



LEVEL 3

COURSE GUIDE (2022-2023)

CANADIAN ASSOCIATION OF SNOWBOARD INSTRUCTORS

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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 Park Instructor 1 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 Skills, Teaching Skills 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 Park 1 & 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:

- The best preparation is experience. 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 and/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)

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

LEVEL 3 INSTRUCTOR - AGENDA

DAY ONE:

8:30 - 9:00 a.m.	Registration & Introductions
9:00 - 11:30 a.m.	Warm-up Presentation: Instructor Training
11:30 - 12:30 p.m.	Lunch
12:30 - 3:30 p.m.	Presentation: Instructor Training (<i>continued</i>)
3:30 - 4:00 p.m.	Daily Review & Evaluation

DAY TWO:

9:00 - 11:30 a.m.	Practice Presentations: Instructor Training Sessions
11:30 - 12:30 p.m.	Lunch
12:30 - 3:30 p.m.	Presentation: Advanced Competencies
3:30 - 4:00 p.m.	Daily Review & Evaluation

DAY THREE:

9:00 - 11:30 a.m.	Presentation: Advanced Skill Development
11:30 - 12:30 p.m.	Lunch
12:30 - 3:30 p.m.	Presentation: Advanced Skill Development (<i>continued</i>)
3:30 - 4:00 p.m.	Daily Review & Evaluation

DAY FOUR:

9:00 - 11:30 a.m.	Presentation: Advanced Skill Development (<i>continued</i>)
11:30 - 12:30 p.m.	Lunch
12:30 - 3:30 p.m.	Practice Teaching: Advanced Skill Development
3:30 - 4:00 p.m.	Daily Review & Evaluation

DAY FIVE:

9:00 - 11:30 a.m.	Practice Teaching: Advanced Skill Development (<i>continued</i>)
11:30 - 12:30 p.m.	Lunch
12:30 - 3:00 p.m.	Riding Improvement & Exam Preparation Session
3:00 - 4:00 p.m.	Course Evaluation & Review

ONLINE WORKSHOPS

To prepare for this course, the online preparation workshop is a mandatory element of the certification. Access the prep workshop via our website, or check your course confirmation email for directions.

★ 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 for all CASI courses.

LEVEL 3 INSTRUCTOR EXAMS - AGENDA

DAY ONE:

8:30 - 9:00 a.m.	Registration & Introductions
9:00 - 11:30 p.m.	Teaching Evaluations
11:30 - 12:30 p.m.	<i>Lunch</i>
12:30 - 3:00 p.m.	Teaching Evaluations (<i>continued</i>) Instructor Training Evaluations
4:00 - 4:30 p.m.	Evaluations & Presentation of Results (teaching-only candidates)

DAY TWO:

9:00 - 11:30 a.m.	Instructor Training Evaluations (<i>continued</i>)
11:30 - 12:30 p.m.	<i>Lunch</i>
12:30 - 3:00 p.m.	Technical / Riding Evaluations
4:00 - 4:30 p.m.	Evaluations & 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 for all CASI courses.

EVALUATION

Candidates must pass the teaching, technical (riding), and instructor training components of the course to be certified as a Level 3 Instructor. Results will be given to each candidate at the end of the exams or the end of the exam day in the case of single-component candidates.

MARKING SYSTEM

A. TECHNICAL (RIDING) EVALUATIONS

Candidates' technical (riding) skills will be evaluated using a series of "tasks" or manoeuvres:

<p>1. Long Turns (Groomed Terrain): Candidates will be required to complete a series of long radius turns at the advanced performance level, on groomed intermediate terrain.</p>	<p>2. Short Turns (Groomed Terrain): Candidates will be required to complete a series of short-radius turns at the advanced performance level, on groomed advanced terrain.</p>
<p>3. Free Run (Un-groomed Terrain): Candidates will be required to complete a series of short radius turns at the advanced performance level, on un-groomed / bumpy intermediate terrain.</p>	<p>4. Medium Turns (Groomed Terrain): Candidates will be asked to demonstrate a series of medium-radius sliding turns, performed both forward and switch, on advanced groomed slopes and at intermediate speeds.</p>

Candidates will have two opportunities to demonstrate each of the above tasks, and will be assigned an overall mark by the evaluation staff. Candidates must achieve a "Meets Standard" mark in each task in order to pass the technical / riding component of the Level 3 Instructor course.

Marking Format: Technical (Riding) Component

Final Mark: Below Standard (Incomplete)
 Meets Standard (Complete)

B. TEACHING EVALUATIONS

Candidates will be asked to teach one advanced skill improvement lesson of approximately 30-40 minutes in duration, geared towards an advanced-level student. The Evaluation staff will provide direction regarding the terrain and number of students, as well as the teaching order of the group on the exam day. Candidates may be asked to begin teaching in any terrain on the mountain (groomed, un-groomed or freestyle terrain).

Marking Format: Teaching Component

Final Mark: Below Standard (Incomplete)
 Meets Standard (Complete)

C. INSTRUCTOR TRAINING EVALUATIONS

Candidates will be asked to present a basic instructor training session, approximately 20 minutes in duration, geared towards new snowboard instructors. Candidates will be pre-assigned two portions to build the session: 1) a *Practical Teaching Skill*; 2) a *QuickRide System* phase. Session topics will be assigned approximately 20 minutes prior to the exam.

Marking Format: Instructor Training Component

Final Mark: Below Standard (Incomplete)
 Meets Standard (Complete)

RE-TEST EVALUATIONS

- Following completion of the Level 3 Course, candidates are qualified to attend the Level 3 Exams and there is no time limit to complete the exams. Candidates may retake the Level 3 Course portion as many times as necessary while completing the certification process.
- Candidates successfully passing individual components (Teaching, Riding or Instructor Training) will never have to be re-tested for that component, and will retain that component for life.

ASSESSMENT CRITERIA

TEACHING ASSESSMENT	
<p><i>Evaluation Criteria:</i></p> <p>Demonstrates refined use of the Practical Teaching Skills for lessons catering to advanced students.</p>	<p><u>Specific evaluation criteria – Teaching Component :</u></p> <p>Guest Service & Safety:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Always chooses safe & suitable terrain. <input type="checkbox"/> Always creates a positive, safe, and student-centered learning environment <input type="checkbox"/> Confident, effective, and enthusiastic leader. <p>Communication & Lesson Structure:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicates effectively (clear explanations). <input type="checkbox"/> Technical terms are simply explained <input type="checkbox"/> Effective lesson structure. <p>Demonstrations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Effective use of demonstrations. <input type="checkbox"/> Confidence-inspiring and technically correct execution of demonstrations. <p>Analysis & Improvement:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consistently uses effective analysis viewpoints. <input type="checkbox"/> Always recognizes primary causes of student difficulty. <input type="checkbox"/> Provides positive and relevant feedback to students. <input type="checkbox"/> Consistently provides simple, actionable feedback. <p>Technical Content:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Effectively presents technical concepts consistent with CASI methodology. <p>Professionalism:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates professional instructor traits.
TECHNICAL (RIDING) SKILLS ASSESSMENT	
<p><i>Evaluation Criteria:</i></p> <p>Demonstrates refined advanced-level riding skills.</p>	<p><u>Specific evaluation criteria – Riding Component:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Rides consistently on advanced terrain (groomed, un-groomed and freestyle terrain) at adequate speeds. <input type="checkbox"/> Displays refinement of the three Core Riding Competencies, in varied and advanced terrain : <ul style="list-style-type: none"> o Centred & Mobile Position o Turning With the Lower Body o Balance Along the Working Edge <input type="checkbox"/> Displays consolidation of the Advanced Riding Competencies : <ul style="list-style-type: none"> o Strength & Flow o Arc to Arc o Loading & Deflection o Steering Versatility <input type="checkbox"/> Adjusts skills to provide technically sound demonstrations, which are easy to copy. <p><u>Specific Task Based Criteria :</u></p> <p>Groomed Terrain: Medium Radius Turns (Forward & Switch) :</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clearly demonstrates Core Riding Competencies at intermediate speeds, in both directions (forward and switch). <input type="checkbox"/> Fluid, linked movements throughout.

	<input type="checkbox"/> Demonstrates a smooth transition from forward to switch. <input type="checkbox"/> Distributes pressure throughout turn to achieve roundness in turn shape. Groomed Terrain: Short & Long Radius Turns : <input type="checkbox"/> Balances against the turning forces to create pressure in the board. <input type="checkbox"/> Regulates pressure and maintains snow contact through flexion and extension movements. <input type="checkbox"/> Adjusts movement to create sliding or carved turns, as required by terrain and speed. <input type="checkbox"/> Uses lower body movements to lead turning effort in a variety of turn shapes and sizes. <input type="checkbox"/> Links momentum between turns. <input type="checkbox"/> Controls and re-directs the snowboard. Un-groomed Terrain: Short Radius Turns : <input type="checkbox"/> Regulates pressure and maintains snow contact through flexion and extension movements in bumpy terrain. <input type="checkbox"/> Chooses effective lines in varied terrain. <input type="checkbox"/> Adjusts body position to terrain and snow conditions. <input type="checkbox"/> Adjusts movements to terrain features. <input type="checkbox"/> Displays refined use of pressure control and steering skills.
INSTRUCTOR TRAINING SKILLS ASSESSMENT	
<p><i>Evaluation Criteria:</i></p> <p>Teaching introductory instructor training sessions in accordance with CASI methodology and technique.</p>	<p><u>Specific evaluation criteria – Instructor Training Component :</u></p> <p>Session Introduction:</p> <input type="checkbox"/> Clearly establishes the goal(s) for the training session. <input type="checkbox"/> Introduces the session clearly and effectively. <input type="checkbox"/> Clearly distinguishes between roles of trainer & instructor. <input type="checkbox"/> Demo lesson phase introduced effectively. <p>Demonstration Lesson:</p> <input type="checkbox"/> Chooses terrain that is both suitable and safe for beginner and novice students. <input type="checkbox"/> Creates a positive, safe and student-centered learning environment. <input type="checkbox"/> Communicates effectively (provides clear explanations) in a consistent and positive manner. <input type="checkbox"/> Demonstrates effective lesson organization skills (lesson structure). <input type="checkbox"/> Effective use of demonstrations. <input type="checkbox"/> Confidence-inspiring and technically correct execution of demonstrations. <input type="checkbox"/> Recognizes the causes of difficulty in the student attempts. <input type="checkbox"/> Provide positive and relevant feedback to students. <input type="checkbox"/> Provides a clear example of the assigned practical teaching skill. <p>Session Conclusion:</p> <input type="checkbox"/> Reviews session objectives. <input type="checkbox"/> Uses questions as a tool in interacting with the group. <input type="checkbox"/> Provides realistic tactics and tool that instructors can apply in their lessons. <input type="checkbox"/> Clearly changes roles between trainer – instructor – trainer.

STUDY GUIDE:

INSTRUCTOR TRAINING REVIEW

References: CASI Reference Guide (pp. 136 - 138)

1. In your own words, describe the important points (“What & Why”) of each of the following Practical Teaching Skills:

Guest Service & Safety

Communication & Lesson Structure

Demonstrations

Analysis & Improvement

Technical Content

2. What are some ways to help new instructors to manage risk in their lessons?

3. What is an effective way to structure a lesson for new snowboarders? And why?

4. What are some key considerations when demonstrating riding skills to students?

5. What are some tips to help new instructors improve their ability to analyse their students’ riding?

6. When delivering feedback to students, list some useful things for new instructors to remember?

7. What are some goals for each stage of the basic instructor training session?

1: SESSION INTRODUCTION:

2: DEMO LESSON:

3: SESSION CONCLUSION:

ADVANCED COMPETENCIES

Reference: CASI Reference Guide (p. 58)

1. In your own words, describe the difference between skills and competencies.

2. List the four Advanced Competencies, and provide a general definition for each.

3. For each advanced competency below, list something you might observe in a rider that would demonstrate that competency is being accomplished:

- Strength & Flow
- Arc to Arc
- Loading & Deflection
- Steering Versatility

ADVANCED SKILL DEVELOPMENT

Reference: CASI Reference Guide (pp. 43 - 64)

1. How do the riding skills affect the riding competencies?

2. The *skill components* provide a way to break the skills down into the specific parts, creating a more specific focus for your lessons. List the skill components below:

- Position & Balance
- Pivot
- Edging
- Pressure
- Timing & Coordination



3. Identify the major skills involved in down unweighting, and describe their involvement:

4. Describe a possible skill focus and teaching approach (skill goal, tactics, exercises, etc.) to assist a student to improve the following aspects of their riding:



<p>STUDENT GOAL: IMPROVING CARVING</p> <p>ADVANCED COMPETENCY FOCUS:</p> <p>SKILL (& COMPONENT):</p> <p>Lesson Delivery Notes:</p>	<p>STUDENT GOAL: IMPROVE RIDING IN TREES</p> <p>ADVANCED COMPETENCY FOCUS:</p> <p>SKILL (& COMPONENT):</p> <p>Lesson Delivery Notes:</p>	<p>STUDENT GOAL: IMPROVING SPINS ON JUMPS</p> <p>ADVANCED COMPETENCY FOCUS:</p> <p>SKILL (& COMPONENT):</p> <p>Lesson Delivery Notes:</p>
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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:	
Lesson Goal:			
Skill Focus: Position & Balance Pivot Edging Pressure Timing & Coordination			
Skill Component & Skill Goal:			
Method of Presentation:		Building Block  Whole-Part-Whole  Guided Disc.	
Drills, Tactics, Exercises:			
Analysis & Improvement (points to look for):			
Questions:			

SAMPLE LESSON

Name:	Time:
Snow Conditions:	Number of Students:
Student Level: Advanced	Terrain: Groomed, to bumpy.
Lesson Goal: Introducing Down-Unweighting	
<p>Advanced Competency: Strength & Flow</p> <p>Down-unweighting is a tool to allow advanced riders to more effectively deal with terrain challenges in a freeriding environment. For this lesson, we will look at the movements involved, and its use as a means of adding fluidity and flow to riding in bumpy terrain.</p>	
Skill Focus: Position & Balance Pivot Edging X Pressure Timing & Coordination	
Skill Component & Skill Goal: Active Pressure movements allow us to experiment with both creating and also releasing pressure as we encounter challenging bumpy terrain.	
Method of Presentation:	X Building Block  Whole-Part-Whole  Guided Disc.
Drills, Tactics, Exercises:	
<p>S.A.F.E. progression to down-unweighting:</p> <ul style="list-style-type: none"> a) Start low, and move up rapidly (up-unweighting) vs. start tall, and move down rapidly (down-unweighting). b) Linked sideslipping with edge change at low position. c) Sliding turns in groomed terrain with edge change at low position. d) Sliding turns in bumpy terrain – time edge change at top of bump with flexion movements in legs/hips. <p>*Retract legs at edge change (release pressure), and push through turns to create pressure.</p>	
Analysis & Improvement (points to look for):	
<ul style="list-style-type: none"> - Reversed timing – riders should be encouraged to retract legs (get low) before edge change. - Riders should extend legs through the turn, to keep the snowboard in contact with the snow. 	
Questions:	
<p>“Can you feel the difference between up and down-unweighting movements, as it relates to pressure?”</p> <p>“Where can we use this movement on the mountain?”</p> <p>“Do you think this can aid our ability to ride fluidly (with more flow) in bumps?”</p>	

INSTRUCTOR TRAINING: SESSION PLANNING TOOL

Use the following tool to help plan your instructor training sessions:

Teaching Skill To Be Developed:	QuickRide Phase:
<input type="checkbox"/> Guest Service & Safety <input type="checkbox"/> Communication & Lesson Structure <input type="checkbox"/> Demonstrations <input type="checkbox"/> Analysis & Improvement	<input type="checkbox"/> Basics <input type="checkbox"/> Sliding <input type="checkbox"/> Control <input type="checkbox"/> Turning <input type="checkbox"/> Flow
1: Session Introduction: Key Points: (What, Why, Who, How, Where)	
<p>Establish demo lesson criteria:</p> <input type="checkbox"/> Student Type & Ability: _____ <input type="checkbox"/> Terrain & Conditions: _____ <input type="checkbox"/> Goal of the Lesson: _____ <input type="checkbox"/> Teaching skill to be illustrated: _____	
2: Demo Lesson: Explanation(s), Demonstration(s), Student Trial, Feedback	
3: Session Conclusion: Review key points, and questions to ask.	

TECHNICAL PRESENTATION:

INSTRUCTOR TRAINING**GOALS FOR THE SESSION:**

- ❑ Review the *QuickRide System*
- ❑ Introduce candidates to basic instructor training techniques.
- ❑ Discuss the *Practical Teaching Skills* and methods for 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: <ul style="list-style-type: none">• Ability of the student• Learning stage (IACRCV) of the student in relation to the skill/manoeuvre	Positive and student-centred environment: <ul style="list-style-type: none">• Encouraging• Appropriate pace	Teaching is safe: <ul style="list-style-type: none">• Controlled environment• Small steps• Anticipate safety concerns ahead of time
COMMUNICATION & LESSON STRUCTURE		
Communicates effectively: <ul style="list-style-type: none">• Clear and concise explanations• <i>What, Why, How</i> explanations• Specific, achievable and measurable goals• Check for understanding	Effective lesson structure: <ul style="list-style-type: none">• The Training Cycle (explanation, demonstration, student trial, feedback)• <i>Building Block</i> method of presentation	
DEMONSTRATIONS		
Clearly demonstrate all relevant manoeuvres: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• Proper vantage points (above, below, passing by)• The Analysis Sequence of Events:<ol style="list-style-type: none">1. Establish Ideal2. Compare Ideal to Trial3. Decide on Tolerance (TTPPEE)4. Formulate a plan for improvement• Competency deficiency (effect) vs. skill deficiency (cause)...outcome vs. movements.	Provides positive and relevant feedback: <ul style="list-style-type: none">• PTT Format (Positive, To, Try)• Highlight positives• Formulate skill based plan for improvement• Suggest tactic or specific movement• Words and phrases to avoid.	

TECHNICAL CONTENT

Effectively presents technical concepts:

- Competency/outcome focused
- Skill based
- Appropriate tactics/manoeuvres
- Technically correct (CASI methodology)

2: THE 3-PART SESSION FORMAT

1. INTRODUCTION:

- Introduce session and teaching skill(s) to be developed.
- Set-up Part 2 (identify demo lesson criteria of student, terrain, lesson goal and teaching skill being highlighted).

2. DEMO LESSON:

- Show an example lesson highlighting the teaching skill(s) being developed.
- Example: *Teaching QuickRide Step 1 (Basics), with a focus on Communication & Lesson Structure*

3. SUMMARY / CONCLUSION:

- Review the key points from the intro, and demo lesson.
- Use questions to solidify learning and apply info to other teaching situations.
- Highlight key skills that instructors can use in future lessons.

TECHNICAL PRESENTATION:

ADVANCED COMPETENCIES**GOALS FOR THE SESSION:**

- ❑ Review the *Core Competencies* as they apply to novice / intermediate riding.
- ❑ Introduce the *Advanced Competencies* as outcomes of advanced riding skills in various all-mountain terrain, including groomed, un-groomed, and freestyle terrain.
- ❑ Highlight the use of the *Advanced Competencies* in generating board performance.
- ❑ The *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.

COMPETENCY	TEACHING / DISCUSSION POINTS
Strength & Flow <i>Adopting a position of strength while maintaining agility is crucial to directing the body through the turn in a fluid manner.</i>	<ul style="list-style-type: none"> ❑ ‘Strong body position’, which allows the rider to resist the forces of the turn. ❑ Blending all riding skills to show fluidity and power. ❑ Looking ahead to upcoming terrain features and planning line.
Arc To Arc <i>Using the snowboard’s geometry creates forces in the turn. Round turns help direct those forces into the next turn, creating efficiency and performance.</i>	<ul style="list-style-type: none"> ❑ Edge grip above the fall line. ❑ Linking turns by moving COM through neutral at edge change ❑ Using sidecut to achieve an arc path of travel.
Loading & Deflection <i>Establishing edge grip and resisting the forces of the turn creates bend in the board, which can be used to direct the rider across the slope and builds performance.</i>	<ul style="list-style-type: none"> ❑ Rider displays rhythm and rebound by releasing pressure into the next turn. ❑ Allowing the board to load with pressure, and using that pressure to accentuate board performance. ❑ Rider accelerates across the slope.
Steering Versatility <i>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.</i>	<ul style="list-style-type: none"> ❑ Selecting the appropriate amount of edge, pivot and pressure based on the intended outcome (sliding - carving). ❑ Increasing or decreasing edge angle to change turn size and shape. ❑ Using the skills of edge, pivot and pressure to manage speed (decrease or increase speed).

TECHNICAL PRESENTATION:

ADVANCED SKILL DEVELOPMENT**GOALS FOR THE SESSION:**

- Explore methods for refining students' all-mountain riding skills in groomed, un-groomed, and freestyle terrain.
- Develop the instructor's ability to plan and execute effective advanced lessons.
- Introduce and explore the *Guided Discovery* method of presentation as a tool for advanced lessons.

SKILLS	SKILL COMPONENTS	EXAMPLE TACTICS
Position & Balance	Stability Balance	<i>Flatland manoeuvres</i> <i>Ollies / Nollies (flatland and jumps)</i> <i>Adjust COM (in turn, or in air)</i>
Pivot	Rotation Counter-Rotation	<i>Garland Exercise (within arc)</i> <i>Fish/Roller Coaster Turns</i> <i>Speed Checks / Boardslides</i> <i>Pow Slashes</i>
Edging	Inclination Angulation	<i>Flat-base against bumps</i> <i>Edge platform at take-off (jumps)</i> <i>Spray Trees</i> <i>Drinks on Shoulders</i> <i>Grab Turns</i>
Pressure	Reactive Proactive	<i>Down-Unweighting Progression</i> <i>Pump Turns</i> <i>Dolphin Turns</i> <i>Popping off jumps</i> <i>Absorption of landings</i>
Timing & Coordination	Timing Coordination	<i>Looking ahead ('scanning')</i> <i>Follow the leader</i> <i>Trees</i> <i>SBX track</i> <i>Vary during / order of movements</i>

DAILY NOTES AND FEEDBACK

DAY 1:

POSITIVE ELEMENTS:

ELEMENTS TO IMPROVE:

DAY 2:

POSITIVE ELEMENTS:

ELEMENTS TO IMPROVE:

DAY 3:

POSITIVE ELEMENTS:

ELEMENTS TO IMPROVE:

DAY 4:

POSITIVE ELEMENTS:

ELEMENTS TO IMPROVE:

DAY 5:

POSITIVE ELEMENTS:

ELEMENTS TO IMPROVE:

NOTES:

[illegible]

NOTES:

This image shows a full page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page, typical of notebook or legal stationery. There are no margins, text, or other markings present.

WHAT'S NEXT?

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

Once you have completed the Level 3 course portion, you are qualified to attend the exams.

Following the exams, you will retain any components that you have passed during the exams for life (Teaching, Riding or Instructor Training). There is no time limit to complete the remaining components of the Level 3 certification, and you may retake the course portion as needed to ensure that you are successful at the exams.

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

Congratulations! On behalf of the Canadian Association of Snowboard Instructors, we'd like to congratulate you on your completion of the Level 3 instructor 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 by applying to become an evaluator and then attending one of our Evaluator Development Modules. Experience and training are the keys to helping you prepare for that next step!

For schedule and program information, check out www.casi-acms.com.

All the best!



Geneviève Pilotto
Program Director

www.casi-acms.com

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