



CANADIAN ASSOCIATION OF SNOWBOARD INSTRUCTORS

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COURSE GUIDE

LEVEL 2

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INTRODUCTION

Welcome to the CASI Level 2 Course!

The CASI Level 2 Instructor certification is for any snowboarder that has passed the Level 1 certification, and has an interest in teaching more experienced snowboarders. The goal of the Level 2 course is to develop a skills-based teaching approach for novice and intermediate snowboarding. It combines practical snowboard teaching methods, technical understanding and development, as well as development of guest service and technical analysis skills.

It is recommended that Level 2 candidates have prior experience teaching snowboarding in a snow school setting (approximately 45 hours) before attempting the Level 2 certification.

Candidates will receive coaching on their riding and teaching skills, with the goal of reaching the Level 2 standard in both areas. They will also receive suggestions and strategies for long-term development. The successful candidate is certified to teach snowboarders on intermediate (blue) and terrain. Technical content will cover developing turning, introducing carving, and basic terrain adaptation and freestyle skills. Level 2 is a pre-requisite for the level 3 certification.

Who Should Take This Course?

You should take this course if you are a Level 1 Instructor with some teaching experience, a love of teaching, and a desire to take your teaching skills to the next level. You should be confident and comfortable demonstrating intermediate riding in corresponding terrain (groomed and un-groomed).

Am I Ready?

The Level 2 Instructor standards require you to pass both riding and teaching evaluations. In order to help you achieve success on the course, we suggest you take the following steps in preparation, if they are available to you:

- Spend time working as an instructor, honing your communication, analysis and group management skills with a variety of students.
- Attend a session with a current CASI Level 2 Evaluator to get some feedback on your riding ability in relation to the technical standard.
- Complete the Level 2 course preparation workshops, available online at www.casi-acms.com or in this guide.

Course Duration: 4 days totalling a minimum of 24 hours (including evaluations).

"The aim of CASI is to train and certify snowboard instructors and to ensure that a national standard of safe and efficient snowboard instruction is maintained to serve the Canadian snowboarding public and the snowboarding industry."

LEVEL 2 INSTRUCTOR - AGENDA

DAY ONE:

8:30 - 9:30 a.m.	Registration & Introductions (<i>including Riding Re-Test Candidates</i>)
9:30 - 11:30 a.m.	Warm-up Guest Service & Guiding Riding Skills Improvement Session / Basic Riding Competencies Review
11:30 a.m. - 12:30 p.m.	Lunch
12:30 - 3:00 p.m.	Novice Teaching Presentation
3:00 - 5:00 p.m.	Daily Review & Evaluation

DAY TWO:

8:30 a.m. - 10:00 a.m.	Workshop: "Advanced Teaching Theory" Workshop: "Analysis & Improvement" & Video
10:00 a.m. - 12:00 p.m.	Practice Teaching Novice Students
12:00 - 1:00 p.m.	Lunch
1:00 - 3:30 p.m.	Freeride Teaching Presentation
3:30 - 5:00 p.m.	Daily Review & Evaluation

DAY THREE:

9:00 - 10:00 a.m.	Workshop: "Physics & Biomechanics in Snowboarding"
10:00 a.m. - 12:00 p.m.	Practice Teaching: Freeride Skills
12:00 - 1:00 p.m.	Lunch
1:00 - 3:30 p.m.	Groomed Terrain Teaching Presentation
3:30 - 5:00 p.m.	Daily Review & Evaluation

DAY FOUR:

8:30 a.m.	Registration (<i>Teaching Re-Test Candidates</i>)
9:00 - 11:30 a.m.	Practice Teaching: Groomed Terrain
11:30 - 12:30 p.m.	Lunch
12:30 - 3:00 p.m.	Riding Skills Improvement Session
3:00 - 5:00 p.m.	Course Results Presentation

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

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

**The wearing of helmets is mandatory on the CASI Level 2 course.*

LEVEL 2 INSTRUCTOR (EXTENDED COURSE) - AGENDA

SESSION ONE:

4:30 - 5:00 p.m.	Registration & Introductions
5:00 - 7:00 p.m.	Riding Skills Improvement Session Guest Service and Guiding
7:15 - 9:00 p.m.	Novice Teaching Presentation
9:00 - 10:00 p.m.	Daily Review & Evaluation

SESSION TWO:

5:00 - 5:30 p.m.	Workshop: "Analysis & Improvement" & Video
5:30 - 6:30 p.m.	Novice Teaching Presentation (continued)
6:45 - 9:00 p.m.	Practice Teaching: Novice Students
9:00 - 10:00 p.m.	Daily Review & Evaluation

SESSION THREE:

5:00 - 6:00 p.m.	Workshop: "Advanced Teaching Theory"
6:00 - 9:00 p.m.	Freeride Teaching Presentation
9:00 - 10:00 p.m.	Daily Review & Evaluation

SESSION FOUR:

5:00 - 5:30 p.m.	Workshop: "Physics & Biomechanics in Snowboarding"
5:30 - 7:30 p.m.	Practice Teaching: Freeride Skills
7:45 - 9:00 p.m.	Groomed Terrain Teaching Presentation
9:00 - 10:00 p.m.	Daily Review & Evaluation

SESSION FIVE:

5:00 - 5:30 p.m.	Technical Review
5:30 - 7:30 p.m.	Groomed Terrain Teaching Presentation (continued)
7:45 - 9:00 p.m.	Practice Teaching: Groomed Terrain
9:00 - 10:00 p.m.	Course Evaluations Individual Presentation of Results

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LEVEL 2 INSTRUCTOR (PREP COURSE) - AGENDA

DAY ONE:

- 8:30 - 9:00 a.m. Registration & Introductions
- 9:00 - 9:30 a.m. Review Level 2 Course Outline & CASI Basic Competencies
- 9:30 - 12:00 p.m. Warm Up
 - Rider Improvement Session Overview
 - QuickRide System Review
- 12:00 - 1:00 p.m. Lunch
- 1:00 - 3:30 p.m. “Freeride Skills” Overview
 - “Groomed Teaching” Overview

- 3:30 - 5:00 p.m. Indoor Session: Level 2 Standards

**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 Level 2 course.*

EVALUATION

Course candidates will be assessed and updated daily on their performance and progress during on-snow and indoor workshops. Results will be given to each candidate at the end of the course. Candidates must pass both the teaching and technical (riding) components of the course to be certified as a Level 2 Instructor.

MARKING SYSTEM

- Below Standard / Meets Standard / Above Standard
- Candidates must achieve “Meets Standard” or “Above Standard” marks in both Teaching and Technical (Riding) components in order to pass the Level 2 Instructor course.

Retest Evaluations

In a situation where the candidate does not complete either of the riding or teaching components, he/she will have to take the full course over again.

If the candidate is unsuccessful in either 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 Level 2 course, and if it is teaching, it will be Day 4. 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	
<p>Teaches snowboarding from beginner to intermediate levels, in accordance with CASI technique and methodologies.</p>	<ul style="list-style-type: none"> - Chooses terrain that is both suitable and safe for novice and intermediate students. - Communicates effectively (provides clear explanations), in a positive and coherent manner. - Demonstrates effective lesson organizational skills (lesson structure). - Teaching is skill related, and relevant to student focus. - Adapts teaching to changing terrain or snow conditions. - Clearly demonstrates all relevant novice and intermediate manoeuvres. - Recognizes causes of difficulty in student trials. - Provides positive, relevant feedback to students to achieve basic riding competencies in groomed and un-groomed terrain. - Creates a positive, safe, and student-centred learning environment.
TECHNICAL (RIDING) ASSESSMENT	
<p>Demonstrates refined intermediate level riding skills.</p>	<ul style="list-style-type: none"> - Displays the three Basic Riding Competencies, in varied intermediate terrain: <ul style="list-style-type: none"> o Centred, mobile stance o Turning with the lower body o Balance over the working edge - Rides consistently on intermediate terrain (groomed and un-groomed) at moderate speeds. - Shows some ability to adjust their technique to a variety of turn types and different snow conditions. - Controls speed. - Adjusts skills to provide technically sound demonstrations, which are easy to copy: <ul style="list-style-type: none"> o Sliding turns o Basic carved turns o Basic terrain adaptation o Basic freestyle manoeuvres (switch riding, flatland tricks, small straight airs)

MARKING SYSTEM

Course Components	Marking Scale		
	Above Standard (Pass)	Meets Standard (Pass)	Below Standard (Incomplete)
Technical (Riding) Skills	Always displays refined skill competencies and movements, evident across a variety of situations, terrain, and speeds.	Displays consolidation of skill competencies and movements, on terrain applicable to Level 2 (intermediate slopes, groomed and un-groomed). Improvements can be made in refinement of skills and addition of variation to riding skills.	Still acquiring necessary riding and skill competencies for this level, on applicable terrain. Skill competencies and movements need to be consolidated and displayed more consistently.
Teaching Skills	Always displays refined understanding of all teaching competencies. Incorporates variety and adaptability into lessons for this student (novice & intermediate).	Demonstrates consistent use of teaching competencies. Presents lessons suitable for this level of student (novice & intermediate). Some improvements may be made in one or two of the teaching competencies.	Still working to adopt various teaching competencies more consistently. Improvements need to be made in many or all of the teaching competencies indicated.

PRE-COURSE WORKSHOPS

To prepare for this course, the following workshops should be completed prior to the first day of the course. The workshops may be completed in this book, or you may want to complete them online at www.casi-acms.com.

- **Level 2 Standards Video (online)**
- **Level 2 E-Prep Workshop (online)**

WORKSHOP:

ADVANCED TEACHING THEORY

References: CASI Reference Guide (pp. 7-20) & "Advanced Teaching Theory" Video

1. What are the essential elements that make a successful lesson?

I. _____

II. _____

III. _____

IV. _____

2. What are the important aspects of establishing goals for a lesson?

3. How can we ensure that our lessons follow a clear, simple focus?

4. What is a Whole, Part, Whole method of presenting a lesson?

5. How can we incorporate questions into our lesson presentations?

WORKSHOP:

ANALYSIS & IMPROVEMENT

Reference: CASI Reference Guide (pp. 14-16)

1. As an instructor, what is the reason for developing your Analysis & Improvement skills?

2. What are some methods involved in analysing performance? *(IE: What approaches may help you in breaking down the riding skills, and analysing students' riding)*

3. List some of the potential barriers that may limit a student's performance:

4. What are some of your goals when delivering feedback to students?

5. What are some examples of words or phrases to avoid when giving feedback to students? Why?

6. How can questions be used to facilitate Analysis & Improvement?

WORKSHOP:

PHYSICS & BIOMECHANICS IN SNOWBOARDING

Reference: CASI Reference Guide (pp. 21-26 & 103-108)

1. Describe “Centre of Mass”:

2. Describe “Base of Support”:

3. How can a snowboarder aid balance, or increase stability, while riding?

4. Describe the differences in body position on the toeside vs. heelside edges:

5. How do novice vs. advanced riders utilize range of motion as they progress in skill?

LESSON PLANNING TOOL

Use the following tool to help plan your lessons:

Name: _____ **Time:** _____

Snow Conditions: _____ **Number of students:** _____

Student Level: _____ **Terrain:** _____

Lesson Goal:

Skill Focus:

Position & Balance ____ **Pivot** ____ **Edging** ____ **Pressure** ____ **Timing & Coordination** ____

Method of Presentation: Building Block ____ **Whole, Part, Whole** ____

Drills, Tactics, or Exercises:

Analysis & Improvement (Points to look for):

Questions:

TECHNICAL PRESENTATION:

RIDER IMPROVEMENT PRESENTATION**GOALS**

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

Guest Service & Guiding

- Moving with a group
- Spacing
- Assessing ability
- Terrain selection
- Guest service

Technical Improvement

- Improvement of your riding skills, while refining the Basic Riding Competencies.
- Review of the Skills Concept.
- Presentation of tools, tactics and exercises that develop current skills in relation to the Level 2 riding standard.

TECHNICAL PRESENTATION

COMPETENCY / OUTCOME ("WHAT")	GOAL ("WHY")	MOVEMENT ("HOW")	TACTIC / DRILL / EXERCISE
Centred & Mobile Position	POSITION & BALANCE		
	Enhance balance & adaptability.	Challenging balance skills through unfamiliar movement.	<i>Switch Riding</i>
	Development of centred weight distribution.	Two-footed take-off and landing.	<i>Sideslipping 180 Hops</i>
	Develop balance while spinning.	Lower COM for stability.	<i>Sliding 360's</i>
Turning With The Lower Body	PIVOT		
	Develop centre pivot point.	Equal displacement of nose & tail. Static exercise.	<i>X-Turns</i>
	Increased involvement of lower joints in turning.	Initiate direction change with knees & feet.	<i>Fall Line Pivot (Garland)</i>
	Use of feet to fine-tune turning.	Guide the snowboard through turn with foot movements.	<i>Twist the Disks</i>
	EDGING		
	Develop use of lower joints in edging.	Flexion of hips, knees, ankles.	<i>Static Edging Exercise ("no highbacks" analogy)</i>
Balance Over The Working Edge	EDGING		
	Early edge engagement.	Hops at edge change.	<i>Hop Carves</i>

	Development of balance over the edge.	Use of ankles to create edge platform.	<i>Stop-n-Hop's</i>
	<i>PRESSURE</i>		
	Board contact with snow.	Loose, mobile lower body.	<i>Absorb varied terrain</i>
	Development of foot separation and board loading.	Weight shift + push board forward (back) + pop. Absorb landing.	<i>Ollies & Nollies</i>
	Pressure release.	Extend at take-off and absorb landing with both legs.	<i>Small jumps/airs</i>
Timing & Coordination	Develop adaptability.	Eyes look ahead, anticipate.	<i>Follow The Leader</i>
	Develop adaptability in movement sequences.	Experiment with nose/tail shift, plus rotation and varied edges.	<i>Flatland Tricks</i>
	Develop quickness.	Gradually reduce intro/completion phase of turns.	<i>Sideslipping to Short Radius Turns</i>

TECHNICAL PRESENTATION:

NOVICE TEACHING REVIEW

Reference: CASI Reference Guide (pp. 57-61)

GOALS

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

- Review of the QuickRide System for teaching new snowboarders.
- Exploring Novice teaching tactics (Turning, Linking).

THE QUICKRIDE SYSTEM:

GOALS	PROGRESSION	SUGGESTED SUPPORT TACTICS
I. BASICS To become familiar with the use of equipment, and comfortable moving around on the snowboard with one foot attached. <i>*Centred & Mobile Position</i>	Equipment Mobility	Introductions Equipment: Parts Of The Board Attaching The Board On Flat Ground Equipment Familiarity & Mobility Skating Climbing & Descending
II. SLIDING To be comfortable standing on the snowboard while it is sliding. <i>*Centred & Mobile Position</i>	Straight Running	Balanced Body Position (B.B.P.) Straight Running (Experiment With Varied Body Positions) Toe/Heel Drag ("Hip-Noses Turns")
III. CONTROL To gain control of both speed and direction (across the fall line), with both feet attached to the snowboard. <i>*Balance Over the Working Edge</i>	Sideslipping Pendulum	Intro To Edging – Gas Pedal Exercise Progress To Sideslipping (with rear foot unattached) Attaching The Board On A Slope Sideslipping Pendulum (with blind spot awareness) Power Pendulum
IV. TURNING To have the ability to change edges in the fall line. <i>*Turning With the Lower Body</i>	Beginner Turns	Static Rotation Exercise (lead hip, knee, ankle) "Chicken Turns" (Garland) Exercise Walking Through Turns Beginner Turns (Toeside & Heelside)
V. LINKING To be able to comfortably link toe and heelside turns on beginner terrain and control speed while turning. <i>*Turning With the Lower Body</i>	Novice Turns	Add traverse between turns Traverse With Flexion/Extension Linked Novice Turns Speed Control: 4 S's (Speed = Shape, Size, Slope)

***Note:** Candidates will be asked to perform many of the above manoeuvres "switch" (opposite of their natural stance).

TECHNICAL PRESENTATION:

FREERIDE TEACHING

Reference: CASI Reference Guide (pp. 69-72)

GOALS

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

- Tools and tactics for introducing students to un-groomed or variable terrain (basic terrain adaptation).
- Tools and tactics for introducing intermediate students to basic freestyle skills.

DEVELOPING TERRAIN ADAPTATION SKILLS:

Focus: Exploring varied terrain, and developing absorption skills.

SKILL	SUGGESTED TACTICS
Position & Balance	Position and/or balance-specific tactics, in undulating or un-groomed terrain. (Eg: Sliding 360's, alignment exercises, etc.)
Pressure	Static Flexion Exercise (shock absorbers). Traverse rolling/un-even terrain. Push/pull legs over rolling terrain.
Timing & Coordination	Changing edges at top of bumps/rollers. Changing edges at bottom of bumps/rollers. Looking ahead / line scanning.

INTRODUCING FREESTYLE SKILLS:

Focus: Introducing students to basic freestyle manoeuvres.

GOALS	SUGGESTED TACTICS
Basic Flatland Tricks	<p>I) Nose & Tail Presses S.A.F.E. progression (<i>Static, Active, Free, Experimentation</i>)</p> <p>II) Add rotation: Focus On:</p> <ul style="list-style-type: none"> <input type="checkbox"/> C.O.M. lowered to aid stability <input type="checkbox"/> Minimal edge <input type="checkbox"/> Shift hips to nose or tail of board (rather than pulling on legs) <input type="checkbox"/> Initiate rotation with body (core), and regulate with arms and eyes
Introducing Airs	<p>Popping:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Using the quick extension of both legs to assist in getting air. <input type="checkbox"/> Pressure releases due to vertical movement loading the legs and the snowboard. <input type="checkbox"/> Retract legs in the air and absorb landing. <p>Ollie:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shift board forward (weight on back foot) <input type="checkbox"/> Push on back foot / pull up on front to de-form snowboard <input type="checkbox"/> Pop vertically. <input type="checkbox"/> Land equally on both feet.

TECHNICAL PRESENTATION:

GROOMED TERRAIN TEACHING*Reference: CASI Reference Guide (pp. 66-68)***GOALS**

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

- Tools and tactics for developing turning in your intermediate students' riding.
- Exercises to assist in introducing carving to your students.

DEVELOPING SLIDING TURNS:**Focus:** Adding board performance and reducing turn size of sliding turns.**INTRODUCING CARVING:****Focus:** Introducing students to the sensation of carved turns for the first time.

COMPETENCY / OUTCOME	SKILL & SUGGESTED TACTICS: REFINING SLIDING TURNS	SKILL & SUGGESTED TACTICS: INTRODUCING CARVED TURNS
CENTRED & MOBILE POSITION	POSITION & BALANCE <ul style="list-style-type: none"> <input type="checkbox"/> Sliding 360's (centred position, lower COM for stability) <input type="checkbox"/> Motorboat Turns (alignment and use of core) 	POSITION & BALANCE / EDGING <ul style="list-style-type: none"> <input type="checkbox"/> Carved Traverse <input type="checkbox"/> Hopping in traverse <input type="checkbox"/> Static Edging Exercise (Inclination vs. Angulation)
TURNING WITH THE LOWER BODY	PIVOT / EDGING <ul style="list-style-type: none"> <input type="checkbox"/> Headlight on Knees <input type="checkbox"/> Garland / Fall-line Pivot Exercise 	EDGING <ul style="list-style-type: none"> <input type="checkbox"/> Arms Restricted (crossed, on hips, etc). <input type="checkbox"/> Sidecut Turns: Reduce rotational movements in body to maximize carve.
BALANCE OVER THE WORKING EDGE	EDGING / PRESSURE <ul style="list-style-type: none"> <input type="checkbox"/> Static Edging Exercise (Inclination vs. Angulation) <input type="checkbox"/> 'No High-backs' Analogy <input type="checkbox"/> Clock Face Analogy <input type="checkbox"/> Spraying The Trees <input type="checkbox"/> Hop to change edges (flex in turn) <input type="checkbox"/> Traverses with flexion 	POSITION & BALANCE / EDGING <ul style="list-style-type: none"> <input type="checkbox"/> Stop n' Hop's <input type="checkbox"/> Drinks on Shoulders Analogy <input type="checkbox"/> Cowboy Knees <input type="checkbox"/> Carved traverse with slow vertical movement
TIMING & COORDINATION	<ul style="list-style-type: none"> <input type="checkbox"/> Counting for symmetry and quickness <input type="checkbox"/> Follow the Leader for coordination challenge <input type="checkbox"/> Explore sequence of movements (IE: carving vs. sliding turns) 	



CANDIDATE EVALUATION FORM: LEVEL 2 INSTRUCTOR / FORMULAIRE D'ÉVALUATION DU CANDIDAT - STAGE DE MONTEURS DE NIVEAU 2

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 / Poids réparti également au-dessus des pieds A B C

Mobile / relaxed position in varied terrain / Position mobile détendue sur terrain varié A B C

Uniform flexion in joints / Flexion uniforme des articulations A B C

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

Uses knees and feet to turn snowboard / Utilisation des genoux et des pieds pour faire tourner la planche A B C

Demonstrates a centre pivot point in short radius turns / Démonstration d'un point de pivotement central/lors des virages de court rayon A B C

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

Manages pressures in snowboard while edging / Gestion des pressions dans la planche pendant la mise à carre A B C

Can demonstrate carved turns / Démonstration de virages coupés A B C

Engages edge above fall line / Mise à carre au-dessus de la ligne de pente A B C

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):

DAY 3:

POSITIVE ELEMENTS:

POINTS FOR IMPROVEMENT (& PLAN):

DAY 4:

POSITIVE ELEMENTS:

POINTS FOR IMPROVEMENT (& PLAN):

WHAT'S NEXT?

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

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

Candidates who are unsuccessful in *both* the teaching and riding components of the Level 2 course will need to return to re-do the entire course. Please consult the course schedule online to find a date and location. Prior to returning for the full course, please take some time for practice and development. You may consider a session with a current CASI Level 2 Evaluator to receive additional tips and feedback. Check with your local resort's snow school for more information.

If you have completed one component of the Level 2 course...

Candidates who successfully complete *either* of the teaching or the riding components of the Level 2 course are eligible for the 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 National Course Schedule to schedule your re-test.

If you've successfully completed the Level 2 Instructor certification...

Congratulations! On behalf of the Canadian Association of Snowboard Instructors, we would like to congratulate you on your successful completion of this certification.

Now is the time to gain valuable experience – take the new skills you've obtained and use them in teaching. To expand and develop your skills, take advantage of CASI's development programs, or look toward further levels of certification, including the Level 3 Instructor course.

Please visit the CASI web site (www.casi-acms.com) to learn about all of the membership benefits that are available to you.

All the best!



Jeff Chandler
National Technical Coordinator

