



# INSTRUCTOR GUIDE

## Using the CASI Rider Improvement Program (RIP)

The CASI **Rider Improvement Program (RIP)** has been developed with the goal of being a flexible, adaptable program that is suitable for group lessons, private lessons, or multi-week programs. Feel free to adapt the program to your specific needs regarding duration, number of sessions, etc.

Each progress card in the program provides some standard information:

### Info:

Student name, date, resort info, instructor name and final comments:

- This area is useful in creating return lessons, as it ensures that your students have a record of your lesson with them.
- Comments should be overall positive with suggestions for future practice and skills.

### Terrain:

The areas of the mountain that students can expect to use in this stage.

### Goals:

- These are the technical outcomes that you will work towards during your time in the particular stage of the program.
- Note: Depending on your program format, each stage may range from 1 – 3 lessons. For some students it may be realistic to accomplish all of the goals in one lesson, but this will not be the norm.

### Skills – Technical:

- These represent the technical points of the lesson that the instructor will be introducing and practicing with the student.

### Skills – Freeride:

- These are additional skills, drills and exercises that may apply to the overall lesson focus.

### What's Next?

- This is your opportunity to draw attention to the skills your students can learn if they come back for more lessons.

### Program Stages:

Students will progress their skills through the following stages, from 1 through 5. Following the completion of stage 5, they may choose either the Freestylin' or Freeridin' stage (or they may choose to complete both!).

I. LITTLE RIPPERS A		
II. LITTLE RIPPERS B		
III. LITTLE RIPPERS C		
1. BASICS		
2. TURNING		
3. CRUISING		
4. SHREDDING		
5. RIPPING		
6a. FREESTYLIN'	- and/or -	6b. FREERIDIN'

The “Little Rippers” stages are targeted at kids aged 3- 6 years old. The key here is to experience snowboarding in a FUN environment that favours movement and trial over explanations and technical progress.

Keep in mind, kids of this age should not be expected to snowboard for 2 hours or even 1 hour at a time. Keep the on-snow time to short bursts with some rest periods in between.

Much of this stage can be completed off-snow, indoors on carpet or a soft surface.

### Equipment:

Age-appropriate equipment at this stage will make or break the experience. Ideally, boards should have a tether or reel on the nose, to allow you to tow students around the flats, and eliminate the need for taking a back foot out of the bindings.

### Goals:

- Learn to put boots on and take them off.
- Learn to use the snowboard bindings.
- Get used to walking in snowboard boots.
- Learn how to stand on the snowboard and practice balancing off and on-snow.

### Teaching Points: Technical

#### *Can put boots on.*

Help students to put boots on, and talk about how to make them tighter/looser. Practice taking boots on and off a few times. With boots on, walk around and use a relay or obstacle course game to get comfortable walking / running in boots. Other games include “Freeze Tag” and a follow-the-leader activity.

#### *Knows the parts of the snowboard.*

Introduce the snowboard, as well as it’s parts. Use a “Simon Says” game to review the parts of the board. (Eg: “Simon says...point to the tail/nose/binding!”).

Explain how the bindings work, front and back foot, toe and heelside edge, etc. (“Alligator analogy” of ratchet “eating strap”).

Practice opening and closing the binding straps, without any boots/feet in the bindings.

A “Yard Sale” game can help kids to know which board is theirs:

- Pile the group’s boards up at one side of the play area.
- Create a starting line a short distance away.
- Have all kids start by running from the start line to the pile of boards – the objective is to run and find their

board, and run back to the start line with it, and open and/or close the binding straps.

#### *Knows how to stand on the snowboard to balance.*

On flat terrain (or on carpet), strap both feet into the bindings for each student, and play a “Head, Shoulders, Knees, Toes” game to review the Balanced Body Position. Reinforce the use of eyes forward, hands out for balance, and knees bent. Practice by towing kids around using the tether or a hula-hoop (or ski pole). Have them experiment with “tall and small” positions.

### Teaching Points: Freeride Skills

#### *Jump 180’s (board off)*

With snowboard boots on, and boards off, have students practice “180’s” by jumping and spinning on flat snow or carpet.

#### *Nose and tail presses (static)*

With snowboards on, after kids have had a chance to experience sliding, have them challenge themselves with nose and tail press positions.

#### *Carrying the snowboard*

Games such as the Yard Sale game will help kids to learn how to carry their own equipment (discuss safety points of carrying equipment, including putting boards down with the bindings in the snow to avoid run-aways).

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### **Equipment:**

Age-appropriate equipment at this stage will make or break the experience. Ideally, boards should have a tether or reel on the nose, to allow you to tow students around the flats, and eliminate the need for taking a back foot out of the bindings.

### **Goals:**

- Learn about balancing on the snowboard while sliding.

### **Teaching Points: Technical**

*Knows his/her own equipment & can put feet in the bindings*

Review parts of the board and boots. Start off with a Yard Sale or similar game to get students to recognize their own equipment and practice putting on and taking off boots and bindings.

*Can stand on the snowboard to balance while moving.*

Experiment with towing students on flat or slightly sloped terrain. Ensure both feet are attached in the bindings, and the Balanced Body Position is maintained. Mileage is key in this stage – safe experimentation will allow kids to feel the movements required to adapt their body position to various speeds and slopes.

Progress to straight-running activities on safe terrain and challenge kids to experiment with changing body positions (small vs. tall), imitate an animal, etc. Try drawing a line/ track in the snow and asking students to “slide the rail”. Try grabbing the nose or tail while sliding or even trying nose/tail presses.

### **Teaching Points: Freeride**

*Small Jumps*

While sliding have students try small jumps (two-foot take offs and landings).

*Sliding Nose and Tail Presses*

During straight-running activities, start to have kids move their COM back over the tail, or forward over the nose.

*Gliding*

Get comfortable with the board gliding at speed. Ensure terrain creates speed-control.

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Keep in mind, kids of this age should not be expected to snowboard for 2 hours or even 1 hour at a time. Keep the on-snow time to short bursts with some rest periods in between.

### **Equipment:**

Age-appropriate equipment at this stage will make or break the experience. Ideally, boards should have a tether or reel on the nose, to allow you to tow students around the flats, and eliminate the need for taking a back foot out of the bindings.

### **Goals:**

- Improve comfort while gliding with both feet attached.
- Learn to use pivot to get the board to change direction.

### **Teaching Points: Technical**

#### *Straight Running*

Still with both feet attached to the snowboard, continue to develop balance while sliding/straight-running.

*Can show 3 different positions while straight-running.*

Practice moving into body positions while straight-running. Use an Animal Game or Simon Says game to have kids try moving in all planes – fore/aft, rotational, vertical, lateral.

You may want to have kids make a snowball and toss it to you as they slide past, to reinforce balance skills.

#### *J-Turns*

Introduce the concept of pivoting by having students simply look in the direction they would like to go. Begin with a side-slip, and gently direct their eyes toward the heelside of the board by having them pretend they are “hypnotized” by staring in to your eyes and you walk in front of them. Ensure that both feet are still attached to the board for this exercise.

A progression of this may be to have the place their hands on their hips with elbows out, and use their lead elbow to direct the pivot movement.

Using the board tether or a hoop or ski pole to initiate some rotation in the snowboard on flat terrain.

#### *Sliding 180's*

With assistance (holding hands, hula hoop, ski pole), have students try to initiate the j-turn, and continue to look with the eyes to complete a rotation. Start slowly (on flat terrain).

### **Teaching Points: Freeride Skills**

This stage represents your student's first exposure to snowboarding. The CASI QuickRide system forms the basis for this stage, beginning with introductions / use of equipment, and wrapping up with the Control phase (controlling speed and direction).

### Goals:

- Learn to use equipment
- Learn to move around on flats
- Develop balance while sliding
- Develop confidence sliding with both feet attached
- Learn to control speed
- Learn to control direction
- Learn to safely use surface lift(s)

### Teaching Points: Technical

#### *Knows the parts of the board*

Introduce the snowboard, as well as its parts. Explain how the bindings work, front and back foot, toe and heelside edge, etc.

#### *Can attach the front foot while standing*

Have students practice attaching their front foot in the binding. Note: You will likely have to assist in this step, as for many this will be the first time using bindings!

#### *Skating*

Using your What/Why/How explanation format, introduce Skating. Focus on the following points:

- Eyes looking ahead.
- Weight on the front foot.
- Body oriented with the length of the board.
- Small steps.

Use the Training Cycle, and have students watch you skate, and then try it. Provide (positive) feedback and correction as needed.

#### *Straight Running*

Using a small, gradual slope for assistance, have students experiment with placing their back foot on the snowboard and gliding. Ensure that the terrain creates the necessary speed control (a counter-slope works best to slow them to a stop).

Experiment with different balance challenges to develop balance.

#### *Straight running with toe & heel drag*

Using their gliding skills, have students slowly progress to using their toe or heel to slow and slightly turn the snowboard. Emphasize the balanced body position on the board, as well as slight bend in the knees and ankles, and head up with the eyes directed forward.

#### *Gas Pedal exercise*

This exercise introduces students to the role of edges. With one foot attached, orient the board across the slope, and experiment with increasing and decreasing edge angle. Progress to pushing the board in a sideslipping fashion, and gradually have students experiment with allowing the board to slide with the back foot positioned against the back binding, but not strapped in. Practice on the toe and heel side.

#### *Attaching the back foot*

Once students can sideslip comfortably with the back foot un-attached, explain and demonstrate methods for strapping in the back foot easily (preferably while standing if conditions allow).

#### *Sideslipping (heelside)*

Speed control using the edges is the goal of sideslipping. If students were comfortable with one foot attached, this step should be easy to pick up. Emphasize a balanced position on the board with equal weight distribution, and even, gradual application of the edge.

#### *Sideslipping (toeside)*

Same as above, but this time facing uphill. Note some assistance may be required at this step.

#### *Pendulum (heelside)*

The pendulum exercise allows students to use the fall-line to control their direction. From a sideslip, have students shift weight slightly to one foot, while also decreasing the edge angle on that foot. For example, to have a regular-footed rider traverse to the left on the heel edge, ask them to shift some weight to the left foot, and also extend the left ankle slightly, to allow the nose of the snowboard to "find" the fall-line more easily. To stop the traverse, return to a centred position and increase edge angle slightly.

#### *Pendulum (toeside)*

As above, but on the toe edge. Have students turn their head to see the direction of travel, but resist turning the body.

## **Teaching Points: Freeride**

### *Power-Pendulum*

The Power-Pendulum introduces the movements of pivot to the standard pendulum exercise. While initiating the traverse, students can now also rotate their hips and knees into the fall line slightly, to accentuate the rotation of the board towards the fall-line, creating a steeper, more arced path. Reverse the movement to rotate out of the fall-line and control speed.

### *Sliding 180's*

Once students can perform the Power-Pendulum, sliding 180's can be a fun challenge. Using an area of flat terrain, have students initiate a power-pendulum traverse, but continue to rotate until the board completes a 180. This can sometimes be done as a "moustache" or Fall Line Edge Change exercise.

### *Using Surface Lifts*

At this point, students should be using surface lifts to get up the beginner hill. Review all of the necessary safety points surrounding lifts prior to using them (meeting place, move out of the way if they fall, line-up etiquette, etc.).

## Instructor Guide: Stage 2 - "Turning"

Students in this stage will have the skills acquired in Stage 1 (Basics). They should have a basic ability to control their speed using the edges, as well as direction using a traverse/pendulum. The focus of this stage will be in increasing their comfort controlling direction, and then introducing turning.

### Goals:

- Practice controlling speed and direction
- Learn to turn the snowboard
- Increase balance and stability
- Safety on the mountain
- Learn to control speed

### Teaching Points: Technical

#### *Power Pendulum*

The Power-Pendulum introduces the movements of pivot to the standard pendulum exercise. While initiating the traverse, students can now also rotate their hips and knees into the fall line slightly, to accentuate the rotation of the board towards the fall-line, creating a steeper, more arced path. Reverse the movement to rotate out of the fall-line and control speed.

#### *Garland Exercise*

The garland will see students move a step closer to turning the snowboard. The garland involves an initiation of a turn down the fall-line using the hips and knees, similar to the power pendulum. Once the speed increases, the rider will then rotate in the opposite direction to turn the board back up the hill. Sometimes called "Chicken Turns" this exercise resembles the start and finish of a turn, without the edge change in the fall-line (IE: The rider starts the turn, then "chickens out").

#### *Heelside Turn – With Assistance*

Once students are comfortable with pivot movements, you may introduce the heelside turn. Emphasize the skills already attained in the previous steps. You may need to use some assistance with students during their first attempts at turning. Ensure that terrain makes learning easy – choose a large area with a very mellow slope. Tactics include the "Dance Exercise", or the use of balance aids such as a ski pole, hula-hoop, or bamboo pole. Also, simply having students remove their snowboards and walk through the movements of the turn can be an effective way to visualize the sequence:

- Begin with a gentle toeside sideslip
- Transfer weight to the lead leg
- Initiate the turn by slightly flexing the lead ankle, and rotating the hips and knees down the hill until the snowboard is gliding on the flat base

- Continue with rotation, directing eyes in the direction of travel, and flex the hips, knees and ankles slightly to engage the new (heel) edge
- Centre the weight over both feet and sideslip to control speed.

#### *Toeside Turn – With Assistance*

Once students are comfortable with pivot movements, you may introduce the heelside turn. Emphasize the skills already attained in the previous steps:

- Begin with a gentle heelside sideslip
- Transfer weight to the lead leg
- Initiate the turn by slightly extending the lead ankle, and rotating the hips and lead knee down the hill until the snowboard is gliding on the flat base
- Continue with rotation, directing eyes in the direction of travel, and flex the hips, knees and ankles slightly to engage the new (toe) edge
- Ensure that the upper body (shoulders) maintains alignment with the feet throughout the turn
- Centre the weight over both feet and sideslip to control speed.

#### *Can Use the Chairlift*

If students haven't yet been on a chairlift, now is the time learn. If possible, ride the chair with your students after discussing the loading and unloading procedures. Emphasize the skills they already have – skating to load the chair, and straight running with toe/heel drag when unloading.

### Teaching Points: Freeride

#### *Heelside & Toeside Turns (without assistance)*

After some practice and repetition, students will begin to perform the heel and toeside turns without your assistance.

#### *Linking Turns*

When students can perform both a toe and heelside turn without assistance, introduce them to the concept of linking turns. Emphasize the addition of a gentle traverse between the turns (instead of a sideslip) to add shape.

If students are exiting the turns with too much speed, have them flex their hips, knees, and ankles after they are on the new edge (after the fall-line). This will lower their COM for stability and engage more of an edge to control speed.

When linking turns, ensure that the eyes are always directed forwards into the next turn instead of uphill at the completion of each turn.

### *Controls speed by changing the shape of the turns*

Once turns are linked, the concept of speed control can be introduced. By opening the shape and size of the turn, riders can accelerate over flat terrain. On steeper terrain, have students make smaller, rounder turns (by increasing the speed of the pivot movement). A follow-the-leader exercise works well here.

### *Sliding 180's & 360's*

At this point, it can be a fun challenge to introduce rotations. On flat terrain, have students use their pivot/rotation skills to initiate a turn, and then continue that rotation through a 180-degree rotation. For extra challenge, try 360 degrees. Ensure that riders are stable by keep the centre of mass low during this (move the hips down toward the board by flexing the knees and ankles). This exercise also teaching refined edge control.

### *Tail Presses*

Also on flat terrain, have students try moving their COM back over the tail, flexing the back leg, and allowing the nose of the snowboard to rise in the air. This is a tail press, and should be done in a straight-run to start with. Experiment with tail presses while turning to challenge balance and edging skills.



Students in stage 3 are working on improving their turning, along with pushing the speed that they are riding at, improving edging skills, and experimenting with some switch riding and flatland tricks.

### Goals:

- Develop balance and steering skills.
- Increase edge control.
- Gain comfort at higher speeds.
- Experiment with switch riding.
- Learn new flatland tricks.

### Teaching Points: Technical

#### *Maintains a relaxed body position while riding*

This element of riding will develop as your students' become more and more comfortable on the board. Have students experiment with various Position & Balance tactics improve this skill, focusing on maintaining a relaxed position in the body:

- Sliding 360's on snow
- Hopping in traverse (two-footed hops)
- Mini-motorboat turns (alignment)

#### *Uses knees and feet to help make smaller turns*

Developing lower-body rotation and steering skills will help your students decrease the size of their turns. Pivot-related tactics will help them to feel this:

- Headlight on knees
- Garland/fall-line pivot exercise (focus on using the knees and feet to guide the board)
- Riding with restricted arms

#### *Carved traverses – pencil lines*

Feeling the "pure edge" will be a new sensation for these riders, and will introduce them to the concept of carving. Introduce them to carved traverses on flat terrain, at low speeds (but not so slow that they fall!), and focus on maintaining equal weight over the feet (or even slightly more weight on the back foot), and not rotating with the upper-body.

### Teaching Points: Freeride

#### *Spraying snow to the sides of the run*

This task will help student to learn to use their edges earlier in the turn, which will help to develop bend in the snowboard and a rounder turn shape.

#### *Can make "pencil line" turns*

Once students are comfortable with carved traverses, have

them try extending the carve through the fall-line. Terrain choice is key here – choose terrain that is flatter than you think!

#### *Can link medium-sized turns in varied terrain*

Using the skills of lower-body rotation/steering, challenge students to maintain a turn size corridor that is smaller than they are accustomed to.

#### *Can link switch turns on green terrain*

On flat terrain, students can start to experiment with switch riding. When introducing switch riding, remember the Building Block format: go back to the QuickRide progression and introduce the beginner turn, but in the switch direction.

#### *Can perform a nose and tail press*

Have students try some flatland tricks – nose and tail presses are a fun challenge that will also develop balance skills. Have students focus on moving the hips down for stability, and then back (over the tail) or forward (over the nose). Start in a flat-based glide, and progress to nose/tail presses in an edged traverse.

#### *Can get air by popping off of both feet*

Popping is the first step in controlling jumps. Using a S.A.F.E. approach, start with static hops on flat terrain (not moving); then progress to popping while moving (focus on taking off and landing on two feet); then find a small bump/roll in the snow to try it.

## Instructor Guide: Stage 4 - "Shreddin'"

Students in stage 4 are working on improving their carving / edging skills, along with pushing the speeds that they are riding. This stage will introduce terrain adaptation in bumpy or un-groomed terrain, and also experiment with variable conditions like ice or powder. Finally, students will learn about terrain park safety and etiquette.

### Goals:

- Increase edge control skills.
- Experiment with riding in bumpy terrain.
- Gain more comfort at higher speeds.
- Learn about riding in icy conditions or powder.
- Learn about Terrain Park safety.

### Teaching Points: Technical

#### *Maintains balance as terrain gets steeper and speeds increase*

This element of riding will develop as your students' become more and more comfortable on the board. Have students experiment with various Position & Balance tactics improve this skill, focusing on maintaining a relaxed position in the body at higher speeds and on steeper slopes:

- Sliding 360's on snow
- Upside-down "T" analogy: envision an inverted letter "T", and as terrain gets steeper encourage students to maintain a perpendicular position to slope.

#### *Perform short radius turns on blue or black slopes*

Lower-body rotation and steering skills will help your students decrease the size of their turns. Pivot and timing-related tactics will help them to feel this:

- Headlight on knees
- Spray the snow to the trees / side of run
- Sideslipping to short-radius turns

#### *Carved turns – pencil lines on green terrain*

Continue the development of carved turns on mellow terrain, by focusing on minimizing rotational movements in the hips/shoulders, and keeping equal weight over both feet. Turn the snowboard by simply tipping laterally to engage the edge, and allow the sidecut to determine the turn shape.

### Teaching Points: Freeride

#### *Links turns at high speeds on blue and/or black terrain*

Challenge students to reduce the size of the turning corridor. A follow-the-leader approach can work well here.

#### *Absorb bumps by flexing the lower body*

In terrain that is moderately rolling/bumpy, have students tra-

verse across the fun, and using the legs like shock absorbers to keep the snowboard in contact with the snow. Try it on both heel and toeside edges.

#### *Can adjust body position in powder snow.*

If conditions permit, find a section of run where students can move from groomed snow to powder snow (such as the side of the run). In powder, have students shift the hips slightly over the back foot. Have them experiment with "pushing" on the tail in powder snow.

#### *Is not intimidated by icy snow*

In icy conditions, have students relax the edge angle and instead use pivot movements to control speed by turning more. To develop, experiment with sideslips and sideslip 180's on icy conditions. The body position can be lowered for stability on ice.

#### *Knows Terrain Park safety and etiquette rules*

Take students to the entry of the terrain park, and review with them the rules outlined on the signage displayed at the park. Discuss etiquette and safety rules:

- Calling drop-in's
- Take a scoping run first to check out features
- Respect the "spill zones" above and below features
- Move through the park with flow to not disrupt other riders
- Use a spotter on jumps if possible

#### *Can pop off of small jumps*

Using their two-foot popping skills, students can now try it on small (S) terrain park jumps. Review the movements and timing of popping, and also discuss the use of legs to absorb landings.

#### *Can 50-50 on a small box*

Use a S.A.F.E. approach to introducing students to riding on boxes for the first time. Discuss the body position (equal weight, shoulders and hips aligned with feet), and then progress to straight running on snow (with a box shape drawn in the snow) before attempting an actual box. Some students may benefit from having the instructor assist them while they are on the box (ensure that speeds are low for this).

#### *Can perform 3 flatland tricks ('butters')*

Expand on the nose and tail press flatland tricks by adding rotation. Have students progress to 180 nose / tail rolls by initiating rotation with the shoulders and hips. Have students use the arms and eyes to control and stop rotation. Other variations on flatland tricks can include the use of pop or ollie to enter or exit the trick.

Students in stage 5 are working on improving their confidence in advanced terrain, and begin to experience board performance (bending the board and using the energy stored in the flex of the board). Also, they are experimenting with freeride and freestyle skills.

### Goals:

- Gain confidence in advanced terrain.
- Learn to use the snowboard to create performance.
- Increase freeride and terrain adaptation skills.
- Learn and practice new freestyle tricks

### Teaching Points: Technical

*Maintains fluid movements at high speeds while turning.*

Maintaining "flow" is important at high speeds is a key to adaptable riding at this level. Encourage students to maintain a "loose" feeling in the body as they ride. Also, experiment with creating tension in one part of the body (the COM) while allowing another to stay loose (the legs).

*Edging at the top of the turn (1:00 and 11:00)*

Use an edging-specific tactic to have students begin to use their edges early in the turn:

- Sponsor turns
- Spray the trees
- Inverse Traverse

*Uses knees and feet to turn the snowboard*

For efficiency, have students work on lower-body pivot or steering related movements and tactics. The use of the feet separately will create torsional flex in the board. Tactics:

- "Fish" turns (tail follows nose)
- Static toe/heel practice (front toe – back toe / front heel – back heel)

*Uses the flex of the board to create energy / acceleration*

Loading the snowboard and using the release of energy will create board performance:

- Pump turns
- Ollies/Nollies

### Teaching Points: Freeride

*Uses "rebound" for performance*

Challenge students to load the snowboard in the turn, and allow the board to release – controlling the rebound and directing them into the next turn..

*Can link pencil line carved turns at high speeds*

In terrain that is moderately steep, but will still allow for a carved turn, have students follow you to set the appropriate turn shape to control speed. Experiment with high-speed carving.

*Can switch between sliding and carved turns*

To develop versatility, challenge students to complete a series of sliding turns, then a series of carved turns. Also, experiment with changing from sliding to carving within a single turn.

*Can turn fluidly in bumpy terrain / trees*

In bumpy terrain, practice looking ahead, and maintaining efficient shock absorption in the lower body. Discuss line selection with students in bumpy terrain – look for the path of least resistance, and experiment with turning on top of and in between the bumps.

*Can perform an "ollie"*

An Ollie is a both a great trick to enhance getting air, but also a great tool to have for terrain adaptation. Practice ollies on flat terrain off of a flat base, and progress to ollies off of bumps, rollers or over small obstacles.

*Can perform a 180 off of a jump*

Using a building block approach to learning to spin in the air, break the skill down into small parts:

- Static 180's (board off)
- Static 180's (board on)
- Traverse sliding 180's
- Traverse pop/hop 180's
- 180's in the fall line
- 180's off a small bump
- 180's off a small jump

*Can grab the snowboard in the air*

When students are comfortable with straight airs, experiment with grabs. Remember to encourage students to move the snowboard up to the hands by flexing the legs, instead of moving the head and hands down to the board. This will enhance balance in the air.

## Instructor Guide: Stage 6A - “Freestylin”

At this stage, students may wish to choose their focus – freestyle riding focused in the Terrain Park, or all-mountain freeriding skills...or they may choose to complete both!

The focus of this stage is to practice and improve park riding skills.

### Goals:

- Gain confidence in freestyle terrain.
- Practice park safety and etiquette.
- Learn balance in the air.
- Learn spins, grabs and rails or boxes.

### Skills: Air

*Can grab the board in all four “quarters” of the board.*

Experiment with various grabs, incorporating all four parts of the board. Imagine a line splitting the snowboard in half from nose to tail, and from toe edge to heel edge. Attempt different grabs that use each quadrant.

*Can perform airs using coast, pop or ollie/nollie.*

Discuss the different between the three:

- Coast: Ride toward a drop-off in terrain with speed, and allow the change in slope to put you in the air. Absorb the landing with the legs.
- Pop: Challenge students to increase the height of the jump by popping.
- Ollie: Ollies can help to increase the height but also the distance of the jump. Create a challenge to jump across a set distance using an ollie. Also, experiment with nollies (off the nose of the board).

### Other

Use your creativity to attempt new air skills and tricks!

### Skills: Spins

*180's / 360's*

Practice spinning in the frontside and backside directions. Highlight the use of the body to create the rotation (hips, arms) and the head/eyes to control and stop the rotation. Also, discuss the use of a set-up turn on the in-run to the jump to set the rotation direction.

### Other

Use your creativity to attempt new spins!

### Skills: Rails/Boxes

*50-50's*

Practice refining 50-50's on varied boxes and rails with slopes, changes in angles, etc. Position and balance is the key skill for rails – maintain rotational alignment as well as zero edge angle!

*Nose / Tail Presses*

Expand on the 50-50's and try pressuring the tail or nose on boxes/rails.

*Boardslides*

Introduce boardslides using a counter-rotation focus. On snow (but off of boxes or rails), have students feel upper and lower-body separation, in a shifty motion. In general, students will have more success starting with backside boardslides (upper body facing downhill). Also, begin with a 50-50 and then “shifty” the board into the boardslide position, and progress to hopping onto the box or rail in the boardslide.

*Rotations on boxes*

Practice rotations on flat terrain before attempting on boxes. The major difference on boxes will be the need to keep the board flat (no edge angle) and minimize any lean in the body while on the box.

*Other*

Use your creativity to attempt new rail and box tricks!

At this stage, students may wish to choose their focus – free-style riding focused in the Terrain Park, or all-mountain freeriding skills...or they may choose to complete both!

The focus of this stage is to practice and improve all-mountain freeriding and terrain adaptation skills.

### Goals:

- Gain confidence in all-mountain terrain (bumps, steeps).
- Learn about line selection in off-piste terrain (trees, bumps).
- Increase confidence while carving.
- Learn how to create board performance.

### Skills: Groomed Terrain

*Can carve in variable slopes.*

Practice developing carving skills on slopes/runs with variable slopes. Also, use off-camber slopes (such as snowboardcross berms) to enhance balance on the edge while carving.

*Can carve at high speeds.*

Spend time gaining comfort while carving at high speeds. Emphasis should be on lowering the COM / body position to enhance stability as speed increases. Also, directing the eyes ahead will help students to anticipate changes in terrain approaching. Encourage students to keep their turn shape round, and use the shape to bend the snowboard, creating acceleration across the slope.

*Creates arc's in the path of travel.*

Patience at the start of the turn will create an arced path above the fall-line, and create board performance. Encourage students to leave a pencil line, as well as a round turn shape from the top of the turn by using an “Inverse Traverse” tactic or a variation.

*Uses inclination to load the snowboard.*

Encourage students to begin the turns with a “tipping” motion, followed by bending in the joints. Discuss the differences between inclination (tipping/leaning) and angulation (bending the joints for stability and to withstand the pressures of carving).

*Controls the release of the board at the end of the turn & directs the board into the next turn using knees and feet.*

Developing a feel for the release of pressure at the end of the carved turns takes time. Experiment with creating a load and release in the turn and controlling that release by absorbing slightly with the lower joints.

### Skills: Bumps, Trees, Steeps

*Reads terrain to choose a smooth/effective line.*

Use the head/eyes to scan ahead and choose the terrain / line with the optimal result (smooth, bumpy, soft, icy, etc.)

*Uses lower joints to absorb terrain features.*

Challenge students to ride bumpier and more challenging terrain and keeping the snowboard in contact with the snow, by using lower body absorption skills.

*Uses pop, Ollie or coast to “double-up” over bumps.*

Using air skills combined with line selection, students can begin to look for opportunities to jump from one bump to another, airing over the gap in between them. Depending on the terrain, they may need to use a popping motion, or an ollie.

*Pumps rollers to gain speed.*

Actively pumping/pushing the snowboard into the troughs of bumps can enhance performance and gain speed while freeriding.

*Can mix up turn types (small/large, sliding/carving).*

Create a variety of challenges around sliding and carving, and the transition in between these types of turns:

- Sliding / carving / sliding
- Carve to slide within one turn
- Slide / carve / slide in one turn
- Carve to “drift” (sliding)

*Can get air off of natural terrain features (jumps, drops).*

Discuss terrain selection in freeride terrain, and look for small opportunities to use “coast” to get air off of drop-off feature. Emphasize riding toward the feature with adequate speed to clear the feature, as well as maintaining a strong body position, and absorbing the landing.



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