



**PSIA/AASI NRM
FREESTYLE SPECIALIST 2
WORKBOOK**

N A M E :

D A T E :

S C O R E :

1. Describe how you set the stage for safety at the introduction of a freestyle lesson. (1)
2. What is your personal opinion on helmets, and what are you aware of as far as helmet laws in snowsports? (2)
3. Describe the importance of holding an edge off the lip of a feature when attempting to spin. (1)

Figure 1 (select Ski or Snowboard)



4. Describe 4 elements that enabled either of the riders to slide the entire feature in figure 1. (4)
5. Did the rider in figure 1 ride away in the orientation from the approach zone or switch and what is your rationale? (2)
6. What are two cognitive advantages a 10 year old would have over a 6 year old in learning the maneuver in figure 1? (2)

7. What are two physical advantages a 14 year old would have over a 10 year old in learning the maneuver in figure 1? (2)
8. How do the movements of the rider in figure 1 affect the skis or board? (3)
9. Describe timing and leg movements used to maintain speed between the walls of a halfpipe. (4)
10. Describe two drills you would use to practice speed maintenance moves for riding halfpipe. (2)
11. Describe the rider's path through the pipe who maximizes his/her number of hits on their run while maintaining amplitude. (2)
12. Identify 4 specific freestyle building blocks utilized for a switch take-off spin.
13. Draw your four freestyle building blocks on the ATML line below.

14. Name 3 reasons someone may feel doubt or fear.

15. What non-verbal cues could show evidence of fear in a rider? Describe 3.

16. Make 3 observations that give you clues to what maneuver is being performed in Figure 2.

Figure 2 (select Ski or Snowboard)



17. Describe one freestyle building block exhibited in Figure 4. Include a drawing of the block.

Figure 3 (select Ski or Snowboard)



18. Describe the use of the 4 ranges of motion in figure 3. (4)
19. Which primary source of self-efficacy is most likely being used by the rider in figure 3? Explain your answer. (4)
20. What is a common issue you see with park flow, and what would you do about it? (2)
21. How would you structure a lesson that takes place within a park designed for riding through (no-stopping)? (2)

22. Describe 3 safety cues that your students may exhibit when they are NOT ready to attempt new challenges? (3)

23. How do you structure a lesson knowing your students will be more fatigued towards the end, yet safely help them improve their skills? (2)

24. Together Everyone Achieves More (TEAM), give an example how you implemented one of the 10 different contributions or behaviors you can make to help build a positive relationship with your park crew and help the TEAM succeed. (2)

ATML Worksheets

Using the A.T.M.L. write out a description of how to perform **3 freestyle tricks** from the following list, one from each column. Include essential freestyle building blocks (ranges of motion + TIRD) for each step of the A.T.M.L. Model. (16 / Worksheet)

RAIL / BOX

Switch Boardslide
Frontside boardslide
Unnatural boardslide
Street approach Boardslide to regular/natural exit

JUMP / AIR

Frontside 360
Backside 360
Natural 360
Unnatural 360
Switch frontside 360
Switch backside 360
Switch natural 360
Switch unnatural 360

HALFPIPE

Frontside air with grab
Backside air with grab
Left side wall with grab
Right side air with grab
Frontside alley-oop
Backside alley-oop
Left wall alley-oop
Right wall alley-oop

ATML Worksheet

Name of maneuver/trick:

Approach

Takeoff

Maneuver

Landing

ATML Worksheet

Name of maneuver/trick:

Approach

Takeoff

Maneuver

Landing

ATML Worksheet

Name of maneuver/trick:

Approach

Takeoff

Maneuver

Landing