

1. What are the rules of Your Responsibility Code?
2. Please correlate Maslow's Hierarchy of Needs with the concept of Safety, Fun, and Learning.
3. What are some ways to help someone down a run when fear has taken over?
4. List five elements of safe riding in backcountry/avalanche conditions.
5. What are the main points of the Smartstyle program? List three more that you think should be added to the list. Why?
6. How do you balance the need to challenge high end school groups with the need to practice safe riding?
7. List three ways you can limit injuries when teaching in icy conditions.
8. What are three advantages of wearing helmets?
9. How can modern high backs be adjusted?
10. In general, what types of structure are effective in which types of snow temperatures?
11. List and define three different types of camber. What are the advantages and disadvantages of each?
12. How should a snowboard boot fit?
13. What are the advantages of custom orthotics?
14. What is a consistent method for determining stance width in new riders?
15. What is "magnatraction"? What are the advantages and disadvantages?
16. List eight ways flexion/extension movements can change a board's performance.
17. Which joints in the body flex and extend to create board performance changes?
18. Which joints in the body rotate to effect our board?
19. Using turn phases, describe the flexion/extension leg movements for a rider performing short radius "cross-under" carved turns.
20. What is a "center of mass"? How might it be different between adults and children?
21. How does AASI define turn shape?
22. In what types of terrain/snow conditions would each turn shape be appropriate?
23. Provide four examples of when and how t-flex can be used in efficient riding.
24. What are the body movements needed to reduce, if not eliminate, "chatter" during a heel side turn on steep blue/black terrain for an advanced rider?
25. In what circumstances would you focus on teaching pressure instead of twist for an upper level student? (non-freestyle focus) Why would pressure focus be more effective?
26. If you find yourself "slamming on the brakes" on your heel edge while riding steep trees, what could you do to have more flow down the fall-line?
27. You have a student who can already do a 50/50 on a box but wants to learn board-slides. What skills/drills must this student complete in order to accomplish their goal? Why?
28. While riding switch bumps in the zipper-line, briefly describe how the body moves through the reference alignments for each turn. Where is it effective to be out of alignment? Why?
29. Describe a heel side squirt turn using TID.
30. Explain the differences between rotation and circumduction.
31. Explain the 3 planes of motion.
32. Compare and contrast angulation vs. inclination.
33. How is a tabletop jump different from a superpipe in terms of ATML?
34. How would the Q-angle influence a female rider's performance?
35. Discuss the pros and cons of counter rotation.
36. What are the four elements of a lesson introduction? Describe how you would apply them to a 3 hour group lesson of six intermediate "tweens".
37. Describe four different class management techniques.

38. What is the difference between an open and a closed question? Give three examples of when you would use either type to assist with feedback given to a student.
39. When do you use direct instruction vs. guided discovery to facilitate learning in your students? Provide two examples for each teaching style.
40. What are two different methods of guided discovery while teaching? Give an example of how you would apply each to a group of 8th graders in a first time jumping (catching air!) lesson.
41. How do you apply T.I.D. when teaching a beginning carving lesson?
42. What is an Action Plan?
43. Explain five different ways of providing effective feedback.
44. What are some of the AASI guidelines for hands-on teaching?
45. In general, what talk vs. ride ratio do you think is most effective when teaching snowboarding?
46. Why are our time management skills critical for our student's success?
47. Utilizing the AASI NRM Task List, develop progressions for various lesson goals.
48. What are your strongest learning and sensory preferences? Why? Recall a personal learning experience when your strongest learning preference was used to convey a point.
49. You just got booked for a "mommy & me" beginner lesson. Mom is in her early 40's and her son is in second grade. What are some of the Cognitive, Affective and Physical differences you might observe through the course of your lesson? Describe three each for C, A, &P.
50. Define the four parts of the Learning Process.
51. People are at risk when they learn. This risk may be physical, social, emotional, intellectual or spiritual in nature. How can this influence their ability to learn? Give one example for each risk.
52. Give two in depth assessments of how to develop a 13 year old female's profile. What are two ways to tailor your lesson based on this information?
53. Describe how excessive verbal description can adversely effect a primarily kinesthetic type of learner?
54. At what age do individuals normally reach the "listen to your conscience" stage of moral and cognitive development?
55. Provide your interpretation for the following statement:
"Between paralytic fear and lack of interest we can provoke motivation, interest and awareness".
56. You're teaching a group of three solid intermediate riders. It's a cold morning, the snow conditions are hard and the groomers left some funky ridges between their tracks. This causes one of your clients to fall. She blames the "icy conditions and crappy grooming." The other students agree. What do you say and do?
57. Once again your rental shop messed up. You notice that your client's feet are not centered on his board: there's a three inch overhang on the heel-side and a half-inch on the toe-side. Utilizing the Thomas-Killeen Conflict Mode, describe five methods for resolving this conflict.
58. Your 4th grade client walks out to meet you. You see that he is wearing jeans, no goggles or sunglasses, and wool mittens. You ask some questions and find out that he just flew in from Florida late last night, has never seen snow before and had a cookie for breakfast. Referring to Maslow's Hierarchy, describe how you would attempt to meet his needs.
59. List five ways (at least two non-verbals) you make your client feel welcome before, during and after her lesson.
60. You're riding with a group of blue turners to catch lunch together, when you notice another coach struggling with a group of beginners. The instructor seems focused on one student on the ground, while her other three clients are spread out all over the

slope. How do you handle the situation? Why?

61. At what age should a child begin to snowboard and why?
62. How can you enhance group dynamics in a children's lesson?
63. How would your teaching differ for a group of 8 year olds vs. a group of 13 year olds? Provide four examples.
64. What are five games you play with your students and what do they accomplish?
65. What are Piaget's stages? Give an example of a student in each stage during a snowboard lesson. What are the indicators?
66. How would the cognitive development of an adult differ from a kindergartner when navigating a busy lift line?

