

AASI-NRM Take Home Written Exam Level II

This “take home” style of written test has been developed in order to meet several needs that were prompted by exam candidates to more effectively assess their full knowledge in a less stressful environment. This test will take some time to complete, it will however, make an excellent study tool. Avoid the temptation to use this test as the only study tool in preparation of taking the on-hill exam, as there will still be verbal quizzes during the on-hill portion.

As an examining team we feel that this test allows you, the candidate, the opportunity to demonstrate both your knowledge and your willingness to commit to the education/development process. As such the responsibility is yours, to put forth the amount of effort you feel appropriate.

You are not expected to be able to answer all the questions from memory, in fact you are encouraged to use all resources at your disposal to research your answers. We assume a certain amount of “answer comparison” and “consulting” may occur, however, we trust that each candidate will make the effort to develop individual responses and in doing so will have experienced an effective level of learning.

If at all possible, please type your answers, and take the time to develop concise responses. Resist the temptation to simply regurgitate sections of the manuals. This is good practice for carefully choosing your words to deliver a brief and effective message, (as a good instructor should).

Hints:

In answering these questions use your own experience, and challenge yourself to develop original and creative responses to the information requested.

After reading each question you can look at the number of points to evaluate how much information is being requested. For example:

Describe three learning preferences and an example of how each could be accommodated in a lesson. [6]

Three points for describe and one point for each example.

In other words, don't waste time writing lines and lines for a one point question, or only write a couple of lines for a question worth 16 points.

Finally, we truly understand that not all candidates are confident in putting pen to paper and expressing their thoughts, it is after all, part of our teaching philosophy to accommodate the individual learning styles of students. However, as a professional development organization we are obliged to ensure a broad based and well-rounded certification process. As such incorrect grammar, spelling and structure will not be held against candidates, as long as the message is delivered. Effective use of descriptive diagrams, bullet notes etc. instead of wordy paragraphs is good as long as an understanding is demonstrated.

A bit about you.

1. What attracts you to instructing snowboarding?
2. What has been your most enjoyable and un-enjoyable teaching experience? Please explain why.
3. Based on (a), your personality, and (b) knowledge you have learned through AASI, please list two things you feel you have to offer your students.

Teaching/Learning

4. List three teaching skills or concepts you utilize while teaching. Describe how they improve your lessons. (3 pts.)
5. Describe two observations and two questions that might give information to an instructor about a student's ability level before observing them ride. (4 pts.)
6. Harish is an instructor in his third year at a resort. When he arrives for his lesson assignment, his supervisor Bob tells him, "you had a private request lesson, but we are understaffed today. I had the sales desk call your student to reschedule the private lesson for a different day. I need you to take this group of twelve 8-year-olds instead." Match the possible responses Harish could say to Bob, with the name of the conflict management method. (5 pts.)

Response	Method
a) "What!? A private request is the best gig there is. I sold that lesson. This is BS!"	
b) "If I am your best option for the 8-year-olds, I'll do it. I'll check back afterwards to see if the private lesson got rescheduled."	
c) "OK!" (while thinking "Man, I need the boost to my paycheck that private would have given me. 8-year-olds don't tip.")	
d) "Bob, I need some help financially. Could you make up the difference in pay between a group lesson and a request private? That private-lesson student is a good customer. Could you cut them a discount for the inconvenience of rescheduling? I'd like to meet with you later to come up with incentives to get those 1st-year instructors here when you need them."	
e) "I'd be willing to teach whatever lesson you want me to on Saturdays if I could dedicate Sundays to teaching my private request clients."	

7. Describe two ways for each of the following ages, six, ten, and fifteen year old, you would approach teaching toe-side garlands. (12 pts.)
8. List the 8 multiple intelligences & their characteristics. (8 pts.).
9. Create three different progressions with each accentuating a multiple intelligence for guests who want to master carving on blue runs. (12 pts.)

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10. You want to help your students 'push their limits.' Should you start with a challenging task or challenging terrain, or both? Give three reasons to support your answer. (4 pts.)
11. What are three "smart" things you would cover when introducing a student to a terrain park? (3 pts.)
12. Give six examples of how an instructor or guest uses effective listening skills. (6 pts.)
13. List the repetitive series of steps that should be covered for each exercise or task in the body of a lesson but can be taught in varying order. Describe the significance of each and the potential result if any are omitted repeatedly. (12 pts.)
14. How do you build a positive learning environment? (5 pts.)
15. Referring to **Fig. 1**, discuss how you would present information to these students. (6 pts.)
16. What does the following statement mean to you and how would it affect or influence your teaching? "Learning is not attained by chance; it must be sought with ardor and attended to with diligence." (3 pts.)
17. Considering the CAP model, what are three differences each for "C", "A" and "P" between men and women. (9 pts.)
18. Describe the Q-Angle. (1 pt.)



Fig. 1

19. Teaching split ability lessons is a reality of snowsports instruction. How would you manage a group of nine ten-year-olds of which five are linking turns tentatively and four are heel falling-leafers? (5 pts.)
20. Define "Your Responsibility Code." Explain how you incorporate each rule into your snowboard lessons. (14 pts.)

Riding

21. Your student asks you, "What do you mean when you say my turns are open and I should close them?" Clarify the difference and give two benefits of closed turns. (4 pts.)
22. What is the Y Model? (4 pts.)
23. Explain how a rider could use circumduction movements when negotiating moguls. (4 pts.)
24. Avalanches occur most frequently on slope angles of: (1 pt.)
 - a) below 15 degrees
 - b) 15 to 30 degrees
 - c) 30 to 45 degrees
 - d) 45 to 60 degrees
 - e) above 60 degrees
25. Is a rider facing uphill or downhill when executing a front board slide on a box? (1 pt.)
26. In what ways can a board be influenced by the rider attached to it? (4 pts.)
27. Give an example of how you would utilize each of the three reference alignments when teaching a rider who is counter-rotating to initiate edge changes on steep blue runs. Provide three different progressions. (15 pts.)
28. Describe the function and relationship between bones, muscles, tendons and ligaments. (8 pts.)
29. How do you remove burs from and sharpen your edges? (4 pts.)
30. What are three critical things to consider when mounting bindings on a board? (3 pts.)
31. Why is a "wide" range of motion important in snowsports? (2 pts.)
32. What were the three snowboard events held in the last Olympic Games? (3 pts.)
33. Who is credited with inventing the first snowboard? (1 pt.)

Service Concepts

34. Define the levels of Maslow’s Hierarchy of Needs. Describe how you meet these needs in a lesson by giving two examples for each of the first four levels. (13 pts.)

35. Trust can be inadvertently or unintentionally weakened with inappropriate words, actions or body language. What are four ways that good instructors generate and maintain a guest’s trust throughout a lesson? (4 pts)

36. What are the ABC’s of service? (3 pts.)

37. Match each instructor behavior with the guest perception most likely to result: apathy, unimportance, the ‘runaround,’ too complicated/slow. (9 pts.)

Instructor Behavior	
Never using guest’s name	
Wearing tattered, taped pants	
Having a group of 10-year-old never-ers go upstairs to listen to a lecture, go downstairs to rental shop for boots and board, put board outside, go upstairs to put boots on, go downstairs to find board outside, go to a colored flag, then wait for some instructor.	
Telling a guest they should be in a lower group	
Making a guest go back to the rental shop because their equipment is broken	
Telling a potential client, who had never been to a resort, to “make sure you have a helmet, goggles, gloves, good socks, snow pants, coat, moisture wicking base layer, insulating layer, water, snack, sunscreen, ...”	
Making racist or sexist comments	
Telling a student to go back to the Sales Desk to sign a liability release	
No eye contact when meeting the guest	

38. What are five components of a great conclusion in a snowsports lesson? (5 pts.)

Movement Analysis

39. Can a rider twist her board to initiate a toe turn using plantar flexion, dorsiflexion, or both? Explain your answer. In terms of center of mass (CM) what will you see with each choice of movement? (8 pts.)
40. How are the words timing, intensity, and duration used to assist in describing movements throughout a turn? (3 pts.)
41. Describe three methods/tools for observing, evaluating and describing a student riding down a hill. [3]
42. Perform M.A. on yourself! Utilizing action/reaction per turn phase, analyze yourself when making short radius dynamic skidded turns on off-piste black terrain.
43. Describe effective movements per ATML needed to complete a frontside 180 off a small jump. (4 pts.)



Figure 2

44. From the “snapshot” images in **Figure 2**, describe the two riders in terms of a) turn type, b) reference alignments, c) estimated board behaviors (16 pts.)

Folks, we hope you had fun 😊, AASI-NRM Examiner Team