AASI-I SNOWBOARD EDUCATION AND **LEVEL 2** CERTIFICATION

This Level 2 Research Project is valid for the 2016 – 2017 Season ONLY

Instructions:

1. Completed projects must be typed and either emailed to admin@psia-i.org, faxed to 801-942-7837 or received by the PSIA/AASI office no later than 21 days prior to your 2nd mandatory Clinic.

2. All submitted research projects must be emailed, faxed or mailed to the PSIA/AASI office and must include the following information:

Full Name: _____

Home Resort: _____

Current AASI Certification Level: _____

Research Project Submission Date: _____

Name of Trainer(s), AASI staff member(s), etc. with whom you reviewed your project answers with:

_____

3. Ultimately, a passing grade research project must be turned into the PSIA office at least 14 days before your on-hill exam, to be eligible to take the on-hill exam.

Important Information (It is in your best interest to read this section):

- The questions and your answers contained in this written assessment may be used during portions of the on-hill exam. Make sure each answer is your own.
- Three of the ten questions will be selected at random for grading, one from each of the two sections and a third from either section below. Make sure you give the appropriate amount of attention to each of your answers to the questions.
- The on-line research project can be taken as many times as needed to obtain a passing grade and research project fees will apply for each attempt. Questions on subsequent research projects and those that are graded may or may not change. Research projects may take up to 10 days to grade, so plan accordingly.
- Make sure you allow enough time for subsequent research project attempts if you think you may need it.
- The candidate should prove that they know the definitions of, application of, and the underlying theories related to each question.

Suggestions:

- Spend at least a couple of days thinking about and researching the appropriate answers to each of the questions. Give each answer the appropriate amount of research, thought and consideration before giving concise answers.
- Be sure to provide enough detail to make sure each question is answered completely.
- Use AASI & PSIA materials, AASI staff, the internet, training directors, peers, and experienced instructors as resources for answering these questions.

Section #1

1. Based on differences in physiology, describe how and why each of the board performance concepts are utilized differently by a 7-year old and a 35-year-old snowboarder. Describe the movements required (the how) and the reason for making the movement(s) the way that they do (the why) to obtain the resulting board performance on each rider's heel-side turn.

a. (Performance Concept #1 & Description) -
(7 yr old - how) -
(7 yr old – why) -
(35 yr old – how) -
(35 yr old – why) –

b. (Performance Concept #2 & Description) -
(7 yr old - how) -
(7 yr old – why) -
(35 yr old – how) -
(35 yr old – why) -

c. (Performance Concept #3 & Description) -
(7 yr old - how) -
(7 yr old – why) -
(35 yr old – how) -
(35 yr old – why) -

d. (Performance Concept #4 & Description) -
(7 yr old - how) -
(7 yr old – why) -
(35 yr old – how) -
(35 yr old – why) –

e. Describe and expand on 2 different teaching styles you might use to teach each of these unique students.

2. Given two identical snowboards, except that one has an 8m-radius sidecut and the other has a 10m-radius side-cut, during a carved turn, how would you make the 8m board make larger turns than the 10m board and how would you make the 10m board make smaller/tighter turns than the 8m board? Discuss all 4 board performance concepts in your answer.

3. Movement Analysis and Subsequent lesson plan

Background – An adult male rider shows up to your school looking for a three hour private lesson. He is assigned to you and says to you "I have taken 1 full day group lesson before and have ridden a total of 3 full days, all this year. Please help me become a better rider."

Review the video at: http://youtu.be/QRHdqapFqao
(YouTube Channel = AASIIntermountain, Adult rider with red jacket linking turns)

a. Provide a complete and detailed movement analysis on the rider using AASI terminology and the 4 board performance concepts in your answer, with a strong emphasis on cause and effect relationships.
b. Design and describe a lesson plan for the rider, i.e. how you will spend the next three hrs with this student.
c. Discuss the human elements that should be considered in the movement analysis process. Describe and give an example of how you would address each of the following points in your teaching process.

   i. Giving feedback
   ii. Teaching methods
   iii. Cognitive aspects
   iv. Affective aspects
   v. Physical aspects

4. a. Explain within the form below how and why the adjustment of binding stance (Width, Angles, Longitudinal Placement, Forward-lean) affects each of the 4 board performance concepts (Twist, Tilt, Pivot, Pressure).

Answer Form	**Tilt:**	**Twist:**	**Pivot:**	**Pressure:**
Width:	I.e. changes in width (too narrow / too wide) affect ability to tilt "how" because… "why"			
Angles:				
Longitudinal Placement:				
Forward Lean:				

5. Personal riding feedback question:

Question Staging:
1. Find a slope or run in which you would consider challenging for you to ride and one in which you can link together at least 8 turns.
2. Get a staff trainer, AASI Level 3, DECL, etc. to perform a detailed movement analysis on you riding that slope, preferably multiple times from multiple angles. If possible, have somebody take video of you on the slope and analyze that as well.

Questions
1. Describe in detail the slope that you chose, i.e. the pitch, terrain, snow conditions, etc., and the name(s) of who provided feedback for you.

2. Using AASI terminology, the 4 board performance concepts, and body movement patterns, describe in detail how you rode down the slope. Describe the feedback that you received.
3. Using AASI terminology, the 4 board performance concepts, and body movement patterns, describe in detail how an AASI Level 2 rider should look and efficiently ride the slope that you chose, e.g. "the goal".
4. Based on your responses to questions 1 – 3, build and describe an action plan to close the gap between your riding and the desired outcome described in part 3. (Hint: If no gap occurs, choose a more difficult riding situation.)

Section #2

6. In detail, describe how and why you set up an effective teaching progression. Provide two detailed examples (1 beginner and 1 intermediate) of progressions you may use. Include student make-up in your approach.

7. Discuss the different ways in which you, as an instructor, can influence return business to your resort. Expand on and discuss at least three specifics within each of the following topics:

a. Reasons why people do and do not come back to resorts
b. Equipment rental
c. Things you can do to influence return business
d. Handling of groups with the mountain environment – pacing, preparedness, and other risks facing students

8. a. Describe three specific terrain or riding features you are likely to encounter in a terrain park and how able riders should safely navigate these features. Your answer should describe the shapes of the features, etiquette used in the terrain park and the appropriate safety concerns specific to each feature.

1. Feature, Description & Safety Concerns:

2. Feature, Description & Safety Concerns:

3. Feature, Description & Safety Concerns:

b. List and describe at least three things that you cover with a group of students before riding through a terrain park.

c. List and define your responsibility code and the smart style code specific to terrain parks.

9. Define and use the C.A.P model to compare and contrast the development of kids vs. adults with an introduction of new skills. Include in your discussion how it differs with different ages of kids. Describe how you as an instructor use your knowledge of the C.A.P. model in your lessons. Give four examples.

10. Define and discuss at least 6 aspects of the teaching cycle while providing personal examples of how you use each aspect within your own lessons. Include in your answer a discussion of Maslow's hierarchy of needs, the SCARF model, the VAK model and how you go about setting and evaluating lesson goals.