



LEVEL 2

EVALUATOR GUIDE

2023-24

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★ **Evaluators: Use this document to ensure that the CASI Level 2 Instructor course is presented in a consistent manner, and maintains the high technical standards of CASI-ACMS.**

★ **Refer also to Candidate's Level 2 Course Guide.**

LEVEL 2 INSTRUCTOR - AGENDA

DAY ONE:

8:30 - 9:00 a.m.	Registration & Introductions (including Riding Re-Tests)
9:00 - 11:30 a.m.	Warm-up / Guest Service & Guiding Riding Skills Improvement Session #1
11:30 a.m. - 12:30 p.m.	<i>Lunch</i>
12:30 - 3:00 p.m.	Analysis & Improvement Presentation
3:00 - 4:00 p.m.	Daily Review & Evaluation

DAY TWO:

9:00 a.m. – 11:30 a.m.	'QuickRide Teaching' Presentation
11:30 a.m. - 12:30 p.m.	<i>Lunch</i>
12:30 - 3:30 p.m.	'Introducing New Skills' Presentation
3:30 - 4:00 p.m.	Daily Review & Evaluation

DAY THREE:

8:30 a.m.	Registration (Teaching Re-Tests only)
9:00 a.m. – 11:30 a.m.	Practice Teaching: Introducing New Skills
11:30 a.m. - 12:30 p.m.	<i>Lunch</i>
12:30 - 3:30 p.m.	'Developing Intermediate Skills' Presentation
3:30 - 4:00 p.m.	Daily Review & Evaluation

DAY FOUR:

9:00 - 11:30 a.m.	Practice Teaching: Developing Intermediate Skills
11:30 - 12:30 p.m.	<i>Lunch</i>
12:30 - 3:00 p.m.	Riding Skills Improvement Session #2
3:30 - 4:00 p.m.	Course Results Presentation

- ★ **Evaluators:** *The above times may vary based on conditions, weather, location, etc.*
- ★ *Evaluators are asked to maintain the above agenda as closely as possible to ensure course consistency.*

LEVEL 2 INSTRUCTOR (EXTENDED COURSE) - AGENDA

SESSION ONE:

- 4:00 - 4:30 p.m. Registration & Introductions
- 4:30 - 6:30 p.m. Warm-Up / Guest Service & Guiding
Riding Skills Improvement Session #1
- 6:30 - 7:00 p.m. *Break*
- 7:00 - 9:00 p.m. Riding Skills Improvement Session (continued)
Analysis & Improvement Presentation
- 9:00 - 9:30 p.m. Daily Review & Evaluation

SESSION TWO:

- 4:00 - 6:30 p.m. Analysis & Improvement Presentation (continued)
'QuickRide Teaching' Presentation
- 6:30 - 7:00 p.m. *Break*
- 7:00 - 9:00 p.m. QuickRide Teaching Presentation (continued)
- 9:00 - 9:30 p.m. Daily Review & Evaluation

SESSION THREE:

- 4:00 - 6:30 p.m. Introducing New Skills Presentation
- 6:30 - 7:00 p.m. *Break*
- 7:00 - 8:30 p.m. 'Introducing New Skills' Presentation (continued)
Practice Teaching: Introducing New Skills
- 8:00 - 9:30 p.m. Daily Review & Evaluation

SESSION FOUR:

- 4:00 - 6:30 p.m. Practice Teaching: Introducing New Skills Presentation
- 6:30 - 7:00 p.m. *Break*
- 7:00 - 9:00 p.m. 'Developing Intermediate Skills' Presentation
- 9:00 - 9:30 p.m. Daily Review & Evaluation

SESSION FIVE:

- 4:00 - 6:30 p.m. Developing Intermediate Skills Presentation (continued)
Practice Teaching: Developing Intermediate Skills
- 6:30 - 7:00 p.m. *Break*
- 7:00 - 8:30 p.m. Riding Skills Improvement Session #2
- 8:30 - 9:30 p.m. Course Results Presentation

EVALUATOR'S DAILY OUTLINE

DAY 1 At the end of Day 1, candidates should be familiar with the following: <ul style="list-style-type: none"> - Level 2 riding standards - The Core Riding Competencies and Riding Skills - Development of their Analysis & Improvement skills. 	
8:30 – 9:00am	<p>Registration (including Riding Re-Test Candidates)</p> <ul style="list-style-type: none"> - Confirm participants' names are on the course list. - Riding re-test candidates will attend Day 1 and 2 only. - Distribute course materials to candidates. - Confirm that each participant has completed the online portion of the training. This is a mandatory part of the certification. Those who have not completed the online training must complete it prior to the end of course. Incomplete online portions will not receive certifications. <p>Introductions</p> <ul style="list-style-type: none"> - Briefly introduce the course staff. - Review the course agenda and description. Address any questions from candidates. - Discuss the evaluation process on the course – on-going evaluations of both teaching and riding skills. - Discuss re-test situations.
9:00 – 11:30am	<p>On-Snow Session #1</p> <p>Warm-Up Process</p> <ul style="list-style-type: none"> - Following a warm-up run, conduct a dynamic warm-up (no static stretching) using movements such as squats, lunges, leg-swings, shoulder rolls, etc. - Use this time to discuss equipment set-up. In discussion format, ask candidates why they chose to set up their snowboards the way they did. Highlight different board constructions (camber vs. reverse or hybrid), as well as different stance angles, widths, etc. <u>Address any equipment issues that may be a safety concern.</u> Discuss equipment set-up details, including binding stance angles and width, toe-heel centering, board length and sizing, and boot adjustment (tightness). - Get to know your group, and have them get to know each other (names, icebreaker activities, backgrounds, etc.) <p>Guest Service and Guiding (include this info as part of riding session)</p> <p>Discuss the following points with the group as you progress through the morning session:</p> <ol style="list-style-type: none"> 1. Moving with a group: How to ride together safely, keeping track of all students. 2. Spacing: Ideal distance between riders in the group (in relation to the speed and terrain). 3. Assessing ability: Starting with asking questions. Also, discuss where to look from (multiple vantage points), what to look for (competencies) and where to take the students for assessment (start on a green run or easier terrain for their ability). 4. Terrain selection: Green (Initiation/Acquisition), Blue (Acquisition/Consolidation), Black (Consolidation/Refinement)

	<p>5. Guest Service: Discuss conversation topics (getting to know them), safety, area knowledge, pacing of the lesson, ending on a positive note, etc.</p> <p>Riding Skills Improvement Session</p> <ul style="list-style-type: none"> - Present the technical presentation associated with this session (see <i>session outline on page 11</i>). <p><i>*It is recommended that Evaluators gather video footage of candidates during the course presentation / riding skills improvement sessions. Footage may be used for feedback purposes, and should be saved for future reference, if required.</i></p>
<p>11:30 am – 12:30pm</p>	<p>LUNCH</p>
<p>12:30 – 3:30pm</p>	<p>On-Snow Session #2</p> <p>Analysis & Improvement Presentation</p> <ul style="list-style-type: none"> - Present the technical presentation associated with this session (see <i>session outline on page 14</i>).
<p>3:30 – 4:00pm</p>	<p>Daily Wrap-Up Session</p> <p>Preparation for Day 2</p> <p>Ask candidates to review the “<i>Advanced Teaching Theory</i>” workshop that they did online, which will be discussed on Day 2.</p> <p>Daily Review</p> <p>Discuss with candidates (either individually or as a group) their understanding and comfort with the day’s material.</p> <p>Ensure that notes are recorded in the course guide, and on the candidate evaluation form if needed.</p> <p>Highlight areas of strength, as well as areas of concern that may not be at the course standard (teaching or riding skills).</p>

DAY 2	
At the end of Day 2, candidates should be familiar with the following:	
<ul style="list-style-type: none"> - Review of the <i>QuickRide System</i>. - Introduction to the <i>Whole, Part, Whole</i> method of presenting lessons. - Introduction to using the <i>Building Block</i> lesson structure for intermediate students. 	
9:00 – 11:30am	On-Snow Session #3 QuickRide Teaching Presentation Present the technical presentation associated with this session (<i>see session outline on page 15</i>).
11:30am – 12:30 pm	LUNCH
12:30 – 3:30pm	On-Snow Session #4 'Introducing New Skills' Presentation <ul style="list-style-type: none"> - Present the technical presentation associated with this session (<i>see session outline on page 17</i>).
3:30 – 4:00pm	On-Snow Wrap-Up Session Preparation for Day 3 Ask candidates to review the <i>Physics & Biomechanics in Snowboarding</i> workshop, which will be discussed on Day 3. Daily Review Discuss with candidates (either individually or as a group) their understanding and comfort with the day's material. Ensure that notes are recorded in the course guide, and on the candidate evaluation form if needed. Highlight areas of strength, as well as areas of concern that may not be at the course standard (teaching or riding skills). Results for riding re-test candidates should be presented at this time.

DAY 3	
At the end of Day 3, candidates should be familiar with the following:	
<ul style="list-style-type: none"> - Structuring and presenting progression-based lessons (terrain adaptation, carving, and/or basic freestyle). - Skill-development tactics for developing riding skills of intermediate riders. 	
8:30 am	Registration (Teaching Re-Test Candidates Only)
9:00 – 11:30am	<p>On-Snow Session #5</p> <p>Practice Teaching: Introducing New Skills</p> <p>At the completion of this session, candidates should have had the opportunity to present a short progression-based lesson to the group.</p> <ul style="list-style-type: none"> - Assign a <u>skill-development / outcome-based scenario</u> to candidates to base their lesson around. Scenarios should be based on the building block sample lessons presented during the afternoon of Day 2. Examples: <ul style="list-style-type: none"> o “Introduce us to riding un-groomed terrain” o “Introduce us to jumping for the first time” o “Introduce us to carving on slightly steeper terrain” o “Teach us a flatland trick” - If possible, ride the chair lift or spend a few minutes with the candidate to assist in preparing their practice lesson. Ask questions to identify the skill focus that they plan to develop, specific tactics, terrain, etc. Don't give all the answers, but try to have them think through the process of planning the lesson. - During lessons, ask the candidates (and group members) to focus on the pedagogical points: Choice of Terrain, Communication, Demonstration, Analysis & Improvement, and Class Management. <i>Maximum 20 minutes.</i> - At the completion of each lesson, review the practice as a group. Ask the group to identify areas of strengths in the teaching, and also discuss ways to improve presentation of the info. <i>Maximum 5 minutes.</i> - If time permits, allow for multiple practice sessions for some or all candidates.
11:30 am – 12:30 pm	LUNCH
12:30 – 3:30pm	<p>On-Snow Session #6</p> <p>Developing Intermediate Skills</p> <ul style="list-style-type: none"> - Present the technical presentation associated with this session (see <i>session outline on page 20</i>).
3:30 – 4:00pm	<p>On-Snow Wrap-Up Session</p> <p>Daily Review</p> <p>Discuss with candidates (either individually or as a group) their understanding and comfort with the day's material.</p> <p>Ensure that notes are recorded in the course guide, and on the candidate evaluation form if needed.</p> <p>Highlight areas of strength, as well as areas of concern that may not be at the course standard (teaching or riding skills).</p>

DAY 4	
<p>At the end of Day 4, candidates should be familiar with the following:</p> <ul style="list-style-type: none"> - Structuring and presenting skill development lessons for intermediate students. - Personal riding feedback and development tactics as they relate to the Level 2 standard. 	
9:00 – 11:30am	<p>On-Snow Session #7</p> <p>Practice Teaching: Developing Intermediate Skills</p> <ul style="list-style-type: none"> - At the completion of this session, candidates should have had the opportunity to present a short lesson to the group. - Assign a skill-development scenario to candidates to base their lesson around. Scenarios should be based on the skill development material presented during the afternoon of Day 3. Examples: <ul style="list-style-type: none"> o “Help us to make smaller turns on steeper slopes” o “Help us to avoid chatter in our short turns” o “Help us learn to control speed on steeper slopes” o “Improve our ability to hold an edge during carved turns on easy blue terrain” - If possible, ride the chair lift or spend a few minutes with the candidate to assist in preparing their practice teach. Ask questions to identify the skill focus that they plan to develop, specific tactics, terrain, etc. Don’t give all the answers, but try to have them think through the process of planning the lesson. - During lessons, have candidates (and group members) focus on the pedagogical points: Choice of Terrain, Communication, Demonstration, Analysis & Improvement, and Class Management. <i>Maximum 20 minutes.</i> - At the completion of each lesson, review the practice as a group. Ask the group to identify areas of strengths in the teaching, and also discuss ways to improve presentation of the info. <i>Maximum 5 minutes.</i> <p><i>If time permits, allow for multiple practice sessions for some or all candidates.</i></p>
11:30 am – 12:30pm	LUNCH
12:30 – 3:30pm	<p>On-Snow Session #8</p> <p>Rider Improvement Session</p> <p>At the end of the afternoon, candidates should:</p> <ul style="list-style-type: none"> - Understand where their riding skills are in relation to the Level 2 standard. - Have tactics for improvement to take beyond the course. - Use the <i>Core Competencies</i> as a structure for the afternoon’s session. - Based on your assessment of the group’s riding, you may choose to focus on groomed terrain, steep terrain, carving, or terrain adaptation skills (or a combination). - This is your final opportunity to mark riding skills, so ensure that you address any remaining issues with personal riding skills in any of the candidates. <p><i>Ensure that each candidate has multiple opportunities to demonstrate their skills in the mandatory manoeuvres. Provide feedback and coaching as required.</i></p>

3:30 - 4:30pm	<p>COURSE RESULTS</p> <ul style="list-style-type: none">- Try to take a group photo, and email to: genvieve@casi-acms.com, or post on the CASI-ACMS Facebook page. Encourage group members to “like” us on Facebook and Instagram. <p>PRESENTING COURSE RESULTS</p> <ul style="list-style-type: none">- The suggested method for course results is:<ol style="list-style-type: none">1. Announce the partial passes (teaching or riding component), and hand out the results envelope to those individuals.2. Announce the full passes (new Level 2 instructors), and hand out the envelopes.3. Hand out any remaining envelopes to those who did not complete either component.4. Let the group know that they should come to speak with you after they have reviewed the comments on the evaluation forms. <p>Note: When presenting course results, try to be aware of different personalities within the group, group dynamics, as well as the pass/fail ratios.</p> <ul style="list-style-type: none">- It may be suitable to announce results as a group, and hand out evaluation forms, pins, certificates, etc. In other groups, you may wish to individually meet with each group member to discuss the course results (particularly if the pass rate is low).
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SESSION OUTLINE:

RIDER IMPROVEMENT PRESENTATION

The goal of this session is to introduce (or re-introduce) the group to the 3 *Core Competencies*, and their impact on our personal riding skills.

- Start by highlighting the competencies as results, or outcomes, of movements that we use in our riding. For novice and intermediate riding, these three outcomes (*Core Competencies*) are the recommended techniques that CASI promotes.
- At the completion of this session, candidates should:
 - a. Know the three *Core Competencies*
 - b. Understand how the *Riding Skills* (movements) affect the Core Competencies (outcomes).
 - c. Have an understanding of the riding standard for the Level 2 course.

Ensure that the morning's session is FUN! Try to focus on individualised feedback as it relates to the Level 2 standard, and not simply introducing tactics. Choose a maximum of 1-2 tactics per competency that applies to the candidates' riding skills, and allow plenty of time for mileage and riding.

If facilities permit, video footage of candidates may be shot during this morning session, for review at the end of day.

COMPETENCY / OUTCOME "WHAT"	GOAL "WHY"	MOVEMENT "HOW"	TACTIC / DRILL / EXERCISE
Centred & Mobile Position	POSITION & BALANCE		
	Enhance balance & adaptability.	Challenging balance skills through unfamiliar movement.	Switch Riding - to have riders need to think and pre-plan movements in order to stay balanced.
	Development of centred weight distribution.	Two-footed take-off and landing.	Sideslipping 180 Hops – ensure riders maintain a narrow, fall-line corridor. Focus on take-off's and landings from two feet.
	Develop balance while spinning.	Lower COM for stability.	Sliding 360's – contrast a higher COM to lower COM for stability. Also, use of eyes for balance.

COMPETENCY / OUTCOME "WHAT"	GOAL "WHY"	MOVEMENT "HOW"	TACTIC / DRILL / EXERCISE
Turning With The Lower Body	PIVOT		
	Develop centre pivot point.	Equal displacement of nose & tail. Static exercise.	X-Turns – static exercise focusing on the centred pivot point. "X" is the mark left in snow after pivoting on flat ground.
	Increased involvement of lower joints in turning.	Initiate direction change with knees & feet.	Fall-line pivot (garland) , to focus on the turn initiation and completion. No edge change!
	Use of feet to fine-tune turning.	Guide the snowboard through turns with foot movements.	Twist the Disks – using the lower joints (knees, ankles) to guide the snowboard through a smaller turn.
	EDGING		
	Develop use of lower joints in edging.	Flexion of hips, knees, ankles.	Static Edging Exercise ("no highbacks" analogy) to focus on use of the ankle joint in edging, as well as inclination.

COMPETENCY / OUTCOME "WHAT"	GOAL "WHY"	MOVEMENT "HOW"	TACTIC / DRILL / EXERCISE
Balance Along The Working Edge	EDGING		
	Early edge engagement.	Hops at edge change.	Hop Carves – hop at the end of the previous turn, and land on a new edge.
	Development of balance over the edge.	Use of ankles to create an edge platform.	"Stop-n-Hops" for fine-tuning edging skills. Incline (lean), then angulate (bend) to manage balance on edge.
	PRESSURE		
	Board contact with snow.	Loose, mobile lower body.	Absorb varied terrain – using legs to passively absorb terrain undulations.
	Development of foot separation and board loading.	Weight shift + push board forward (back) + pop. Absorb landing.	Ollies & Nollies – actively building and releasing pressure in the snowboard.
Pressure release.	Extend at take-off and absorb landing with both legs.	Small jumps/airs – focus on popping (extending at start of jump or bump).	

COMPETENCY / OUTCOME "WHAT"	GOAL "WHY"	MOVEMENT "HOW"	TACTIC / DRILL / EXERCISE
Timing & Coordination	Develop adaptability.	Eyes look ahead, anticipate.	Follow The Leader – will create a need to turn where we wouldn't normally.
	Develop adaptability in movement sequences.	Experiment with nose/tail shift, plus rotation and varied edges.	Flatland Tricks – Start with simple fore-aft presses, and then add basic rotations.
	Develop quickness.	Gradually reduce the intro/completion phase of turns.	Sideslipping to Short Radius Turns – Start with a long sideslip phase, and gradually reduce until it becomes short radius turns.

SESSION OUTLINE:

ANALYSIS & IMPROVEMENT PRESENTATION

At the completion of this session, candidates will have been exposed to Analysis & Improvement tactics and approaches for intermediate students.

- Split the session time in half, and focus on Analysis skills for the first half, and Improvement skills for the second half.
- Focus on intermediate riding skills (candidate's actual riding abilities) for the duration of this session, **including the Level 2 mandatory riding manoeuvres**. Encourage the group to watch each other when analysing or improving.

Evaluators: Use a variety of A & I tactics / development tools to have the group practice their analysis or improvement skills. Examples:

- *Partner up* (follow the leader)
- *Telephone Exercise*
- *Circle Around Exercise*

PART 1 <i>Key Technical Points: Analysis Skills</i>	PART 2 <i>Key Technical Points: Improvement</i>
<p>VANTAGE POINTS AND TERRAIN SELECTION. Where instructors choose to bring and view students from will have a large impact on analysis. We see different things from different vantage points or pitches. Vary the viewing position and tactic for best results</p>	<p>PTT Format (<i>Positive, To, Try</i>) Helps instructors to phrase feedback in a positive way. <i>Positive:</i> Highlight positives – what should they continue doing? Be specific and descriptive. <i>To:</i> What will help them to improve overall? <i>Try:</i> How will they make the change? Be specific. Movement focused with a clear <u>how</u>.</p>
<p>INSTRUCTOR KNOWLEDGE Core Competencies–Start by making a decision on which of the 3 <i>Core Competencies</i> are strongest vs weakest. Which skill(s) are the most lacking in whether that competency is not happening? Decide on Tolerance (TTPPEE) – take into account the other factors in deciding what type of intervention is required.</p>	<p>Words and phrases to avoid. Avoid words or phrases that create a negative or 'instructor vs. student' environment. (E.g.: "But", "You Should", "I want") Try to use words and phrases that create a positive, teamwork-based approach to learning (with the instructor). For example: "We", "Let's Try", etc</p>
<p>The Analysis Sequence of Events.</p> <ol style="list-style-type: none"> 1. Establish Ideal – envision the perfect execution of the task or skill. 2. Compare Ideal to Trial – using the Core Competencies, compare the differences between the ideal, and the student trial. Note the effects (outcomes) vs. the causes (skills). 3. Formulate a Plan for Improvement – decide on a skill focus and <u>HOW</u> approach (exercise, tactic, analogy, etc.) 	<p>MILEAGE Emphasis on mileage with coaching. Improvement only happens through experience and repetition. Encourage riding WITH weaker students</p>

	<p>Formulate a skill-based plan for improvement. Offer a tactic or specific movement / exercise to help them feel the new sensation in their riding.</p>
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SESSION OUTLINE:

QUICKRIDE TEACHING PRESENTATION

Online Reference: www.quickride.ca

The goal of this session is to refine instructors' beginner / novice teaching skills, and introduce them to the *Whole, Part, Whole* method of structuring lessons.

- The *QuickRide System* prioritizes independence and mobility for the student(s), to reduce reliance on the instructor. (*Example: one-footed manoeuvres*). Start the presentation with a general overview of the *QuickRide System*, with a review of the 5 phases of the system and the associated tactics.
- Introduce the *Whole, Part, Whole* method of presentation as an alternate means of structuring beginner lessons to the *Building Block* approach:
 - **Whole:** Look at the overall skill or level of the student. Or, ask questions to determine existing skills.
 - **Part:** Establish a plan to develop or refine a small part of the riding. Should be a skill development approach (e.g.: Position & Balance, Pivot, Edging, etc.)
 - **Whole:** Put the newly refined skills into the overall riding skills.
 - *Note: In many cases, the “part” of a Whole, Part, Whole sequence will follow a Building Block structure.*
- Presentation of the material should be completed in a guided practice-teaching approach:
 - Each member of the group should have the opportunity to present a practice teaching presentation of a part of the *QuickRide System*.
 - Encourage instructors to use a *Whole, Part, Whole* structure to their lessons, by establishing starting scenarios to each lesson. (E.g.: “*This student is working on slide slipping, and is having trouble using the toe edge. They have much better comfort on the heel side.*”)
 - Encourage instructors to use the “*Whole*” part of the sequence to determine the best starting point in the *QuickRide System* to refine skills.

At the end of the session, candidates should:

- **Have an improved understanding of the *QuickRide System*, specifically tactics for customizing the progression to different student types.**
- **Know the suggested tactics / exercises associated with each step.**
- **Be starting to understand how to apply a *Whole, Part, Whole* approach to teaching beginner and novice riders.**
- **Understand how to apply the *QuickRide System* to teach riders to ride switch, or fakie.**

★ **Note:** You may ask the group to ride in their switch direction for the duration of this session. (NOT including riding lifts).

THE QUICKRIDE SYSTEM

GOALS	PROGRESSION	SUGGESTED SUPPORT TACTICS
<p>I. BASICS <i>To learn to use the equipment, and gain comfort moving around on the snowboard with one foot attached.</i></p>	<p>Equipment Mobility</p>	<p>Introductions Equipment: Parts Of The Board Attaching The Front Foot Equipment Familiarity & Mobility “The Neutral Position” Skating Climbing & Descending</p>
<p>II. SLIDING <i>To become comfortable standing on the snowboard while it is sliding.</i></p>	<p>Straight Running</p>	<p>“Push-Push-Glide” Straight Running Experiment With Varied Body Positions Toe/Heel Drag J-Turns</p>
<p>III. CONTROL <i>To learn to control both speed and direction with both feet attached to the snowboard</i></p>	<p>Sideslipping Pendulum</p>	<p>Intro To Edging (Gas Pedal Exercise) One-Foot Attached Sideslipping & Drift Left / Right One-Foot Attached Traverse Attaching The Board On A Slope Sideslipping (two feet attached) Pendulum (two feet attached) Power Pendulum</p>
<p>IV. TURNING <i>To learn to turn (changing edges in the fall line).</i></p>	<p>Beginner Turns</p>	<p>Static Rotation Exercise (board off) Garland Exercise / “Chicken Turns” J-Turns (revisit from Sliding) Walking Through Turns Beginner Turns</p>
<p>V. FLOW <i>To learn to explore the mountain safely.</i></p>	<p>Novice Turns</p>	<p>Add Traverse Between Turns Traverse with Flexion/Extension Novice Turns (flex after fall line) Speed Control: 4 S’s (Speed = Shape, Size, Slope) Sliding 360’s Hopping in Traverses</p>

SESSION OUTLINE:

INTRODUCING NEW SKILLS

Reference: CASI Reference Guide (pp.93-99)

GOALS

At the end of the session, candidates should be familiar with the following points:

- o The use of the Building Block method of presentation for structuring intermediate-skill lessons.
- o Tools and tactics for introducing intermediate riders to various new skills (including un-groomed or variable terrain / basic terrain adaptation, basic freestyle skills, and carving).

SESSION PRESENTATION

The main focus of the session should be on HOW to teach intermediate students NEW SKILLS, through the use of a progression-based lesson structure.

1) Begin the session with an overview of considerations of the Building Block method of presentation:

- o “Small steps are the best way to learn”.
- o Reduce the safety consequence of new skills by breaking them down into smaller steps.
- o Moving ahead (and backward) in a progression – when is it suitable to move on?
- o Determining how quickly or slowly to move through the progression.
- o The S.A.F.E. model as a means of creating a lesson structure.

2) Present a number of sample lessons based on the outlines below. Ensure that the sample lessons are based on the outcome (I.E.: learn a flatland trick, or, learn how to make a carved turn).

- o Sample lessons should be presented in a 3-part instructor-training format:
 - o 1: Establish the lesson goal, the student characteristics, and some basic Practical Teaching Skill points to watch for.
 - o 2: Sample Lesson, highlighting the use of the Practical Teaching Skills as well as the S.A.F.E. model of lesson presentation.
 - o 3: Summarize the key aspects of the lesson, as they relate to the Practical Teaching Skills, and the use of the Building Block method of presenting the lesson.

SAMPLE PROGRESSIONS

INTRODUCING TERRAIN ADAPTATION SKILLS:

Focus: Exploring varied terrain, and developing absorption skills.

SKILLS	SUGGESTED PROGRESSION
<p>Position & Balance</p> <p>-----</p> <p>Pressure</p>	<p><i>1: Static:</i> On flat terrain, ensure upper/lower body alignment to ensure mobility in the lower body. Exercise: Slow up/down movement with eyes directed forward, and back hand over the tail.</p> <p><i>2: Active:</i> Apply this position to a slow traverse across a bumpy section of terrain. Exercise: Slow Traverse – eyes forward, back hand over tail, mobile lower body.</p> <p><i>3: Free:</i> Practice and mileage.</p> <p><i>4: Experimentation:</i> Continued practice and mileage, experiment with toe vs. heel side edges, and varying speeds and size of bumps.</p> <p>-----</p> <p><i>1: Static:</i> On flat terrain, practice up/down movements for absorption. Exercise: Slow up/down movement with eyes directed forward, and back hand over the tail. Ensure a large range of motion.</p> <p><i>2: Active:</i> Apply this movement to a slow traverse across a bumpy section of terrain. Exercise: Slow Traverse with absorption – eyes forward, back hand over tail, mobile lower body. Goal is to maintain contact with the snowboard on snow.</p> <p><i>3: Free:</i> Practice and mileage on toe and heel sides.</p> <p><i>4: Experimentation:</i> Continued practice and mileage, experiment with toe vs. heel side edges, and varying speeds and size of bumps. Direct eyes forward to anticipate changes in pressure.</p>

INTRODUCING FLATLAND TRICKS:

Focus: Introducing students to basic flatland manoeuvres.

SKILLS	SUGGESTED PROGRESSION
<p>Position & Balance</p> <p>Pivot</p> <p>Pressure</p>	<p>Nose & Tail Presses</p> <p><i>1: Static:</i> Move COM (hips) both down (to enhance stability) and fore/aft over nose and tail. Experience the range of motion required on flat terrain.</p> <p><i>2: Active:</i> Apply these movements of the COM to moving on easy terrain. Keep eyes up and looking ahead to anticipate changes in balance.</p> <p><i>3: Free:</i> Practice and mileage.</p> <p><i>4: Experimentation:</i> Try nose and tail presses on different edges (toe and heel sides), on different slopes, and at different speeds.</p> <p>Nose & Tail Presses With Rotation</p> <p><i>1: Static:</i> Move COM (hips) both down (to enhance stability) and fore/aft over nose and tail. Add rotation with head, eyes, arms (shoulders) and hips.</p> <p><i>2: Active:</i> Apply these movements moving on easy terrain. Keep eyes up and looking ahead to anticipate changes in balance, and use the COM to execute rotation.</p> <p><i>3: Free:</i> Practice and mileage. Focus on single tasks (e.g.: frontside rotations only).</p> <p><i>4: Experimentation:</i> Try different combinations of rotations (frontside / backside), as well as nose / tail presses.</p>

INTRODUCING JUMPING:

Focus: Introducing students to getting air.

SKILLS	SUGGESTED PROGRESSION
<p>Pressure</p> <p><i>Pop:</i> Using the quick extension of both legs to assist in getting air. Pressure release happens due to vertical movement loading the legs and the snowboard. Legs retract in the air and extend to absorb landing.</p> <p><i>Ollie:</i> Using the energy stored in the tail of the snowboard to propel the rider into the air.</p>	<p>Pop</p> <p><i>1: Static:</i> Move COM down, and extend by “pressing” through the snowboard. With increased force of extension, riders will begin to “hop” off the snow.</p> <p><i>2: Active:</i> On easy terrain without bumps/jumps, practice popping. Focus on soft landings.</p> <p><i>3: Free:</i> Use terrain features to assist with the pop (small bumps).</p> <p><i>4: Experimentation:</i> Using different features to challenge the skill of popping. Timing & Coordination plays a role here in timing when to lower COM, when to extend, and how quickly to extend.</p> <p>Ollie</p> <p><i>1: Static:</i> Move COM down, and shift the snowboard forward (placing weight on the back foot). Extend the back leg rapidly (similar to popping). In the air, retract both legs, and land softly.</p> <p><i>2: Active:</i> On easy terrain without bumps/jumps, practice ollies off of a flat base. Focus on soft landings on both feet.</p> <p><i>3: Free:</i> Practice ollies with varying timing / speed.</p> <p><i>4: Experimentation:</i> Practice ollies off of a flat base, as well as off of each edge. Experiment with changes due to edging.</p>

INTRODUCING AND DEVELOPING CARVING:

Focus: Introducing students to carving and developing their carving.

SKILLS	SUGGESTED PROGRESSION
<p>Edging</p>	<p>INTRODUCING CARVING</p> <p><i>1: Static:</i> Discuss sidecut and edging, and removal of pivot in carving. Exercise: Static Edging Exercise – use of hips, knees, ankles in edging. Equal weight between front and back foot.</p> <p><i>2: Active:</i> Create a pure edge (pencil line) in a traverse. Exercise: Carved Traverse – in a shallow traverse, on flatter terrain, practice pencil line traverses.</p> <p><i>3: Free:</i> Practice traverses with added speed, and gradually increase the starting angle of the traverse to add additional downhill / uphill travel (remember risk management!).</p> <p><i>4: Experimentation:</i> Experiment with adding edge change during traverse to create carved turns. Exercise: Basic Carved Turns – on very forgiving terrain, have students link pencil lines by making round, pencil line turns.</p> <p>—</p> <p>DEVELOPING CARVING</p> <p><i>1: Static:</i> How to get a turn shape vs riding the sidecut? Exercise: Static Edging Exercise – use of hips, knees, ankles in edging. Equal weight between front and back foot.</p> <p><i>2: Active:</i> Create a pure edge (pencil line) with the emphasis on the entry of</p>

	<p>the turn. Exercise: Edge roll and set at the top of the turn .</p> <p>3: <i>Free</i>: Roll and set the edge at top of the arc then add flexion through the turn. Break carve at end of the arc as terrain/speed dictates.</p> <p>4: <i>Experimentation</i>: Carved Turns - on various terrain / pitches. Link pencil lines by making round, pencil line turns.</p>
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SESSION OUTLINE:

DEVELOPING INTERMEDIATE SKILLS

Reference: CASI Reference Guide (pp. 89-92)

GOALS

At the end of the session, you will have explored the following points:

- o The use of the *Whole-Part-Whole* method of presentation for structuring intermediate lessons.
- o Tools and tactics for developing riding skills in intermediate lessons.
- o Exercises to assist in introducing developing the *Skills Concept* to intermediate riders.

WHOLE-PART-WHOLE SEQUENCE

- o **Whole:** Analysis of existing skills. Use of the Core Competencies to establish the goal.
- o **Part:** Skill-focused refinement, through the use of tactics / exercises. Experience new movements and sensations.
- o **Whole:** Re-introduce new movements into riding skills in similar terrain.

DEVELOPING SLIDING & CARVED TURNING SKILLS

Sliding Turns Focus: Adding board performance and reducing turn size of sliding turns.

Carved Turns Focus: Increasing ability of students to create carved turns in easy terrain.

COMPETENCY / OUTCOME	SKILL & SUGGESTED TACTICS: REFINING SLIDING TURNS	SKILL & SUGGESTED TACTICS: REFINING CARVED TURNS
CENTRED & MOBILE POSITION	POSITION & BALANCE <ul style="list-style-type: none"> • 'Switching Hands' Exercise (alignment and use of core) • Sliding 360's (centred position, lower COM for stability) 	POSITION & BALANCE / EDGING <ul style="list-style-type: none"> • Static Edging Exercise (Inclination vs. Angulation) • Hopping in traverse
TURNING WITH THE LOWER BODY	PIVOT / EDGING <ul style="list-style-type: none"> • 'Headlight on Knees' Exercise • Garland Exercise • 'Spray The Trees' Exercise 	EDGING <ul style="list-style-type: none"> • Arms Restricted (crossed, on hips, etc). • 'Sidecut Turns' / 'Rail To Rail' Exercise
BALANCE ALONG THE WORKING EDGE	EDGING / PRESSURE <ul style="list-style-type: none"> • 'No High-backs' Analogy (heelside only) • Clock Face Analogy • 'Spray The Trees' • Hop to change edges (flex in turn) • Traverses with flexion 	POSITION & BALANCE / EDGING <ul style="list-style-type: none"> • Stop n' Hop's • Drinks on Shoulders Analogy • Cowboy Knees • Inverse traverse with slow vertical movement
TIMING & COORDINATION (SKILL)	<ul style="list-style-type: none"> • Counting for symmetry, quickness and power • Follow the Leader for coordination challenge 	

LEVEL 2 EVALUATION TOOL: TEACHING COMPONENT

GUEST SERVICE & SAFETY:

Below Standard

- Chooses terrain that is either not safe, or unsuitable for this level of student or lesson topic.
- Lesson is not presented in a positive, student-centred manner.
- Safety is not a focus of the lesson, or students are not kept in a safe environment.

Meets Standard

- Terrain is generally safe and suitable to this level of student or lesson topic.
- Lessons are generally presented in a positive and student-centred manner.
- The learning environment is generally safe and secure.

COMMUNICATION & LESSON STRUCTURE:

Below Standard

- Does not effectively communicate (explanations are not clearly understood).
- The lesson is not presented in an effective building block or progression-based format.

Meets Standard

- Effectively communicates (explanations are generally clear), and use a What, Why, How format.
- The lesson follows a clear building-block structure.

DEMONSTRATIONS:

Below Standard

- Technical demos are not adapted to the skill level of students, or are unclear or not easy to copy.
- Demonstrations are not effective and don't inspire confidence.

Meets Standard

- Effective use of demonstrations
- Confidence-inspiring and technically correct execution of demonstrations

ANALYSIS & IMPROVEMENT:

Below Standard

- Feedback does not identify relevant areas for improvement, and lacks an individual focus.
- Feedback is not positive and/or relevant to student trials.

Meets Standard

- Feedback consistently identifies the areas to be improved in relation to the lesson goal, communicated in a clear manner.
- Feedback is generally delivered in a positive manner, and includes reference to why the chosen improvement is important to the lesson goal or theme.

TECHNICAL CONTENT:

Below Standard

- The instructor doesn't effectively present the technique-based portion of the lesson (technical concepts are presented incorrectly or in an incomplete manner in relation to CASI methodology).

Meets Standard

- The instructor effectively presents the technique-based portion of the lesson (technical concepts are presented correctly and in a complete manner in relation to CASI methodology).

LEVEL 2 EVALUATION TOOL: RIDING COMPONENT

CENTRED & MOBILE POSITION

Below Standard

- Does not demonstrate ability to centre weight equally over both feet.
- Is unable to maintain a relaxed position in varied terrain.
- Is not able to demonstrate uniform flexion across joints (hips, knees, ankles), or clearly shows excessive flexion in one part of the body.

Meets Standard

- Demonstrates the ability to centre weight equally over both feet in most situations, in appropriate terrain.
- Maintains a mobile and relaxed position as terrain becomes more challenging / varied.
- Consistently demonstrates uniform flexion across joints (hips, knees, ankles) while turning.

TURNING WITH THE LOWER BODY

Below Standard

- Does not use the knees and feet to turn the snowboard (uses arm, shoulders, and upper-body or a combination of).
- Is unable to demonstrate a centred pivot point in the snowboard during shorter-radius sliding turns.

Meets Standard

- Uses the knees and feet to initiate direction change in the snowboard consistently.
- Is able to demonstrate a centred pivot point in the snowboard during shorter-radius sliding turns consistently.

BALANCE ALONG THE WORKING EDGE

Below Standard

- Cannot manage pressures in the snowboard while edging, resulting in chatter or bouncing.
- Cannot consistently demonstrate round carved turns, on appropriate groomed terrain.
- Is unable to engage the new edge above the fall line during sliding or carved turns.

Meets Standard

- Consistently manages pressure in the snowboard to control chatter.
- Can demonstrate carved turns consistently on appropriate terrain.
- Engages new edge above the fall-line (at approx. 2 and 10 o'clock).

MANDATORY MANOEUVRES :

Candidates must display consolidation of riding outcomes in each of the following manoeuvres:

- Novice Turns - Forward & Switch** (Green Terrain) - 4-6 M CW
- Intermediate Carved Turns** (Green/Easy Blue Terrain) - 7-10 M CW
- Short Radius Sliding Turns** (Steep blue/Black Terrain) - 3-5 M CW
- Ollie - With proper landing on two-feet** (Green Terrain)

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