PARK 2

COURSE GUIDE (2023-24)

CANADIAN ASSOCIATION OF SNOWBOARD INSTRUCTORS

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INTRODUCTION

Welcome to the CASI Park Instructor 2 Course!

The CASI Park Instructor 2 certification course is open to members with a minimum Level 1 Park Instructor certification. Candidates on the course will spend time exploring snowboarding technique and teaching methods as they relate to intermediate terrain park and freestyle snowboarding.

The Park 2 Instructor course is a developmental course, designed to help candidates refine their teaching and riding skills to safely teach students with previous freestyle experience. Using a combination of skill-based and maneuver-based teaching methods, understanding of basic and intermediate freestyle techniques, as well as lesson planning and effective communication skills will be addressed.

Candidates will receive coaching on their freestyle riding, as well as feedback on their teaching skills, with the goal of reaching the Park 2 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 intermediate maneuvers on small and medium terrain park features.

Who Should Take This Course?

You should take this course if you are a minimum Park 1 Instructor with a love of freestyle snowboarding and experience teaching in the park. You should have a desire to help students refine existing tricks and learn new ones safely and successfully. You should also be confident and comfortable both communicating and demonstrating refined basic freestyle riding skills in front of a group.

Am I Ready?

The Park Instructor 2 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.
- Developing freestyle skills requires significant mileage; try to find ways to incorporate freestyle elements into your riding and make time to go through the park. You should be in good physical condition to perform all required maneuvers over the duration of the course.
- Take a session with a current CASI Park Evaluator to get feedback on your riding ability in relation to the technical standard.

Course Duration: 3 days* (18 hours, including evaluations)

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

PARK INSTRUCTOR LEVEL 2 - AGENDA

DAY ONE:

8:30 - 9:00 a.m.	Registration & Introductions
9:00 - 12:00 p.m.	Warm-up, Park Etiquette & Safety Review, Advanced Competencies Presentation
12:00 - 1:00 p.m.	*Lunch*
1:00 - 3:30 p.m.	Advanced Freestyle Technical Session
3:30 - 4:00 p.m.	Cool-down Workshop: Advanced Competencies in Freestyle Snowboarding
	Daily Review & Evaluation

DAY TWO:

9:00 – 9:30 a.m.	Warm-up Workshop: Freestyle Feedback, Refining Feedback & Using Questions
9:30 - 12:00 p.m.	Advanced Freestyle Technical Session
12:00 - 1:00 p.m.	Lunch
1:00 - 3:30 p.m.	Advanced Freestyle Technical Session
3:30 - 4:30 p.m.	Workshop: Progression Building for Intermediate Freestyle
	Daily Review & Evaluation

DAY THREE:

9:00 – 9:30 a.m.	Workshop: Skill Based Teaching in Freestyle
9:30 - 12:00 p.m.	Advanced Freestyle Technical Session
12:00 - 1:00 p.m.	Lunch
1:00 - 3:30 p.m.	Rider Improvement, Stacking Clips & Learning Tricks
3:30 - 4:30 p.m.	Evaluation and 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 2 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 2 Instructor.

MARKING SYSTEM

- Below Standard / Meets Standard
- Candidates must achieve a “Meets Standard” mark in both Teaching and Technical (Riding) components in order to pass the Park 2 Instructor course.

Retest Evaluations

In a situation where the candidate is evaluated as being *Below Standard* in both the riding or teaching components, he/she will have to take the full course over again.

If the candidate is unsuccessful in one component (either the Technical (Riding) *or* Teaching component) they will have two (2) calendar years to successfully complete the portion failed via re-test. If it is the Technical (Riding) re-test, the candidate will attend Day 1 of a regularly scheduled Park 2 course, and if it is the Teaching Component re-test, 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 that they have remaining.

ASSESSMENT CRITERIA

TEACHING ASSESSMENT	
Teaches fundamental freestyle/terrain park skills in accordance with CASI technique and methodology.	- Chooses terrain that is both suitable and safe for novice and intermediate freestyle students. - Creates a positive, safe, and student-centered learning environment. - Communicates effectively (provides clear explanations) in a coherent and positive manner. - Demonstrates effective lesson organizational skills (lesson structure). - Effective use of demonstrations. - Confidence inspiring and technically correct execution of demonstrations. - Recognizes causes of difficulty in student trials. - Provides positive, relevant feedback to students to achieve desired riding outcomes. - Effectively presents technical concepts - Demonstrate Personable, agreeable & positive - Presentable & professional in appearance - Credible, knowledgeable & prepared - Demonstrates adaptability and openness to feedback
TECHNICAL (RIDING) ASSESSMENT	
Demonstrates refined fundamental freestyle riding skills and	- Rides consistently at safe speeds on small, medium and large terrain park features and in freestyle terrain. - Maintains a relaxed, balanced and athletic position over the snowboard.

consolidated intermediate maneuvers.	- Adjusts duration and sequence of movements as required to achieve desired outcomes. - Shows ability to adjust technique as snow conditions, terrain and/or features change, with safety in mind. Can consistently demonstrate the following maneuvers: - **Straight Airs:** Effective demonstration of straight airs with multiple variations on Medium and Large terrain park jumps. Absorbs pressures on landings using flexion of the lower extremities. Variation should include shifty, variety of grabs, and tweaked grabs. - **Rotations:** Efficiently initiates and controls rotations. Can complete 360-degree rotations off both edges and in multiple directions. - **Rails / Boxes:** Can demonstrate balance, control, and create a flat base on box/rail features to demonstrate a 50-50 and boardslides with variations on small (S) and medium (M) rail and/or box features. Variations should include nose & tail presses, as well as controlled rotation on, across, and off features.

MARKING SYSTEM

	Marking Scale:	
TEACHING SKILLS	**Meets Standard (Pass)**	**Below Standard (Incomplete)**
Guest Service & Safety	- Terrain is generally safe and suitable to this level of student or lesson topic. - Lesson is generally presented in a positive and student-centered manner. - The learning environment is generally safe and risk is managed appropriately.	- 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-centered manner. - Safety is not a focus of the lesson, or students are not kept in a safe environment.
Communication & Lesson Structure	- Clearly communicates (explanations are generally clear), and use a What, Why, How format. - The lesson uses a combination of maneuver and skill-based teaching practices to achieve desired outcome.	- Does not effectively communicate (explanations are not clearly understood). - The lesson is not presented in an effective maneuver or skill-based format.
Demonstrations	- Clearly consolidated basic and intermediate freestyle demonstrations. - Demonstrations reflect explanations. - Demonstrations are generally clear and confidence-inspiring,	- Not yet consolidated on basic or intermediate freestyle demonstrations. - Demonstrations do not support explanations. - Execution of technical maneuvers does not inspire confidence.
Analysis & Improvement	- 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.	- Feedback does not identify relevant areas for improvement, and lacks an individual focus. - Feedback is not positive and/or relevant to the student trial.
Technical Content	- The instructor effectively presents the technique-based portion of the	- The instructor doesn't effectively present the technique-based portion of

	lesson (technical concepts are presented correctly and in a complete manner in relation to CASI methodology).	the lesson (technical concepts are presented incorrectly or in an incomplete manner in relation to CASI methodology).

	Marking Scale:	
RIDING COMPETENCIES	**Meets Standard (Pass)**	**Below Standard (Incomplete)**
Core: ***Centred & Mobile Position***	- Demonstrates the ability to centre weight equally over both feet in most situations, in appropriate park/freestyle terrain. - Maintains effective rotational alignment (shoulders, hips, knees, feet) most of the time in terrain, conditions and features relative to the Park 2 standard. - Consistently demonstrates uniform flexion across joints (hips, knees, ankles) in terrain, conditions and features relative to the Park 2 standard.	- Does not demonstrate ability to centre weight equally over both feet in appropriate park/freestyle terrain. - Is unable to maintain rotational alignment (shoulders, hips, knees, feet) terrain, conditions and features relative to the Park 2 standard. - 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 2 standard.
Core: ***Turning With The Lower Body***	- Initiates and controls rotations efficiently and effectively - Consistently demonstrates air-360''s in both frontside and backside directions, and 180's in all four directions.	- Does not initiate and control rotations efficiently and effectively. - Unable to demonstrate air-360's or 180's in both frontside and backside directions.
Core: ***Balance Along the Working Edge***	- Consistently uses inclination (leaning) and angulation (bending) as a means of creating grip at take-offs and landings. - Edge grip is effective and consistent. - Consistently balances over the edge or flat-based, as required, on varied park features and freestyle manoeuvres.	- Does not use inclination (leaning) and/or angulation (bending) as a means of creating grip at take-offs and landings. - Edge grip is not effective or consistent. - Does not balance consistently over the edge or flat based on varied park features and freestyle manoeuvres.
Advanced: ***Arc-To-Arc***	- Uses turn shape to assist in trick execution. - Can use inclination and angulation to vary edge angle relative to the feature or maneuver. - Maintains downhill momentum while demonstrating air with rotations. - Manages to stop rotations on landing through use of edging.	- Insufficient grip on approach or takeoff to maintain speed. - Cannot demonstrate airs with rotation while maintaining downhill momentum. - Turn shape and approach consistently result in coming off features early on basic street style box and rail features. - Momentum from airs with rotation are not controlled on landings, resulting in reverts.
Advanced: ***Loading & Deflection***	- Consistently manages speed and pop to land in sweet-spot on air maneuvers. - Shows ability to use various methods of creating air to aid in trick execution. - Shows ability to bank the snowboard to manage momentum to make it to the end from street style box or rail	- Inconsistent speed and pop that results in not making landings most of the time. - Does not manage pressures to execute maneuvers consistently on small (S) and medium (M) terrain park features.

	feature.	
Advanced: ***Steering Versatility***	- Uses counter-rotation to get the board perpendicular to rail or box features while doing a boardslide. - Shows consistent rotational control through use of rotation and counter-rotation. - Able to demonstrate rotational separation to set up spins in both frontside and backside rotations. - Uses speed checks and turn shape to effectively manage speed.	- Does not get snowboard near perpendicular to rail or box features while doing boardslides. - Does not consistently demonstrate rotations in both frontside and backside directions. - Does not show ability to demonstrate rotational control resulting in over/under rotating. - Does not use speed checks and turn shape to effectively manage speed.

WORKSHOP:

THE ADVANCED COMPETENCIES IN FREESTYLE SNOWBOARDING

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

Strength & Flow:

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Common Faults:

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Arc to Arc:

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Common Faults:

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Loading & Deflection:

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Common Faults:

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Steering Versatility:

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Common Faults:

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2. How can the *Core or Advanced Competencies* be used in assessing and developing a student's riding skills to help them refine a trick, or learn a new one?

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3. For each *Advanced Competency*, note the key ways each feature/trick type relates to the Competency as an outcome/goal. (Grabs, Spins, Boxes/Rails…)

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WORKSHOP:

PROGRESSION BUILDING

1. Briefly outline a 3 to 4 step progression for each of the goals below.
***Note: As a rider progresses, more complex tricks can be broken down into components or separate tricks that are added together for the final picture.**

50-50 ON A BOX WITH A 180 OFF

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360 ON A SMALL JUMP

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BOARDSLIDE WITH A 270 OUT (PRETZEL OR SAME WAY)

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LEARNING A FRONTSIDE BOARDSLIDE

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TECHNICAL PRESENTATION

THE ADVANCED COMPETENCIES IN FREESTYLE SNOWBOARDING

The goal of this session is to introduce the *Advanced Competencies* and to apply these to intermediate freestyle snowboarding.

At the completion of this session, candidates should:

a. Understand safety aspects of teaching intermediate students in the terrain park.
b. Be familiar with the Advanced Competencies, and their role in freestyle snowboarding.
c. Understand how to use the Advanced Competencies to assess students' skill level for safe development of freestyle skills.
d. Have an understanding of the riding standard for the Park 2 Instructor course.

TERRAIN PARK SAFETY & ETIQUETTE	**Discussion Points:** The Alpine Responsibility Code (review from Park 1 course): ● "Smart Style" Freestyle Terrain classification (orange oval: S, M, L symbols) ● The use of spotters on jumps and hand signals o "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 and avoiding "spill zones" below jumps ● Calling drop-in's and merging Advanced park safety tips and habits: ● Day planning considerations o Energy levels o Reacting to changing conditions o Peak performance times vs. consolidation times o Stop when it's time to stop ● Scoping speed, using "trains" or "towing" someone in. ● Safe practices for camera people

COMPETENCY	POINTS OF PERFORMANCE	REFERENCE TACTICS & MANEUVERS
STRENGTH & FLOW	● Resisting forces from turn shape and terrain allows riders to carry speed; passively absorbing these forces can reduce speed (often unintentionally). ● A greater variety of movements is required for maneuvers in the park. ● Riders should consciously use features to manage speed for desired outcome. ● The fluid application of power over time is key to executing maneuvers with control and consistency.	● Pop in and out of butters ● Freestyle 'top gun' with rotations ● 'Flow-through lap' for warm-up (try not to repeat the same trick) ● "True" coasting jumps, no movement, statue-like ● Too fast or too slow jumps to the sweet spot ● Grabs, gaps and spins

LOADING & DEFLECTION	• Speed, Pop and Snap establish the trajectories of the COM and board. • Subtle *ollie/nollie* movements on takeoff create Snap. • Holding consistent edging from the transition to the lip will result in more speed and a better platform. • Landing cleanly in a strong position helps maintain speed by better directing momentum downhill. • The board's and the COM's momentums can be manipulated separately to achieve effective directional control at takeoff.	• Side Hits • Street style rails/tubes • Grabs vs. Micro Grabs (you don't always need max air) • Transfers, (intentional) drifting and landing-zone "target practice" • Frontside vs. Backside 50-50s • Nose-press vs. tail-press • Boardslide vs. lipslide • Grabbing before the apex of air
ARC TO ARC	• Speed checks for jumps should usually be made while still on the downslope before the jump to allow consistent edge hold and speed through approach and takeoff. • For most park riding, carved open turns with low edge angle helps maintain downhill momentum. • "Mid-weighting" creates a smooth transfer to the new edge and a strong position for jumps. • Approach for street style features should use open turn shapes that will direct momentum on top of and towards the end of the feature.	• Hourglass (sidecut) turns, with minimal edge angle; add 180s and 360s and then progress to jumps. • Flat-base between turns (challenging locations as terrain allows). • 50-50 on small street style features. • "Check the track" Hourglass on takeoff • Spins on jumps with/without (intentional) drifting
STEERING VERSATILITY	• Advanced riders can adjust their speed by using varied amounts of slide vs. carving through approach turns. • Rotational separation is required to pre-wind for spins. • More rotational force = more spin. The same rotation over different sized jumps will require varied rotational forces. • Counter-rotated speed checks are a quick way to manage speed without changing direction.	• Toe-to-toe and heel-to-heel progression (sliding, nose roll, hopped, etc.) • Butter-270's • Pretzel vs. Same Way • Late 180's • Same spin + different feature vs. same feature + different spin • Frontboards and backlips • Shifties and tweaked grabs

TECHNICAL PRESENTATION

FREESTYLE FUNDAMENTALS DEVELOPMENT

The goal of this session is to show you how to develop the fundamental movements and skills for intermediate freestyle/park snowboarding.

At the end of this session, candidates should:

- Understand how to modify a progression to suit an individual student's needs.
- Be familiar with structuring a lesson in a Building Block format to introduce these skills.
- Understand how to use the skills concept to analyze and improve performance in freestyle riding.
- Have a basic understanding of skill blending in teaching freestyle snowboarding.
- Be able to build trick progressions and lead skill refinement sessions in freestyle terrain.

DEVELOPMENT	KEY POINTS	PROGRESSION CONSIDERATIONS
GRABS WITH VARIATION **Key Skills:** ● **Position & Balance** ● **Pressure**	A stable takeoff with efficient Pop is the foundation to solid airs. *Ollie/Nollie* movements create Snap at takeoff, bringing board up to COM. Coordination of movements so tweak follows grab; (usually) not a blended movement. Variation to other grabs through counter rotation and extension.	**Example Maneuvers:** Seated/Static grabs, quick-touch grab, grab & hold, tweak, learn to method... **Typical Terrain and Features:** Stationary on-snow, smaller jumps and side hits, gradual progression to bigger jumps and various kinds of takeoffs… **Safety Considerations:** Ensure students have good mobility and reasonable mileage with jumps and grabs before attempting tweaked grabs. Adjust progression considerations to suit conditions, terrain availability and student's ability and goals.
INTRODUCTION TO STREET-STYLE FEATURES **Key Skills:** ● **Edging** ● **Pressure**	Straight approach with minimal edge angle helps direct momentum towards the end of the feature. Speed, approach angle and pop must be adjusted to balance mass over the feature. Intentional absorption upon landing on the feature will help with 'locking in' and balance. Banking the snowboard against the side of the feature helps riders to "catch the feature" and prevent drifting off. Vision is a key element of balance. Vision should track the end of the feature as soon as possible..	**Feature Progression:** ● "Catch" siderail of box ● Ride-on or (straight gap) wide tubes ● Low level, flat features (side approach) ● Low level down features (side approach) **Technical Progression:** ● Able to release the board from takeoff independent of the upper body. ○ Ollie and Nollie challenges ● Able to deflect board laterally from edge to flat ○ Lateral deflection challenges ● Straightens approach and trusts speed ○ Gapping over obstacles and features ● Controls vertical deflection of COM ○ 'Anti-Pop' + 'Snap' at the same time. **Safety Consideration:** Wide, round features are easier to 'catch' and safer to fall on. Lower height features also minimize risks. Students must have consolidated performance on small jumps, boxes and rails to manage the risks associated with street-style features. Adjust progression considerations to suit conditions, terrain availability and student's ability and goals.

ROTATIONAL CONTROL ON BOXES & RAILS **Key Skills:** ● **Pivot** ● **Position & Balance**	Upper and lower body rotational separation for boardslides and anticipation of trick completion. Rotations beyond 180 off features are started by banking (or pedaling) the snowboard against the feature. Boardslide to same-way rotations are typically easier balanced on the back foot while board slide to pretzel rotations are easier balanced on the front foot. Nollie-ing into back-foot balance and ollie-ing into front-foot balance is most effective.	**Terrain Progression:** ● On-snow butters ● Ride-on flat boxes, rails and tubes ● Street-style features **Example Maneuver Progression:** ● BS 50-50 □ BS Nosepress □ BS Boardslide □ Pretzel 270 out This progression is a typical example of building difficult tricks using easier component tricks. The BS 50-50 teaches heel edge takeoffs, nosepress teaches front foot locking-in, boardsliding can be practiced first on snow or on easier features and the pretzel 270 out is a natural progression of achieving the above. **Safety Consideration:** Ensure students have sufficient rotational and edging skills before moving to more difficult tricks or features. When progressing from snow to boxes be sure to shift weight further towards the end of the feature to maintain a flat base. Adjust progression considerations to suit conditions, terrain availability and student's ability and goals. Each student may have a different preference for which order they learn tricks.
180's AND 360's ON JUMPS **Key Skills:** ● **Edging** ● **Timing & Coordination**	Symmetry between approach and takeoff lines, with edge change in transition, (under ideal conditions). Hourglass diagram. Rotational separation for pre-wind, rotational connection at take-off. Coordinated and efficient movements help to achieve a smooth and balanced spin. Shoulders and hips should rotate parallel to the snowboard for a flat spin.	**Potential Training Terrain:** ● Gentle, well-groomed terrain ● Side hits, both across and down the fall line ● Rollers, knuckles and small park jumps. **Building Block Progression:** Rotations can be practiced on snow, with or without hopping, in order to understand correct timing and coordination. Using a terrain progression allows for safe attempts on larger jumps. **Skill Refinement:** Make use of (video) analysis with thoughtful viewpoints to highlight weaknesses in technique. Repetition is key. Creating visual cues (marks in snow, targets to look at, etc…) can help greatly. **Safety Considerations:** Start with moderate speed and gradually increase to manage risk as skills improve. Favoured rotation can vary from one student to the next although many find switch front side 180's the easiest. Adjust progression considerations to suit conditions, terrain availability and student's ability and goals.

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):

NOTES:

NOTES:

WHAT'S NEXT?

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

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

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

Candidates who successfully complete *either* of the teaching or the riding components of the Park Instructor 2 course are eligible for the retest option. You may return for one day only to retest 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 2 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 2 course.

Now is the time to gain valuable experience – take the new skills you've obtained and use them in teaching. Hours spent assisting freestyle snowboarders 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 Level 2, 3 or 4 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