



LEVEL 1

COURSE GUIDE (2019/20)

CANADIAN ASSOCIATION OF SNOWBOARD INSTRUCTORS

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INTRODUCTION

Welcome to the CASI Level 1 Course!

The CASI Level 1 Snowboard Instructor certification course is open to strong intermediate snowboarders, aged 15 years and older. Candidates on the Level 1 Course will spend time exploring snowboarding technique and teaching methods across a variety of venues, both on-snow (up to and including intermediate terrain) and during indoor presentations.

The CASI Level 1 course is an introductory course, designed to give successful candidates the skills necessary to begin their role as a new instructor in the industry. Beginner teaching methods, understanding of basic snowboard technique, as well as lesson planning, safety and effective communication skills will be addressed.

Candidates will receive coaching on their snowboarding, as well as feedback on their teaching skills, with the goal of reaching the Level 1 standard in both of these areas. They will also receive suggestions and strategies for long-term development. The successful candidate is certified to teach beginner snowboarders up to the novice level.

The Level 1 certification is a pre-requisite for the CASI Level 2 Instructor certification, as well as the Park Instructor 1 course.

Who Should Take This Course?

You should take this course if you love to snowboard, and have a desire to introduce new students to snowboarding. You should be confident and comfortable both communicating and demonstrating in front of a group.

Am I Ready?

The Level 1 Instructor standards require you to pass both riding and teaching evaluations. In order to help you achieve success on the course, we suggest you take the following steps in preparation, if they are available to you:

- Book a lesson with a current CASI Level 1 Evaluator to get feedback on your riding ability in relation to the technical standard.
- Spend time working as an assistant/apprentice instructor, in order to see beginner lessons in action.
- Complete the Level 1 course preparation workshops, available in this guide, and online at: www.casi-acms.com

Course Duration: 3 days (minimum of 18 hours), including evaluations.

****Attendance and participation in the entire course presentation is mandatory. Candidates who are not present for any portion of the training will not be considered eligible to receive an evaluation at the completion of the course.***

LEVEL 1 INSTRUCTOR - AGENDA

DAY ONE:

8:30 - 9:00 a.m.	Registration
9:00 – 9:30 a.m.	Introductions
9:30 - 12:00 p.m.	Warm-up Riding Skills Improvement Session
12:00 - 1:00 p.m.	<i>Lunch</i>
1:00 - 3:30 p.m.	“QuickRide System” Presentation
3:30 - 4:30 p.m.	Daily Review & Evaluation

DAY TWO:

8:30 - 9:30 a.m.	Review: “Guest Service, Safety & Duty of Care” workshop Review: “Introductory Teaching Theory” workshop
9:30 - 11:30 a.m.	“QuickRide System” Presentation (continued)
11:30 - 12:30 p.m.	<i>Lunch</i>
12:30 - 3:30 p.m.	“QuickRide System” Presentation (continued) Practice Teaching Session
3:30 - 4:30 p.m.	Review: “Teaching Beginner Snowboarders” Daily Review & Evaluation

DAY THREE:

8:30 - 9:30 a.m.	Workshop: “Teaching Children”
9:30 - 11:30 a.m.	Practice Teaching Session (Teaching Children)
11:30 - 12:30 p.m.	<i>Lunch</i>
12:30 - 2:30 p.m.	Riding Skills Improvement Session Teaching Beyond Novice: Tactics & Exercises
3:30 p.m. – 4:30 p.m.	Course Evaluations Presentation of Results

PRE-COURSE WORKSHOPS

To prepare for this course, the following workshops should be completed prior to the first day of the course. The workshops may be completed in this book, or you may want to complete them online at www.casi-acms.com/index.php/en/courses/level-1-instructor

- Review the Level 1 Riding Standards Video (online at the above link)
- Workshop: CASI Overview (page 6)
- Workshop: Introductory Teaching Theory (page 7)
- Workshop: Guest Service, Safety & Duty of Care (page 9)

**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 Level 1 course.*

LEVEL 1 INSTRUCTOR (EXTENDED COURSE) - AGENDA

SESSION ONE:

- 4:00 - 4:30 p.m. Registration & Introductions
- 4:30 - 6:30 p.m. Warm-up
Riding Skills Improvement Session
- 6:30 - 7:00 p.m. *Break*
- 7:00 - 9:00 p.m. Riding Skills Improvement Session (continued)
“QuickRide System” Presentation
- 9:00 - 9:30 p.m. Daily Review & Evaluation

SESSION TWO:

- 4:00 - 4:30 p.m. Review: “Guest Service, Safety & Duty of Care” workshop
Review: “Introductory Teaching Theory” workshop
- 4:30 - 6:30 p.m. “QuickRide System” Presentation (continued)
- 6:30 - 7:00 p.m. *Break*
- 7:00 - 9:00 p.m. “QuickRide System” Presentation (continued)
Practice Teaching Session
- 9:00 - 9:30 p.m. Review: “Teaching Beginner Snowboarders”
Daily Review & Evaluation

SESSION THREE:

- 4:00 - 6:30 p.m. “QuickRide System” Presentation (continued)
Practice Teaching Session
- 6:30 - 7:00 p.m. *Break*
- 7:00 - 9:00 p.m. Practice Teaching Session
- 9:00 - 9:30 p.m. Workshop: “Teaching Children”
Daily Review & Evaluation

SESSION FOUR:

- 4:00 – 6:30 p.m. Practice Teaching Session (Teaching Children)
- 6:30 - 7:00 p.m. *Break*
- 7:00 - 8:30 p.m. Riding Skills Improvement Session
Teaching Beyond Novice: Tactics & Exercises
- 9:00 – 9:30 p.m. Course Evaluations
Individual Presentation of 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 Level 1 course.*

EVALUATION

Course candidates will be assessed and updated daily on their performance and progress during on-snow and indoor workshops. Results will be given to each candidate at the end of the course. Candidates must pass both the teaching and technical (riding) components of the course to be certified as a Level 1 Instructor.

MARKING SYSTEM

- Below Standard / Meets Standard / Above Standard
- Candidates must achieve “Meets Standard” or “Above Standard” marks in both Teaching and Technical (Riding) components in order to pass the Level 1 Instructor course.

Retest Evaluations

In a situation where the candidate does not complete either of the riding or teaching components, he/she will have to take the full course over again.

If the candidate is unsuccessful in either riding *or* teaching components, they will have two calendar years to take a retest for the portion failed. If it is riding, the candidate will attend Day 1 of a regularly scheduled Level 1 course, and if it is teaching, it will be Day 3. Candidates will be trained and evaluated during those days only.

If the candidate does not take a re-test within the time limit stated above, then they will have to take the full course over again, but will only be required to retest the portion remaining.

ASSESSMENT CRITERIA

TEACHING ASSESSMENT	
<p>Teaches the CASI “Quickride System” in accordance with CASI technique and methodology.</p>	<ul style="list-style-type: none"> - Chooses terrain that is both suitable and safe for beginner and novice students. - Communicates effectively (provides clear explanations) in a coherent and positive manner. - Clearly demonstrates all relevant beginner and novice manoeuvres. - Recognizes causes of difficulty in student trial. - Provides positive, relevant feedback to students to achieve basic riding competencies. - Demonstrates effective lesson organizational skills (lesson structure). - Creates a positive, safe, and student-centred learning environment.
TECHNICAL (RIDING) ASSESSMENT	
<p>Demonstrates competent intermediate level riding skills.</p>	<ul style="list-style-type: none"> - Displays the three Basic Riding Competencies, in beginner and intermediate terrain: <ul style="list-style-type: none"> o Centred and mobile position o Turning with the lower body o Balance over the working edge - Rides consistently on intermediate terrain at moderate speeds. - Shows some ability to adjust their technique to a variety of turn types and different snow conditions. - Controls speed. - Adjusts skills to provide technically sound demonstrations, which are easy to copy.

MARKING SYSTEM

Marking Scale:			
TEACHING SKILLS	Above Standard (Pass)	Meets Standard (Pass)	Below Standard (Incomplete)
<i>Guest Service & Safety</i>	<p>Always chooses safe and suitable terrain for this student level and lesson topic.</p> <p>Always communicates in a positive and enthusiastic manner.</p> <p>Safety is always the primary focus of the lesson, and the students are always in a safe environment.</p>	<p>Terrain is generally safe and suitable to this level of student or lesson topic.</p> <p>Lesson is generally presented in a positive and student-centred manner.</p> <p>The learning environment is generally safe and secure.</p>	<p>Chooses terrain that is either not safe, or unsuitable for this level of student or lesson topic.</p> <p>Lesson is not presented in a positive, student-centred manner.</p> <p>Safety is not a focus of the lesson, or students are not kept in a safe environment.</p>
<i>Communication & Lesson Structure</i>	<p>Technical concepts are presented simply, and communication engages students positively.</p> <p>Instructor shows clear comfort with structuring a progression-based lesson and adjusts building blocks as needed to obtain results.</p>	<p>Effectively communicates (explanations are generally clear), and use a What, Why, How format.</p> <p>The lesson follows a clear building-block structure.</p>	<p>Does not effectively communicate (explanations are not clearly understood).</p> <p>The lesson is not presented in an effective building block or progression-based format.</p>
<i>Demonstrations</i>	<p>Demonstrations are presented clearly, and individually catered to student's skill levels.</p>	<p>Technical skill demonstrations are adapted to skill level of students, and are clear.</p>	<p>Technical demos are not adapted to skill level of students, or are unclear.</p>
<i>Analysis & Improvement</i>	<p>Feedback is individually focused and always clearly identifies the areas for improvement specific to each individual student in relation to the lesson goal.</p> <p>Feedback is always delivered positively and individually, without disruption of the flow of the lesson. Attention is always paid to how and why the chosen improvement will create change for the students.</p>	<p>Feedback consistently identifies the areas to be improved in relation to the lesson goal, communicated in a clear manner.</p> <p>Feedback is generally delivered in a positive manner, and includes reference to why the chosen improvement is important to the lesson goal or theme.</p>	<p>Feedback does not identify relevant areas for improvement, and lacks an individual focus.</p> <p>Feedback is not positive and/or relevant to student trial.</p>
<i>Technical Content</i>	<p>The instructor presents the technique-based portion of the lesson in an effective and new or creative way.</p>	<p>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).</p>	<p>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).</p>

Marking Scale:			
RIDING SKILLS	Above Standard (Pass)	Meets Standard (Pass)	Below Standard (Incomplete)
<i>Centred & Mobile Position</i>	<p>Demonstrates the ability to centre weight equally over both feet in all situations, including challenging terrain or conditions.</p> <p>Always maintains rotational alignment (shoulders, hips, knees, feet) in challenging terrain or conditions relative to the Level 1 standard.</p> <p>Always demonstrates uniform flexion across joints (hips, knees, ankles) even in challenging terrain or conditions.</p>	<p>Demonstrates the ability to centre weight equally over both feet in most situations, in appropriate terrain.</p> <p>Maintains rotational alignment (shoulders, hips, knees, feet) consistently in appropriate terrain.</p> <p>Consistently demonstrates uniform flexion across joints (hips, knees, ankles) while turning.</p>	<p>Does not demonstrate ability to centre weight equally over both feet.</p> <p>Is unable to maintain rotational alignment (shoulders, hips, knees, feet).</p> <p>Is not able to demonstrate uniform flexion across joints (hips, knees, ankles), or clearly shows excessive flexion in one part of the body.</p>
<i>Turning With The Lower Body</i>	<p>Demonstrates a refined ability to use the hips and knees to control direction change in the snowboard.</p> <p>Rotational movements are the standard method for turning the board, even in terrain or conditions that may challenge the rider.</p> <p>Creates turn shapes that are varied in size, but maintain roundness and symmetry.</p>	<p>Uses the hips and knees to initiate direction change in the snowboard consistently.</p> <p>Consistently demonstrates use of rotation movements to turn the snowboard (movement progresses from hips to knees and feet).</p> <p>Uses the lower body to create turns that are round and symmetrical most of the time.</p>	<p>Does not use the hips and knees to turn the snowboard (uses arm, shoulders, and upper-body or a combination of).</p> <p>Uses counter-rotation movements to initiate or execute turns.</p> <p>Turns do not show a round shape, or are not symmetrical.</p>
<i>Balance Over The Working Edge</i>	<p>Demonstrates comfort using varying levels of inclination (leaning) and angulation (bending) as the turn size, shape, and speed require.</p> <p>Edge grip is refined and varied.</p>	<p>Uses a combination of inclination (leaning) and angulation (bending) to achieve reliable edge grip most of the time.</p> <p>Edge grip is apparent in suitable terrain and conditions consistently.</p>	<p>Uses excessive or limited inclination (leaning) or angulation (bending). Movements are not balanced.</p> <p>Does not demonstrate reliable edge grip, in relation to Level 1 terrain, on groomed slopes.</p>

WORKSHOP:

CASI OVERVIEW

References: *CASI Reference Guide* (pp. 1-2)

1. In your own words, explain CASI's role in Canada:

2. When was CASI formed?

3. Who governs CASI?

4. How many instructor certification courses does CASI offer?

5. Why does CASI have a code of ethics for its members?

WORKSHOP:

INTRODUCTORY TEACHING THEORY

References: CASI Reference Guide (pp. 9-23) & "Introductory Teaching Theory" Video

1. List five skills and attitudes that will make you a more effective teacher:

1. _____
2. _____
3. _____
4. _____
5. _____

2. List the five Principles of Learning:

1. _____
2. _____
3. _____
4. _____
5. _____

3. Name the style of learning that is characterized by the following statements:

- (a) Learns from mistakes _____
- (b) Over analyses things _____
- (c) Avoids making mistakes _____
- (d) Resists immediate action _____
- (e) Only as good as the instructor _____
- (f) Attempts to do things without help _____

4. Complete the following items in the Training Cycle:

Explanation: _____ %

Key Points:

Demonstration: _____%

Key Points:

Student Trial: _____%

Key Points:

Feedback: _____%

Key Points:

5. What is a progression? And why is it an effective way to teach a beginner to snowboard?

WORKSHOP:

GUEST SERVICE, SAFETY & DUTY OF CARE

Reference: CASI Reference Guide (pp. 3-8, 30-33)

1. What are some ways to ensure mutual respect between you and your clients?

2. What are the two most important parts of your lesson?

3. What are some ways that you can start to build more return clients?

4. Describe Duty of Care:

5. How do you ensure you are providing an appropriate level of care to your students?

6. What should you do in the event of an accident in your lesson?

WORKSHOP:

TEACHING BEGINNER SNOWBOARDERS REVIEW

Reference: CASI Reference Guide (pp. 57-84)

1. In your own words, explain the goal for each step of the “QuickRide System”:

I. Basics:

II. Sliding:

III. Control:

IV. Turning:

V. Flow:

2. How do you know when it’s time to continue to the next step in the progression?

3. What are your two goals for a beginner snowboard lesson?

4. What is the S.A.F.E. model, and how is it useful in a beginner lesson?

5. Please review the following chart:

	GROUP LESSONS	TEACHING CHILDREN	PRIVATE LESSONS
GUEST SERVICE & SAFETY	Keep whole group active. Be very clear with meeting spots. Choose terrain that keeps group together. MILEAGE & SAFETY	Give clear direction. Identify emergency meeting spot. Maintain visual contact at all times (close proximity). Be very aware of other traffic. Ensure low intimidation factor. MILEAGE & SAFETY	More freedom possible/quicker pace. Individualized goals. Lots of guided mileage. Give a superior product. More control = more choices. MILEAGE & SAFETY
COMMUNICATION & LESSON STRUCTURE	Try to accommodate ALL learning styles and abilities. Ensure entire group can hear/see you.	Very few / simple explanations. Lots of repetition/review. Use “feelings” and analogies.	Try to identify specific learning style. Verbal communication can be more personalized.
DEMOS	Multiple demos to accommodate all group members’ abilities. Arrange group so all can see.	Demos are very important for this group. Exaggerate movements.	Be creative - many options. Situate student on run to allow for multiple viewing angles (above, side, below).
ANALYSIS & IMPROVEMENT	Don’t need to get everyone every time! Feedback both individual and group specific.	LOTS of positive reinforcement Will likely need more hands on correction. Fun: Like learning a new game	Cater to student needs and personality type. Should be very specific to trial, and personalized.

How might your approach to teaching differ for each of the following types of students? Consider elements such as communication, pace of lesson, assistance, class management and safety.

a) A private lesson with a fit/athletic adult:

b) Group lesson with five 7-year old children:

c) Group lesson with three teenage skiers:

WORKSHOP:

TEACHING CHILDREN

Reference: CASI Reference Guide (pp.117-128)

1. What is the most effective way to introduce yourself to a child, or a group of children?

2. How can ensure that we engage kids in learning to snowboard?

3. Give an example or two of a game or challenge that would be fun for kids:

Basics:

Sliding:

Control:

Turning:

Flow:

4. What are some safety considerations when taking children on lifts?

5. What are some things you can do to make your lesson safe at all times?

6. What are some considerations to remember when speaking with the child's parents?

TECHNICAL PRESENTATION:

CORE COMPETENCIES & RIDING SKILLS**GOAL**

By the end of the session, you will be introduced to the three *Core Competencies* as well as some of the five *Riding Skills*, and explore how these affect your riding and that of your students.

OUTCOMES

By the completion of this session, you will have been exposed to the following points:

- Personal riding skill development, through individual feedback in relation to the Level 1 riding standard.
- General understanding of the Core Competencies and the Skills Concept (the five Riding Skills).
- A general understanding of how some of the five Riding Skills and related movements affect the three Core Competencies.

** Please refer to the CASI Reference Guide (chapter 4 – Skills Concept) for an overview the Skills Concept and Core Competencies.*

COMPETENCY / OUTCOME ("WHAT")	GOAL ("WHY")	SKILL / MOVEMENT ("HOW")	TACTIC / DRILL / EXERCISE
Centred & Mobile Position	POSITION & BALANCE		
	Find ideal position.	Even flexion of joints.	<i>Riding Fore, Aft & Centred</i>
	Development of equal weight distribution.	Even flexion of joints. Mobility in lower joints.	<i>Hopping (through traverse)</i>
	Enhance balance.	Experiment with unfamiliar movements.	<i>Switch Riding (green terrain)</i>
Turning With The Lower Body	PIVOT		
	Develop pivot movement (full body).	Hips and knees initiate.	<i>Fall-line pivot (garland)</i>
	Maintain alignment through pivot.	Start with COM; shoulders maintain alignment.	<i>Mini Motor Boat (on hips & knees)</i>
	Develop lower body turning skills.	Rotational movements in knees and feet.	<i>Pickle Jar (lower body rotation)</i>
Balance Over The Working Edge	EDGING & PRESSURE		
	Develop use of lower joints in edging.	Flexion of hips, knees, ankles.	<i>Static Edging Exercise ("no highbacks" analogy)</i>
	Enhance balance on edge.	Use of ankles to create edge platform.	<i>"Stop-n-Hops"</i>
	Use of sidecut for turn shape vs. pivot. Introduce inclination.	"Tip" into turn, and allow sidecut to create direction change.	<i>Sidecut Turns</i>

TECHNICAL PRESENTATION:

TEACHING BEGINNER SNOWBOARDERS

Reference: CASI Reference Guide (pp. 57-83)

THE S.A.F.E. CONCEPT

When presenting new manoeuvres or movements, the S.A.F.E. approach will provide a progression for effective presentation. The S.A.F.E. acronym stands for:

Static	Active	Free	Experimentation
When introducing a new movement, have students visualize / feel the sequence of movements on flat ground.	Students learn by doing – give a tactic or manoeuvre to try. During the initial trials, pay close attention to the terrain and situation to help ensure success.	Focused mileage and practice. During this stage, mileage is the key. Allow students to practice, and allow them to make mistakes – just ensure that positive feedback / correction is given when mistakes are made.	Change the situation to encourage adaptation – vary the terrain or movements.

THE QUICKRIDE SYSTEM:

GOALS	PROGRESSION	SUGGESTED TACTICS
I. BASICS <i>To learn to use the equipment, and gain comfort moving around on the snowboard with one foot attached.</i>	Equipment Mobility	Introductions Equipment: Parts Of The Board Attaching The Front Foot Equipment Familiarity & Mobility “The Neutral Position” Skating Climbing & Descending
II. SLIDING <i>To become comfortable standing on the snowboard while it is sliding.</i>	Straight Running	“Push-Push-Glide” Straight Running Experiment With Varied Body Positions Toe/Heel Drag J-Turns
III. CONTROL <i>To learn to control both speed and direction with both feet attached to the snowboard</i>	Sideslipping Pendulum	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
IV. TURNING <i>To learn to turn (changing edges in the fall line).</i>	Beginner Turns	Static Rotation Exercise (board off) Garland Exercise / “Chicken Turns” J-Turns (revisit from Sliding) Walking Through Turns Beginner Turns
V. FLOW <i>To learn to explore the mountain safely.</i>	Novice Turns	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

DAILY NOTES AND FEEDBACK

DAY 1:

POSITIVE ELEMENTS:

POINTS FOR IMPROVEMENT (& PLAN):

DAY 2:

POSITIVE ELEMENTS:

POINTS FOR IMPROVEMENT (& PLAN):

DAY 3:

POSITIVE ELEMENTS:

POINTS FOR IMPROVEMENT (& PLAN):

WHAT'S NEXT?

We would like to thank you sincerely for taking the time to attend the Level 1 course.

If you have not completed either component of the Level 1 course...

Candidates who are unsuccessful in *both* the teaching and riding components of the Level 1 course will need to return to re-do the entire course. Please consult the course schedule online to find a date and location. Prior to returning for the full course, please take some time for practice and development. You may consider a session with a current CASI Level 1 Evaluator to receive additional tips and feedback. Check with your local resort's snow school for more information.

If you have completed one component of the Level 1 course...

Candidates who successfully complete *either* of the teaching or the riding components of the Level 1 course are eligible for the re-test option. You may return for one day only to re-test the portion of the course that is remaining. You will have two calendar years to take advantage of this option, after which time you will retain your completed component, but will be required to re-take the course before re-testing the remaining component.

Following some time for practice and development, please consult the Level 1 Course Schedule to schedule your re-test.

If you've successfully completed the Level 1 Instructor certification...

Congratulations! On behalf of the Canadian Association of Snowboard Instructors, we would like to congratulate you on your successful completion of the Level 1 course.

Now is the time to gain valuable experience – take the new skills you've obtained and use them in teaching. Get involved with your local resort's snow school as an instructor. Teaching lessons and taking part in training sessions will help you to further develop the skills you've obtained on this course, particularly if you are looking to further your certification as a Level 2 Instructor. Please note, CASI recommends 45 hours of teaching experience prior to attending the Level 2 Instructor course.

Also, please visit the CASI web site (www.casi-acms.com) to learn about all of the membership benefits that are available to you. As a new Level 1 member, your CASI membership dues are covered for the season in which you become certified. Following this season, you will receive a membership renewal reminder at the start of the following season.

All the best!



Jeff Chandler
National Technical Coordinator

www.casi-acms.com

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