# LEVEL 2

## COURSE GUIDE (2019-20)

***CANADIAN ASSOCIATION OF SNOWBOARD INSTRUCTORS***

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# *INTRODUCTION*

***Welcome to the CASI Level 2 Course!***

The CASI Level 2 Instructor certification is for any snowboarder that has passed the Level 1 certification, and has an interest in teaching more experienced snowboarders. The goal of the Level 2 course is to develop a skills-based teaching approach for novice and intermediate snowboarding. It combines practical snowboard teaching methods, technical understanding and development, as well as development of guest service and technical analysis skills.

It is recommended that Level 2 candidates have prior experience teaching snowboarding in a snow school setting (approximately 40 - 60 hours) before attempting the Level 2 certification.

Candidates will receive coaching on their riding and teaching skills, with the goal of reaching the Level 2 standard in both areas. They will also receive suggestions and strategies for long-term development. The successful candidate is certified to teach snowboarders on intermediate (blue) and terrain. Technical content will cover developing turning, introducing carving, and basic terrain adaptation and freestyle skills. Level 2 is a pre-requisite for the level 3 certification.

**Who Should Take This Course?**

You should take this course if you are a Level 1 Instructor with some teaching experience, a love of teaching, and a desire to take your teaching skills to the next level. You should be confident and comfortable demonstrating intermediate riding in corresponding terrain (groomed and un-groomed).

**Am I Ready?**

The Level 2 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:

- Spend time working as an instructor, honing your communication, analysis and group management skills with a variety of students.
- Attend a session with a current CASI Level 2 Evaluator to get some feedback on your riding ability in relation to the technical standard.
- Complete the Level 2 course preparation workshops, available in this guide, and online at **www.casi-acms.com.**

***Course Duration: 4 days totalling a minimum of 24 hours (including evaluations).***

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

# *LEVEL 2 INSTRUCTOR - AGENDA*

**DAY ONE:**

| | |
|---|---|
| 8:30 - 9:30 a.m. | Registration & Introductions |
| 9:30 - 11:30 a.m. | Warm-up / Guest Service & Guiding<br>Riding Skills Improvement Session #1 |
| *11:30 a.m. - 12:30 p.m.* | *Lunch* |
| 12:30 - 3:00 p.m. | Analysis & Improvement Presentation |
| 3:00 - 4:00 p.m. | Workshop: “Analysis & Improvement”<br>Daily Review & Evaluation |

**DAY TWO:**

| | |
|---|---|
| 9:00 a.m. - 9:30 a.m. | Workshop: “Advanced Teaching Theory” |
| 9:30 a.m. – 12:00 p.m. | QuickRide Teaching Presentation |
| *12:00 - 1:00 p.m.* | *Lunch* |
| 1:00 - 3:30 p.m. | Freeride Teaching Presentation |
| 3:30 - 4:30 p.m. | Daily Review & Evaluation |

**DAY THREE:**

| | |
|---|---|
| 8:30 a.m. | Registration (Teaching Re-Tests) |
| 9:00 - 9:30 a.m. | Workshop: “Physics & Biomechanics in Snowboarding” |
| 9:30 a.m. – 12:00 p.m. | Practice Teaching: Freeride Skills |
| *12:00 - 1:00 p.m.* | *Lunch* |
| 1:00 - 3:30 p.m. | Groomed Terrain Teaching Presentation |
| 3:30 - 4:30 p.m. | Daily Review & Evaluation |

**DAY FOUR:**

| | |
|---|---|
| 9:00 - 11:30 a.m. | Practice Teaching: Groomed Terrain |
| *11:30 - 12:30 p.m.* | *Lunch* |
| 12:30 - 3:00 p.m. | Riding Skills Improvement Session #2 |
| 3:30 - 4:30 p.m. | Course Results Presentation |

## 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 *https://www.casi-acms.com/index.php/en/courses/level-2-instructor*

- **Level 2 Standards Video (online)**
- **Level 2 E-Prep Workshop (online)**

**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 2 course.*

# *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 |
| *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 - 4:30 p.m. | Workshop: “Analysis & Improvement” |
| 4:30 - 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. | Freeride Teaching Presentation |
| *6:30 - 7:00 p.m.* | *Break* |
| 7:00 – 8:30 p.m. | Freeride Teaching Presentation (continued) |
| | Practice Teaching: Freeride Skills |
| 8:00 - 9:30 p.m. | Workshop: “Advanced Teaching Theory” |
| | Daily Review & Evaluation |

**SESSION FOUR:**

| | |
|---|---|
| 4:00 - 4:30 p.m. | Workshop: “Physics & Biomechanics in Snowboarding” |
| 4:30 - 6:30 p.m. | Practice Teaching: Freeride Skills (continued) |
| *6:30 - 7:00 p.m.* | *Break* |
| 7:00 – 9:00 p.m. | Groomed Terrain Teaching Presentation |
| 9:00 - 9:30 p.m. | Daily Review & Evaluation |

**SESSION FIVE:**

| | |
|---|---|
| 4:00 - 6:30 p.m. | Groomed Terrain Teaching Presentation (continued) |
| | Practice Teaching: Groomed Terrain |
| *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 |

**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 2 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 2 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 2 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 and 2 of a regularly scheduled Level 2 course, and if it is teaching, it will be Day 3 and 4. 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** | |
|---|---|
| **Teaches snowboarding from beginner to intermediate levels, in accordance with CASI technique and methodologies.** | - Chooses terrain that is both suitable and safe for novice and intermediate students.<br>- Communicates effectively (provides clear explanations), in a positive and coherent manner.<br>- Demonstrates effective lesson organizational skills (lesson structure).<br>- Teaching is skill related, and relevant to student focus.<br>- Adapts teaching to changing terrain or snow conditions.<br>- Clearly demonstrates all relevant novice and intermediate manoeuvres.<br>- Recognizes causes of difficulty in student trials.<br>- Provides positive, relevant feedback to students to achieve basic riding competencies in groomed and un-groomed terrain.<br>- Creates a positive, safe, and student-centred learning environment. |
| **TECHNICAL (RIDING) ASSESSMENT** | |
| **Demonstrates refined intermediate level riding skills.** | - Displays the three Basic Riding Competencies, in varied intermediate terrain:<br>o Centred, mobile stance<br>o Turning with the lower body<br>o Balance over the working edge<br>- Rides consistently on intermediate terrain (groomed and un-groomed) at moderate speeds.<br>- Shows some ability to adjust their technique to a variety of turn types and different snow conditions.<br>- Controls speed.<br>- Adjusts skills to provide technically sound demonstrations, which are easy to copy:<br>o Sliding turns<br>o Basic carved turns<br>o Basic terrain adaptation<br>o Basic freestyle manoeuvres (switch riding, flatland tricks, small straight airs) |

**MARKING SYSTEM**

| | **Marking Scale:** | | |
|---|---|---|---|
| **TEACHING SKILLS** | **Above Standard (Pass)** | **Meets Standard (Pass)** | **Below Standard (Incomplete)** |
| ***Guest Service & Safety*** | Always chooses safe and suitable terrain for this student level and lesson topic.<br>Always communicates in a positive and enthusiastic manner.<br>Safety is always the primary focus of the lesson, and the students are always in a safe environment. | Terrain is generally safe and suitable to this level of student or lesson topic.<br>Lesson is generally presented in a positive and student-centred manner.<br>The learning environment is generally safe and secure. | Chooses terrain that is either not safe, or un-suitable for this level of student or lesson topic.<br>Lesson is not presented in a positive, student-centred manner.<br>Safety is not a focus of the lesson, or students are not kept in a safe environment. |
| ***Communication & Lesson Structure*** | Technical concepts are presented simply, and communication engages students positively.<br>Instructor shows clear comfort with structuring a progression-based lesson and adjusts building blocks as needed to obtain results. | Effectively communicates (explanations are generally clear), and use a What, Why, How format.<br>The lesson follows a clear structure. | Does not effectively communicate (explanations are not clearly understood).<br>The lesson is not presented in an effective building block or whole-part-whole format. |
| ***Demonstrations*** | Demonstrations are presented clearly, and individually catered to student's skill levels. | Technical skill demonstrations are adapted to skill level of students, and are clear. | Technical demos are not adapted to skill level of students, or are unclear. |
| ***Analysis & Improvement*** | Feedback is individually focused and always clearly identifies the areas for improvement specific to each individual student in relation to the lesson goal.<br>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. | Feedback consistently identifies the areas to be improved in relation to the lesson goal, communicated in a clear manner.<br>Feedback is generally delivered in a positive manner, and includes reference to why the chosen improvement is important to the lesson goal or theme. | Feedback does not identify relevant areas for improvement, and lacks an individual focus.<br>Feedback is not positive and/or relevant to student trial. |
| ***Technical Content*** | The instructor presents the technique-based portion of the lesson in an effective and new or creative way. | 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). | 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). |

| | **Marking Scale:** | | |
|---|---|---|---|
| **RIDING SKILLS** | **Above Standard (Pass)** | **Meets Standard (Pass)** | **Below Standard (Incomplete)** |
| ***Centred & Mobile Position*** | Demonstrates the ability to centre weight equally over both feet in all situations, including challenging terrain or conditions.<br>Always maintains mobility in body position as terrain and conditions become challenging.<br>Always demonstrates uniform flexion across joins (hips, knees, ankles) even in challenging terrain or conditions. | Demonstrates the ability to centre weight equally over both feet in most situations, in appropriate terrain.<br>Maintains a mobile and relaxed position as terrain becomes more challenging / varied.<br>Consistently demonstrates uniform flexion across joins (hips, knees, ankles) while turning. | Does not demonstrate ability to centre weight equally over both feet.<br>Is unable to maintain a relaxed position in varied terrain.<br>Is not able to demonstrate uniform flexion across joins (hips, knees, ankles), or clearly shows excessive flexion in one part of the body. |
| ***Turning With The Lower Body*** | Demonstrates a refined ability to use the knees and feet to control direction change in the snowboard.<br>Centred pivot point is always apparent during shorter-radius sliding turns across a variety of terrain and speeds. | Uses the knees and feet to initiate direction change in the snowboard consistently.<br>Is able to demonstrate a centred pivot point in the snowboard during shorter-radius sliding turns consistently. | Does not use the knees and feet to turn the snowboard (uses arm, shoulders, and upper-body or a combination of).<br>Is unable to demonstrate a centred pivot point in the snowboard during shorter-radius sliding turns. |
| ***Balance Over The Working Edge*** | Manages and uses pressure in the snowboard to control chatter, and also amplify board performance.<br>Carved turns are clearly refined even in terrain or conditions that are more challenging.<br>Varies the new engagement above the fall to maximize board deformity and performance. | Consistently manages pressure in the snowboard to control chatter.<br>Can demonstrate carved turns consistently on appropriate terrain.<br>Engages new edge above the fall-line (at approx. 2 and 10 o'clock). | Cannot manage pressures in the snowboard while edging, resulting in chatter or bouncing.<br>Cannot consistently demonstrate carved turns, on appropriate groomed terrain.<br>Is unable to engage the new edge above the fall line during sliding or carved turns. |

WORKSHOP:

# *ADVANCED TEACHING THEORY*

*References: CASI Reference Guide (pp. 9-29) & "Advanced Teaching Theory" Video*

**1. What are the Practical Teaching Skills?**

I. _____

II. _____

III. _____

IV. _____

V. _____

**2. What are some ways to ensure that you manage the following aspects of any lesson…**

Choice of Terrain:

_____

_____

Creating a positive learning environment:

_____

_____

Managing risk in a lesson:

_____

_____

**3. What are some strategies for communicating effectively?**

_____

_____

_____

_____

**4. How can we set effective goals for our lessons?**

_____

_____

_____

_____

**5. What is a Whole, Part, Whole method of presenting a lesson?**

**6. When demonstrating intermediate-level skills and techniques, what are some important things to remember?**

WORKSHOP:

# *ANALYSIS & IMPROVEMENT*

*Reference: CASI Reference Guide (pp. 24-28)*

**1. As an instructor, what is the reason for developing your Analysis & Improvement skills?**

**2. What are some outcomes of watching your students ride from various vantage points?**

Below (watching them ride toward you):

Above (watching them ride away from you):

Following the student:

At the side of the run (watching them approach and pass you):

**3. Describe an effective sequence of events when analysing riding skills:**

1:

2:

3:

4:

**4. What are the Core Competencies, and how can we use them to assist us in analysing riding skills?**

**5. What are some goals in delivering the feedback / improvement to students?**

**6. How can questions be used to facilitate Analysis & Improvement?**

WORKSHOP:

# *PHYSICS & BIOMECHANICS IN SNOWBOARDING*

*Reference: CASI Reference Guide (pp. 137-150)*

**1. Describe "Centre of Mass":**

**2. Describe "Base of Support":**

**3. How can a snowboarder aid balance, or increase stability, while riding?**

**4. Describe the differences in body position on the toeside vs. heelside edges:**

**5. How do novice vs. advanced riders utilize range of motion as they progress in skill?**

# *LESSON PLANNING TOOL*

Use the following tool to help plan your lessons:

| | |
|---|---|
| **Name:** | **Time:** |
| **Snow Conditions:** | **Number of Students:** |
| **Student Level:** | **Terrain:** |
| **Lesson Goal:** | |
| | |
| **Skill Focus: __Position & Balance ___Pivot ___Edging ___Pressure ___Timing & Coordination** | |
| | |
| **Method of Presentation:** | **O Building Block O Whole-Part-Whole O Combination** |
| **Drills, Tactics, Exercises:** | |
| | |
| **Analysis & Improvement (points to look for):** | |
| | |
| **Questions:** | |
| | |

TECHNICAL PRESENTATION:

# *RIDER IMPROVEMENT PRESENTATION*

| **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* |
| | Development of centred weight distribution. | Two-footed take-off and landing. | *Sideslipping 180 Hops* |
| | Develop balance while spinning. | Lower COM for stability. | *Sliding 360's* |
| **Turning With The Lower Body** | ***PIVOT*** | | |
| | Develop centre pivot point. | Equal displacement of nose & tail. Static exercise. | *X-Turns* |
| | Increased involvement of lower joints in turning. | Initiate direction change with knees & feet. | *Fall Line Pivot (Garland)* |
| | Use of feet to fine-tune turning. | Guide the snowboard through turn with foot movements. | *Twist the Disks* |
| | ***EDGING*** | | |
| | Develop use of lower joints in edging. | Flexion of hips, knees, ankles. | *Static Edging Exercise ("no highbacks" analogy)* |
| **Balance Over The Working Edge** | ***EDGING*** | | |
| | Early edge engagement. | Hops at edge change. | *Hop Carves* |
| | Development of balance over the edge. | Use of ankles to create edge platform. | *Stop-n-Hop's* |
| | ***PRESSURE*** | | |
| | Board contact with snow. | Loose, mobile lower body. | *Absorb varied terrain* |
| | Development of foot separation and board loading. | Weight shift + push board forward (back) + pop. Absorb landing. | *Ollies & Nollies* |
| | Pressure release. | Extend at take-off and absorb landing with both legs. | *Small jumps/airs* |
| **Timing & Coordination** | Develop adaptability. | Eyes look ahead, anticipate. | *Follow The Leader* |
| | Develop adaptability in movement sequences. | Experiment with nose/tail shift, plus rotation and varied edges. | *Flatland Tricks* |
| | Develop quickness. | Gradually reduce intro/completion phase of turns. | *Sideslipping to Short Radius Turns* |

TECHNICAL PRESENTATION:

# *QUICKRIDE TEACHING PRESENTATION*

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

**GOALS**

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

- Review of the QuickRide System for teaching new snowboarders
- The Whole, Part, Whole method of structuring lessons.
- Exploring Novice teaching tactics

**THE QUICKRIDE SYSTEM**

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

***Note:** During the Level 2 course, candidates may be asked to perform many of the above manoeuvres "switch" (opposite of their natural stance).*

TECHNICAL PRESENTATION:

# *FREERIDE TEACHING*

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

**GOALS**

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

- Tools and tactics for introducing students to un-groomed or variable terrain (basic terrain adaptation).
- Tools and tactics for introducing intermediate students to basic freestyle skills.

## DEVELOPING TERRAIN ADAPTATION SKILLS:

**Focus:** Exploring varied terrain, and developing absorption skills.

| SKILL | SUGGESTED TACTICS |
|---|---|
| **Position & Balance** | Tactics that emphasize the 'ideal position' to enhance stability.<br>- Upper/lower body alignment. *(Motorboat Exercise)*<br>- Lower centre of mass (COM). *(Cowboy Knees)*<br>- Equal weight distribution. *(Sliding 360's / Hopping In Traverse)* |
| **Pressure** | Focus on passive absorption through increased range of motion in the lower body (hips, knees, ankles) to keep board in contact with snow.<br>- Static Flexion Exercise (shock absorbers).<br>- Traverse rolling/un-even terrain.<br>- Push/pull legs over rolling terrain. |
| **Timing & Coordination** | Focus on increasing the ability to react to changes in timing due to terrain and / or increasing coordination skills (agility).<br>- Changing edges at top of bumps/rollers<br>- Changing edges at bottom of bumps/rollers<br>- Looking ahead / line scanning<br>- Changing speed (fast – slow) |

## INTRODUCING FREESTYLE SKILLS:

**Focus:** Introducing students to basic freestyle manoeuvres.

| GOALS | SUGGESTED TACTICS |
|---|---|
| **Basic Flatland Tricks**<br>*Skill Focus:* Position & Balance | **1. Nose & Tail Presses**<br>*Static:* Move COM (hips) both down (to enhance stability) and fore/aft over nose and tail. Experience the range of motion required.<br>*Active:* Apply these movements of the COM to moving on easy terrain. Keep eyes up and looking ahead to anticipate changes in balance.<br>*Free:* Practice and mileage.<br>*Experimentation:* Try nose and tail presses on different edges (toe and heelside), on different slopes, and at different speeds.<br><br>**2. Nose & Tail Presses With Rotation**<br>*Static:* Move COM (hips) both down (to enhance stability) and fore/aft over nose and tail. Add rotation with head, eyes, arms (shoulders) and hips.<br>*Active:* 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.<br>*Free:* Practice and mileage. Focus on single tasks (e.g.: frontside rotations only).<br>*Experimentation:* Try different combinations of rotations (frontside / backside), as well as nose / tail presses. |
| **Introducing Airs**<br>*Skill Focus:* Pressure | **1. Popping**<br>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.<br>*Static:* Move COM down, and extend by "pressing" through the snowboard. With increased force of extension, riders will begin to "hop" off the snow.<br>*Active:* On easy terrain without bumps/jumps, practice popping. Focus on soft landings.<br>*Free:* Use terrain features to assist with the pop (small bumps).<br>*Experimentation:* 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.<br><br>**2. Ollie**<br>Using the energy stored in the tail of the snowboard to propel the rider into the air. Learning to Ollie:<br>□ Lower COM and shift board forward (places weight on back foot)<br>□ Push on back foot / pull up on front to de-form/bend the snowboard<br>□ Pop vertically by extending legs.<br>□ Land equally & softly on both feet. |

TECHNICAL PRESENTATION:

# *GROOMED TERRAIN TEACHING*

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

**GOALS**

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

- Tools and tactics for developing turning in your intermediate students' riding.
- Exercises to assist in introducing carving to your students.

## DEVELOPING SLIDING AND CARVED TURNS

**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: **INTRODUCING CARVED TURNS** |
|---|---|---|
| ***CENTRED & MOBILE POSITION*** | **POSITION & BALANCE**<br>□ Sliding 360's (centred position, lower COM for stability)<br>□ Motorboat Turns (alignment and use of core) | **POSITION & BALANCE / EDGING**<br>□ Carved Traverse<br>□ Hopping in traverse<br>□ Static Edging Exercise (Inclination vs. Angulation) |
| ***TURNING WITH THE LOWER BODY*** | **PIVOT / EDGING**<br>□ Headlight on Knees<br>□ Garland / Fall-line Pivot Exercise | **EDGING**<br>□ Arms Restricted (crossed, on hips, etc).<br>□ Sidecut Turns: Reduce rotational movements in body to maximize carve. |
| ***BALANCE OVER THE WORKING EDGE*** | **EDGING / PRESSURE**<br>□ Static Edging Exercise (Inclination vs. Angulation)<br>□ 'No High-backs' Analogy<br>□ Clock Face Analogy<br>□ Spraying The Trees<br>□ Hop to change edges (flex in turn)<br>□ Traverses with flexion | **POSITION & BALANCE / EDGING**<br>□ Stop n' Hop's<br>□ Drinks on Shoulders Analogy<br>□ Cowboy Knees<br>□ Carved traverse with slow vertical movement |
| **TIMING & COORDINATION SKILL** | □ Counting for symmetry and quickness<br>□ Follow the Leader for coordination challenge<br>□ Explore sequence of movements (IE: carving vs. sliding turns) | |

# CANDIDATE EVALUATION FORM: LEVEL 2 INSTRUCTOR / *FORMULAIRE D'ÉVALUATION DU CANDIDAT - STAGE DE MONITEURS DE NIVEAU 2*

CASI ACMS

Name / *Nom* : _____ Member Number / *Numéro de membre* : _____

Location / *Lieu* : _____ Date : _____

Evaluators / *Évaluateurs* :

_____ / _____ / _____

**RESULTS / *ÉVALUATION* :**

| Teaching / *Enseignement* : | Riding / *Surf* : |
|---|---|
| ☐ Above Standard / *Dépasse le standard* | ☐ Above Standard / *Dépasse le standard* |
| ☐ Meets Standard / *Respecte le standard* | ☐ Meets Standard / *Respecte le standard* |
| ☐ Below Standard / *Ne satisfait pas au standard* | ☐ Below Standard / *Ne satisfait pas au standard* |

FINAL / *FINALE* : ☐ COMPLETE / *COMPLET* ☐ INCOMPLETE / *INCOMPLET*

**Marking System / *Système de notation* :** A Above Standard / *Dépasse le standard* B Meets Standard / *Respecte le standard* C Below Standard / *Ne satisfait pas au standard*

## TEACHING SKILLS / *HABILETÉS D'ENSEIGNEMENT* :

### 1. GUEST SERVICE & SAFETY / *SERVICES À LA CLIENTÈLE ET SÉCURITÉ* :

| | |
|---|---|
| Safe & suitable terrain / *Terrain sécuritaire et adéquat* | A B C |
| Positive, student-centred learning environment / *Environnement d'apprentissage positif et efficace* | A B C |
| Teaching is safe / *L'enseignement est sécuritaire* | A B C |

### 2. COMMUNICATION & LESSON STRUCTURE / *PRÉSENTATION & STRUCTURE DE LEÇON* :

| | |
|---|---|
| Communicates effectively (clear explanations) / *Communication efficace (explications claires)* | A B C |
| Effective lesson structure / *Structure de leçon efficace* | A B C |

### 3. DEMONSTRATIONS / *DÉMONSTRATIONS* :

| | |
|---|---|
| Clearly demonstrates all relevant manoeuvres / *Démonstration claire de toutes les manœuvres pertinentes* | A B C |

### 4. ANALYSIS & IMPROVEMENT / *ANALYSE ET AMÉLIORATION* :

| | |
|---|---|
| Recognizes causes of student difficulty / *Reconnaissance des causes de la difficulté éprouvée par les élèves* | A B C |
| Provides positive and relevant feedback to students / *Offre d'un feedback positif pertinent aux élèves* | A B C |

### 5. TECHNICAL CONTENT / *CONTENU TECHNIQUE* :

| | |
|---|---|
| Effectively presents technical concepts / *Communique efficacement concepts techniques* | A B C |

## PROFESSIONALISM / *PROFESSIONNALISME* :

### 1. PEOPLE SKILLS / *APTITUDES EN RELATIONS HUMAINES* :

| | |
|---|---|
| Personable, fun & positive / *Sympathique, drôle et positif* | A B C |
| Presentable & professional in appearance / *Apparence présentable et professionnelle* | A B C |

### 2. INSTRUCTOR TRAITS / *ATTRIBUTS DU MONITEUR* :

| | |
|---|---|
| Credible, knowledgable, prepared / *Crédible, compétent, préparé* | A B C |
| Demonstrates adaptability & open to feedback / *Fait preuve d'adaptabilité et est ouvert aux commentaires* | A B C |

OVERALL RESULT: TEACHING / *RÉSULTATS GLOBAUX : ENSEIGNEMENT* A B C

## RIDING SKILLS / *HABILETÉS DE SURF* :

### 1. CENTERED AND MOBILE POSITION / *POSITION MOBILE CENTRÉE* :

| | |
|---|---|
| Weight centred over feet equally / *Poids réparti également au-dessus des pieds* | A B C |
| Mobile / relaxed position in varied terrain / *Position mobile détendue sur terrain varié* | A B C |
| Uniform flexion in joints / *Flexion uniforme des articulations* | A B C |

### 2. TURNING WITH THE LOWER BODY / *VIRAGES AVEC LE BAS DU CORPS* :

| | |
|---|---|
| Uses knees and feet to turn snowboard / *Utilisation des genoux et des pieds pour faire tourner la planche* | A B C |
| Demonstrates a centre pivot point in short radius turns / *Démonstration d'un point de pivotement central lors des virages de court rayon* | A B C |
| Turns show round shape and symmetry / *Virage affichant une forme arrondie et symétrique* | A B C |

### 3. BALANCE OVER THE WORKING EDGE / *ÉQUILIBRE AU-DESSUS DE LA CARRE ACTIVE* :

| | |
|---|---|
| Manages pressures in snowboard while edging / *Gestion des pressions dans la planche pendant la mise à carre* | A B C |
| Can demonstrate carved turns / *Démonstration de virages coupés* | A B C |
| Engages edge above fall line / *Mise à carre au-dessus de la ligne de pente* | A B C |

OVERALL RESULT: RIDING / *RÉSULTATS GLOBAUX : SURF* A B C

## COMMENTS / *COMMENTAIRES* :

# *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):

**DAY 4:**

POSITIVE ELEMENTS:

POINTS FOR IMPROVEMENT (& PLAN):

**NOTES:**

**NOTES:**

# *WHAT'S NEXT?*

*We would like to thank you sincerely for taking the time to attend the Level 2 course.*

**If you have not completed either component of the Level 2 course...**

Candidates who are unsuccessful in *both* the teaching and riding components of the Level 2 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 2 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 2 course...**

Candidates who successfully complete *either* of the teaching or the riding components of the Level 2 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 National Course Schedule to schedule your re-test.

**If you've successfully completed the Level 2 Instructor certification...**

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

Now is the time to gain valuable experience – take the new skills you've obtained and use them in teaching. To expand and develop your skills, take advantage of CASI's development programs, or look toward further levels of certification, including the Level 3 Instructor course.

Please visit the CASI web site (*www.casi-acms.com*) to learn about all of the membership benefits that are available to you.

All the best!

**Jeff Chandler**
National Technical Coordinator

**www.casi-acms.com**