

SNOWBOARD LEVEL I RIDING & TEACHING

Exam Assessment Sheet

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Pass	🗌 Fail

STICKER

A SCORE OF 4 AND ABOVE EQUALS A PASSING SCORE	

- □ 6 = Essential elements appear continuously at a superior level.
- **5** = Essential elements appear frequently above required level
- 4 = Essential elements appear regularly at satisfactory level.
- □ 3 = Essential elements appear but not with consistency.
- **2** = Essential elements are beginning to appear.
- $\square 1 = \text{Essential elements were not observed or not present.}$

Riding Feedback and Goals: (See back for additional information)

A Level I Instructor is able to comfortably ride all green and moderate blue terrain. They possess the ability to affect the performance outcomes of Tilt, Twist, Pivot, and Pressure Control, separately and in blended fashion when performing designated riding tasks. They are able to vary timing, intensity and duration of movements to produce the desired outcomes on terrain and at speeds appropriate to the beginner zone, and into the intermediate zone.

Teaching Feedback and Goals: (See back for additional information)

A Level I instructor's directions are clearly stated as they relate to general beginner zone outcomes. They can observe and describe the riding fundamentals as performed in beginner zone tasks and situations and demonstrate the common movements used to create the desired board performance outcomes.



SNOWBOARD LEVEL I

Riding & Teaching Exam Assessment Sheet

Snowboard Movement Analysis and Techincal Knowledge

Movement Analysis

- Cause and effect relationships
- Reference alignments
- Biomechanics related to snowboarding
- Stance issues related to a rider's ability to flex, extend, and rotate
- Equipment relating to performance
- Turn shape, turn size, direction, turn type, movement pattern, upper/lower body relationship
- Objective feedback

Techincal Knowledge

- CAP Model
- Piaget's Stages of Development
- Maslow's Hierarchy of Needs
- Children's Teaching Cycle PDAS
- ATML Model
- STS concepts: Teaching, Learning, Riding, and Service concepts
- The design and function of modern snowboard gear
- Basic physics concepts and how they apply to snowboarding
- Board performance concepts
- Fundamental movement concepts

Snowboard Teaching Standards

- Safety, Your Responsibility Code, Park Smart
- Use of AASI Snowboard Teaching System (STS) concepts
- Presentation of logical progressions, from simple to complex, that are appropriate for the skill
- level of each student and relevant to task and desired outcome
- Accurate demonstrations appropriate to the task and skill level of students
- Professionalism at all times
- Use of feedback models that are timely, appropriate and accurate
- Communication skills
- Group handling appropriate for terrain, task and skill level of students
- Recognition and appropriate adaptation to ages and stages of development
- Use of appropriate terrain for task and skill level of student
- · Pacing of lesson appropriate for student profile
- Ability to adjust presentation of lesson content to accommodate different lesson types

Snowboard Applied Movements

Movements to be applied, both separately and in a blended fashion at Level I include:

- Flexion
- Extension
- Rotation

These will affect the performance outcomes of:

- Tilt
- Twist
- Pivot
- Pressure