



PARK 1

COURSE GUIDE (2019-20)

CANADIAN ASSOCIATION OF SNOWBOARD INSTRUCTORS

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TABLE OF CONTENTS

Park Instructor 1 Course

Introduction.....	1
Course Agenda.....	2
Evaluation.....	3

Workshops

The Core Competencies and Freestyle Snowboarding Review	7
Progression Building.....	8

Technical Presentation Outlines

The Core Competencies and Freestyle Snowboarding.....	9
The Freestyle Fundamentals	11

Course Evaluation

Park Instructor Level 1 Candidate Evaluation Form	13
Daily Notes & Feedback	14
Notes	15
What's Next?	17

INTRODUCTION

Welcome to the CASI Park Instructor 1 Course!

The CASI Park Instructor 1 certification course is open to members with a minimum Level 1 Instructor certification. Candidates on the course will spend time exploring snowboarding technique and teaching methods as they relate to introductory terrain park and freestyle snowboarding.

The Park Instructor course is an introductory course, designed to give successful candidates the fundamental skills necessary to introduce students to the Terrain Park and freestyle snowboarding safely. Progression-based teaching methods, understanding of basic freestyle techniques, as well as lesson planning 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 Park Instructor standard in both of these areas. They will also receive suggestions and strategies for long-term development. The successful candidate is certified to take students into freestyle terrain, and teach introductory / basic manoeuvres on beginner terrain park features.

Who Should Take This Course?

You should take this course if you are a minimum Level 1 Instructor with a love of freestyle snowboarding. You should have a desire to introduce new students to snowboarding in the park safely and successfully. You should also be confident and comfortable both communicating and demonstrating basic freestyle riding skills in front of a group.

Am I Ready?

The Park Instructor 1 standards require you to pass both riding and teaching evaluations. In order to help you achieve success on the course,

- The best preparation is experience. Spend time working as a snowboard instructor, honing your presentation, demonstration, analysis and class management skills.
- Take a session with a current CASI Park Level 1 Evaluator to get feedback on your riding ability in relation to the technical standard.

Course Duration: 2 days* (minimum of 12 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.***

PARK INSTRUCTOR LEVEL 1 INSTRUCTOR - AGENDA

DAY ONE:

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

DAY TWO:

- 9:00 – 9:30 a.m. Workshop: "Progression Building"
- 9:030 - 12:00 p.m. Warm-Up
 - Teaching Freestyle Fundamentals (continued)
- 12:00 - 1:00 p.m. *Lunch*
- 1:00 - 3:30 p.m. Teaching Beyond the Fundamentals: Progression Building
- 3:30 - 4:30 p.m. Course Evaluation & Results

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

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

**The wearing of helmets is mandatory on the CASI Park 1 course.*

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

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 Park 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 Park 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 Park 1 course, and if it is teaching, it will be Day 2. 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 fundamental freestyle/terrain park skills in accordance with CASI technique and methodology.	<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 manoeuvres. - Recognizes causes of difficulty in student trial. - Provides positive, relevant feedback to students to achieve basic riding outcomes. - Demonstrates effective lesson organizational skills (lesson structure). - Creates a positive, safe, and student-centred learning environment.
TECHNICAL (RIDING) ASSESSMENT	
Demonstrates effective basic freestyle riding skills.	<ul style="list-style-type: none"> - Rides consistently at safe speeds on beginner terrain park features and in freestyle terrain. - Maintains a relaxed, balanced and athletic position over the snowboard. - Adjusts duration and sequence of movements as required to achieve desired outcomes. - Shows some basic ability to adjust technique as snow conditions or terrain features change, with safety in mind. - Can consistently demonstrate the following manoeuvres: <ul style="list-style-type: none"> ○ Consolidation of changes in balance and position skills to demonstrate a variety of basic flatland tricks: nose/tail press, ollie into press, and nose/tail presses with rotation up to 180 degrees. ○ Effective demonstration of a straight air with variation on a small (S) terrain park jump. Absorbs pressures on landings using flexion of the lower extremities. <i>Variation may include shifty, grab, etc.</i> ○ Uses rotation of the core to initiate and execute rotations, and can

	<p>complete a 180-degree rotation in both front and backside directions on a small (S) terrain park jump.</p> <ul style="list-style-type: none"> ○ Can demonstrate balance, and create a flat base on box/rail features to demonstrate a 50-50 with variation on a small (S) rail or box feature. <i>Variation may include a shifty, rotation, or boardslide.</i>
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MARKING SYSTEM

Marking Scale:			
TEACHING SKILLS	Above Standard (Pass)	Meets Standard (Pass)	Below Standard (Incomplete)
Guest Service & Safety	<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>
Communication & Lesson Structure	<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>
Demonstrations	<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>
Analysis & Improvement	<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>

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).
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Marking Scale:			
RIDING COMPETENCIES	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 park/freestyle situations.</p> <p>Always maintains rotational alignment (shoulders, hips, knees, feet) in challenging terrain, conditions and features relative to the Park 1 standard.</p> <p>Always demonstrates uniform flexion across joints (hips, knees, ankles) in a variety of terrain, conditions and features relative to the Park 1 standard.</p>	<p>Demonstrates the ability to centre weight equally over both feet in most situations, in appropriate park/freestyle terrain.</p> <p>Maintains rotational alignment (shoulders, hips, knees, feet) consistently in terrain, conditions and features relative to the Park 1 standard.</p> <p>Consistently demonstrates uniform flexion across joints (hips, knees, ankles) in terrain, conditions and features relative to the Park 1 standard.</p>	<p>Does not demonstrate ability to centre weight equally over both feet in appropriate park/freestyle terrain.</p> <p>Is unable to maintain rotational alignment (shoulders, hips, knees, feet) terrain, conditions and features relative to the Park 1 standard.</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 in terrain, conditions and features relative to the Park 1 standard.</p>
<i>Turning With The Lower Body</i>	<p>Demonstrates a refined ability to use the hips and knees to control rotation in the snowboard.</p> <p>Shows a refined ability to initiate and execute rotations.</p> <p>Air 180's show variation and refinement.</p>	<p>Uses the hips and knees to initiate rotation in the snowboard consistently.</p> <p>Uses the COM to initiate rotations consistently.</p> <p>Consistently demonstrates air-180's in both frontside and backside directions.</p>	<p>Does not use the hips and knees to initiate rotation in the snowboard.</p> <p>Does not use the COM to initiate rotations consistently.</p> <p>Unable to demonstrate air-180's in both frontside and backside directions.</p>

<p><i>Balance Over the Working Edge</i></p>	<p>Demonstrates comfort using varying levels of inclination (leaning) and angulation (bending) as a means of creating grip at take-offs and landings.</p> <p>Edge grip is refined and varied.</p> <p>Shows refined ability to maintain the COM over the edge in varied park features and freestyle manoeuvres.</p>	<p>Consistently uses inclination (leaning) and angulation (bending) as a means of creating grip at take-offs and landings.</p> <p>Edge grip is consolidated and consistently used.</p> <p>Shows consolidation in the ability to maintain the COM over the edge in varied park features and freestyle manoeuvres.</p>	<p>Does not use inclination (leaning) and/or angulation (bending) as a means of creating grip at take-offs and landings.</p> <p>Edge grip is not consolidated or consistently used.</p> <p>Does not show consolidation in the ability to consistently maintain the COM over the edge in varied park features and freestyle manoeuvres.</p>
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WORKSHOP:

The Core Competencies and Freestyle Snowboarding

1. Describe the specific outcomes that snowboarders are attempting to achieve with each of the following Core Competencies, in a freestyle or Terrain Park setting. Also, identify some common faults that you may see in relation to each...

Centred & Mobile Position:

Common Faults:

Turning With The Lower Body:

Common Faults:

Balance Over the Working Edge:

Common Faults:

2. How can the Core Competencies be used in assessing a student's riding skills before moving into freestyle or the Terrain Park?

WORKSHOP:

PROGRESSION BUILDING

1. Briefly outline a 3 to 4 step progression for each of the following goals:

RIDING A RAIL FOR THE FIRST TIME

LEARNING A 180

GETTING YOUR FIRST GRAB

LEARNING A BOARDSLIDE

TECHNICAL PRESENTATION

THE CORE COMPETENCIES IN FREESTYLE SNOWBOARDING

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

1. TERRAIN PARK SAFETY & ETIQUETTE	<p>Discussion Points:</p> <ul style="list-style-type: none"> □ The Alpine Responsibility Code (review) □ “Smart Style” Freestyle Terrain classification (orange oval: S, M, L) □ The use of spotters on jumps and hand signals (“O” for jump open, “X” for jump not open) □ How to move safely through park terrain. □ Warm-up / park familiarity runs □ Using “stop zones” to stop safely out of the flow of traffic; avoiding “spill zones” below jumps □ Calling drop-ins and merging.
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COMPETENCY:	CANDIDATES SHOULD SHOW...	TACTICS...
CENTRED & MOBILE POSITION	<p>The <i>Freestyle Triangle</i> concept:</p> <ul style="list-style-type: none"> □ Neutral position with the head at the “peak” of the triangle. □ Mobility, comfort, and strength in various forms of the triangle (centred, fore/aft, tall/short, etc). □ Limit twisted or bent triangles. 	<ul style="list-style-type: none"> □ Switch riding in varied terrain to challenge balance and maintenance of the freestyle triangle. □ Explore “centred” body position in basic airs (various planes of balance). □ Butter yoga to identify limits of movement within “strong” triangles with a focus on returning to centre.
TURNING WITH THE LOWER BODY	<p>The role of the hips, knees and feet in rotations. Goals:</p> <ul style="list-style-type: none"> □ Efficient direction control towards targets or features in the fall-line. □ Efficient control of speed 	<p>Briefly introduce and try some speed-checks in easy terrain:</p> <ul style="list-style-type: none"> □ May add challenge by performing manoeuvres in between speed-checks (e.g.: ollies, hops, etc.) or to speed-

	<p>(proper speed checks, counter-rotation/lower body rotation).</p> <ul style="list-style-type: none"> <input type="checkbox"/> Balance in general rotations. <input type="checkbox"/> Use of lower body steering will allow for rotational separation required for spins and more complex manoeuvres. 	<p>check in specific spots (not in straight line, close together, etc.)</p> <p>Work on fine-tuned direction control in the fall-line and speed judgement:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Combine with speed-checks outside of the park, to set up a follow-the-leader challenge or obstacle course. <p>Other optional tactics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 'Butter Slash' - Experiment with fore/aft position to improve mobility and refine the centered position. <input type="checkbox"/> 'Slash & Dash' - Speed/direction control with counter rotation, speed check within turn or change direction after a speed check. <input type="checkbox"/> 'Micro 180's' - At lower speed, set a strong edge and use sidecut to set rotation, lower body "whips" board around.
<p>BALANCE OVER THE WORKING EDGE</p>	<p>Use of edge grip to achieve control in freestyle manoeuvres.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Balance inclination with angulation. <input type="checkbox"/> Use of knees and ankles to create a "platform". <input type="checkbox"/> More edge does not equal more grip! Use of a flatter board ("just enough edge") for a stronger platform (COM over BOS). <input type="checkbox"/> Riders should equally blend inclination and angulation to pop or jump when desired. 	<ul style="list-style-type: none"> <input type="checkbox"/> Discuss traveling straight with control. (Use of slight edging to create open arcs). <input type="checkbox"/> Discuss flat base riding for gaining or maintaining speed. <input type="checkbox"/> Lower leg tension/strength (ankles) to maintain a strong platform. <p>Other optional tactics:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sidecut turns ("Jackson Turns") <input type="checkbox"/> Flat-base riding, through turns or in challenging locations. <input type="checkbox"/> Hops between turns -> hops within turns -> hops at edge changes.

TECHNICAL PRESENTATION

THE FREESTYLE FUNDAMENTALS

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

At the end of this session, candidates should:

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

FUNDAMENTALS	KEY POINTS	SUGGESTED PROGRESSION
APPROACH AND TAKE-OFF	Establishing a flat base. Body position (to maintain flat base). Speed Checks	<ol style="list-style-type: none"> 1. Comfortably riding past all features at appropriate speeds (using speed-checks and turns in appropriate spots). 2. Practice judging where to drop-in from (i.e.: a little bit higher in elevation than top of the lip). 3. Practice stopping between features safely and merging back in safely. <p><i>*All of the above should first be done 'beside' features/active lanes before moving into active lanes and on features.</i></p> <p><i>**Focus on appropriate body position throughout.</i></p>
BUTTERS AND FLATLAND TRICKS	Adjusting the "Freestyle Triangle" to achieve a flatland trick (building a new triangle over the one foot at a time).	<ol style="list-style-type: none"> 1. "Butter Yoga" (stationary butters) 2. Nose/tail presses 3. Rotations 4. Ollie or hop in to press 5. Sideways presses (boardslides on snow at 90 degrees) 6. Create variation!
JUMPING / GETTING AIR	<input type="checkbox"/> Coast <input type="checkbox"/> Pop <input type="checkbox"/> Ollie	<ol style="list-style-type: none"> 1. Coast: Riding off of terrain features – the rider gets air through changes in terrain. <i>*This requires a physical effort to resist transition forces (not change leg length) at take-off.</i> 2. Pop: Riders push slightly with both legs throughout the take off (gradually from transition to lip). Rider still gets air mainly from the terrain feature, but controls and adds to (as needed) that with an efficient physical effort. <i>*Timing is a key skill – to gradually push the board into the entire take-off, and ensure the duration of the extension is effective and efficient.</i>

		<ul style="list-style-type: none"> <input type="checkbox"/> Static hops <input type="checkbox"/> Hops at slow speed <input type="checkbox"/> Hops over small marks in the snow <input type="checkbox"/> Hops over simple terrain features <input type="checkbox"/> Popping over simple terrain features <p>3. Ollie: Riders get air through pressure build and release in the snowboard:</p> <ul style="list-style-type: none"> ▪ Static Ollies: Experiment with moving the body vs. moving the board, loading the tail (Timing). ▪ Moving Ollies: Flat base and off edge. ▪ Ollies with terrain features (small bumps, jumps, etc.)
<p>INTRO TO BOXES AND RAILS</p>	<p>Safety and progression to introduce riders to boxes and rails.</p>	<ol style="list-style-type: none"> 1. Flat-based riding (on flat terrain). <i>Review approach from above.</i> 2. Flat-based on rail-like target (draw track/box in snow, bamboo pole, etc.) 3. Board off (observe board on box) - exploration of frictionless surface (need for zero edge angle). 4. Hand's-on assistance* on a flat, surface-level box. Instructor assistance – slow speed! *If required – not all students will require this. 5. 50-50's on boxes or beginner rails.



CANDIDATE EVALUATION FORM: PARK INSTRUCTOR 1 / FORMULAIRE D'ÉVALUATION DU CANDIDAT - STAGE DE MONITEURS EN PARC 1

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

Location / Lieu : _____ Date : _____

Evaluators / Évaluateurs : _____ / _____

RESULTS / ÉVALUATION :
Teaching / Enseignement: Above Standard / Dépasse le standard Meets Standard / Respecte le standard Below Standard / Ne satisfait pas au standard
Riding / Surf: Above Standard / Dépasse le standard Meets Standard / Respecte le 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 / HABILITÉS D'ENSEIGNEMENT :

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

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

DEMONSTRATIONS / DÉMONSTRATIONS :

Clearly demonstrates all relevant manoeuvres / Démonstration claire de toutes les manœuvres pertinentes

A B C

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

TECHNICAL CONTENT / CONTENU TECHNIQUE :

Effectively presents technical concepts / Communique efficacement concepts techniques

A B C

COMMENTS / COMMENTAIRES :

OVERALL RESULT / RÉSULTATS GLOBAUX : A B C

RIDING SKILLS / HABILITÉS DE SURF :

1. CENTERED AND MOBILE POSITION / POSITION MOBILE CENTRÉE :

Weight centred over feet equally

A B C

Poids réparti également au-dessus des pieds

A B C

Uniform flexion in joints

A B C

Flexion uniforme des articulations

A B C

Mobile / relaxed position in varied terrain

A B C

Position mobile détendue sur terrain varié

A B C

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

Efficient direction control

A B C

Contrôle efficace de la direction

A B C

Efficient control of speed

A B C

Contrôle efficace de la vitesse

A B C

Balance in general rotations

A B C

Équilibre dans les rotations générales

A B C

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

Balances inclination with angulation

A B C

Équilibre de l'inclinaison avec l'angulation

A B C

Demonstrates edge grip

A B C

Démonstration d'une prise de carre

A B C

MANDATORY MANOEUVRES / MANOEUVRES OBLIGATOIRES :

A B C Flatland / Sur terrain plat

A B C Straight Airs / Envois en ligne droite

A B C Rotations / Rotations

A B C Rail or Box / Rail ou boîte

COMMENTS / COMMENTAIRES :

OVERALL RESULT / RÉSULTATS GLOBAUX : A B C

DAILY NOTES AND FEEDBACK

DAY 1:

POSITIVE ELEMENTS:

POINTS FOR IMPROVEMENT (& PLAN):

DAY 2:

POSITIVE ELEMENTS:

POINTS FOR IMPROVEMENT (& PLAN):

WHAT'S NEXT?

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

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

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

If you've successfully completed the Park Instructor 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 Park Instructor 1 course.

Now is the time to gain valuable experience – take the new skills you've obtained and use them in teaching. Hours spent assisting new park riders will give you new insights and tips. To expand and develop your skills, take advantage of CASI's improvement programs – rider improvement sessions, and higher levels of certification.

So, go ahead, start looking towards the Park 2, Level 2 or 3 Instructor course, or any of our other modules and programs to help you prepare for that next step!

All the best!



Jeff Chandler
Director of Education & Programs

www.casi-acms.com

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