



# PARK 1

## COURSE GUIDE

2023-24

**CANADIAN ASSOCIATION OF SNOWBOARD INSTRUCTORS**

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## 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 - 11:30 a.m.	Warm-up Park Etiquette & Safety Discussion The Core Competencies in Freestyle Snowboarding
11:30 - 12:30 p.m.	<i>Lunch</i>
12:30 - 3:30 p.m.	Teaching Freestyle Fundamentals (with practice teaching)
3:30 - 4:00 p.m.	Daily Review & Evaluation

### **DAY TWO**

8:30 - 11:30 a.m.	Warm-Up Teaching Freestyle Fundamentals (continued)
11:30 a.m. - 12:30 p.m.	<i>Lunch</i>
12:30 - 3:30 p.m.	Teaching Beyond the Fundamentals: Progression Building
3:30 - 4:00 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 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 Park 1 Instructor.

### MARKING SYSTEM

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

### Retest Evaluations

If the candidate is unsuccessful in either the riding *or* teaching component, they will have two calendar years to take a retest for the portion failed.

- If it is teaching, the candidate will attend Day 1 of a regularly scheduled Park 1 course.
- If it is riding, it will be Day 2.
- In a situation where the candidate does not complete the riding and teaching component, he/she will have to take the full course over again.
- ★ 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 ASSESSMENT	
<p><b>Teaches fundamental freestyle/terrain park skills in accordance with CASI technique and methodology.</b></p>	<ul style="list-style-type: none"> <li>● Chooses terrain that is both suitable and safe for beginner and novice freestyle students.</li> <li>● Communicates effectively (provides clear explanations) in a coherent and positive manner.</li> <li>● Effective use of demonstrations.</li> <li>● Confidence inspiring and technically correct execution of demonstrations.</li> <li>● Recognizes causes of difficulty in student trials.</li> <li>● Provides positive, relevant feedback to students to achieve basic riding outcomes.</li> <li>● Demonstrates effective lesson organisational skills (lesson structure).</li> <li>● Creates a positive, safe, and student-centred learning environment.</li> </ul>

TECHNICAL (RIDING) ASSESSMENT	
<p><b>Demonstrates effective basic freestyle riding skills.</b></p>	<ul style="list-style-type: none"> <li>● Rides consistently at appropriate and safe speeds on beginner terrain park features (small) and in freestyle terrain.</li> <li>● Maintains a relaxed, balanced and athletic position over the snowboard.</li> <li>● Adjusts duration and sequence of movements as required to achieve desired outcomes.</li> <li>● Shows some basic ability to adjust technique as snow conditions or terrain features change, with safety in mind.</li> <li>● Can consistently demonstrate the following <b>mandatory manoeuvres</b>: <ul style="list-style-type: none"> <li>● Effective demonstration of an <b>Ollie</b> with a solid two-foot landing.</li> <li>● Consolidated ability to adapt the Neutral Position in order to demonstrate basic flatland tricks: <b>nose/tail press with variation</b> (ollie into press, nose/tail presses with rotations up to 180 degrees).</li> <li>● Effective demonstration of Pop (<b>Straight Air with variation</b>) on a small (S) terrain park jump. Absorbs pressures on landings using flexion of the lower extremities.</li> <li>● Efficiently initiates, controls and lands rotations. Can complete <b>180-degree rotations in both front and backside directions</b> on a small (S) terrain park jump and ride out in the new direction.</li> <li>● Can demonstrate balance, and create a flat base on box/rail features to demonstrate a <b>50-50 with variation</b> (shifty, rotation, nose or tail press) on a small (S) rail or box feature.</li> </ul> </li> </ul>
<p><b>Features sizes and expectations</b></p>	<p>→ <b>Airs and rotations:</b> Candidates must be comfortable on Small (S) step-over or table top jumps up to approximately 2 to 3 metres or 6 to 9 feet range length from the lip of the jump to the knuckle of the landing.</p> <p>→ <b>Boxes and rails:</b> Candidates can 50-50 a ride on box and/or a ride on rail with a length of 3-5 metres.</p> <p>★ Entry level features (Small) in the park are mainly used during the course. However, at times, candidates can expect to also ride other sizes and park features types according to their actual sizing and construction. For example :</p> <ul style="list-style-type: none"> <li>○ Ride on Medium box/rail or Medium jumps that could be rated Small somewhere else.</li> <li>○ Pop on a Small box/rail (if no ride on is available).</li> </ul>

## MARKING SYSTEM → TEACHING SKILLS

TEACHING SKILLS	Meets Standard (Pass)	Below Standard (Incomplete)
<b><i>Guest Service &amp; Safety</i></b>	<ul style="list-style-type: none"> <li>→ Terrain is generally safe and suitable to this level of student or lesson topic.</li> <li>→ Lessons are generally presented in a positive and student-centred manner.</li> <li>→ The learning environment is safe and secure.</li> </ul>	<ul style="list-style-type: none"> <li>→ Chooses terrain that is either not safe, or unsuitable for this level of student or lesson topic.</li> <li>→ Lessons are not presented in a positive, student-centred manner.</li> <li>→ Safety is not a priority during the lesson, or students are not kept in a safe environment.</li> </ul>
<b><i>Communication &amp; Lesson Structure</i></b>	<ul style="list-style-type: none"> <li>→ Effectively communicates (explanations are generally clear), and use a What, Why, How format.</li> <li>→ The lesson follows a clear building-block structure.</li> </ul>	<ul style="list-style-type: none"> <li>→ Does not effectively communicate (explanations are not clearly understood).</li> <li>→ The lesson is not presented in an effective building block or progression-based format.</li> </ul>
<b><i>Demonstrations</i></b>	<ul style="list-style-type: none"> <li>→ Effective use of technical demonstrations.</li> <li>→ Confidence inspiring and technically correct execution of demonstrations.</li> </ul>	<ul style="list-style-type: none"> <li>→ Technical demonstrations are not used effectively.</li> <li>→ Demonstrations are not confidence inspiring and the execution is technically incorrect.</li> </ul>
<b><i>Analysis &amp; Improvement</i></b>	<ul style="list-style-type: none"> <li>→ Feedback consistently identifies the areas to be improved in relation to the lesson goal, communicated in a clear manner.</li> <li>→ Feedback is generally delivered in a positive manner and includes reference to why the chosen improvement is important to the lesson goal or theme.</li> </ul>	<ul style="list-style-type: none"> <li>→ Feedback does not identify relevant areas for improvement, and lacks an individual focus.</li> <li>→ Feedback is not positive and/or relevant to student trials.</li> </ul>
<b><i>Technical Content</i></b>	<ul style="list-style-type: none"> <li>→ Technical concepts are presented correctly and in a complete manner in relation to CASI methodology.</li> </ul>	<ul style="list-style-type: none"> <li>→ Technical concepts are presented incorrectly or in an incomplete manner in relation to CASI methodology.</li> </ul>

## MARKING SYSTEM → RIDING COMPETENCIES

RIDING COMPETENCIES	Meets Standard (Pass)	Below Standard (Incomplete)
<p><b><i>Centred &amp; Mobile Position</i></b></p>	<ul style="list-style-type: none"> <li>→ Demonstrates the ability to centre weight equally over both feet in most situations, in appropriate park/freestyle terrain.</li> <li>→ Maintains rotational alignment (shoulders, hips, knees, feet) consistently in terrain, conditions and features relative to the Park 1 standard.</li> <li>→ Consistently demonstrates uniform flexion across joints (hips, knees, ankles) in terrain, conditions and features relative to the Park 1 standard.</li> <li>→ Maintains downhill momentum while demonstrating air with rotations.</li> </ul>	<ul style="list-style-type: none"> <li>→ Does not demonstrate ability to centre weight equally over both feet in appropriate park/freestyle terrain.</li> <li>→ Is unable to maintain rotational alignment (shoulders, hips, knees, feet) terrain, conditions and features relative to the Park 1 standard.</li> <li>→ 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.</li> <li>→ Does not maintain downhill momentum while demonstrating air with rotations.</li> </ul>
<p><b><i>Turning With The Lower Body</i></b></p>	<ul style="list-style-type: none"> <li>→ Effectively initiate rotation in the snowboard consistently.</li> <li>→ Uses turn shape to assist in trick execution.</li> <li>→ Consistently demonstrates air-180's in both frontside and backside directions.</li> </ul>	<ul style="list-style-type: none"> <li>→ Does not effectively initiate rotation in the snowboard.</li> <li>→ Does not use turn shape to assist in trick execution.</li> <li>→ Unable to demonstrate air-180's in both frontside and backside directions.</li> </ul>
<p><b><i>Balance Along the Working Edge</i></b></p>	<ul style="list-style-type: none"> <li>→ Consistently uses inclination (leaning) and angulation (bending) as a means of creating grip at take-offs and landings.</li> <li>→ Edge grip is consolidated and consistently used.</li> <li>→ Shows consolidation in the ability to maintain the COM over the edge in varied small park features and freestyle manoeuvres.</li> <li>→ Can use inclination and angulation to vary edge angle relative to the feature or manoeuvre.</li> <li>→ Manages to stop rotations on landing through use of edging.</li> </ul>	<ul style="list-style-type: none"> <li>→ Does not use inclination (leaning) and/or angulation (bending) as a means of creating grip at take-offs and landings.</li> <li>→ Edge grip is not consolidated or consistently used.</li> <li>→ Does not show consolidation in the ability to consistently maintain the COM over the edge in varied small park features and freestyle manoeuvres.</li> <li>→ Can't use inclination and angulation to vary edge angle relative to the feature or manoeuvre.</li> <li>→ Does not manage to stop rotations on landing through use of edging.</li> </ul>



WORKSHOP:

## **THE CORE COMPETENCIES IN 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:***

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Common Faults:

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***Turning With The Lower Body:***

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Common Faults:

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***Balance Along the Working Edge:***

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Common Faults:

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

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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**

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### **LEARNING A 180**

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### **GETTING YOUR FIRST GRAB**

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### **LEARNING A BOARDSLIDE**

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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 courses) and to apply these in basic freestyle snowboarding techniques. Students will have the opportunity to demonstrate some of the mandatory manoeuvres.
- 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 students' skill level for safe introduction to freestyle skills.
  - d. Have an understanding of the riding standard for the Park 1 Instructor course.

<b>1. TERRAIN PARK SAFETY &amp; ETIQUETTE</b>	<p><b>Discussion Points:</b></p> <ul style="list-style-type: none"> <li>→ The Alpine Responsibility Code (review)</li> <li>→ “Smart Style” Freestyle Terrain classification (orange oval: S,M,L)</li> <li>→ The use of spotters on jumps and hand signals</li> <li>→ (“O” for jump open, “X” for jump not open)</li> <li>→ How to move safely through park terrain.</li> <li>→ Warm-up / park familiarity runs</li> <li>→ Using “stop zones” to stop safely out of the flow of traffic; avoiding “spill zones” below jumps</li> <li>→ Calling drop-ins and merging.</li> </ul>
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COMPETENCY:	CANDIDATES SHOULD DEMONSTRATE	TACTICS
<b>CENTRED &amp; MOBILE POSITION</b>	<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• Neutral, centred and ready position.</li> <li>• Mobility, comfort, and strength in various positions (centred, fore/aft, tall/short, etc).</li> <li>• Limit twisted or bent postures to identify limits of movement within a greater range.</li> </ul>	<p><b>Switch Riding</b></p> <ul style="list-style-type: none"> <li>• In varied terrain to challenge balance and maintenance of a neutral, centred and ready position.</li> </ul> <p><b>Intro to Airls</b></p> <ul style="list-style-type: none"> <li>• Explore “centred” body position in basic airts (various planes of balance).</li> </ul> <p><b>Intro to Presses</b></p> <ul style="list-style-type: none"> <li>• <b>Butter Yoga</b> Shift BOS over one foot at a time (with a focus on returning to centre).</li> </ul>

<p><b>TURNING WITH THE LOWER BODY</b></p>	<p><b>The role of the hips, knees and feet in rotations.</b></p> <p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• Efficient direction control towards targets or features in the fall-line</li> <li>• Efficient control of speed :             <ul style="list-style-type: none"> <li>• Proper speed checks</li> <li>• Counter-rotation/ lower body rotation</li> </ul> </li> <li>• Balance in general in rotations</li> </ul> <p>★ Use of lower body steering will allow for rotational separation required for spins and more complex manoeuvres.</p>	<p><b>Introduce</b></p> <ul style="list-style-type: none"> <li>• Try some speed-checks on easy terrain</li> </ul> <p><b>Add challenge</b></p> <ul style="list-style-type: none"> <li>• Perform manoeuvres in between speed-checks : ollies, hops, etc.</li> <li>• Speed-check in specific spots : not in straight line, close together, etc.</li> </ul> <p><b>Fine-tuned direction control in the fall-line and speed judgement :</b></p> <ul style="list-style-type: none"> <li>• Speed-checks outside of the park : set up a follow-the-leader challenge or obstacle course</li> </ul> <p><b>Exploratory TACTICS</b></p> <ul style="list-style-type: none"> <li>• Butter Pretzels</li> <li>• Butter Slash</li> <li>• Revert slashes or carves</li> <li>• Cat track 180's</li> </ul>
<p><b>BALANCE ALONG THE WORKING EDGE</b></p>	<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• Use of edge grip to achieve control in freestyle manoeuvres.</li> <li>• Balance inclination with angulation.</li> <li>• Use of knees and ankles to create a "platform".</li> <li>• Riders should equally blend inclination and angulation to pop or jump when desired.</li> </ul> <p>★ More edge does not equal more grip! Use of a flatter board ("just enough edge") for a stronger platform (COM over BOS).</p>	<p><b>Carving</b></p> <ul style="list-style-type: none"> <li>• Discuss travelling straight with control. (Use of slight edging to create open arcs).</li> </ul> <p><b>Flat base</b></p> <ul style="list-style-type: none"> <li>• Discuss gaining or maintaining speed.</li> </ul> <p><b>Strong platform</b></p> <ul style="list-style-type: none"> <li>• Discuss lower leg tension/strength (ankles) advantages.</li> </ul> <p><b>Exploratory TACTICS</b></p> <ul style="list-style-type: none"> <li>• Sidecut turns</li> <li>• Flat-base riding; through turns or in challenging locations.</li> <li>• Hops between turns, within turns, and at edge changes.</li> </ul>

## 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
<b>APPROACH AND TAKE-OFF</b>	<ul style="list-style-type: none"> <li>→ Establishing a flat base.</li> <li>→ Body position (to maintain flat base).</li> <li>→ Speed Checks</li> </ul>	<ol style="list-style-type: none"> <li>1. Comfortably riding past all features at appropriate speeds (using speed-checks and turns in appropriate spots).</li> <li>2. Practice judging where to drop-in from (i.e.: a little bit higher in elevation than top of the lip).</li> <li>3. Practice stopping between features safely and merging back in safely.</li> </ol> <ul style="list-style-type: none"> <li>★ <i>All of the above should first be done 'beside' features/active lanes before moving into active lanes and on features.</i></li> <li>★ <i>Focus on appropriate body position throughout.</i></li> </ul>
<b>BUTTERS AND FLATLAND TRICKS</b>	<ul style="list-style-type: none"> <li>→ Adjusting the neutral position to achieve a flatland trick (shifting BOS over one foot at a time).</li> </ul>	<ol style="list-style-type: none"> <li>1. "Butter Yoga" (stationary butters)</li> <li>2. Nose/tail presses</li> <li>3. Rotations</li> <li>4. Ollie or hop in to press</li> <li>5. Sideways presses (boardslides on snow at 90 degrees)</li> <li>6. Create variation!</li> </ol>

<p><b>JUMPING / GETTING AIR</b></p>	<p>→ <b>Coast</b></p> <p>★ <i>This requires a physical effort to resist transition forces (no change in leg length) at take-off.</i></p> <p>→ <b>Pop</b></p> <p>★ <i>Timing is a key skill – to gradually push the board into the entire take-off and ensure the duration of the extension is efficient.</i></p> <p>→ <b>Ollie</b></p> <p>★ <i>Speed and pop should be blended to land in desired transition.</i></p>	<ol style="list-style-type: none"> <li>1. <b>Coast:</b> Riding off of terrain features             <ul style="list-style-type: none"> <li>→ The rider gets air through changes in terrain</li> </ul> </li> <li>2. <b>Pop:</b> 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.             <ul style="list-style-type: none"> <li>→ Static hops</li> <li>→ Hops at slow speed</li> <li>→ Hops over small marks in the snow</li> <li>→ Hops over simple terrain features</li> <li>→ Popping off terrain features</li> </ul> </li> <li>3. <b>Ollie:</b> Riders get air through pressure build and release in the snowboard:             <ul style="list-style-type: none"> <li>→ <b>Static Ollies:</b> Experiment with moving the body vs. moving the board, loading the tail (Timing).</li> <li>→ <b>Moving Ollies:</b> Flat base and off edge.</li> <li>→ <b>Ollies with terrain features:</b> Small bumps, jumps, etc.</li> </ul> </li> </ol>
<p><b>INTRO TO BOXES AND RAILS</b></p>	<p>→ Safety and progression to introduce riders to boxes and rails.</p>	<ol style="list-style-type: none"> <li>1. <b>Flat-based riding</b> → on flat terrain. *Review approach from above.</li> <li>2. <b>Flat-based</b> → on rail-like target *Draw track/box in snow, bamboo poles, etc.)</li> <li>3. <b>Board off</b> → observe board on box *Exploration of frictionless surfaces (need for zero edge angle).</li> <li>4. <b>Hands-on assistance</b> → on a flat, surface-level box. *Instructor assistance at slow speed only if required (not all students will require this).</li> <li>5. <b>50-50's</b> → on boxes or beginner rails.</li> </ol>

## DAILY NOTES AND FEEDBACK

### DAY 1:

POSITIVE ELEMENTS:

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POINTS FOR IMPROVEMENT (& PLAN):

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### DAY 2:

POSITIVE ELEMENTS:

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POINTS FOR IMPROVEMENT (& PLAN):

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## 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 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 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!



**Geneviève Pilotto**  
Program Director

**[www.casi-acms.com](http://www.casi-acms.com)**

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