ROCKY MOUNTAIN
American Association of Snowboard Instructors

FOR EVALUATOR USE ONLY

Pro Knowledge Question: _____

Candidate Answer: _____

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Candidate Answer: _____

_____

Level 2 Movement Analysis Workbook

Location_____ Your Name_____

1. **What is the student's name?**_____
2. **What type of stance does the rider have?**

   A. Directional B. Duck C. Pigeon D. Pheasant
3. **What is the student's primary motivation?**

   A. Internal B. Outside C. External D. Mentoring
4. **What other sport(s) or activity did the student mention?**_____
5. **Did the student mention any injuries?**_____
6. **What is the student's dominant learning style?**

   A. Thinker B. Feeler C. Watcher D. Doer
7. **Circle the appropriate task descriptors:**

Direction:	Forward	Switch	
Performance:	Skidded	Carved	
Movement Pattern:	Most Extended	Most Flexed	
Turn Size:	Small	Medium	Large
Turn Shape:	Open	Closed	
Upper/Lower Body Separation:	Separated	Aligned	

8. Is the student in or out of Reference Alignment through the toeside turn and how?

		In	Out	If Out, How?	
Initiation	C o M			Inside/Outside	Fore / Aft
	Perpendicular			Open	Closed
	Parallel			Fore	Aft
		In	Out	If Out, How?	
Control	C o M			Inside/Outside	Fore / Aft
	Perpendicular			Open	Closed
	Parallel			Fore	Aft
		In	Out	If Out, How?	
Finish	C o M			Inside/Outside	Fore / Aft
	Perpendicular			Open	Closed
	Parallel			Fore	Aft

9. Is the student in or out of Reference Alignment through the heelside turn and how?

		In	Out	If Out, How?	
Initiation	C o M			Inside/Outside	Fore / Aft
	Perpendicular			Open	Closed
	Parallel			Fore	Aft
		In	Out	If Out, How?	
Control	C o M			Inside/Outside	Fore / Aft
	Perpendicular			Open	Closed
	Parallel			Fore	Aft
		In	Out	If Out, How?	
Finish	C o M			Inside/Outside	Fore / Aft
	Perpendicular			Open	Closed
	Parallel			Fore	Aft

10. Describe the student's rotary movements through the toeside turn.

Initiation:
A. Counter Rotation B. Upper Body C. Lower Body (front leg) D. Lower Body (rear leg)

Control:
A. Counter Rotation B. Upper Body C. Lower Body (front leg) D. Lower Body (rear leg)

Finish:
A. Counter Rotation B. Upper Body C. Lower Body (front leg) D. Lower Body (rear leg)

11. Describe the student's rotary movements through the heelside turn.

Initiation:
A. Counter Rotation B. Upper Body C. Lower Body (front leg) D. Lower Body (rear leg)

Control:
A. Counter Rotation B. Upper Body C. Lower Body (front leg) D. Lower Body (rear leg)

Finish:
A. Counter Rotation B. Upper Body C. Lower Body (front leg) D. Lower Body (rear leg)

12. Does the student flex or extend to initiate the toeside turn?

A. Flex B. Extend C. No Vertical Movement

13. Does the student flex or extend to initiate the heelside turn?

A. Flex B. Extend C. No Vertical Movement

14. Choose the dominant board performance through the toeside turn?

Initiation: A. Twist B. Pivot C. Pressure D. Tilt

Control: A. Twist B. Pivot C. Pressure D. Tilt

Finish: A. Twist B. Pivot C. Pressure D. Tilt

15. Choose the dominant board performance through the heelside turn?

Initiation: A. Twist B. Pivot C. Pressure D. Tilt

Control: A. Twist B. Pivot C. Pressure D. Tilt

Finish: A. Twist B. Pivot C. Pressure D. Tilt

16. Describe a cause & effect relationship (body–board–outcome) for the toeside turn.

17. Describe a cause & effect relationship (body–board–outcome) for the heelside turn.

18. Which turn would you address first?

A. Toeside B. Heelside

19. Which phase of the turn would you address first?

A. Initiation B. Control C. Finish

20. Create a lesson plan to address one of your cause and effect relationships.

Static:

Simple:

Complex:

Freeride: