for beginners, and how do you use it to benefit their learning environment?

### Service Concepts

- 1) Identify and define seven synonyms for the word service.
- 2) What is closure? Why is there no single best way to provide closure for a student?
- 3) Describe successful tactics for building memories of a snowboard lesson.
- 4) What are the benefits of students being relaxed?
- 5) Why is it important to “go the extra mile” for a student?
- 6) How can you be a good listener?
- 7) Illustrate signals of being a good listener. How will being a good listener help you and your students?
- 8) What is nonverbal communication? How can we send the right non-verbal signals to our students?
- 9) Illustrate bad forms of nonverbal communication.
- 10) Illustrate good forms of nonverbal communication.
- 11) Cite six distractions that can surround a lesson and interfere with listening.
- 12) Describe some of the “rules of the road” for calming upset customers.
- 13) Why is it important to remain neutral when dealing with an upset customer?
- 14) Speculate on expectations a student may have about a lesson and an instructor.
- 15) List your four favorite restaurants nearest to your home resort.
- 16) List six programs and activities that are available at your resort.
- 17) Record current lift ticket and program prices at your home resort. Do you offer day-care? How much does it cost?
- 18) Describe the snowboard instructor’s role as an ambassador of the sport.
- 19) Discuss five trends that affect the resort industry.

## Training Questions

### Equipment

- 1) What is a snowboard? List and explain the visible parts and characteristics of a snowboard.
- 2) What is the purpose of a snowboard boot? List important characteristics and features of snowboard boots.
- 3) What is the purpose of toe and heel lifts?
- 4) What is the function of orthotics?
- 5) Differentiate between lifts and cants.
- 6) What are the advantages and disadvantages of soft and firm flexing boots?
- 7) Differentiate between the different types of snowboard bindings. List features in order of importance.
- 8) What is the purpose of a highback? In what ways are highbacks adjustable?
- 9) What is the function of camber, reverse camber and sidecut.
- 10) How does the longitudinal and torsional flexibility of the snowboard influence snowboard performance at different speeds and in different snow conditions? Relate to beginners, intermediates and experts.
- 11) Relate snowboard length to rider weight, ability, riding style and conditions.
- 12) Describe the differences in shape as well as construction of a twin tip and directional snowboard.
- 13) Describe different snowboard constructions.
- 14) What factors determine where the edges of a snowboard are sharpened or dulled?
- 15) Distinguish the effects of a flat or slightly convex running surface on a snowboard. Relate to purpose.
- 16) Classify two types of edge bevel and describe the purpose for each.
- 17) Relate stance angles to body positioning on the snowboard.
- 18) Differentiate between the terms stance and stance setup.
- 19) Arrange important factors in determining stance angles, based on their order of importance for you.
- 20) Measure your split. Interpret the significance of that number.
- 21) Cite the important characteristics of your equipment. Justify your choices.
- 22) Identify techniques to prevent equipment theft.
- 23) Explain benefits of snowboard safety equipment.
- 24) Identify important characteristics of snowboard clothing and accessories.
- 25) Summarize the benefits of various materials used in thermal and outside layers of snowboard clothing.
- 26) Why are mittens warmer than gloves?
- 27) Explain the importance and characteristics of snowboard eyewear.
- 28) Classify important characteristics as well as any potential drawbacks of wearing a helmet.
- 29) Make equipment and clothing recommendations for riders of different ability and budget.

### Kinesiology

- 1) Define kinesiology, biomechanics and physics.
- 2) What is the importance of a muscle-joint relationship?
- 3) Differentiate between different types of muscle contractions. Provide snowboarding examples.
- 4) Where is the center of mass of the average adult male, adult female and child?
- 5) Chart the major joints of the body by type (hinge, ball and socket, etc.) and movement possibilities for each.
- 6) What connects bones to other bones?
- 7) What connects muscle to bone?
- 8) Describe the major functions of cartilage.
- 9) What is the function of lactic acid? How is it created and removed from the body?
- 10) Explain the difference between the ankle and subtalar joints.
- 11) What physical laws are relevant to snowboarding?
- 12) What significance does momentum have on snowboarding?

## Training Questions

- 13) Why is there less fatigue in a taller position than a lowered body position?
- 14) What causes bone spurs?
- 15) Identify the groups of muscles of the lower leg.
- 16) What fuel do muscles use in anaerobic activity?
- 17) Relate stance angles to body position and alignment on a snowboard.
- 18) What forces act against gravity's pull in a straight run, a basic turn, and a dynamic turn?
- 19) Describe angular momentum and relate it to a turn on a snowboard.
- 20) Relate the significance of the term tangent.

### General – Technical / Mechanical

- 1) Identify and explain the various movements that you can use to unweight your snowboard.
- 2) Specify the fundamental differences between pivoting and carving.
- 3) Specify the fundamental differences between basic and dynamic turns.
- 4) What is the most important joint in the body for maintaining balance?
- 5) Describe the effects speed and intensity of rotational movements have on the radius of a turn.
- 6) Identify and explain different methods of starting a turn.
- 7) List factors that cause braking, maintaining speed and acceleration in turns.
- 8) Differentiate between stance and posture.
- 9) Describe methods to tighten the radius of the second half of a turn.
- 10) What are the advantages of a higher or lower stance relative to muscle involvement, up-down/lateral movements, quickness and adapting to terrain and snow conditions?
- 11) Define pressure. How does pressure on a snowboard relate to edge angle, pitch of the hill and speed?
- 12) Identify possible causes of losing pressure on the edge of the snowboard in the middle of a turn.
- 13) What causes the snowboard to chatter during a turn?
- 14) Describe specific combinations of movements you can make to vary the degree of edge angle in a turn.
- 15) Relate the placement of maximum edge angle, set in different parts of a turn, to acceleration of the rider.
- 16) As pitch, speed and/or rate of directional change increase in a turn, how does the body effectively adjust?
- 17) How does the line the body takes vary from the line of the snowboard in reference to basic and dynamic turns? Relate each type of turn to short, medium and long radius.
- 18) Discuss potential results of riding on ice using a high and low edge angle.
- 19) Discuss potential results of riding in powder using a high and low edge angle.
- 20) Illustrate the differences in the way you would explain the same movement to students on different types of equipment or riding vastly different stance angles.

### Kids Instruction (ATS-Children's Manual)

- 1) Explain the CAP Model. Why it is an important consideration in children's instruction?
- 2) In terms of the CAP Model, how would a six-year-old's lesson differ from a ten-year-old's lesson?
- 3) What are Piaget's four stages of cognitive development? Relate characteristics observed in students.
- 4) In terms of Piaget, how would a four-year-old's lesson differ from a nine-year-old's lesson?
- 5) Why is it important to know where a child is in their cognitive development?
- 6) How do the processes of reversibility and directionality affect a child's ability to follow directions?
- 7) Discuss the use of visualization when teaching children.
- 8) Explain why playing games is so important in a child's lesson.
- 9) Describe five games/activities you like to use with children and why.
- 10) Explain how a child's center of mass (cm) changes as they mature. Why is this an important consideration when teaching children of different ages?
- 11) Explain why a young snowboarder likes to bend at the waist so much.

## Training Questions

- 12) How does the development of movement skills affect how a child will be taught?
- 13) What does laterality and upper-lower body separation have to do with teaching children snowboarding?
- 14) How can laterality and directionality be confusing to a child in a class situation?
- 15) Identify Gardner's seven intelligences. How can you identify intelligences in children?
- 16) Explain some ways that different dominant intelligences can be addressed within the same lesson.
- 17) Explain or draw Maslow's Hierarchy of Needs.
- 18) Why is it important to address Maslow's Hierarchy in a child's lesson?
- 19) How would you go about addressing Maslow's hierarchy in a child's lesson?
- 20) How would you go about giving feedback to a child?
- 21) How would you go about debriefing a parent on a child's lesson?
- 22) Ask ten of your friends what a child thinks is the most important part of a child's lesson.
- 23) Ask ten of your friends what a parent thinks is the most important part of a child's lesson.
- 24) What is the difference between "I" statements and "you" statements? Why is this important to teaching children?
- 25) What is the policy at your resort concerning the following issues:
  - a) A sick child in your class.
  - b) Hypothermia.
  - c) An accident/injury.
  - d) Wet pants.
  - e) Lost child in a class.
  - f) End of class/ returning children to adults
- 26) Explain why guided discovery is an important tool to use with children.
- 27) For which type of lesson or child would direct instruction work best?
- 28) Discuss special considerations that need to be addressed in terms of children's snowboard equipment.
- 29) How do the principles of Learning Theory and Behaviorism apply to teaching children?
- 30) Explore the impact of positive and negative reinforcement. What works and why?
- 31) Describe successful methods used for motivating children.
- 32) Give four examples of motor response development.
- 33) What are important communication techniques when teaching children?
- 34) How can you modify a presentation to children who may be having trouble?
- 35) What is a prepared environment?
- 36) What are teaching aids? List teaching aids commonly used in snowboard instruction.
- 37) Why are stationary exercises useful?
- 38) How can you help instill Your Responsibility Code in children?
- 39) What are components of successful kid's class organization?
- 40) How can slalom poles be used effectively? Give examples for several levels of snowboarders.
- 41) Give an example of an activity or game, what movement it promotes, and for what age it is appropriate
- 42) What is animism?
- 43) List your three favorite teaching exercises. Modify each to meet the needs of groups of different ages.
- 44) Describe your favorite teaching terrain for beginner children.
- 45) Explain safety considerations when bringing a class of advanced seven-year-olds to steep terrain for the first time.

### Class Handling / Risk Management

- 1) What is risk awareness? What is safety education?
- 2) What role do you, as a snowboard teacher, play in risk awareness and safety education?
- 3) "Safety, fun, and learning." Comment on this phrase.
- 4) List seven points of the "Your Responsibility Code."

## Training Questions

- 5) Describe the shape, color and significance of the signs that comprise the International Trail Marking System.
- 6) Identify several factors that might contribute to fatigue.
- 7) Describe safety considerations for teaching a group to ride trees.
- 8) Describe safety considerations for teaching a group in the terrain park.
- 9) Establish halfpipe etiquette.
- 10) Describe six safety considerations for teaching a group simple airs.
- 11) Illustrate several potential safety hazards that might be present on the average slope or trail.
- 12) Give five safety tips that might be **specifically** appropriate for a novice class.
- 13) Give five safety tips that might be **specifically** appropriate for a very advanced class.
- 14) What are the symptoms of fear in students? What are some causes of fear and anxiety?
- 15) What do you do to help a student overcome by fear on the slope?
- 16) If a student is injured in class, what procedures does your resort recommend you follow?
- 17) What are the symptoms of frostbite? Comment on prevention and treatment.
- 18) What are the symptoms of hypothermia? Comment on prevention and treatment.
- 19) Give potentially dangerous stopping places on the slopes to be avoided whenever possible.
- 20) List five ways to organize a class on the slope. Relate the level of the class to the type of class organization you would use.

### AASI - PSIA – ASEA - Snowboard Industry

- 1) When was the PSIA formed?
- 2) When was the AASI formed?
- 3) What is ASEA?
- 4) When was it formed?
- 5) What is the relationship between the ASEA and the AASI?
- 6) What is the mission of the AASI?
- 7) How many Divisions form PSIA? What is the basis for the divisional structure?
- 8) How does the AASI interact with the PSIA Divisions?
- 9) How many Regions are there, if any, in your division?
- 10) Describe your responsibilities as a recipient of discounted equipment based on your status as a pro.
- 11) What opportunities do you have to interact with the snowboard industry at your resort?
- 12) List the shops at or closest to your resort where you send students to buy equipment.
- 13) What equipment do you recommend most often?
- 14) List the shops at or closest to your resort where you send students to get their equipment tuned.
- 15) When are manufacturers doing equipment demo days at your resort this season?
- 16) How have snowboard technology and snowboard technique influenced one another over the years?
- 17) What do the following acronyms stand for? What importance does each group have in the snowboard industry?
  - a) FIS
  - b) ISF
  - c) USSA
  - d) USASA
  - e) NSAA
  - f) SIA
  - g) NSP
  - h) ISIA
  - i) BASI
  - j) CASI
  - k) IMSIA

**AMERICAN ASSOCIATION OF SNOWBOARD INSTRUCTORS  
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