

AASI-NRM Level III Written Test

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 significant time to complete. It will, however, make an excellent study tool. Avoid the temptation to use this test as your only study tool in preparation for taking the on-hill exam, as there will 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. Rather, 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 responses individually. In doing so, you will experience 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.

Hints:

In answering these questions, use your own experience and challenge yourself to develop original and creative responses that 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]

One point for each learning preference described, and one point for each example, equals 6 points. So, don't waste time writing lines and lines for a one point question, and don't write only a couple of lines for a question worth 16 points. There are 308 total points possible.

Finally, we understand that not all candidates are confident in putting pen to paper to express their thoughts. It is part of our teaching philosophy to accommodate the individual learning styles of students. However, as a professional development organization we are obliged to provide 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 of the topic is demonstrated.

Note: Completed tests need to be sent to two email addresses.

director@psia-nrm.org
snowsoil@hotmail.com

If you are having difficulty with a question, and would like help, please send your best effort answer and we can have one of the clinicians help you. Please note that our ability to help becomes more limited as we get closer to the submission deadline.

A bit about you.

1. What draws you to teaching 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 gained through AASI, please list two things you feel you have to offer your students.

Teaching [308 points]

4. List two AASI Teaching Concepts you implement while teaching. [2]
List two AASI Learning Concepts you implement while teaching. [2]
Describe how each of these concepts improve your lessons. [8]

5. How do you use the concept of teaching the whole person” in a lesson? [6]

6. How would you predict these two beginner students, age 5 and 10, to interact
 - a. with each other [2], and
 - b. with the instructor? [2]Refer to Figure 1
 - c. How would you teach this group, factoring their difference in age? [12]



Figure 1

7. Why is it important to build effective “learning pathways” for students? [2] How do you develop a pathway to help you teach your lesson? [5]
8. List five questions you would ask or observations you would make during your initial assessment. How would you use the new information in your lesson? [10]
9. How can a student’s emotions during a lesson affect the learning experience? [4] How would you make your lesson memorable? List four. [4]
10. Recall when 4 sensory perception cues were incorporated in a lesson. [8]

11. Describe five AASI Teaching or Learning Concepts demonstrated by the instructors and students in these lesson scenarios. [5] Refer to Figure 2.



Figure 2

12. You are the instructor of the student in Figure 3. Describe two ways your lesson would be influenced by this student in each of the following:

- Teaching concepts [2]
- Equipment [2]
- Physical development [2]
- Mental development [2]

13. How would you use the knowledge that a student was a BMX racer and a skateboard half pipe rider while introducing:

- bump riding [4]
 - tree riding [4]
- (Please give two examples for each).

14. Describe either a side-slip or a board-slide on a rail, using each of seven multiple intelligences. [14]



Figure 3

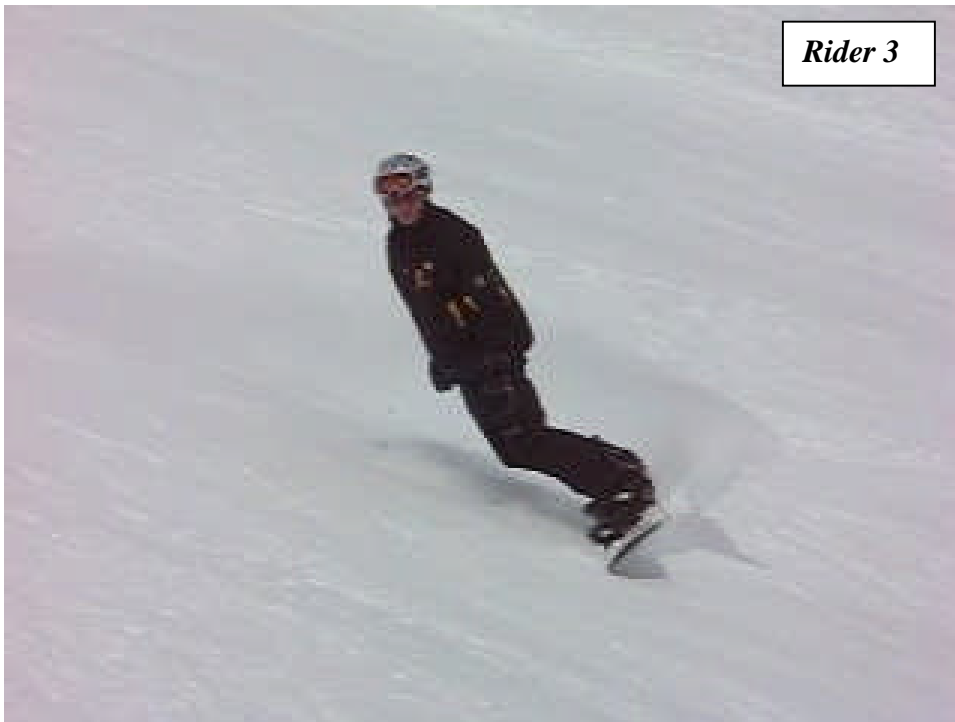
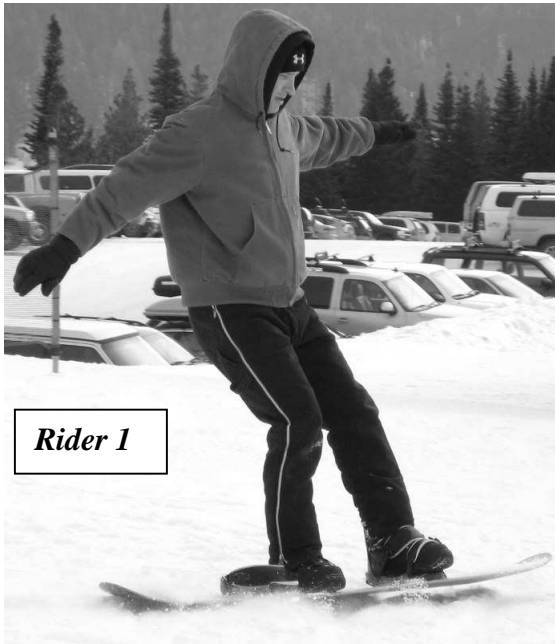
15. What are the 3 parts of a lesson? [3] Do these parts need to be in a specific order? [1] Within these three parts what are the key elements? [12] Do these key elements need to be in a specific order? [1] Briefly, give an example of how you include each element in your lesson. [12]

16. Why is trust so important in a lesson? [2] Describe four important ways in which you develop a trusting relationship with your students. [4]

17. Describe five ways in which you include safety education in your lesson? [5] (The responsibility code counts as only one☺) What is the reason for safety education and making your student aware that you take their safety into consideration? [4]
18. Describe your personality style according to Jung's Functioning Types. [4] Why do you fit in to these categories? [4]
19. Relate the progression of developmental stages, otherwise known as the "Levels of Understanding" (Core Concepts, p44), to your own participation in the AASI certification process. [12] In which stage do you see yourself as a level III candidate?
20. According to "In the Yikes Zone" (quoted in the Core Concepts), what does the phrase "Play with the point of failure" mean to you? [4]
21. Given the scenario of a rider hopping (both feet simultaneously, i.e. not an "Ollie"), describe three different contractions of muscles. Provide a muscle group for each contraction type. [6] Give three examples of ineffective contractions of muscles which caused the rider to lose balance and/or control. [6]
22. Consider two riders coming down a slope making the same type of turns. One is more experienced than the other, and it shows. Why would the energy expended by each rider be different? [3] Why is our awareness of this factor important in monitoring the safety, fun, and learning of our students? [3]
23. Describe 5 ways you might teach leg movements in an advanced board lesson. [10]
24. Describe ways body movements in X, Y, and Z components influence board performance in a dynamic turn on groomed snow. [6]
25. Using T.I.D., contrast the body movements used in dynamic "powder" turns with the turn above. [6]
26. What are the pros of teaching with Reference Alignments on steep terrain? [2] What is one potential drawback? [1] How does each RA influence the outcome? [3] What is the effect when each RA is missing? [3]
27. When do you begin assessing your student? [2] List ten pieces of information (things you'd like to know) about the student that will help you in building an accurate student profile. [10]
28. In a lesson, why would you use T.I.D. to describe movements? [4]

- 29. Your students are comfortable making skidded turns on Green terrain. You decide to take them to their first Blue run. Describe four potential changes in their riding you might observe, and some tips for learning control. [8]**
- 30. Use T.I.D. to describe body movements throughout a front-side 180 nose butter? [6]**
- 31. Evaluate the TODA and ATML models. In what circumstances would you use one in preference over the other? [8] How could both be used in the same situation? [2]**
- 32. Name and describe (in relation to the CM) two ways to change edges when initiating a dynamic turn. [4] What are the pros and cons of using each of these turns in the bumps? [4] In what other conditions would we use one over the other? [2]**
- 33. For each rider pictured in Figure 4, describe and analyze:
 - a. turn style [3], turn shape [3], and phase of turn. [3]**
 - b. Reference Alignments (as seen in the photo). [9]**
 - c. anticipated movements throughout the body to initiate the next turn, (What is the rider going to do next?) [9] and**
 - d. the impact these movements will have on the board during transition to the next edge. (What will the board do next?) [12]****

Figure 4



**That's all.
Thank you for giving your best effort.
Happy endings.**

