



SNOWBOARD LEVEL 3 CERTIFICATION STUDY GUIDE

Use this study guide to help you prepare for your Level 3 Certification Preview Clinics and Exam. Learn as much of this information as you can on your own then team up with other instructors to study and review together. Both the written and on-snow parts of the Clinic and Exam are represented in this study guide information. Be prepared to discuss any of the information in this guide. If you are unsure of any answers bring the topic up to your clinic leader at the event.

1. What is AASI and when was it started?
2. How many divisions are there in PSIA-AASI and what are they?
3. How many states are in the Rocky Mountain division of PSIA-AASI?
4. How do members vote for divisional representatives?
5. Know the Responsibility Code and how it is used in lessons at all levels.
6. How do you get your students to be aware of and practice “The Code” in their freeriding?
7. What are ways to create a “Slam Free” lesson?
8. Do you know the accident procedure on your mountain?
9. Why is it important to follow these procedures?
10. What are cartilage, ligaments, tendons, and muscles and how do they work with movement?
11. What is the difference between skeletal structure and muscular structure in riding performance?
12. Know the difference between hinge joints and ball socket joints.
13. What are the Fundamental Movements of snowboarding?
14. What are the STS board performance concepts?
15. How do we use goals in an effective lesson plan?
16. Describe Feedback and how we use it in a lesson plan.
17. Explain the Movement Analysis Process and OEP
18. Know how to use MA in any level of lesson.
19. How do we use the MA Process in developing a lesson plan?
20. How can we use deflection in snowboarding both in a positive and negative situation?
21. Why would you put lifters on a snowboard?



22. Know and understand various tuning and waxing techniques.
23. Understand the effect of binding angles and placement can have on board performance.
24. Know the structure of the knee, how it works and does not work.
25. How do muscles contract?
26. What are Piaget's Stages of Development?
27. What is the CAP Model and how do you apply it in your lesson?
28. What is Maslow's Hierarchy of Needs?
29. What is the difference between instructor centered teaching and student centered teaching?
30. What is the TID concept, how would you teach it in a lesson and how do you use it in high level riding?
31. What is dynamic balance?
32. What is the difference between an adult and a child's Center of Mass?
33. What are the concepts of STS?
34. How do you keep a group of students that are not the same levels together and having fun?
35. Describe ways a large (15+) group can be taught.
36. Know several ways to check for understanding in a private and a large group.
37. Know how to recognize and understand the Multiple Intelligences.
38. What are the types of motivation and how are they assessed?
39. What are the symptoms of fear and how is a fearful student handled?
40. What are primary ways people receive sensory information in snowboarding?
41. What is the difference between an exercise and a progression?
42. What are the four stages to the AASI Motor Learning Cycle and how do we use it in a lesson?
43. Know examples of how terrain can aid in an exercise.
44. What are ways to reduce risk to a student?
45. What are the roles of the instructor in customer satisfaction?
46. What is momentum? How do we use it to our advantage?



47. What is Newton's Third Law of Physics and how does it relate to snowboarding?
48. How can a rider's movements change or not change in various snow conditions?
49. How do we know when to move students to more challenging terrain?
50. What are the pressure control movements?
51. What can flexion/extension do for board performance?
52. What can flexion/extension do for physical balance?
53. What can rotation do for board performance?
54. What can rotation do for physical balance?
55. What is the difference between counter and counter rotation?
56. How is rotary used in a dynamic carved turn?
57. How is rotary used in a skidded turn?
58. How is edging used in a skidded turn?
59. What are different ways to control your speed?
60. How can you control your speed in the bumps? Steeps? Trees?
61. Know several different freestyle tricks that you can perform safely and be prepared to teach at least one.
62. Why do we want to teach freestyle maneuvers in our lessons?
63. Why do we need extra safety precautions when teaching freestyle?
64. When do we take a student into the terrain park?
65. What is the difference between a low intensity skidded and high intensity skidded turn?
66. What is the difference between a low intensity carved and high intensity carved turn?
67. How do you work with a student on inappropriate equipment?
68. What defines appropriate equipment?
69. What are the Reference Alignments and how do they adjust with snow conditions? Terrain? Dynamics?
70. What is the difference between Split, Pronation and Supination?
71. Learning is influenced by physical and social factors. What are those factors?



72. What are the elements of board design?
73. How do board design elements affect performance?
74. What is chatter? What are reasons a board chatters?
75. What is base structure? How do you structure a board's base?
76. What are beveled edges?
77. How do beveled edges affect board performance?
78. When do we use closed and open questions?
79. Describe the difference of mental anticipation and physical anticipation?
80. What are the possible movements necessary to tilt a board?
81. What are ways that twist can be utilized in a turn?
82. Identify a successful lesson vs an unsuccessful lesson.
83. What is the difference between torsional flex and longitudinal flex?
84. How do we identify cause and effect relationships in snowboard movements and board performances?
85. How can we identify Cause and Effect Chains and how do we use them?
86. What are the 6 task descriptors and how do they apply to describe a turn or task?
87. Know the differences between Most Extended at Edge Change, Most Flexed at Edge Change and Retraction.
88. Know that Most Extended and Most Flexed at Edge Change are NOT the same as Crossover and Crossunder.
89. "Define the Topic, Movement Options, Pros and Cons and Applications."
90. Remember you should be ready to teach any topic, at any resort, in any snow condition. Versatility.

Know Definitions for These Additional Terms:

Inversion, Eversion, Dorsiflexion, Plantar Flexion, Asymmetrical, Directional, Momentum, Deflection, Absorption, Progressive Movements, Progressive Edging, Hypothermia, Camber, Cants, Chatter, Effective Edge, Sidecut, Freestyle, Freeride, Flexors, Slipping, Sliding, Skidding, Carving, Garlands, Anticipation, Cognitive, Fakie, Switch, Fall line, Lateral learning, Inversion, Eversion, Medial, Concentric, Isometric and Eccentric Contractions, Tilt, Twist, Pivot, Pressure

Recommended Reference Material: The AASI Snowboard Technical Manual, AASI Snowboard Teaching Handbook, Core Concepts for Snowsports Instructors Manual, and PSIA-AASI Children's Instruction Manual