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# COURSE GUIDE

LEVEL 3

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# INTRODUCTION

*Welcome to the CASI Level 3 Course!*

The CASI Level 3 Instructor certification is for advanced snowboard instructors who have passed the Level 2 Instructor certification and have an interest in teaching high-end snowboarders. The goal of the Level 3 course is to develop a skills-based and situational teaching approach for advanced snowboarding. It combines practical snowboard teaching methods, technical understanding and development, as well as development of analysis and session planning skills.

Candidates will receive coaching on their riding and teaching skills, with the goal of reaching the Level 3 standard in three areas: Instructor Training (Pedagogy), Teaching and Technical / Riding Skills. They will also receive suggestions and strategies for long-term development. The successful candidate is certified to teach snowboarders up to the advanced level and lead introductory instructor training sessions. Level 3 is a pre-requisite for the Level 4 certification.

The Level 3 course is delivered in two phases: a course phase where material is presented, and an evaluation phase where exams are conducted. Candidates will leave the course phase with clear feedback regarding performance and potential. Candidates must register for the course and exam portions separately, and are encouraged to take the exams at a later date to allow for training and development time following the course portion.

## Who Should Take This Course?

You should take this course if you are a Level 2 Instructor with plenty of teaching experience, including beginner to intermediate students, in a variety of situations. You should love to teach, and have a desire to take your teaching skills to new areas of the mountain – advanced freeride terrain, and the terrain park. You should be confident and comfortable demonstrating advanced riding skills in corresponding terrain, and have an interest in learning to train fellow instructors.

## Am I Ready?

The Level 3 Instructor standards require you to pass riding, teaching and instructor training 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 plenty of time working as an instructor, honing your communication, analysis and group management skills.
- Ensure you are familiar with the CASI Level 1 & 2 course content and methodologies.
- Attend training sessions with a current CASI Level 3 Instructor or Evaluator, to get feedback on your riding ability in relation to the technical standard. The use of video analysis and feedback can also be beneficial.

**Course Duration:        5 days totalling a minimum of 30 hours (course phase)  
                                     2 days totalling 12 hours (evaluation phase)**

*"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 3 INSTRUCTOR - AGENDA

### DAY ONE:

- 8:00 - 8:30 a.m. Registration & Introductions
- 8:30 - 11:30 p.m. Warm-up  
Instructor Training Presentation
- 11:30 - 12:30 p.m. Lunch
- 12:30 - 3:00 p.m. Instructor Training Presentation (*continued*)
- 3:00 - 5:00 p.m. Workshop: "Instructor Training Review"  
Daily Review & Evaluation

### DAY TWO:

- 9:00 - 11:30 a.m. Practice Teaching: Instructor Training Sessions
- 11:30 - 12:30 p.m. Lunch
- 12:30 - 3:00 p.m. Teaching Presentation: Piste / Groomed Terrain
- 3:00 - 5:00 p.m. Daily Review & Evaluation

### DAY THREE:

- 9:00 - 11:30 a.m. Practice Teaching: Piste / Groomed Teaching Skills
- 11:30 - 12:30 p.m. Lunch
- 12:30 - 3:00 p.m. Teaching Presentation: Off-Piste / Freeriding Terrain
- 3:00 - 5:00 p.m. Daily Review & Evaluation

### DAY FOUR:

- 9:00 - 11:30 a.m. Practice Teaching: Off-Piste / Freeride Teaching Skills
- 11:30 - 12:30 p.m. Lunch
- 12:30 - 3:00 p.m. Teaching Presentation: Freestyle Terrain
- 3:00 - 5:00 p.m. Daily Review & Evaluation

### DAY FIVE:

- 9:00 - 11:30 a.m. Practice Teaching: Freestyle Teaching Skills
- 11:30 - 12:30 p.m. Lunch
- 12:30 - 3:00 p.m. Riding Improvement / Exam Preparation Session
- 3:00 - 5:00 p.m. Daily Review & Course Evaluation

*\*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 3 course.*

## **LEVEL 3 INSTRUCTOR EXAMS - AGENDA**

### **DAY ONE:**

- 8:00 - 9:00 a.m. Registration & Introductions
- 8:30 - 11:30 p.m. Teaching Evaluations
- 11:30 - 12:30 p.m. Lunch
- 12:30 - 3:00 p.m. Teaching Evaluations

### **DAY TWO:**

- 9:00 - 11:30 a.m. Instructor Training Evaluations
- 11:30 - 12:30 p.m. Lunch
- 12:30 - 3:00 p.m. Technical / Riding Evaluations
- 4:00 - 5:00 p.m. Course Evaluation & Presentation of 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 Level 3 course.*

## EVALUATION

Exam candidates will be assessed during the corresponding evaluation phase. Results will be given to each candidate at the end of the exams. Candidates must pass the teaching, technical (riding), and instructor training components of the course to be certified as a Level 3 Instructor.

### MARKING SYSTEM

- Course Components: 1) Teaching 2) Technical / Riding 3) Instructor Training (Pedagogy)
- Marks: Below Standard / Meets Standard / Above Standard
- Candidates must achieve “Meets Standard” or “Above Standard” marks in each component in order to pass the Level 3 Instructor course.

The Level 3 course involves three (3) components: Teaching, Riding & Instructor Training (Pedagogy). Specific evaluations include:

- Teaching:
  - o Skill development lesson of approximately 30 minutes.
  - o Lesson goal/outcome will be assigned prior to exam (eg’s: “Improve our spins” or “develop our carving skills”)
- Riding: Piste, Off-Piste, and Freestyle Evaluations
  - o Piste: Short & Large Radius Turns
  - o Off-Piste: Short radius turns (in bumpy/un-groomed terrain)
  - o Freestyle: Basic Freestyle skills (small (S) features including boxes/rails, jumps, and airs with rotation)
- Instructor Training (Pedagogy):
  - o Basic instructor training session of approximately 20 minutes, geared towards Level 1 or new instructors.

### Retest Evaluations

Candidates must successfully complete all parts of the component in order to receive credit for completion of that component. Candidates have two (2) calendar years to complete the Level 3 exams successfully from the date of course portion completion. If the candidate does not complete the exams 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(s) remaining.

Candidates re-testing the Teaching Component will attend Day 1 of the exams. Those re-testing the Instructor Training (Pedagogy) Component and/or Riding Component will attend Day 2.

### ASSESSMENT CRITERIA

<b>TEACHING ASSESSMENT</b>	
<p><b>Teaches advanced snowboarding in accordance with CASI technique and methodology.</b></p>	<p><b>Technical:</b></p> <ul style="list-style-type: none"> <li>- Skill-based (and skill component-based) lessons, applied to specific manoeuvres or parts of the turn.</li> <li>- Identifies areas for improvement, and provides positive, relevant, individual feedback to students to achieve advanced riding competencies in groomed, un-groomed and freestyle terrain.</li> <li>- Tactics, drills and exercises should be relevant to student trial, and should help students improve.</li> </ul> <p><b>Class Management:</b></p> <ul style="list-style-type: none"> <li>- Chooses terrain that is both suitable and safe.</li> <li>- Adapts lesson to changing terrain and environmental conditions.</li> <li>- Demonstrates safe teaching practices at all times.</li> <li>- Paces the lesson to cater to advanced riders/students and encourages mileage.</li> </ul>

	<p><b>Communication &amp; Demonstrations Skills:</b></p> <ul style="list-style-type: none"> <li>- Communicates effectively (provides clear explanations).</li> <li>- Communicates in a positive and enthusiastic manner.</li> <li>- Demonstrates a positive attitude and body language.</li> <li>- Relays complex ideas in a simply way.</li> <li>- Clearly demonstrates all relevant manoeuvres, and adapts technical demos to skill level of students.</li> </ul>
<b>TECHNICAL (RIDING) ASSESSMENT</b>	
<p><b>Demonstrates refined advanced-level riding skills.</b></p>	<ul style="list-style-type: none"> <li>- Rides consistently on advanced terrain (groomed, un-groomed and freestyle terrain) at adequate speeds.</li> <li>- Displays refinement of the three Basic Riding Competencies, in varied advanced terrain: <ul style="list-style-type: none"> <li>o Centred, mobile stance</li> <li>o Turning with the lower body</li> <li>o Balance over the working edge</li> </ul> </li> <li>- Displays a consolidation of the Advanced Riding Competencies: <ul style="list-style-type: none"> <li>o Strength &amp; Flow</li> <li>o Arc to Arc</li> <li>o Loading &amp; Deflection</li> <li>o Steering Versatility</li> </ul> </li> <li>- Adjusts skills to provide technically sound demonstrations, which are easy to copy.</li> </ul> <p><b>Specific Criteria:</b></p> <p><i>Piste / Groomed Terrain: Short &amp; Long Turns</i></p> <ul style="list-style-type: none"> <li>- Balances against the turning forces to create pressure in the board.</li> <li>- Regulates pressure and maintains snow contact through flexion and extension movements.</li> <li>- Adjusts movement to create sliding or carved turns, as required by terrain and speed.</li> <li>- Uses lower body movements to lead turning effort in a variety of turn shapes and sizes.</li> <li>- Links momentum between turns.</li> <li>- Controls and re-directs the snowboard.</li> </ul> <p><i>Off-Piste / Un-groomed Terrain: Short Turns</i></p> <ul style="list-style-type: none"> <li>- Regulates pressure and maintains snow contact through flexion and extension movements in bumpy terrain.</li> <li>- Chooses effective lines in varied terrain.</li> <li>- Adjusts body position to terrain and snow conditions.</li> <li>- Adjusts movements to terrain features.</li> <li>- Displays refined use of pressure control and steering skills.</li> </ul> <p><i>Freestyle Terrain:</i></p> <ul style="list-style-type: none"> <li>- Demonstrates consolidation of basic freestyle skills on small (S) and some medium (M) features (inside and outside of the Terrain Park).</li> <li>- Maintains mobility and balance on features and in the air. (Eg: boxes/rails/jumps, straight airs with grabs)</li> <li>- Creates and controls rotation on features and in the air. (Eg: board slides, spins)</li> <li>- Demonstrates the use of the Pressure skill to create airs. (Eg: Coast, Pop, Ollie)</li> </ul>

### INSTRUCTOR TRAINING ASSESSMENT

**Teaching introductory instructor training sessions in accordance with CASI methodology and technique.**

- Clearly establishes goal(s) for the training session.
- Introduces the session clearly and effectively.
- Clearly distinguishes between roles of trainer & instructor
- Structures session in a logical format.
- Uses questions as a tool in interacting with the group.
- Provides realistic tactics and tool that instructors can apply in their lessons.

### MARKING SYSTEM

Course Components	Marking Scale		
	Above Standard (Pass)	Meets Standard (Pass)	Below Standard (Incomplete)
<b>Technical (Riding) Skills</b>	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 3. 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.
<b>Teaching Skills</b>	Always displays refined understanding of all teaching competencies. Incorporates variety and adaptability into lessons for this student.	Demonstrates consistent use of teaching competencies. Presents lessons suitable for this level of student. 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.
<b>Instructor Training (Pedagogy) Skills</b>	Always displays comfort and use of all pedagogical competencies. Incorporates adaptability into sessions when training instructors at this level.	Works to consistently use pedagogical competencies in training sessions. Presents sessions suitable for this level of student (Level 1 instructors). Some improvements may be made in one or two of the pedagogical competencies.	Working to adopt and use various pedagogical competencies more consistently. Improvements need to be made in many or all of the pedagogical competencies indicated.



WORKSHOP:

## **INSTRUCTOR TRAINING REVIEW**

*References: CASI Reference Guide (pp. 97-102)*

**1. In your own words, describe the important points of each of the following ‘Practical Teaching Skills’:**

Guest Service & Safety:

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Communication & Lesson Structure:

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Demonstrations:

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Analysis & Improvement:

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Technical Content:

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**2. What are some methods to ensure that you are communicating effectively?**

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**3. Why is a Building Block approach effective for beginner students? Why?**

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**4. Is a Building Block approach effective only for beginners?**

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**5. Why is it important to improve your instructors' Analysis and Improvement skills?**

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

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**8. What are some important aspects of delivering feedback to students?**

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**9. What are the important elements of each part of the 3-part session format:**

<p><b>1: SESSION INTRODUCTION:</b></p> <p>Role:</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b>2: DEMO LESSON:</b></p> <p>Role:</p> <hr/> <hr/> <hr/> <hr/> <hr/>	<p><b>3: SESSION CONCLUSION:</b></p> <p>Role:</p> <hr/> <hr/> <hr/> <hr/> <hr/>
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WORKSHOP:

## TECHNICAL REVIEW

*Reference: CASI Reference Guide (pp. 27-42 & 78-83)*

### 1. Identify the skill components for each skill below:

Position & Balance: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Pivot: \_\_\_\_\_, \_\_\_\_\_

Edging: \_\_\_\_\_, \_\_\_\_\_

Pressure: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Timing & Coordination: \_\_\_\_\_, \_\_\_\_\_

### 2. For each competency below, choose a skill / skill component, and explain a riding situation and a tactic or exercise that would develop that riding competency:

Strength & Flow:

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Arc to Arc:

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Loading & Deflection:

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Steering Versatility:

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### 3. Briefly explain down un-weighting vs. up un-weighting:

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**4. Explain coast, pop & ollie, in your own words:**

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**5. Identify a situation where down un-weighting may be used in terrain adaptation:**

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**6. Explain steering, in your own words:**

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# LESSON PLANNING TOOL

Use the following tool to help plan your lessons:

Name: \_\_\_\_\_ Time: \_\_\_\_\_

Snow Conditions: \_\_\_\_\_ Number of students: \_\_\_\_\_

Student Level: \_\_\_\_\_ Terrain: \_\_\_\_\_

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**Lesson Goal / Intended outcome:**

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**Advanced Riding Competency:** \_\_\_\_\_

**Skill &/or Skill Component:** \_\_\_\_\_ / \_\_\_\_\_

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**Method of Presentation:** Building Block \_\_\_\_ Whole, Part, Whole \_\_\_\_ Guided Disc. \_\_\_\_

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**Drills, Tactics, or Exercises:**

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**Analysis & Improvement (Points to look for):**

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**Questions:**

# INSTRUCTOR TRAINING SESSION PLANNING TOOL

*Use the following tool to help plan your session:*

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## Teaching Skill(s) To Be Developed:

- Guest Service & Safety
  - Communication & Lesson Structure
  - Demonstrations
  - Analysis & Improvement
  - Technical Content
- 

## PHASE 1: Session Introduction

Key Points: (What, Why, Who, How, Where)

### Establish demonstration lesson:

Student Type & Ability: \_\_\_\_\_

Terrain and Conditions: \_\_\_\_\_

Goal of the lesson: \_\_\_\_\_

Teaching skill to be developed: \_\_\_\_\_

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## PHASE 2: Demo Lesson

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## PHASE 3: Conclusion

Review key points of session

## QUESTIONS:

## TECHNICAL PRESENTATION:

**INSTRUCTOR TRAINING****GOALS:**

- Introduce candidates to basic instructor training techniques.
- Discuss the Practical Teaching Skills and methods for illustrating and developing them.
- Explore the 3-part session format and the roles of trainer vs. instructor.

**1: THE PRACTICAL TEACHING SKILLS****GUEST SERVICE & SAFETY**

Safe and suitable teaching terrain:

- Ability of the student
- Learning stage (IACRCV) of the student in relation to the skill/manoeuvre

Positive and student-centred environment:

- Encouraging
- Appropriate pace

Teaching is safe:

- Controlled environment
- Small steps
- Anticipate safety concerns ahead of time

**COMMUNICATION & LESSON STRUCTURE**

Communicates effectively:

- Clear and concise explanations
- What, Why, How* explanations
- Specific, achievable and measurable goals
- Check for understanding

Effective lesson structure:

- The Training Cycle (explanation, demonstration, student trial, feedback)
- The Building Block* method of presentation

**DEMONSTRATIONS**

Clearly demonstrate all relevant manoeuvres:

- Appropriate riding level
- Relates to explanations (do what you said you would do)
- Repeat as needed
- Demo is visible to all students

**ANALYSIS & IMPROVEMENT**

Recognize cause of student difficulty:

- Vantage points
- The Analysis Sequence of Events:
  - o Establish Ideal
  - o Compare Ideal to Trial
  - o Decide on Tolerance (TTPPEE)
  - o Formulate a plan for improvement
- Competency deficiency (effect) vs. skill deficiency (cause)

Provides positive and relevant feedback:

- Highlight positives
- Formulate skill based plan for improvement
- Suggest tactic or specific movement

<input type="checkbox"/> PTT Format		
<b>TECHNICAL CONTENT</b> Effectively presents technical concepts: <ul style="list-style-type: none"> <li><input type="checkbox"/> Competency/outcome focused</li> <li><input type="checkbox"/> Skill based</li> <li><input type="checkbox"/> Appropriate tactics/manoeuvres</li> <li><input type="checkbox"/> Technically correct (CASI methodology)</li> </ul>		
<b>2: THE 3-PART SESSION FORMAT</b>		
<b>1. INTRODUCTION:</b> <ul style="list-style-type: none"> <li>- Introduce session and teaching skill(s) to be developed.</li> <li>- Set-up part 2 (identify demo lesson criteria of student, terrain, and lesson goal).</li> </ul>	<b>2. DEMO LESSON:</b> <ul style="list-style-type: none"> <li>- Show an example lesson highlighting the teaching skill(s) being developed.</li> <li>- Example: <i>Teaching QuickRide Step 1 (Basics), with a focus on Communication &amp; Lesson Structure</i></li> </ul>	<b>3. SUMMARY / CONCLUSION:</b> <ul style="list-style-type: none"> <li>- Review the key points from the intro, and demo lesson.</li> <li>- Use questions to solidify learning and apply info to other teaching situations.</li> <li>- Highlight key areas of the demo lesson that developed or illustrated the teaching skill.</li> </ul>



## TECHNICAL PRESENTATION:

**PISTE / GROOMED TERRAIN TEACHING**

*Reference: CASI Reference Guide (pp. 74-75)*

**Focus:**

- Explore methods for refining our students' sliding and carved turns, on groomed terrain.
- Introduce the Guided Discovery method of presentation:
  - Useful for refining skills or presenting new skills.
  - Students learn without being taught.
  - Analysis & feedback happens via questioning and trial.
  - Students should be mobile snowboarders.
  - Experiential – “doers”.

The tactics below are applied to help improve the Advanced Riding Competencies:

ADVANCED RIDING COMPETENCIES	DESCRIPTION
<b>Strength &amp; Flow</b>	Positioning the body to promote strength is crucial to directing the body through the turn in a fluid manner.
<b>Arc To Arc</b>	Using the forces created in the turns and directing them into the next turn creates efficiency and performance.
<b>Loading &amp; Deflection</b>	Using bend and grip in the snowboard can build pressure, which can then be used to deflect the rider across the slope, and increase speed.
<b>Steering Versatility</b>	Advanced riders are able to blend movements to allow the snowboard to slide or carve, or a range in between. Efficient steering movements create varied turn shapes and sizes.

*Advanced competencies create a tangible “filter” through which we can analyse our students riding. Deficiencies in one or more of the competencies can be addressed through skill-development tactics.*

SKILL & DEVELOPMENT TACTICS	
<b>Position &amp; Balance:</b>	T-Stance (Fore/Aft) Tapping front or back foot (Fore/Aft) Lower COM (Vertical) Tipping into turns (Lateral) Resist rotation – restrict arms (Rotational)
<b>Pivot:</b>	Garland Exercise (within arc) (Lower-body Rotation) Fish Turns (Angulation & Lower-Body Rotation) Rail to Rail
<b>Edging:</b>	Sponsor Turns (Lateral & Inclination) Inverse Traverse Grab Turns
<b>Pressure:</b>	Pump Turns (Vertical) Dolphin Turns (Fore/Aft)
<b>Timing &amp; Coordination:</b>	Looking ahead (Coordination) Follow the leader (Coordination) Counting (Timing)

## TECHNICAL PRESENTATION:

**OFF-PISTE TEACHING**

*Reference: CASI Reference Guide (pp. 76-77)*

**Focus:** Explore methods for refining students' terrain adaptation and all-mountain riding skills.

The tactics below are applied to help develop the Advanced Riding Competencies in off-piste terrain:

ADVANCED RIDING COMPETENCIES	DESCRIPTION
<b>Strength &amp; Flow</b>	Positioning the body to promote strength is crucial to directing the body through the turn in a fluid manner.
<b>Arc To Arc</b>	Using the forces created in the turns and directing them into the next turn creates efficiency and performance.
<b>Loading &amp; Deflection</b>	Using bend and grip in the snowboard can build pressure, which can then be used to deflect the rider across the slope, and increase speed.
<b>Steering Versatility</b>	Advanced riders are able to blend movements to allow the snowboard to slide or carve, or a range in between. Efficient steering movements create varied turn shapes and sizes.

SKILLS	SKILL & DEVELOPMENT TACTICS
<b>Position &amp; Balance:</b>	Flatland manoeuvres Ollies / Nollies Adjust COM (in turn, or in air)
<b>Pivot:</b>	Garland Exercise (within arc) Fish/Roller Coaster Turns Speed Checks (counter-rotation) Pow Slashes
<b>Edging:</b>	Flat-base against bumps Speed Checks Spray Trees
<b>Pressure:</b>	Pump Turns Dolphin Turns Ollies / Nollies Absorption / Pumping
<b>Timing &amp; Coordination:</b>	Looking ahead Follow the leader Trees/SBX track

**TERRAIN-SPECIFIC TACTICS:** The following tactics or approaches may be explored, as terrain or conditions allow.

<b>BUMPS</b>	<b>STEEPS</b>	<b>POWDER</b>	<b>TREES</b>	<b>ICY SNOW</b>
<ul style="list-style-type: none"> <li>- Passive and active absorption</li> <li>- Double-Ups</li> <li>- Edge Change at top/apex of bump</li> <li>- Medium or large radius turns, in bumpy terrain</li> <li>- Use of tail for speed control</li> </ul>	<ul style="list-style-type: none"> <li>- Lower COM for stability</li> <li>- Down un-weighting for quicker edge change</li> <li>- Mid-weighting (combo up and down un-weighting)</li> <li>- Upper/lower body separation / counter-rotation</li> <li>- Spray snow to sides of turns</li> </ul>	<ul style="list-style-type: none"> <li>- Use border of groomed and powder snow to explore powder</li> <li>- Down un-weighting to reduce "diving"</li> <li>- Reduce edging – tilt of bank board</li> <li>- Bounce on tail to explore aft pressure</li> <li>- Powder slashes</li> </ul>	<ul style="list-style-type: none"> <li>- Follow leader</li> <li>- Look at gaps, not trees</li> <li>- Turn above trees, turn below, turn around</li> <li>- Vary speed and turn shapes</li> </ul>	<ul style="list-style-type: none"> <li>- Lower COM for stability</li> <li>- Reduced edge angle – increase pivot</li> <li>- Small movements over large movements</li> <li>- Increased angulation ("drinks on shoulders")</li> </ul>

TECHNICAL PRESENTATION:

## FREESTYLE TEACHING

*Reference: CASI Reference Guide (pp. 78-82)*

**Focus:** Explore methods for refining students' basic freestyle skills both inside and out of the Terrain Park.

*Terrain Park Safety and Etiquette:*

- Freestyle Terrain contains man-made and natural terrain variations.
- Freestyle Terrain changes constantly due to weather and use.
- Inspect Freestyle Terrain before using and throughout the day.
- In jumping and using this terrain, you assume the risk of serious injury.
- Be courteous and respect others.
- One user on a Terrain feature at a time.
- Never jump blindly - use a spotter when necessary.
- Look Before You Leap!
- It is your responsibility to control your body on the ground and in the air.
- Always clear the landing area quickly.
- Always ride in control and within your ability.

SKILLS	KEY POINTS OF SKILL	SKILL & DEVELOPMENT TACTICS
<b>Position &amp; Balance</b>	Movement within and outside of Freestyle Triangle	"Butter Yoga" Adjust position in air (grabs) Flatland manoeuvres
<b>Pivot</b>	Rotational control through use of head, body, and extremities.	Spin progression Spins using COM to create rotation (in air, on snow, or on box features) Control spins with arms, head and eyes. Spotting landing to control spins.
<b>Edging</b>	Edge awareness and regulation.	Speed checks Flat-based riding (no edge) Boxes and rails (50-50) Boardslides
<b>Pressure</b>	Create, absorb and release pressure.	Coast, Pop, Ollie Absorb landings
<b>Timing &amp; Coordination</b>	Coordinate movements to perform tricks or link features.	Slopestyle Run Vary movements within tricks Explore duration of movements





**CASI  
ACMS**

**CANDIDATE EVALUATION FORM: LEVEL 3 INSTRUCTOR / FORMULAIRE D'ÉVALUATION - STAGE DE MONITEURS DE NIVEAU 3**

Name / Nom : \_\_\_\_\_ Member Number / Numéro de membre : \_\_\_\_\_  
 Location / Lieu : \_\_\_\_\_ Date : \_\_\_\_\_  
 Evaluators / Évaluateurs : \_\_\_\_\_ / \_\_\_\_\_

Marking System / Système de notation :  Above Standard / Dépasse le standard  Meets Standard / Respecte le standard  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
- Positive, safe, and student-centred learning environment / Environnement d'apprentissage positif, sécuritaire et efficace
- Confident, effective and enthusiastic leader / Leader confiant, efficace et enthousiaste

**COMMENTS / COMMENTAIRES :**

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**COMMUNICATION & LESSON STRUCTURE / PRÉSENTATION & STRUCTURE DE LEÇON :**

- Communicates effectively (clear explanations) / Communication efficace (explications claires)
- Effective lesson structure / Structure de leçon efficace

**DEMONSTRATIONS / DÉMONSTRATIONS :**

- Clear demos at skill level of student / Démonstrations claires adaptées au niveau d'habileté des élèves

**ANALYSIS & IMPROVEMENT / ANALYSE ET AMÉLIORATION :**

- Recognizes causes of student difficulty / Reconnaissance des causes de la difficulté éprouvée par les élèves
- Provides positive and relevant feedback to students / Feedback positif et pertinent offert aux élèves

**TECHNICAL CONTENT / CONTENU TECHNIQUE :**

- Effectively presents technical concepts / Communiquer efficacement concepts techniques

OVERALL RESULT / RÉSULTATS GLOBAUX :

**RIDING SKILLS / HABILITÉS DE SURF :**

PISTE  
Large Turns / Grands virages  
Short Turns / Courts virages

OFF-PISTE/HORS PISTE  
Short Turns / Courts virages

FREESTYLE / SURF ACROBATIQUE  
Freestyle Skills / Compétences de surf acrobatique

**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

**Pedagogy / Pédagogie :**  
 Above Standard / Dépasse le standard  Meets Standard / Respecte le standard  Below Standard / Ne satisfait pas au standard

FINAL / FINALE :  COMPLETE / COMPLET  INCOMPLETE / INCOMPLÈT

INSTRUCTOR TRAINING / FORMATION DES MONITEURS :  Below Standard / Ne satisfait pas au standard

**PHASE 1 - INTRODUCTION / PHASE 1 - INTRODUCTION :**

- Establishes session goal / Établissement d'un objectif
- Introduces strategy effectively (what, why, how, who, where) / Présente la stratégie d'enseignement (quoi, pourquoi, comment, qui, où)
- Clearly introduces Phase 2 / Présentation claire de la phase 2

**PHASE 2 - DEMO LESSON / PHASE 2 - LEÇON DÉMO :**

- Safe & suitable terrain / Terrain sécuritaire et adéquat
- Positive, student-centred learning environment / Environnement d'apprentissage positif et efficace
- Teaching is safe / Teaching is safe

**COMMUNICATION & LESSON STRUCTURE / PRÉSENTATION & STRUCTURE DE LEÇON :**

- Communicates effectively (clear explanations) / Communication efficace (explications claires)
- Effective lesson structure / Structure de leçon efficace

**DEMONSTRATIONS / DÉMONSTRATIONS :**

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

**ANALYSIS & IMPROVEMENT / ANALYSE ET AMÉLIORATION :**

- Recognizes causes of student difficulty / Reconnaissance des causes de la difficulté éprouvée par les élèves
- Provides positive and relevant feedback to students / Offre d'un feedback positif pertinent aux élèves

**TECHNICAL CONTENT / CONTENU TECHNIQUE :**

- Effectively presents technical concepts / Effectivement présente concepts techniques

PHASE 3 - CONCLUSION / PHASE 3 - CONCLUSION :

- Reviews session goal / Révision de l'objectif
- Effectively uses questions / Utilisation efficace de questions
- Summarizes outcomes / Résumé de la résultat
- Clear role changes (if applicable) / Établissement d'un changement de rôle clair (le cas échéant)

OVERALL RESULT / RÉSULTATS GLOBAUX :

# DAILY NOTES AND FEEDBACK

## DAY 1:

POSITIVE ELEMENTS:

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ELEMENTS TO IMPROVE:

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## DAY 2:

POSITIVE ELEMENTS:

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ELEMENTS TO IMPROVE:

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## DAY 3:

POSITIVE ELEMENTS:

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ELEMENTS TO IMPROVE:

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## DAY 4:

POSITIVE ELEMENTS:

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ELEMENTS TO IMPROVE:

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## DAY 5:

POSITIVE ELEMENTS:

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ELEMENTS TO IMPROVE:

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## WHAT'S NEXT?

*We would like to thank you sincerely for taking the time to attend the Level 3 course and exams.*

### **If you have components remaining to complete the Level 3 course...**

Candidates have two calendar years to complete all three components of the Level 3 course (Riding, Teaching & Instructor Training). This two-year period begins from the date you take the course portion.

You will retain any components that you have passed during the exams. If you are not able to complete the Level 3 certification within the two-year period, you will be required to re-take the course portion, and will continue to re-test the components remaining until completion.

### **If you've successfully completed the Level 3 Instructor certification...**

Congratulations! On behalf the Canadian Association of Snowboard Instructors, I'd like to congratulate you on your completion of the Level 3 certification.

As a new Level 3 instructor, you have many new opportunities, but also many new responsibilities. You are a role model - it's up to you to help preserve the respect that CASI instructors enjoy in the snow sports industry.

Don't stop here! Start looking towards your Level 4 Certification, or get involved as a CASI Evaluator. Experience and training are the keys to helping you prepare for that next step! For schedule information for any one of our exciting CASI programs, check out [www.casi-acms.com](http://www.casi-acms.com).

All the best!



**Jeff Chandler**  
National Technical Coordinator



