



PARK 1

EVALUATOR GUIDE

2023-24

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★ **Evaluators: Use this document to ensure that the CASI Park 1 course is presented in a consistent manner and maintains the technical standards of CASI-ACMS.**

★ *Refer also to the Candidate's Park 1 course guide.*

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PARK INSTRUCTOR LEVEL 1 - AGENDA

DAY ONE:

- 8:30 - 9:00 a.m. Registration & Introductions
- 9:00 - 12:00 p.m. Warm-up
 - Park Etiquette & Safety Discussion
 - The Core Competencies in Freestyle Snowboarding
- 12:00 - 1:00 p.m. *Lunch*
- 1:00 - 3:30 p.m. Teaching The Freestyle Fundamentals (with practice teaching)
- 3:30 - 4:30 p.m. Daily Review & Evaluation

DAY TWO:

- 9:30 - 12:00 p.m. Warm-Up
 - Teaching The Freestyle Fundamentals (continued)
- 12:00 - 1:00 p.m. *Lunch*
- 1:00 - 3:30 p.m. Teaching Beyond the Fundamentals: Progression Building
- 3:30 - 4:30 p.m. Course Evaluation & Results

★ **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.*

EVALUATOR'S DAILY OUTLINE

DAY 1	
8:30 – 9:00am	<p>Registration</p> <ul style="list-style-type: none"> • Confirm participants' names are on the course list in the CASI app and indicate absence if there is any. <p>Introductions</p> <ul style="list-style-type: none"> • Briefly introduce the course staff. • Review the course agenda and description. • Discuss the evaluation process on the course – on-going evaluations of both teaching and riding skills. • Discuss re-test situations. • Review the Park 1 riding and teaching standards. ★ Address any questions from candidates.
9:00 – 12:00pm	<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 ensure that candidates' equipment is set up properly and safely. • Discuss equipment considerations in freestyle / terrain park riding. • During a warm-up run, discuss the <i>Safety & Park Etiquette</i> points outlined in the technical presentation (page 6). <p>Technical Presentation: <u>The Core Competencies in Freestyle Snowboarding</u></p> <ul style="list-style-type: none"> • Present this session as outlined in the technical presentation (see page 6). ★ Refer to the workshop of the same title throughout this session; make sure they've completed it or will complete it before the end of the course. Address any questions from the candidates. ★ Make sure to assess riding for each candidate.
12:00 – 1:00pm	LUNCH
1:00 – 3:30pm	<p>Technical Presentation: <u>Teaching The Freestyle Fundamentals</u></p> <ul style="list-style-type: none"> • Present this session as outlined in the technical presentation (see page 8). ★ Time-wise, the <i>Approach and Take Off</i> section should be taught in a warm-up lesson.
3:30 – 4:00pm	<p>Daily Review</p> <ul style="list-style-type: none"> • Discuss with candidates (either individually or as a group) their understanding and comfort with the day's material. • Ensure that candidates record notes. • Highlight areas of strength, as well as areas of concern that may not be at the course standard (teaching or riding skills).

DAY 2	
9:00 – 9:30am	Day 2 Intro <ul style="list-style-type: none"> Review the course agenda for the day. Address any questions candidates might have.
9:30 – 12:00pm	<ul style="list-style-type: none"> Warm-Up Run(s) and park scoping run. Remind candidates about <i>Safety & Park Etiquette</i> discussions info from Day 1. Technical Presentation: Teaching The Freestyle Fundamentals (Continued) <ul style="list-style-type: none"> Continue the presentation of this session as outlined in the technical presentation (see page 8).
12:00 – 1:00pm	LUNCH
1:00 – 3:30pm	Technical Presentation: Teaching Beyond the Fundamentals (Progression Building) <ul style="list-style-type: none"> Present this session as outlined in the technical presentation (see page 10). ★ Refer to the workshop “Progression Building” throughout this session; make sure they’ve completed it or will complete it before the end of the course. Address any questions from the candidates.
3:30 – 4:30pm	COURSE RESULTS <ul style="list-style-type: none"> Try to take a group photo, and email to: genevieve@casi-acms.com, or post on social media channels and tag CASI-ACMS. Encourage group members to “like” us on Facebook and Instagram. PRESENTING COURSE RESULTS <p>The suggested method for course results is:</p> <ol style="list-style-type: none"> Announce the partial passes (teaching or riding component) and hand out the results envelope to those individuals. Announce the full passes (new Park 1 instructors), and hand out the envelopes. Hand out any remaining envelopes to those who did not complete either component. Let the group know that they should come to speak with you after they have reviewed the comments on the evaluation forms. <ul style="list-style-type: none"> ★ When presenting course results, try to be aware of different personalities within the group, group dynamics, as well as the pass/fail ratios. ★ 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). USE YOUR DISCRETION.

TECHNICAL PRESENTATION

THE CORE COMPETENCIES IN FREESTYLE SNOWBOARDING

- The goal of this session is to review the *Core Competencies* (from the Level 1 and 2 Instructor courses) and to apply these in basic freestyle snowboarding techniques.
- Students will have the opportunity to demonstrate some of the mandatory manoeuvres.
- At the completion of this session, candidates should:
 - a. Understand safety aspects of teaching novice students in the terrain park.
 - b. Be familiar with the Core Competencies, and their role in freestyle snowboarding.
 - c. Understand how to use the Core Competencies to assess students' skill level for safe introduction to freestyle skills.
 - d. Have an understanding of the riding standard for the Park 1 Instructor course.

Evaluator's notes

- ★ During the warm-up, start by highlighting the safety aspects of riding in the terrain park including safety and etiquette.
- ★ Ensure that candidates are receiving feedback on their personal riding skills as part of this presentation.
- ★ Use a variety of instructional approaches in presenting this session.

1. TERRAIN PARK SAFETY & ETIQUETTE	<p>Discussion Points:</p> <ul style="list-style-type: none"> → The Alpine Responsibility Code (review) → "Smart Style" Freestyle Terrain classification (orange oval: S,M,L) → The use of spotters on jumps and hand signals → ("O" for jump open, "X" for jump not open) → How to move safely through park terrain. → Warm-up / park familiarity runs → Using "stop zones" to stop safely out of the flow of traffic; avoiding "spill zones" below jumps → Calling drop-ins and merging.
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COMPETENCY:	CANDIDATES SHOULD DEMONSTRATE	TACTICS
CENTRED & MOBILE POSITION	<p>Goals:</p> <ul style="list-style-type: none"> ● Neutral, centred and ready position. ● Mobility, comfort, and strength in various positions (centred, fore/aft, tall/short, etc). ● Limit twisted or bent postures to identify limits of movement within a greater range. 	<p>Switch Riding</p> <ul style="list-style-type: none"> ● In varied terrain to challenge balance and maintenance of a neutral, centred and ready position. <p>Intro to Airst</p> <ul style="list-style-type: none"> ● Explore "centred" body position in basic airts (various planes of balance). <p>Intro to Presses</p> <ul style="list-style-type: none"> ● Butter Yoga Shift BOS over one foot at a time (with a focus on returning to centre).

<p>TURNING WITH THE LOWER BODY</p>	<p>The role of the hips, knees and feet in rotations.</p> <p>Goals:</p> <ul style="list-style-type: none"> • Efficient direction control towards targets or features in the fall-line. • Efficient control of speed : <ul style="list-style-type: none"> • Proper speed checks • Counter-rotation/ lower body rotation • Balance in general rotations. <p>★ Use of lower body steering will allow for rotational separation required for spins and more complex manoeuvres.</p>	<p>Introduce</p> <ul style="list-style-type: none"> • Try some speed-checks on easy terrain. <p>Add challenge</p> <ul style="list-style-type: none"> • Perform manoeuvres in between speed-checks : ollies, hops, etc. • Speed-check in specific spots : not in straight line, close together, etc. <p>Fine-tuned direction control in the fall-line and speed judgement :</p> <ul style="list-style-type: none"> • Speed-checks outside of the park : set up a follow-the-leader challenge or obstacle course. <p>Exploratory TACTICS</p> <ul style="list-style-type: none"> • Butter Pretzels • Butter Slash • Revert slashes or carves • Cat track 180's
<p>BALANCE ALONG THE WORKING EDGE</p>	<p>Goals:</p> <ul style="list-style-type: none"> • Use of edge grip to achieve control in freestyle manoeuvres. • Balance inclination with angulation. • Use of knees and ankles to create a "platform". • Riders should equally blend inclination and angulation to pop or jump when desired. <p>★ More edge does not equal more grip! Use of a flatter board ("just enough edge") for a stronger platform (COM over BOS).</p>	<p>Carving</p> <ul style="list-style-type: none"> • Discuss travelling straight with control. (Use of slight edging to create open arcs). <p>Flat base</p> <ul style="list-style-type: none"> • Discuss gaining or maintaining speed. <p>Strong platform</p> <ul style="list-style-type: none"> • Discuss lower leg tension/strength (ankles) advantages. <p>Exploratory TACTICS</p> <ul style="list-style-type: none"> • Sidecut turns • Flat-base riding; through turns or in challenging locations. • Hops between turns, within turns, and at edge changes.

TECHNICAL PRESENTATION

THE FREESTYLE FUNDAMENTALS

The goal of this session is to introduce instructors to the fundamental movements and skills for freestyle/park snowboarding.

At the end of this session, candidates should:

- Understand the fundamental skills and movements for introducing snowboarders to freestyle/park snowboarding.
- Be familiar with structuring a lesson in a Building Block format to introduce these skills.

Evaluator's notes

Presentation of the material should be completed in a 3-part instructor-training format:

1. **Introduce the fundamental (or teaching goal)** and highlight the specific details associated with it, as well as outcomes to work towards.
2. **Present a short example lesson of that fundamental** using the group as the “students”. Ensure that the demo lesson is simple and can be copied by the candidates. Try to separate the “need to knows” from the “good to knows”. Stick to the essential info.
3. **Wrap-up and review the example lesson**, drawing attention to the Practical Teaching Skills that were included: *Guest Service & Safety, Communication & Lesson Structure, Demos, Analysis & Improvement and Technical Content*.
 - ★ Practices teaching
 - Immediately following the wrap-up, have candidates briefly practising that same teaching outcome to each other
 - In smaller groups of 2-4 people.
 - Allow only 5-10 minutes per lesson.
 - This step will allow the group to begin to teach the info as they just saw it presented by the Evaluator.
 - ★ Don't expect perfection at this stage; rather encourage the group to simply get comfortable with the explanations, terminology, and demonstrations.

FUNDAMENTALS	KEY POINTS	SUGGESTED PROGRESSION
APPROACH AND TAKE-OFF	<ul style="list-style-type: none"> → Establishing a flat base. → Body position (to maintain flat base). → Speed Checks 	<ol style="list-style-type: none"> 1. Comfortably riding past all features at appropriate speeds (using speed-checks and turns in appropriate spots). 2. Practice judging where to drop-in from (i.e.: a little bit higher in elevation than top of the lip). 3. Practice stopping between features safely and merging back in safely. <ul style="list-style-type: none"> ★ <i>All of the above should first be done 'beside' features/active lanes before moving into active lanes and on features.</i> ★ <i>Focus on appropriate body position throughout.</i>
BUTTERS AND FLATLAND TRICKS	<ul style="list-style-type: none"> → Adjusting the neutral position to achieve a flatland trick (shifting BOS over one foot at a time). 	<ol style="list-style-type: none"> 1. “Butter Yoga” (stationary butters) 2. Nose/tail presses 3. Rotations 4. Ollie or hop in to press

		<ol style="list-style-type: none"> 5. Sideways presses (boardslides on snow at 90 degrees) 6. Create variation!
<p>JUMPING / GETTING AIR</p> <p>★ Evaluator's notes : Coasting should be used only when the terrain is appropriate and sometimes Pop is better to be done before Coasting.</p>	<p>→ Coast</p> <p>★ <i>This requires a physical effort to resist transition forces (no change in leg length) at take-off.</i></p> <p>→ Pop</p> <p>★ <i>Timing is a key skill – to gradually push the board into the entire take-off, and ensure the duration of the extension is effective and efficient.</i></p> <p>→ Ollie</p> <p>★ <i>Speed and pop should be blended to land in desired transition.</i></p>	<ol style="list-style-type: none"> 1. Coast: Riding off of terrain features <ul style="list-style-type: none"> → The rider gets air through changes in terrain 2. Pop: Riders push slightly with both legs throughout the take off (gradually from transition to lip). Rider still gets air mainly from the terrain feature, but controls and adds to (as needed) that with an efficient physical effort. <ul style="list-style-type: none"> → Static hops → Hops at slow speed → Hops over small marks in the snow → Hops over simple terrain features → Popping off terrain features 3. Ollie: Riders get air through pressure build and release in the snowboard: <ul style="list-style-type: none"> → Static Ollies: Experiment with moving the body vs. moving the board, loading the tail (Timing). → Moving Ollies: Flat base and off edge. → Ollies with terrain features: Small bumps, jumps, etc.
<p>INTRO TO BOXES AND RAILS</p>	<p>→ Safety and progression to introduce riders to boxes and rails.</p>	<ol style="list-style-type: none"> 1. Flat-based riding → on flat terrain. *Review approach from above. 2. Flat-based → on rail-like target *Draw track/box in snow, bamboo poles, etc.) 3. Board off → observe board on box *Exploration of frictionless surfaces (need for zero edge angle). 4. Hands-on assistance → on a flat, surface-level box. *Instructor assistance at slow speed only if required (not all students will require this). 5. 50-50's → on boxes or beginner rails.

TECHNICAL PRESENTATION

TEACHING BEYOND THE FUNDAMENTALS (PROGRESSION BUILDING)

- The goal of this session is to build on the Freestyle Fundamentals to effectively create Building Block progressions* to teach basic tricks (such as more complex flatland tricks, 180's, airs with grabs, shifty's / boardslides).
- A secondary goal of the session is to provide candidates with personal feedback and challenges on their riding skills.
- This session will provide a preview of the Park 2 course focus of teaching more complex tricks, manoeuvres, and features.

**Note: The difference between maneuver-based progressions and terrain-based progressions.*

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- Run this session in a workshop style, demonstrating multiple effective progressions building off the Freestyle Fundamentals.
 - Allow and encourage candidates to input ideas and bits of teaching where appropriate.
 - This session should be structured to allow for mileage with manoeuvres and provide candidates with opportunity to lead the group while developing practical teaching skills.

1. Jumping

- a. *Example 1:* Progress to straight air – seated static/static hop (board on or off), hop and lift legs then try to GRAB!
- b. *Example 2:* Straight airs with different grabs and shiftyies

2. Rotations

- a. *Example 1:* Static, sliding (cross hill/fall line), hopping (cross hill/fall line), fall line w/ timing, simple features.
- b. *Example 2:* 180's both directions off small park jump

- ★ Make sure to adapt this progression to the group. Some might need to work on more 180's progressions and some should probably start working towards the 360's.

3. Boxes/Rails

- a. *Example 1:* Board slides to regular or switch.
- b. *Example 2:* Nose press/tail press

- ★ Draw attention to the *Practical Teaching Skills* in the presentation lessons:

- Guest Service & Safety
- Communication & Lesson Structure
- Demonstrations
- Analysis & Improvement
- Technical Content

- ★ Use the *Practical Teaching Skills* to provide feedback following each lesson, as well as strategies to improve the lessons.

- ★ *Ensure candidates understand the 'timeline' that they should be introducing new freestyle skills within.*

- ★ *Review the Core Competencies' role as a tool for judging when to move forward.*

- ★ *Comfort, strength and fun should all be being achieved CONSISTENTLY with the current manoeuvre before moving on to new manoeuvres or more challenging features.*

PARK 1 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

- Consistently chooses safe & suitable terrain
- Always works to create a positive & student-centred environment
- Teaching is safety-focused at all times

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

- Communication is clear most of the time (what, why and how)
- Clear progression lesson structure (building-block)

DEMONSTRATIONS:

Below Standard

- Does not effectively use demonstrations
- Demonstrations do not inspire confidence and/or are not performed in a technically correct fashion

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

- Recognizes primary causes of student difficulty
- Provides positive & relevant feedback to students specific to analysis points

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

- All technical concepts are presented effectively and are technically correct.

PARK 1 EVALUATION TOOL: RIDING COMPONENT

1: CENTRED & MOBILE POSITION

Below Standard

- Does not demonstrate ability to centre weight equally over both feet in appropriate park/freestyle terrain
- Is unable to maintain rotational alignment (shoulders, hips, knees, feet) terrain, conditions and features relative to the Park 1 standard
- Is not able to demonstrate uniform flexion across joints (hips, knees, ankles), or clearly shows excessive flexion in one part of the body in terrain, conditions and features relative to the Park 1 standard (small features)
- Does not maintain downhill momentum while demonstrating air with rotations

Meets Standard

- Weight consistently centred over feet equally
- Maintains rotational alignment during most turns / manoeuvres
- Maintains uniform flexion in joints in freestyle terrain / manoeuvres
- Maintains downhill momentum while demonstrating air with rotations

2: TURNING WITH THE LOWER BODY

Below Standard

- Does not effectively initiate rotations and control direction in the snowboard
- Does not control speed properly
- Does not show balance in rotational manoeuvres
- Does not use turn shape to assist in trick execution and ride out in the new direction on landings

Meets Standard

- Effectively initiate rotation and control direction in the snowboard consistently
- Effective speed control
- Shows balance in rotational manoeuvres
- Uses turn shape to assist in trick execution and ride out in the new direction on landings

3: BALANCE ALONG THE WORKING EDGE

Below Standard

- Does not use inclination (leaning) and/or angulation (bending) to create grip at take-offs and landings.
- Edge grip is not consolidated or consistently used.
- Does not show consolidation in the ability to consistently maintain the COM over the edge in varied park features and freestyle manoeuvres.
- Can't use inclination and angulation to vary edge angle relative to the feature or manoeuvre.
- Does not stop rotations on landing through use of edging

Meets Standard

- Consistently uses inclination and angulation to create grip at take-offs and landings.
- Can use inclination and angulation to vary edge angle relative to the feature or manoeuvre.
- Manages to stop rotations on landing through use of edging
- Ability (consolidation) to maintain COM over the edge in varied features or freestyle manoeuvres

MANDATORY MANOEUVRES

- | | |
|--|---|
| <input type="checkbox"/> Ollie | <input type="checkbox"/> Straight Airs w/ variation |
| <input type="checkbox"/> Nose and Tail Press w/variation | <input type="checkbox"/> Air 180 Frontside |
| <input type="checkbox"/> 50-50 w/ variation | <input type="checkbox"/> Air 180 Backside |

PARK FEATURES SIZES AND EXPECTATIONS

Airs and rotations:

- Candidates must be comfortable on Small (S) step-over or table top jumps up to approximately 2 to 3 metres or 6 to 9 feet range length from the lip of the jump to the knuckle of the landing.

Boxes and rails:

- Candidates can 50-50 a ride on box with a length of 3-5 Metres.
- ★ Entry level features (Small) in the park are **mainly** used during the course. However, at times, candidates can also expect to ride other sizes and park features types according to their actual sizing and construction. For example :
 - Ride on Medium box/rail or Medium jumps that could be rated Small somewhere else.
 - Pop on a Small box/rail (if no ride on is available)

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