



PARK 2

EVALUATOR GUIDE (2023-24)

TABLE OF CONTENTS

Park 2 Course Agenda	2
Daily Outline – Day 1	3
Daily Outline – Day 2	4
Daily Outline – Day 3	5
The Advanced Competencies in Freestyle Snowboarding	6
Freestyle Fundamentals Development	8

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

CANADIAN ASSOCIATION OF SNOWBOARD INSTRUCTORS

186 Hurontario Street, Suite 201 T: (877) 976-2274
Collingwood, Ontario E: info@casi-acms.com
Canada L9Y 4T4 W: www.casi-acms.com

PARK INSTRUCTOR LEVEL 2 - AGENDA

DAY ONE:

8:30 - 9:00 a.m.	Registration & Introductions
9:00 - 12:00 p.m.	Warm-up, Park Etiquette & Safety Review, Advanced Competencies Presentation
12:00 - 1:00 p.m.	Lunch
1:00 - 3:30 p.m.	Advanced Freestyle Technical Session
3:30 - 4:00 p.m.	Cool-down Workshop: Advanced Competencies in Freestyle Snowboarding Daily Review & Evaluation

DAY TWO:

9:00 – 9:30 a.m.	Warm-up Workshop: Freestyle Feedback, Refining Feedback & Using Questions
9:30 - 12:00 p.m.	Advanced Freestyle Technical Session
12:00 - 1:00 p.m.	Lunch
1:00 - 3:30 p.m.	Advanced Freestyle Technical Session
3:30 - 4:30 p.m.	Workshop: Progression Building for Intermediate Freestyle Daily Review & Evaluation

DAY THREE:

9:00 – 9:30 a.m.	Workshop: Skill Based Teaching in Freestyle
9:30 - 12:00 p.m.	Advanced Freestyle Technical Session
12:00 - 1:00 p.m.	Lunch
1:00 - 3:30 p.m.	Rider Improvement, Stacking Clips & Learning Tricks
3:30 - 4:30 p.m.	Evaluation and Results

**Due to various mountain conditions, times may vary.*

**To ensure that the course runs smoothly students should arrive 10 minutes before the above times.*

**The wearing of helmets is mandatory on the CASI Park 2 course.*

**Attendance and participation in all parts of the course is mandatory to receive evaluation results.*

EVALUATOR'S DAILY OUTLINE

Note that the order of technical sessions may vary due to the ability level of the candidates, the availability of park features and the weather/conditions. Use discretion when making changes to the provided order.

DAY 1	
8:30 – 9:00am	<p>Attendance</p> <ul style="list-style-type: none"> - Confirm participants' names are on the course list. - For add-on participants, payment may be made by credit card only. Contact your Regional Coordinator to process and confirm payment has been processed before the end of day 1. - Ensure that registration forms/waivers are completed. - Distribute course materials to candidates.
	<p>Introductions</p> <ul style="list-style-type: none"> - Briefly introduce the course staff. - Using the course guide, 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. - Review the Park 2 riding and teaching standards.
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 Safety & Park Etiquette points outlined in the technical presentation and how they apply to intermediate to advanced riders (Evaluator Guide page 6). <p>Technical Presentation: <i>The Advanced Competencies in Freestyle Snowboarding</i></p> <ul style="list-style-type: none"> - Present the session as outlined in the Evaluator Guide (page 6). - Create opportunities to help candidates improve their analysis and understanding using the Advanced Competencies - Highlight the use of competencies, skills and skill blending to analyse riding and provide feedback to improve candidates riding - Outline and demonstrate the various reference manoeuvres required, check for fundamentals in candidates riding to plan the remainder of the course
12:00 – 1:00pm	LUNCH
1:00 – 3:30pm	<p>Grabs with Variation</p> <ul style="list-style-type: none"> - Present the session as outlined in the Evaluator Guide (page 8). - Provide an example progression for tweaked grabs focusing on Position & Balance and/or Pressure. - Following the sample lesson, have some of the candidates teach short practice lessons to teach other grabs. Different skill focuses can be used depending on the trick or the students. - If terrain permits these lessons may take place in the terrain park or on side hits. While the progressions may be directed at a specific grab there will be info that assists in other grabs with variation.

	<ul style="list-style-type: none"> - Help candidates to clarify key movements if needed and the skills used to assess and improve students' riding. - Explanations and feedback should be movement-based and should show a skill focus to support development
3:30 – 4:00pm	Daily Review <ul style="list-style-type: none"> - Discuss with candidates (either individually or as a group) their understanding and comfort with the day's material. - Take notes and fill in evaluations where appropriate. - 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	Workshop Review: The Advanced Competencies in Freestyle Snowboarding <ul style="list-style-type: none"> - Briefly review the Advanced Competencies in Freestyle Snowboarding workshop questions in the Course Guide (page 9). Candidates should have completed this workshop prior to the course, so a summary discussion may only be required.
9:30 – 12:00pm	Warm-Up and Review <ul style="list-style-type: none"> - Warm-up and park inspection. Review Safety & Etiquette info from Day 1. Introduction to Street-Style Features <ul style="list-style-type: none"> - Present the session as outlined in the Evaluator Guide (page 8). - Highlight the use of feature-based progression for street-style features using a focus on Edging and Pressure. - Have some candidates teach a practice lesson introducing or refining street-style approaches onto box and rail features. Cater the terrain assigned to the teaching candidates ability level. - Hiking a feature is encouraged, where appropriate, to get mileage and provide more opportunities for feedback.
12:00 – 1:00pm	LUNCH
1:00 – 3:30pm	Rotational Control on Boxes and Rails <ul style="list-style-type: none"> - Present the session as outlined in the Evaluator Guide (page 9). - While presenting the example progression (with a focus on either Position & Balance and/or Pivot), outline the technical logic behind each step of the progression, showing how and why the Building Block is constructed. - In small groups, have candidates teach a trick or portion of a progression to highlight understanding of rotational control on boxes. Break down the goal into component tricks and use a manoeuvre/terrain-based progression to achieve it. - Explanations and feedback should be movement-based and should show a skill focus to support development.
3:30 – 4:30pm	Daily Review <ul style="list-style-type: none"> - Discuss with candidates (either individually or as a group) their understanding and comfort with the day's material. - Take notes and fill in evaluations where appropriate. - Highlight areas of strength, as well as areas of concern that may not be at the course standard (teaching or riding skills). - Ensure that candidates have a clear understanding of their (estimated) riding and teaching ability compared to the standards going into Day 3.

DAY 3	
9:00 – 9:30am	<p>Workshop Review: <i>Progression Building</i></p> <ul style="list-style-type: none"> - Briefly review the <i>Progression Building</i> workshop questions in the Course Guide (page 11). Candidates may have completed this workshop prior to the course, so a summary discussion may only be required.
9:30 – 12:00pm	<p>Warm-Up and Review</p> <ul style="list-style-type: none"> - Warm-up and park inspection. Review <i>Safety & Etiquette</i> info from Day 1. <p>180's and 360's on Jumps</p> <ul style="list-style-type: none"> - Present the session as outlined in the Evaluator Guide (page 9). - Review the basic on-snow spin progression and progress to rotations down the fall line and on jumps. Focus on Edging and/or Timing & Coordination to execute 180/360 rotations off jumps. Make sure to cover use of (video) analysis in refining performance, as well as the Hourglass concept. - Have candidates present short practice lessons showing a relevant section of the spin progression. Most of the lessons should focus on spinning off park jumps. Use a workshop approach to allow ample time for feedback. - Explanations and feedback should be movement-based and should show a skill focus(es) to support development.
12:00 – 1:00pm	LUNCH
1:00 – 3:30pm	<p>Rider Improvement & Learning Tricks</p> <ul style="list-style-type: none"> - Based on the candidate's performance, deliver a coaching session to further develop riding. Keep things fun and develop refinement and creative variation where possible. - Use this opportunity to solidify your decision about candidates results for the riding standard. Make sure clear feedback is given to and understood by each candidate. Stay positive and celebrate progress towards goals regardless of results.
3:30 – 4:30pm	<p>Course Results</p> <ul style="list-style-type: none"> - Try to take a group photo, and email to: genevieve@casi-acms.com, or post on social media and tag CASI-ACMS. Encourage group members to "like" us on Facebook and Instagram (@casiacms) <p>Presenting Course Results</p> <p>The suggested method for course results is:</p> <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 1 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> <p>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.</p>

TECHNICAL PRESENTATION

THE ADVANCED COMPETENCIES IN FREESTYLE SNOWBOARDING

The goal of this session is to introduce the *Advanced Competencies* and to apply these to intermediate freestyle snowboarding.

At the completion of this session, candidates should:

- Understand safety aspects of teaching intermediate students in the terrain park.
- Be familiar with the Advanced Competencies, and their role in freestyle snowboarding.
- Understand how to use the Advanced Competencies to assess students' skill level for safe development of freestyle skills.
- Have an understanding of the riding standard for the Park 2 Instructor course.

When delivering this session, it is recommended that you use the Reference Tactics & Exercises below as the introductory maneuvers when introducing Advanced Competency. The Park 2 standard reference maneuvers can be used to consolidate each competency.

If time allows, feel free to film candidates, and during the PM conduct a short video analysis session to provide feedback in relation to the Park 2 standard.

TERRAIN PARK SAFETY & ETIQUETTE	<p>Discussion Points:</p> <p>The Alpine Responsibility Code (review from Park 1 course):</p> <ul style="list-style-type: none"> “Smart Style” Freestyle Terrain classification (orange oval: S, M, L symbols) The use of spotters on jumps and hand signals <ul style="list-style-type: none"> “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 and avoiding “spill zones” below jumps Calling drop-in's and merging <p>Advanced park safety tips and habits:</p> <ul style="list-style-type: none"> Day planning considerations <ul style="list-style-type: none"> Energy levels Reacting to changing conditions Peak performance times vs. consolidation times Stop when it's time to stop Scoping speed, using “trains” or “towing” someone in. Safe practices for camera people
--	--

COMPETENCY	POINTS OF PERFORMANCE	REFERENCE TACTICS & MANEUVERS
STRENGTH & FLOW	<ul style="list-style-type: none"> Resisting forces from turn shape and terrain allows riders to carry speed; passively absorbing these forces can reduce speed (often unintentionally). A greater variety of movements is required for maneuvers in the park. Riders should consciously use features to manage speed for desired outcome. The fluid application of power over time is key to executing maneuvers with control and consistency. 	<ul style="list-style-type: none"> Pop in and out of butters Freestyle ‘top gun’ with rotations ‘Flow-through lap’ for warm-up (try not to repeat the same trick) “True” coasting jumps, no movement, statue-like Too fast or too slow jumps to the sweet spot Grabs, gaps and spins

<p>LOADING & DEFLECTION</p>	<ul style="list-style-type: none"> • Speed, Pop and Snap establish the trajectories of the COM and board. • Subtle <i>ollie/nollie</i> movements on takeoff create Snap. • Holding consistent edging from the transition to the lip will result in more speed and a better platform. • Landing cleanly in a strong position helps maintain speed by better directing momentum downhill. • The board's and the COM's momentums can be manipulated separately to achieve effective directional control at takeoff. 	<ul style="list-style-type: none"> • Side Hits • Street style rails/tubes • Grabs vs. Micro Grabs (you don't always need max air) • Transfers, (intentional) drifting and landing-zone "target practice" • Frontside vs. Backside 50-50s • Nose-press vs. tail-press • Boardslide vs. lipslide • Grabbing before the apex of air
<p>ARC TO ARC</p>	<ul style="list-style-type: none"> • Speed checks for jumps should usually be made while still on the downslope before the jump to allow consistent edge hold and speed through approach and takeoff. • For most park riding, carved open turns with low edge angle helps maintain downhill momentum. • "Mid-weighting" creates a smooth transfer to the new edge and a strong position for jumps. • Approach for street style features should use open turn shapes that will direct momentum on top of and towards the end of the feature. 	<ul style="list-style-type: none"> • Hourglass (sidecut) turns, with minimal edge angle; add 180s and 360s and then progress to jumps. • Flat-base between turns (challenging locations as terrain allows). • 50-50 on small street style features. • "Check the track" Hourglass on takeoff • Spins on jumps with/without (intentional) drifting
<p>STEERING VERSATILITY</p>	<ul style="list-style-type: none"> • Advanced riders can adjust their speed by using varied amounts of slide vs. carving through approach turns. • Rotational separation is required to pre-wind for spins. • More rotational force = more spin. The same rotation over different sized jumps will require varied rotational forces. • Counter-rotated speed checks are a quick way to manage speed without changing direction. 	<ul style="list-style-type: none"> • Toe-to-toe and heel-to-heel progression (sliding, nose roll, hopped, etc.) • Butter-270's • Pretzel vs. Same Way • Late 180's • Same spin + different feature vs. same feature + different spin • Frontboards and backlips • Shifties and tweaked grabs

TECHNICAL PRESENTATION

FREESTYLE FUNDAMENTALS DEVELOPMENT

The goal of this session is to show you how to develop the fundamental movements and skills for intermediate freestyle/park snowboarding.

At the end of this session, candidates should:

- Understand how to modify a progression to suit an individual student's needs.
- Be familiar with structuring a lesson in a *Building Block* format to introduce these skills.
- Understand how to use the skills concept to analyze and improve performance in freestyle riding.
- Have a basic understanding of skill blending in teaching freestyle snowboarding.
- **Be able to build trick progressions and lead skill refinement sessions using the appropriate underlying technical logic.**
 - o **Use a workshop approach to give candidates time leading the group to demonstrate their knowledge and abilities in each session.**

Note: The following progressions should be built *after* discussion and completion of a riding assessment. All of these progressions have certain prerequisite maneuvers and an assumed ability level for students.

DEVELOPMENT	KEY POINTS	PROGRESSION CONSIDERATIONS
GRABS WITH VARIATION Key Skills: <ul style="list-style-type: none"> ● Position & Balance ● Pressure 	<p>A stable takeoff with efficient Pop is the foundation to solid airs.</p> <p><i>Ollie/Nollie</i> movements create Snap at takeoff, bringing board up to COM.</p> <p>Coordination of movements so tweak follows grab; (usually) not a blended movement.</p> <p>Variation to other grabs through counter rotation and extension.</p>	<p>Example Maneuvers: Seated/Static grabs, quick-touch grab, grab & hold, tweak, learn to method...</p> <p>Typical Terrain and Features: Stationary on-snow, smaller jumps and side hits, gradual progression to bigger jumps and various kinds of takeoffs...</p> <p>Safety Considerations: Ensure students have good mobility and reasonable mileage with jumps and grabs before attempting tweaked grabs. Adjust progression considerations to suit conditions, terrain availability and student's ability and goals.</p>
INTRODUCTION TO STREET-STYLE FEATURES Key Skills: <ul style="list-style-type: none"> ● Edging ● Pressure 	<p>Straight approach with minimal edge angle helps direct momentum towards the end of the feature.</p> <p>Speed, approach angle and Pop must be adjusted to balance mass over the feature.</p> <p>Intentional absorption upon landing on the feature will help with 'locking in' and balance.</p> <p>Banking the snowboard against the side of the feature helps riders to "catch the feature" and prevent drifting off.</p> <p>Vision is a key element of balance. Vision should</p>	<p>Feature Progression:</p> <ul style="list-style-type: none"> ● "Catch" siderail of box ● Ride-on or (straight gap) wide tubes ● Low level, flat features (side approach) ● Low level down features (side approach) <p>Technical Progression:</p> <ul style="list-style-type: none"> ● Able to release the board from takeoff independent of the upper body. <ul style="list-style-type: none"> o Ollie and Nollie challenges ● Able to deflect board laterally from edge to flat <ul style="list-style-type: none"> o Lateral deflection challenges ● Straightens approach and trusts speed <ul style="list-style-type: none"> o Gapping over obstacles and features ● Controls vertical deflection of COM <ul style="list-style-type: none"> o 'Anti-Pop' + 'Snap' at the same time. <p>Safety Consideration: Wide, round features are easier to 'catch' and safer to fall on. Lower height features also minimize risks.</p>

	<p>track the end of the feature as soon as possible..</p>	<p>Students must have consolidated performance on small jumps, boxes and rails to manage the risks associated with street-style features.</p> <p>Adjust progression considerations to suit conditions, terrain availability and student's ability and goals.</p>
<p>ROTATIONAL CONTROL ON BOXES & RAILS</p> <p>Key Skills:</p> <ul style="list-style-type: none"> ● Pivot ● Position & Balance 	<p>Upper and lower body rotational separation for boardslides and anticipation of trick completion.</p> <p>Rotations beyond 180 off features are started by banking (or pedaling) the snowboard against the feature.</p> <p>Boardslide to same-way rotations are typically easier balanced on the back foot while board slide to pretzel rotations are easier balanced on the front foot.</p> <p>Nollie-ing into back-foot balance and ollie-ing into front-foot balance is most effective.</p>	<p>Terrain Progression:</p> <ul style="list-style-type: none"> ● On-snow butters ● Ride-on flat boxes, rails and tubes ● Street-style features <p>Example Maneuver Progression:</p> <ul style="list-style-type: none"> ● BS 50-50 □ BS Nosepress □ BS Boardslide □ Pretzel 270 out <p>This progression is a typical example of building difficult tricks using easier component tricks. The BS 50-50 teaches heel edge takeoffs, nosepress teaches front foot locking-in, boardsliding can be practiced first on snow or on easier features and the pretzel 270 out is a natural progression of achieving the above.</p> <p>Safety Consideration:</p> <p>Ensure students have sufficient rotational and edging skills before moving to more difficult tricks or features.</p> <p>When progressing from snow to boxes be sure to shift weight further towards the end of the feature to maintain a flat base.</p> <p>Adjust progression considerations to suit conditions, terrain availability and student's ability and goals. Each student may have a different preference for which order they learn tricks.</p>
<p>180's AND 360's ON JUMPS</p> <p>Key Skills:</p> <ul style="list-style-type: none"> ● Edging ● Timing & Coordination 	<p>Symmetry between approach and takeoff lines, with edge change in transition (under ideal conditions). Hourglass diagram.</p> <p>Rotational separation for pre-wind, rotational connection at take-off.</p> <p>Coordinated and efficient movements help to achieve a smooth and balanced spin.</p> <p>Shoulders and hips should rotate parallel to the snowboard for a flat spin.</p>	<p>Potential Training Terrain:</p> <ul style="list-style-type: none"> ● Gentle, well-groomed terrain ● Side hits, both across and down the fall line ● Rollers, knuckles and small park jumps. <p>Building Block Progression:</p> <p>Rotations can be practiced on snow, with or without hopping, in order to understand correct timing and coordination. Using a terrain progression allows for safe attempts on larger jumps.</p> <p>Skill Refinement:</p> <p>Make use of (video) analysis with thoughtful viewpoints to highlight weaknesses in technique. Repetition is key. Creating visual cues (marks in snow, targets to look at, etc...) can help greatly.</p> <p>Safety Considerations:</p> <p>Start with moderate speed and gradually increase to manage risk as skills improve.</p> <p>Favoured rotation can vary from one student to the next although many find switch front side 180's the easiest.</p> <p>Adjust progression considerations to suit conditions, terrain availability and student's ability and goals.</p>

www.casi-acms.com

© 2023 Canadian Association of Snowboard Instructors
All Rights Reserved