



**CASI
ACMS**

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COURSE GUIDE 2009-2010:

LEVEL 1 INSTRUCTOR

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.

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LEVEL 1 INSTRUCTOR - INTRODUCTION

Welcome to the CASI Level 1 Course!

The CASI Level 1 Snowboard Instructor certification course is open to strong intermediate snowboarders, aged 15 years and older. Candidates on the Level 1 Course will spend time exploring snowboarding technique and teaching methods across a variety of venues, both on-snow (up to and including intermediate terrain) and during indoor presentations.

The CASI Level 1 course is an introductory course, designed to give successful candidates the skills necessary to begin their role as a new instructor in the industry. Beginner teaching methods, understanding of basic snowboard technique, as well as lesson planning and effective communication skills will be addressed.

Candidates will receive coaching on their snowboarding, as well as feedback on their teaching skills, with the goal of reaching the Level 1 standard in both of these areas. They will also receive suggestions and strategies for long-term development. The successful candidate is certified to teach beginner snowboarders up to the novice level.

The Level 1 certification is a pre-requisite for the CASI Level 2 Instructor certification, as well as the Park Instructor course.

Course Duration: 3 days totalling a minimum of 18 hours (including evaluations)

LEVEL 1 INSTRUCTOR - AGENDA

DAY ONE:

8:30 - 9:00 a.m.	Registration
9:00 - 9:30 a.m.	Introductions / "Standards" Video
9:30 - 12:00 p.m.	Warm-up Skills Concept Presentation & Individual Riding Skills Improvement
12:00 - 1:00 p.m.	Lunch
1:00 - 3:30 p.m.	"Teaching Beginner Snowboarders" Presentation
3:30 - 5:00 p.m.	Workshop: "Teaching Beginner Snowboarders" Review & Video Daily Review & Evaluation

DAY TWO:

9:00 - 9:30 a.m.	Workshop: "Teaching Theory" & Video
9:30 - 11:30 a.m.	Review: Skills Concept Individual Riding Skills Improvement (<i>continued</i>) "Teaching Beginner Snowboarders" Presentation (<i>continued</i>)
11:30 - 12:30 p.m.	Lunch
12:30 - 3:30 p.m.	Practice Teaching #1
3:30 - 5:00 p.m.	Workshop: "Creating a Positive Experience" Workshop: "Children & Snowboarding" Daily Review & Evaluation

DAY THREE:

9:00 - 9:30 a.m.	Indoor Review
9:30 - 11:30 a.m.	Practice Teaching #2
11:30 - 12:30 p.m.	Lunch
12:30 - 2:30 p.m.	Practice Teaching #3
3:30 p.m.	Course Evaluations Presentation of Results

INDOOR PRESENTATIONS:

Video Presentations:

- "Standards Video"
- "Teaching Beginner Snowboarders"
- "Teaching Theory"

Workshops:

- Teaching Theory
- "Creating a Positive Experience"
- "Children & Snowboarding"

*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 1 course.

LEVEL 1 INSTRUCTOR (NIGHT COURSE) - AGENDA

NIGHT ONE:

4:30 - 5:00 p.m.	Registration
5:00 – 5:30 p.m.	Introductions / “Standards” Video
5:30 - 9:00 p.m.	Warm-up Skills Concept Presentation & Individual Riding Skills Improvement
9:00 – 10:00 p.m.	Daily Review & Evaluation

NIGHT TWO:

5:00 – 6:00 p.m.	Workshop: “Teaching Beginner Snowboarders” & Video
5:30 - 9:00 p.m.	“Teaching Beginner Snowboarders” Presentation
9:00 – 10:00 p.m.	Daily Review & Evaluation

NIGHT THREE:

5:00 – 6:00 p.m.	Workshop: “Teaching Theory” & Video
5:30 - 8:30 p.m.	“Teaching Beginner Snowboarders” Presentation (continued) Practice Teaching #1
8:30 – 10:00 p.m.	Workshop: “Creating a Positive Experience” Workshop: “Children & Snowboarding” Daily Review & Evaluation

NIGHT FOUR:

5:00 – 5:30 p.m.	Indoor Review
5:30 - 8:30 p.m.	Practice Teaching #2 Practice Teaching #3
8:30 – 9:30 p.m.	Course Evaluations Individual Presentation of Results

INDOOR PRESENTATIONS:

Video Presentations:

- “Standards Video”
- “Level 1 Progression”
- “Teaching Theory”

Workshops:

- Teaching Theory
- “Creating a Positive Experience”
- “Children & Snowboarding”

*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 1 course.

LEVEL 1 INSTRUCTOR - COURSE DESCRIPTION

GENERAL GOALS

- » To introduce and prepare the candidates for beginner snowboard teaching.
- » To introduce the candidates to CASI and its function within the snow sports industry.

OBJECTIVES

The objectives for this course are:

- » To learn a proven, safe, and efficient teaching progression for introductory snowboarding.
- » To develop your teaching skills.
- » To improve your beginner to intermediate riding skills.
- » To develop a positive attitude towards teaching snowboarding.
- » To develop a positive attitude towards teaching children to snowboard.
- » To introduce a general understanding of the CASI skills concept in snowboarding.

CONTENT

During the course, the following subjects will be discussed:

- » CASI Organizational Structure
- » Safety - "Alpine Responsibility Code"
- » Class Management
- » Lesson Planning
- » Principals of Learning
- » The CASI Skills Concept
- » Teaching Methodology
- » Equipment Selection
- » Children and Snowboarding
- » Marketing and Guest Experience

METHODOLOGY

Technical (Riding) Sessions

Groups will work on riding improvement, analysis and improvement, and explore how to adapt exercises and tools to improve or enhance skill development.

Teaching Sessions

Groups will work on teaching particular movements and manoeuvres that have been presented during the course.

Lectures and Video Presentations

Lectures and video presentations will take place before and after on-snow sessions.

EVALUATION

Course candidates will be assessed and updated daily on their performance and progress. Results will be given to each candidate at the end of the course. Evaluations (teaching and riding) are conducted on an on-going basis throughout the course, with results given at the end of the course.

At the completion of the Level 1 course, successful candidates will demonstrate the following competencies:

Technical (Riding) Competencies:

- » Rides consistently at moderate speed on beginner and intermediate terrain, demonstrating the following skill specifics:
 1. Stance & Balance: Maintains a balanced, relaxed, and athletic position over the snowboard.
 2. Pivot/Steering: Uses rotation to initiate turns, followed by some ability to steer with lower joints.
 3. Edging: Maintains a balanced position over the working edge. Shows some ability to adjust edging as terrain and conditions dictate.
 4. Pressure Control: Shows ability to manage pressures associated with intermediate terrain, through flexion / extension of the lower joints as required.
 5. Timing & Coordination: Can link symmetrical sliding turns on groomed, intermediate slopes.
- » Controls speed sufficiently.
- » Shows some basic ability to adjust technique as snow conditions or terrain change.
- » Demonstrates all manoeuvres contained in the Level 1 - "Teaching Beginner Snowboarding" progression effectively and clearly.

Teaching Competencies:

- » Understands and teaches the CASI Beginner teaching methods in accordance with CASI technique and methodology.
- » Demonstrates effective communication skills (lesson presentation).
- » Demonstrates effective organizational skills (lesson structure).
- » Includes safety in each part of the lesson.
- » Provides positive, relevant analysis & feedback to students.
- » Ensures that actions (demonstrations) support words (explanations)

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 1 (groomed, intermediate slopes). 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 (beginner & novice).	Demonstrates consistent use of teaching competencies. Presents lessons suitable for this level of student (beginner & novice). 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.

Retest Evaluations

In a situation where the candidate fails both the riding and teaching, he/she will have to take the full course over again. If the candidate is unsuccessful in either riding or teaching, the course candidate will have until the end of the following season to take a retest for the portion failed. If it is riding, the candidate will attend Day 1, and if it is teaching, it will be Day 3. 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 missed.

WORKSHOP:**TEACHING BEGINNER SNOWBOARDERS****Questions:**

1. In your own words, explain the goal for each step of the QuickRide progression:

1. Basics: _____

2. Sliding: _____

3. Control: _____

4. Turning: _____

5. Linking: _____

2. How do you know when it's time to continue to the next step in the progression?

3. What are your goals for a beginner snowboard lesson?

4. How might your approach to teaching differ for each of the following types of students? Consider elements such as communication, pace of lesson, assistance, class management and safety.

a) Private lesson with a fit/athletic adult: _____

b) Group lesson with adults of various sports backgrounds: _____

c) Group lesson with five 7-year old children: _____

d) Group lesson with three teenage skiers: _____

WORKSHOP:**TEACHING THEORY**

Reference: "Theory" section - CASI Reference Guide

Complete the following questions:

1. List five skills and attitudes that will make you a more effective teacher.

2. Name the style of learning that is characterized by the following statements:

- (a) Learns from mistakes _____
- (b) Over analyses things _____
- (c) Avoids making mistakes _____
- (d) Resists immediate action _____
- (e) Only as good as the instructor _____
- (f) Attempts to do things without help _____

3. List the five Principles of Learning:

4. Complete the following items in the Training Cycle:

Explanation: _____%

Key Points: _____

Demonstration: _____%

Key Points: _____

Student Trial: _____%

Key Points: _____

Feedback: _____%

Key Points: _____

5. What is a progression? And why is it an effective way to teach a beginner to snowboard?

WORKSHOP:**TECHNICAL ANALYSIS****CASI SKILLS CONCEPT REVIEW**

Reference: "Analysis" section - CASI Reference Guide

1. List the five fundamental snowboarding skills:

- I. _____ IV. _____
II. _____ V. _____
III. _____

2. Which skill forms the base, from which all other skills can build? And why?

3. If rotation occurs when the upper-body initiates the turn and the lower body follows, then simply, what is counter-rotation, and what is a benefit of using rotation?

4. How can a student control their speed during beginner and novice turns?

WORKSHOP:**CREATING A POSITIVE EXPERIENCE & DUTY OF CARE**

Reference: "Creating a Positive Experience" - Appendix 9, CASI Reference Guide & "Duty of Care & Safety" - Appendix 4, CASI Reference Guide

BRINGING BEGINNERS BACK - CHECKLIST:

- » Introduce yourself.
- » Learn your student's names.
- » Set goals - define success.
- » Be aware of other factors - snow conditions, fitness levels, weather, and equipment.
- » Start and finish on a positive note.
- » Let them know what else there is to learn.

Questions:

1. What type of attitude is important when teaching snowboarding?

2. What are some ways to ensure mutual respect between you and your clients?

3. What are the two most important parts of your lesson?

4. What are some ways that you can start to build more return clients?

5. In your own words, describe Duty of Care:

WORKSHOP:

CHILDREN & SNOWBOARDING

Reference: “Teaching Children”, Appendix 3 - CASI Reference Guide

CHARACTERISTICS OF CHILDREN AS THEY GROW	
Pre-School:	
Physical	Mental
<p>Tires easily</p> <p>Stance may be back</p> <p>Lacks small muscle co-ordination</p> <p>Has difficulty separating the activity of the upper and the lower body</p> <p>Lateral movement is easiest to develop</p>	<p>Short attention span</p> <p>Vivid imagination — no rules!</p> <p>Ego-centric</p> <p>Copy-cats</p> <p>Copes best with one simple instruction</p> <p>Cannot mirror image</p> <p>Do not understand cause and effect</p> <p>Not always able to express feelings</p>
5 – 7 Year Olds:	
Physical	Mental
<p>Have varying amounts of energy – may need rests.</p> <p>Beginning to want to challenge limits</p> <p>Coordination improving but still highly variable</p> <p>Beginning to refine motor skills</p> <p>Beginning to perform simultaneous lateral movements and develop upper and lower body separation</p> <p>Susceptible to injuries</p>	<p>Still have fears and will attach to adults quickly</p> <p>Age of greatest dropout rate if they have a bad experience</p> <p>Games and activities should always be kept “win-win”</p> <p>Can work well in pairs</p> <p>Team begins to take on meaning at around age 7</p> <p>Sense of independence</p>
8 – 11 Year Olds:	
Physical	Mental
<p>Have unlimited amounts of energy</p> <p>Likes to challenge limits of performance</p> <p>Have the strength and coordination to balance in the centre of the board</p> <p>Beginning to develop fine motor movement</p> <p>Can move all four quadrants independently</p>	<p>Unlimited curiosity</p> <p>Rely on feedback from both peers and adults</p> <p>Understand right from wrong</p> <p>Games and activities should always be kept “win-win”</p> <p>Tests authority</p>

12 - 15 Year Olds:

Physical	Mental
Age of motor skill refinement May experience growth spurts and temporary periods of clumsiness	May be sensitive – be careful with criticism Can benefit from visualization techniques Learns effectively by whole-part-whole Puberty may cause emotional changes and anxiety Responds to clear expectations and opportunities to express independence Wants to be independent from parents Gender difference becomes an issue.

Questions:

1. What is the most effective way to introduce yourself to a child, or a group of children?

2. How can you make learning to snowboard fun for kids?

3. Give an example or two of a game or drill that would be fun for kids:

Basics: _____

Sideslipping: _____

Turning: _____

4. What are some safety considerations when taking children on lifts?

5. What are some things you can do to make your lesson safe at all times?

6. What are some considerations to remember when speaking with the child's parents?

**LEVEL 1 TECHNICAL PRESENTATION:
SKILLS CONCEPT PRESENTATION**

GOAL

- » Introduce candidates to the Skills Concept using the “Guided Discovery” approach; and illustrate a strong intermediate-level lesson.

OUTCOMES

- » Personal riding skill development.
- » General understanding of the CASI Skills Concept.
- » Demonstrate strong intermediate skill development through mileage, feedback and fun!

SKILLS (& Technical Standards)	EXERCISES:	KEY POINTS:
<p>Stance & Balance Maintains a balanced, relaxed, and athletic position over the snowboard.</p>	<ol style="list-style-type: none"> 1. Riding fore, aft and centred 2. Hopping (between the turns - in traverse) 3. Switch riding (green terrain) 	<ol style="list-style-type: none"> 1. Balance and body awareness 2. Centred position (fore/aft, rotational) 3. Balance development – challenge
<p>Pivot / Steering Uses rotation to initiate turns, followed by some ability to steer with lower joints.</p>	<ol style="list-style-type: none"> 1. Fall-line pivot (on one edge) 2. Motor boat 3. Static Steering and Mason Jar (knees steering) 	<ol style="list-style-type: none"> 1. Upper-body rotation 2. Rotation (C.O.M.) 3. Lower-body involvement
<p>Edging Maintains a balanced position over the working edge. Shows some ability to adjust edging as terrain and conditions dictate.</p>	<ol style="list-style-type: none"> 1. Static Edging Exercise (back foot out) 2. Hockey-Stop-Hop 3. Sidecut turns on green terrain (Basic Carved Turn) 	<ol style="list-style-type: none"> 1. Edging movements (hips, knees, ankles) 2. Balance over edge 3. Creating edge (hips, knees, ankles)
<p>Pressure Control Shows ability to manage pressures associated with intermediate terrain, through flexion / extension of the lower joints as required.</p>	<ol style="list-style-type: none"> 1. Fall-line Stops 2. Ollies & Nollies (static and moving) 3. Absorb varied terrain / small straight airs 	<ol style="list-style-type: none"> 1. Flexion/extension (where?) 2. Lower-body movement (absorb landing) 3. Movement in lower-body (flex/extend)
<p>Timing & Coordination Can link symmetrical sliding turns on groomed, intermediate slopes.</p>	<ol style="list-style-type: none"> 1. Top Gun Turns 2. Counting with focus on symmetry (linked intermediate sliding turns) 3. Tornado Turns (varied radius turns) 	<ol style="list-style-type: none"> 1. Challenge, change in rhythm 2. Symmetry - Level 1 riding standard 3. Progressing timing and rhythm (quicker)

**LEVEL 1 TECHNICAL PRESENTATION:
TEACHING BEGINNER SNOWBOARDERS
THE CASI “QUICKRIDE” SYSTEM**

THE S.A.F.E. CONCEPT

When presenting new manoeuvres or movements, the S.A.F.E. approach will provide a progression for effective presentation. The S.A.F.E. acronym stands for:

Static	Active	Free	Experimentation
When introducing a new movement, have students visualize/feel the sequence of movements on flat ground. <i>(Skill development model relation: Initiation)</i>	Students learn by doing – give a tactic or manoeuvre to try. During the initial trials, pay close attention to the terrain and situation to help ensure success. <i>(Skill development model relation: Acquisition & Consolidation)</i>	Focused mileage and practice. During this stage, mileage is the key. Allow students to practice, and allow them to make mistakes – just ensure that positive feedback / correction is given when mistakes are made. <i>(Skill development model relation: Refinement)</i>	Change the situation to encourage adaptation – vary the terrain or movements. <i>(Skill development model relation: Create Variation)</i>

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.	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.	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.	Sideslipping Pendulum	» Intro To Edging – Gas Pedal Exercise » Progress To Sideslipping (with rear foot unattached) » Attaching The Board On A Slope » Sideslipping » “Ballerina / Cowboy” Analogy » Pendulum » Power Pendulum
IV. TURNING » To have the ability to change edges in the fall line.	Beginner Turns	» Static Rotation Exercise (lead hip, knee, ankle) » F.L.E.C. – Fall Line Edge Change » 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.	Novice Turns	» Static Flexion Exercise (flexion after fall line) » Linked Novice Turns » Speed Control: 4 S’s (Speed = Shape, Size, Slope)

