

# Xtreme Ice Skating Instructors Test

Please read before starting:

The following test is to make sure you firmly understand the sport of Xtreme Ice Skating and are prepared to teach the sport. This test will not only protect you, but your students and other related issues that may arise.

Please note: *All questions stated below summarize the information found in the Instructor's Manual. You must receive a score of 80% on this test to pass.*

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[4 points]

1- Scenario: A student is about to receive their first lesson. Their protective equipment is fully on and properly adjusted including the protective equipment of the Instructor. Lets assume that all insurance requirements thus far have been fulfilled. The student steps onto the ice wherein the Instructor is about to start the first lesson.

Q: What on-ice insurance matter did the Instructor forget? Please explain and provide as many details as possible.

[4 points]

2- Scenario: You are teaching a student and you are trying to maximize the student's learning experience by having them go quicker, faster, and harder edges. The student is loving the lesson, but all of a sudden, the student shows signs of discomfort in regards to fear.

Q: What are the signals that a student may give of such discomfort to prevent injury?

[6 points]

3- Scenario: You are explaining to a student about how to do a One-Footed Stop. You have told the student what their body should do and how their muscles should feel and react. However, for some reason, they are unable to follow your instructions and fail to do the movement.

Q: As a matter of policy and general approach, what is the next step? Please provide all circumstantial approaches.

[10 points]

4- Please describe why most people are not compatible with our sport in terms of personality differences?

[10 points]

5- Explain why a snowboarder, aggressive skater, or other extreme sports athlete would

be most in Xtreme Ice Skating than the non extreme sport athlete.  
[6 points]

[6 points]

6- Please describe each of the *most used teaching methods* and how each method is important to proper technique.

[6 points]

7- In your own words, please describe the “*plateau effect*”. How would you ease this particular frustration with your students(s)? What would you say? What would you do to keep the student from quitting lessons?

[6 points]

8- *Scenario*: Your student(s) requested that they learn a trick that’s not part of the sport of Xtreme Ice Skating.

Q: Please discuss what you would say in this situation, and how you could bring resolve the student’s request.

[2 points]

9- List all components of protective equipment that are required to be worn by both the Instructor and student.

[4 points]

10- *Scenario*: Two potential students approach you about possibly taking Xtreme Ice Skating lessons. One of them is somebody who has never skated before. The second is somebody who had previously skated but is having problems with stopping, turning, and skating backwards.

Q: What is the appropriate class (testing level) to which each of these students should be in?

[5 points]

11- Your student has passed our Intermediary level-1 test and was certified by Xtreme Ice Skating Corporation. The student who passed the test also wishes to continue progressing in the sport with more lessons.

Q: What is the next skill level the student can begin learning?

[6 points]

12- Scenario: your student has removed an article of protective equipment while on the ice.

Q: What is your immediate response?

[10 points]

13- Why is having a deep hollow of radius sharpening: (3/8" or 1/4") an important requirement in our sport? How does it influence one's skating ability?

[5 points]

14- What are the materials that should be given to the student/parent who wishes to take lessons, and what are the materials that should be given to rink management?

[10 points]

15- Explain how you would apply the use of high energy, excitement, creativity and agility in your lessons?

[6 points]

16- Scenario: Before your student attempted to learn a trick, they have said to you, "I can't do that". Your student has convinced him/herself of failure before even trying.

Q: What is your resolution this situation?