



LEVEL 2

COURSE GUIDE

2023-24

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, proficiency up to an intermediate level of carving, and basic terrain adaptation and freestyle skills. Level 2 is a prerequisite 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 ungroomed).

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 not 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 - 9:00 a.m.	Registration & Introductions (including Riding Re-Tests)
9:00 - 11:30 a.m.	Warm-up / Guest Service & Guiding Riding Skills Improvement Session #1
11:30 a.m. - 12:30 p.m.	<i>Lunch</i>
12:30 - 3:30 p.m.	Analysis & Improvement Presentation
3:30 - 4:00 p.m.	Daily Review & Evaluation

DAY TWO:

9:00 a.m. – 12:00 p.m.	'QuickRide Teaching' Presentation
12:00 - 1:00 p.m.	<i>Lunch</i>
1:00 - 3:30 p.m.	'Introducing New Skills' Presentation
3:30 - 4:00 p.m.	Daily Review & Evaluation

DAY THREE:

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

DAY FOUR:

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

ONLINE WORKSHOPS

To prepare for this course, the online preparation workshop is a mandatory element of the certification. Access the prep workshop via our website, or check your course confirmation email for directions.

- ★ *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 for all CASI courses.*

LEVEL 2 INSTRUCTOR (EXTENDED COURSE) - AGENDA

SESSION ONE:

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

SESSION TWO:

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

SESSION THREE:

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

SESSION FOUR:

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

SESSION FIVE:

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

- ★ *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 for all CASI courses.*

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 the riding or the teaching component, 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 retest 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 COMPONENT ASSESSMENT	
<p><i>Teaching Evaluation Criteria:</i></p> <p>Teaches effective snowboard lessons from beginner to intermediate levels.</p>	<p><u>Specific Teaching Outcomes</u></p> <p>Guest Service & Safety:</p> <ul style="list-style-type: none"> • Chooses terrain that is both suitable and safe for novice and intermediate students. • Creates a positive, safe, and student-centred learning environment. <p>Communication & Lesson Structure:</p> <ul style="list-style-type: none"> • Communicates effectively (provides clear explanations) in a coherent and positive manner. • Demonstrates effective lesson organizational skills (lesson structure). <p>Demonstrations:</p> <ul style="list-style-type: none"> • Clearly demonstrates all relevant manoeuvres, including sliding turns, basic carved turns, basic terrain adaptation, and basic freestyle manoeuvres (switch riding, flatland tricks, small straight airs). <p>Analysis & Improvement:</p> <ul style="list-style-type: none"> • Recognizes causes of difficulty in student trials. • Provides positive, relevant feedback to students to achieve basic riding competencies. <p>Technical Content:</p> <ul style="list-style-type: none"> • Presents basic snowboard lessons in accordance with CASI techniques and methodologies, up to the novice level. <p>Professionalism:</p> <ul style="list-style-type: none"> • Displays professional instructor traits.
TECHNICAL (RIDING) ASSESSMENT	
<p><i>Riding Evaluation Criteria:</i></p>	<p><u>Specific Technical Outcomes:</u></p>

Demonstrates refined intermediate-level riding skills in intermediate groomed, and ungroomed terrain.

- Displays a **centred & mobile position** in intermediate and advanced terrain:
 - Weight is generally centred over feet equally
 - Maintains a mobile / relaxed position in varied terrain
 - Uniform flexion in joints
- Uses the **lower body to turn the snowboard** in intermediate and advanced terrain:
 - Uses knees and feet to turn the snowboard
 - Demonstrates a centre pivot point in short radius turns
 - Turns show round shape and symmetry
- Shows ability to **balance along the working edge** in intermediate and advanced terrain:
 - Managed pressures in snowboard while edging
 - Engages edge above the fall line
 - Ability to use a pure edge to achieve carved turns
- **Mandatory Maneuvers (M = Meters CW = Corridor Width) :**
Candidates must display consolidation of riding outcomes in each of the following maneuvers:
 - 1) **Short Radius Sliding Turns - 3-5 M CW:** Short-radius sliding turns on applicable groomed blue / black* (intermediate / advanced) terrain, demonstrating speed control, round turn shape, intensity, symmetry, rhythm and control of both pressure and edge. **Conditions dependant.*
 - 2) **Novice Turns (forward and switch directions) - 4-6 M CW:** Demonstration of novice-level turns, at low speeds on groomed green (beginner) terrain. Turns should be initiated with the lower joints, show minimal edge performance and speed, and display vertical movements as required to control pressure. Demonstration is required in both forward and switch directions.
 - 3) **Intermediate Carved Turns - 7-10 M CW:** Performed on green or mellow blue terrain, candidates must demonstrate a series of carved turns with round turn shape and speed control on both toe and heel side edges, showing a pencil-line track (no pivot or skidding).
 - 4) **Ollie (with proper landing on two-feet) :** Performed on green (beginner) terrain, candidates must demonstrate an ollie from a flat-based snowboard, utilizing effective fore/aft and vertical movement and pressure control and balance skills.

MARKING SYSTEM

TEACHING SKILLS	Meets Standard (Pass)	Below Standard (Incomplete)
Guest Service & Safety	<ul style="list-style-type: none"> → Terrain is generally safe and suitable to this level of student or lesson topic. → Lessons are generally presented in a positive and student-centred manner. → The learning environment is generally safe and secure. 	<ul style="list-style-type: none"> → 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.
Communication & Lesson Structure	<ul style="list-style-type: none"> → Effectively communicates (explanations are generally clear), and use a What, Why, How format. → The lesson follows a clear structure. 	<ul style="list-style-type: none"> → Does not effectively communicate (explanations are not clearly understood). → The lesson is not presented in an effective building block or whole-part-whole format.
Demonstrations	<ul style="list-style-type: none"> → Technical skill demonstrations are adapted to the skill level of students, and are clear. 	<ul style="list-style-type: none"> → Technical demos are not adapted to the skill level of students, or are unclear.
Analysis & Improvement	<ul style="list-style-type: none"> → Feedback consistently identifies the areas to be improved in relation to the lesson goal, communicated in a clear manner. → Feedback is generally delivered in a positive manner, and includes reference to why the chosen improvement is important to the lesson goal or theme. 	<ul style="list-style-type: none"> → Feedback does not identify relevant areas for improvement, and lacks an individual focus. → Feedback is not positive and/or relevant to student trials.
Technical Content	<ul style="list-style-type: none"> → 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). 	<ul style="list-style-type: none"> → 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).

RIDING SKILLS	Meets Standard (Pass)	Below Standard (Incomplete)
Centred & Mobile Position	<ul style="list-style-type: none"> → Demonstrates the ability to centre weight equally over both feet in most situations, in appropriate terrain. → Maintains a mobile and relaxed position as terrain becomes more challenging / varied. → Consistently demonstrates uniform flexion across joints (hips, knees, ankles) while turning. 	<ul style="list-style-type: none"> → Does not demonstrate ability to centre weight equally over both feet. → Is unable to maintain a relaxed position in varied terrain. → Is not able to demonstrate uniform flexion across joints (hips, knees, ankles), or clearly shows excessive flexion in one part of the body.
Turning With The Lower Body	<ul style="list-style-type: none"> → Uses the knees and feet to initiate direction change in the snowboard consistently. → Is able to demonstrate a centred pivot point in the snowboard during shorter-radius sliding turns consistently. 	<ul style="list-style-type: none"> → Does not use the knees and feet to turn the snowboard (uses arm, shoulders, and upper-body or a combination of). → Is unable to demonstrate a centred pivot point in the snowboard during shorter-radius sliding turns.

Balance Along The Working Edge	<ul style="list-style-type: none"> → Consistently manages pressure in the snowboard to control chatter. → Can demonstrate carved turns consistently on appropriate terrain. → Engages new edge above the fall-line (at approx. 2 and 10 o'clock). 	<ul style="list-style-type: none"> → Cannot manage pressures in the snowboard while edging, resulting in chatter or bouncing. → Cannot consistently demonstrate carved turns, on appropriate groomed terrain. → Is unable to engage the new edge above the fall line during sliding or carved turns.
Mandatory Maneuver: Short Radius Sliding Turns - 3-5 M* CW*	<ul style="list-style-type: none"> → Shows consolidation in the execution of short-radius sliding turns, in applicable terrain. → Core Competency outcomes are evident most of the time, movements are generally fluid, consistent and incorporate power and intensity. Minor occasional technical faults may be apparent. 	<ul style="list-style-type: none"> → Still acquiring the movements required for the execution of short-radius sliding turns, in applicable terrain. → Core Competency outcomes are not evident most of the time, and movements are generally not fluid, consistent and don't show power and intensity. Major technical faults are apparent.
Mandatory Maneuver: Novice Turns (Forward & Switch) - 4-6 M CW	<ul style="list-style-type: none"> → Shows consolidation in the execution of novice sliding turns, in applicable terrain, in both directions. → Core Competency outcomes are evident most of the time, movements are generally fluid and consistent. Minor occasional technical faults may be apparent in either forward or switch direction. 	<ul style="list-style-type: none"> → Still acquiring the movements required for the execution of novice sliding turns, in applicable terrain, in both directions. → Core Competency outcomes are not evident most of the time, and movements are generally not fluid or consistent. Major technical faults are apparent in one or both directions (forward or switch).
Mandatory Maneuver: Intermediate Carved Turns - 7-10 M CW	<ul style="list-style-type: none"> → Shows consolidation in the execution of round carved turns, in applicable terrain, on both edges. → Core Competency outcomes are evident most of the time, movements are generally fluid and consistent. Minor occasional technical faults may be apparent due to changes in slope or snow conditions. 	<ul style="list-style-type: none"> → Still acquiring the movements required for the execution of round carved turns, in applicable terrain, on both edges. → Core Competency outcomes are not evident most of the time, and movements are generally not fluid or consistent. Major technical faults are apparent on one or both edges.
Mandatory Maneuver: Ollie (with proper landing on two-feet)	<ul style="list-style-type: none"> → Shows consolidation in the execution of ollies. → Core Competency outcomes are evident most of the time, movements are generally fluid and consistent. Minor occasional technical faults may be apparent on some attempts. 	<ul style="list-style-type: none"> → Still acquiring the movements required for the execution of an ollie. → Core Competency outcomes are not evident most of the time, and movements are generally not fluid or consistent. Major technical faults are apparent on the majority of attempts.

*M = Meters *CW = Corridor Width

STUDY GUIDE:

ADVANCED TEACHING THEORY

References: CASI Reference Guide (pp. 15-35) & “Advanced Teaching Theory” Video

1. What are the Practical Teaching Skills?
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?

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.
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?

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:
Competency & lesson Goal: <input type="checkbox"/> Introducing New Skills <input type="checkbox"/> Developing Skills	
Skill Focus: <input type="checkbox"/> Position & Balance <input type="checkbox"/> Pivot <input type="checkbox"/> Edging <input type="checkbox"/> Pressure <input type="checkbox"/> Timing & Coordination	
Method of Presentation: <input type="checkbox"/> Building Block <input type="checkbox"/> Whole-Part-Whole	
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.	<i>Switch Riding</i>
	Development of centred weight distribution.	Two-footed take-off and landing.	<i>Sideslipping 180 Hops</i>
	Develop balance while spinning.	Lower COM for stability.	<i>Sliding 360's</i>
Turning With The Lower Body	PIVOT		
	Develop centre pivot point.	Equal displacement of nose & tail. Static exercise.	<i>X-Turns</i>
	Increased involvement of lower joints in turning.	Initiate direction-change with knees & feet.	<i>Garland Exercise</i>
	Use of feet to fine-tune turning.	Guide the snowboard through turns with foot movements.	<i>Twist the Disks</i>
	EDGING		
	Develop use of lower joints in edging.	Flexion of hips, knees, ankles.	<i>Static Edging Exercise</i>
Balance Along The Working Edge	EDGING		
	Early edge engagement.	Hops at edge change.	<i>Hop Carves</i>
	Development of balance over the edge.	Use of ankles to create an edge platform.	<i>Stop-n-Hop's</i>
	PRESSURE		
	Board contact with snow.	Loose, mobile lower body.	<i>Absorb varied terrain</i>
	Development of foot separation and board loading.	Weight shift + push board forward (back) + pop. Absorb landing.	<i>Ollies & Nollies</i>
	Pressure release.	Extend at take-off and absorb landing with both legs.	<i>Small jumps/airs</i>
	Timing & Coordination	Develop adaptability.	Eyes look ahead, anticipate.
Develop adaptability in movement sequences.		Experiment with nose/tail shift, plus rotation and varied edges.	<i>Flatland Tricks</i>
Develop quickness.		Gradually reduce the intro/completion phase of turns.	<i>Sideslipping to Short Radius Turns</i>

TECHNICAL PRESENTATION:

QUICKRIDE TEACHING PRESENTATION

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

Online Reference: www.quickride.ca

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 <i>To learn to use the equipment, and gain comfort moving around on the snowboard with one foot attached.</i>	Equipment Mobility	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • “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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Static Rotation Exercise (board off) • Garland Exercise • J-Turns (revisit from Sliding) • Walking Through Turns • Beginner Turns
V. FLOW <i>To learn to explore the mountain safely.</i>	Novice Turns	<ul style="list-style-type: none"> • Add Traverse Between Turns • Traverse with Flexion/Extension • Novice Turns (flex after fall line) • Speed Control: 4 S’s (Speed = Shape, Size, Slope) • Sliding 360’s • Hopping in Traverses

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

TECHNICAL PRESENTATION:

INTRODUCING NEW SKILLS

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

GOALS

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

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

SAMPLE PROGRESSIONS

INTRODUCING TERRAIN ADAPTATION SKILLS → **Focus:** Exploring varied terrain, and developing absorption skills.

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

INTRODUCING FLATLAND TRICKS → **Focus:** Introducing students to basic flatland manoeuvres.

SKILLS	SUGGESTED PROGRESSION
<p>Position & Balance</p> <p>Pivot</p> <p>Pressure</p>	<p>Nose & Tail Presses</p> <p><i>1: Static:</i> Move COM (hips) both down (to enhance stability) and fore/aft over nose and tail. Experience the range of motion required on flat terrain.</p> <p><i>2: Active:</i> Apply these movements of the COM to moving on easy terrain. Keep eyes up and looking ahead to anticipate changes in balance.</p> <p><i>3: Free:</i> Practice and mileage.</p> <p><i>4: Experimentation:</i> Try nose and tail presses on different edges (toe and heel sides), on different slopes, and at different speeds.</p>

	<p>Nose & Tail Presses With Rotation</p> <p>1: <i>Static:</i> Move COM (hips) both down (to enhance stability) and fore/aft over nose and tail. Add rotation with head, eyes, arms (shoulders) and hips.</p> <p>2: <i>Active:</i> Apply these movements moving on easy terrain. Keep eyes up and looking ahead to anticipate changes in balance, and use the COM to execute rotation.</p> <p>3: <i>Free:</i> Practice and mileage. Focus on single tasks (e.g.: frontside rotations only).</p> <p>4: <i>Experimentation:</i> Try different combinations of rotations (frontside / backside), as well as nose / tail presses.</p>
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INTRODUCING JUMPING → **Focus:** Introducing students to getting air.

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

INTRODUCING & DEVELOPING CARVING → **Focus:** Introducing students to carving and developing their carving.

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

Edging	<p>—</p> <p>DEVELOPING CARVING</p> <p>1: <i>Static</i>: How to get a turn shape vs riding the sidecut? Exercise: Static Edging Exercise – use of hips, knees, ankles in edging. Equal weight between front and back foot.</p> <p>2: <i>Active</i>: Create a pure edge (pencil line) with the emphasis on the entry of the turn. Exercise: Edge roll and set at the top of the turn .</p> <p>3: <i>Free</i>: Roll and set the edge at top of the arc then add flexion through the turn. Break carve at end of the arc as terrain/speed dictates.</p> <p>4: <i>Experimentation</i>: Carved Turns - on various terrain / pitches. Link pencil lines by making round, pencil line turns.</p>
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TECHNICAL PRESENTATION:

DEVELOPING INTERMEDIATE SKILLS

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

GOALS

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

- The use of the *Whole-Part-Whole* method of presentation for structuring intermediate lessons.
- Tools and tactics for developing riding skills in intermediate lessons.
- Exercises to assist in developing skills, using the Skills Concepts.

WHOLE-PART-WHOLE SEQUENCE

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

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

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):

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 retest 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 retake the course before retesting 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!



Geneviève Pilotto
Program Director

www.casi-acms.com

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