# CARVING INSTRUCTOR

## COURSE GUIDE

**CANADIAN ASSOCIATION OF SNOWBOARD INSTRUCTORS**

186 Hurontario Street, Suite 201
Collingwood, Ontario
Canada L9Y 4T4

T: (877) 976-2274
E: info@casi-acms.com
W: www.casi-acms.com

# TABLE OF CONTENTS

**Carving Instructor Course Guide**

Introduction 3

Course Agenda 4

Evaluation 5

Marking System 7

**Workshops**

The Core Competencies applied to carving 10

The Core vs. Advanced Competencies applied to Carving 10

Carving Progression Building 10

**Technical Presentation Outlines**

The Carving Fundamentals Review 11

The Core Competencies applied to carving 12

The Advanced competencies applied to carving 16

**Course Evaluation**

Daily Notes & Feedback 18

Notes 19

What's Next? 20

# INTRODUCTION

*Welcome to the CASI Carving Instructor Course!*

The CASI carving snowboard instructor certification course is open to members holding a level 2 instructor certification. During this course, candidates refine their intermediate carving technique while developing advanced technical skills. They also study teaching methods tailored to intermediate and advanced carving levels.

This development program aims to help candidates enhance their teaching and snowboarding skills, allowing them to teach safely to students with prior carving experience (edge-to-edge riding). Participants will explore a variety of skill-based teaching methods, as well as an understanding of carving techniques at intermediate, and advanced levels. Lesson planning and communication skills will also be part of the curriculum.

Candidates will receive coaching on their carving techniques, as well as constructive feedback on their teaching abilities, in order to meet the standards required for the carving instructor certification. They will also benefit from advice and strategies for their long-term technical development. Certified candidates will be qualified to teach carving techniques to intermediate to advanced riders students.

**Who Should Take This Course?**

You should take this course if you are a minimum Level 2 Instructor with a love of carving snowboarding and experience teaching on groomers. You should have a desire to help students refine carving techniques and learn new ones safely and successfully. You should also be confident and comfortable both communicating and demonstrating refined carving skills in front of a group.

**Am I Ready?**
The Carving Instructor Certification standards require you to pass both riding and teaching evaluations. **Answer Yes or No to the following questions to evaluate your readiness for the CASI Carving course:**

- ☐ Have you spent time working as a snowboard instructor, developing your presentation, demonstration, analysis, and class management skills—especially at higher speeds?
- ☐ Have you dedicated time to develop your carving skills by riding regularly and putting in focused mileage?
- ☐ Are you in good physical condition and able to perform technical exercises over multiple days of training?
- ☐ Is your equipment appropriate for high-performance carving, and well-tuned to support your development during the course?
- ☐ Have you taken a session with a CASI Carving Evaluator or received direct feedback on your carving in relation to the technical standard? - Not mandatory, but can be helpful.

*If you answered "Yes" to all of these questions, you're likely well prepared to take on the Carving Instructor course.*

**Course Duration:** Online workshop: **2 hours (at home, prior to the on-snow course)**
On-snow course: **3 days (18 hours, including on-going evaluations)**

➔ ***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.*

# CARVING INSTRUCTOR COURSE - AGENDA

**DAY ONE:**

| | |
|---|---|
| 8:30 - 9:00 a.m. | Registration & Introductions |
| 9:00 - 11:30 a.m. | Warm-up, safety review, equipment discussions |
| | Technical Presentation : The Carving Fundamentals review |
| | Technical Presentation : The Core Competencies applied to carving |
| *11:30 - 12:30 p.m.* | *Lunch* |
| 12:30 - 3:00 p.m. | Technical Presentation : The Core Competencies applied to carving (continued) |
| | Teaching Practices # 1 |
| 3:00 - 3:30 p.m. | Daily Review & Evaluation |

**DAY TWO:**

| | |
|---|---|
| 8:30 - 9:00 a.m. | Registration Teaching Retests |
| 9:00 - 11:30 a.m. | Warm-up & safety check and teaching review |
| | Technical presentation: The Core Competencies applied to carving (continued) |
| *11:30 - 12:30 p.m.* | *Lunch* |
| 12:30 - 3:00 p.m. | Teaching Practices # 2 |
| 3:00 - 3:30 p.m. | Daily Review & Evaluation |

**DAY THREE:**

| | |
|---|---|
| 8:30 - 9:00 a.m. | Registration Riding Retests |
| | Warm-up & safety check, equipment discussions |
| 9:00 - 11:30 a.m. | Teaching practices # 3 |
| *11:30 - 12:30 p.m.* | *Lunch* |
| 12:30 - 3:00 p.m. | Technical presentation: The Advanced Competencies applied to carving |
| 3:00 - 3:30 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 Carving Instructor course.*

➔ *Attendance and participation in all parts of the course is mandatory to receive evaluation results.*

# EVALUATION

Course candidates will be assessed and updated daily on their performance and progress during on-snow 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 Carving Instructor.

### MARKING SYSTEM

- Below Standard / Meets Standard
- Candidates must achieve a "Meets Standard" mark in both Teaching and Technical (Riding) components in order to pass the Carving Instructor course.

### Retest Evaluations

In a situation where the candidate is evaluated as being *Below Standard* in both the riding or teaching components, they will have to take the full course over again.

If the candidate is unsuccessful in one component (either the Technical (Riding) *or* Teaching component) they will have two (2) calendar years to successfully complete the portion failed via re-test. If it is the Technical (Riding) re-test, the candidate will attend Day 3 of a regularly scheduled Carving course, and if it is the Teaching Component retest, it will be Day 2. Candidates will be trained and evaluated during those days only. If the candidate does not take a retest within the time limit stated above, then they will have to take the full course over again and go through the same evaluation process for both components.

### ASSESSMENT CRITERIA

| **TEACHING ASSESSMENT** | |
|---|---|
| **Teaches effective snowboard carving lessons from novice to intermediate levels and develops carving skills in accordance with CASI technique and methodology.** | Specific Teaching Outcomes<br>**Guest Service & Safety:**<br>● Chooses terrain that is both suitable and safe for intermediate and advanced carving students.<br>● Creates a positive, safe, and student-centered learning environment.<br>**Communication & Lesson Structure:**<br>● Communicates effectively (provides clear explanations) in a coherent and positive manner.<br>● Demonstrates effective lesson organizational skills (lesson structure).<br>**Demonstrations:**<br>● Effective use of demonstrations.<br>● Confidence inspiring and technically correct execution of demonstrations.<br>**Analysis & Improvement:**<br>● Recognizes causes of difficulty in student trials.<br>● Provides positive, relevant feedback to students to achieve desired riding outcomes.<br>**Technical Content:**<br>● Effectively presents technical concepts<br>**Professionalism:**<br>● Personable, agreeable & positive<br>● Presentable & professional in appearance<br>● Credible, knowledgeable & prepared<br>● Demonstrates adaptability and openness to feedback |

| **TECHNICAL (RIDING) ASSESSMENT** | |
|---|---|
| **Demonstrates a REFINED application of the core competencies in carving while CONSOLIDATING advanced-level carving riding skills in intermediate and advanced groomed terrain.**<br><br>***DEFINITION OF CONSOLIDATION:***<br>*The action or process of making something stronger or more solid. Coordination is evident with control in easy conditions; consistency remains under pressure, but performance could vary.*<br><br>***DEFINITION OF REFINEMENT:***<br>*Refining is the process of making precise, intentional adjustments to improve the quality and effectiveness of a skill, building on an existing foundation to reach a more advanced level.* | ○ Consistently maintains a centred, balanced position with adaptable joints flexion.<br><br>○ Edge grip is effective and consistent, with edge engaged above the fall line to create round turns and maintain speed control.<br><br>○ Consistently engages the lower body to adjust and increase edge angles, producing tighter, stronger carved turns and enhanced overall performance.<br><br>○ Maintains momentum between turns of various sizes and shapes while efficiently controlling and redirecting the snowboard at consistent speeds.<br><br>○ Uses a combination of separation and turning with the lower joints to affect turn shape.<br><br>○ Demonstrates consistent management of carving pressures on intermediate and advanced terrain through flexion and extension of the lower joints while edging.<br><br>○ Balances against the turning forces to generate and manage pressure in the board. |
| **Mandatory Maneuvers** | **Mandatory Maneuvers (3) (M** = Meters **CW** = Corridor Width) **:**<br>Candidates must display REFINEMENT of riding outcomes in each of the following maneuvers:<br>☐ **Rail-to-Rail (3-5 M CW):** Fast rail-to-rail turns on green terrain should showcase speed control, continuous edging, a round turn shape, and an emphasis on intensity, symmetry, rhythm, and control over both pressure and edge.<br>☐ **Carved turns (7-15 M CW):** Performed on green terrain at a moderate speed (slower rather than faster), candidates must link carved turns with a consistent round shape and effective speed control on both toe and heel edges, leaving a pencil-line track with no pivoting or skidding throughout the entire arc.<br>☐ **Hop at edge change carved turns (7-15 M CW):** Performed on blue terrain, candidates must demonstrate carved turns with a centered hop at the edge change, landing smoothly on the new edge to initiate the next turn in a strong position. Consistent speed is essential throughout the demonstration. |
| **Specific Technical Outcomes** | <u>Specific Technical Outcomes:</u><br>☐ **Speed:** Initiates and controls turns at high (but safe) speeds on green and blue terrain.<br>☐ **Pure edge:** Links carved turns on intermediate and mellow advanced terrain without sliding.<br>☐ **Adaptable:** Develops the skills necessary to carve on more challenging terrain when conditions allow. |

# MARKING SYSTEM

| | **Marking Scale:** | |
|---|---|---|
| **TEACHING SKILLS** | **Meets Standard (Pass)** | **Below Standard (Incomplete)** |
| ***Guest Service & Safety*** | - Terrain is generally safe and suitable to this level of student or lesson topic.<br>- Lessons are generally presented in a positive and student-centered manner.<br>- The learning environment is generally safe and risk is managed appropriately. | - Terrain is unsafe and not suitable to this level of student or lesson topic.<br>- Lessons are not presented in a positive and student-centered manner.<br>- The learning environment is unsafe and risk is not managed appropriately. |
| ***Communication & Lesson Structure*** | - Clearly communicates (explanations are generally clear), and use a What, Why, How format.<br>- The lesson uses a combination of maneuver and skill-based teaching practices to achieve desired outcome. | - Does not clearly communicate explanations.<br>- The lessons do not effectively combine maneuver and skill-based approaches and as a result, the desired outcome is not achieved. |
| ***Demonstrations*** | - Clearly consolidated basic and intermediate carving demonstrations.<br>- Demonstrations reflect explanations.<br>- Demonstrations are generally clear and confidence-inspiring, | - Does not clearly show consolidated basic and intermediate carving demonstrations.<br>- Demonstrations do not reflect explanations.<br>- Demonstrations are not generally clear and confidence-inspiring. |
| ***Analysis & Improvement*** | - Feedback consistently identifies the areas to be improved in relation to the lesson goal, communicated in a clear manner.<br>- Feedback is generally delivered in a positive manner, and includes reference to why the chosen improvement is important to the lesson goal. | - Feedback does not consistently identify the areas to be improved in relation to the lesson goal, nor is it communicated in a clear manner.<br>- Feedback is not generally delivered in a positive manner and does not include reference to why the chosen improvement is important to the lesson goal. |
| ***Technical Content*** | - The instructor effectively presents the technique-based portion of the lesson (technical concepts are presented correctly and in a complete manner in relation to CASI methodology). | - The instructor does not effectively present the technique-based portion of the lesson (technical concepts are not presented correctly or completely in relation to CASI methodology). |

| | **Marking Scale:** | |
|---|---|---|
| **RIDING COMPETENCIES** | **Meets Standard (Pass)** | **Below Standard (Incomplete)** |
| *Core:* ***Centred & Mobile Position*** | Refining their skills to…<br>- Keep weight centred over feet equally.<br>- Maintain a relaxed, balanced and athletic position over the snowboard.<br>- Consistently demonstrate uniform and adaptable flexion across joints (hips, knees, ankles). | Does not show / display required skills:<br>- Does not keep weight centered over feet equally.<br>- Does not maintain a relaxed, balanced, and athletic position over the snowboard.<br>- Inconsistently demonstrates uniform and adaptable flexion across joints (hips, knees, ankles). |
| *Core:* ***Turning With The Lower Body*** | Refining their skills to…<br>- Consistently engages lower body to angulate (tilt) the board, creating a greater edge angle that enables a tighter radius in carved turns and enhances overall performance. | Does not show / display required skills:<br>- Does not consistently engage the lower body to angulate (tilt) the board, creating a greater edge angle that enables a tighter radius in carved turns and enhances overall performance. |
| *Core:* ***Balance Along the Working Edge*** | Refining their skills to…<br>– Manages pressures in snowboard while edging<br>– Engages edge above the fall line<br>- Edge grip/angle is effective and consistent on both edges.<br>- Maintains a balanced position along the working edge using a combination of inclination and angulation. | Does not show / display required skills:<br>- Does not manage pressures in the snowboard while edging.<br>- Does not engage the edge above the fall line.<br>- Edge grip/angle is not effective or consistent.<br>- Does not maintain a balanced position along the working edge using a combination of inclination and angulation. |
| *Advanced:* **Strength & Flow** | Consolidating their skills to…<br>- React to changes in the terrain by adjusting positions accordingly. | Does not show / display required skills:<br>- Does not react to changes in the terrain by adjusting positions accordingly. |
| *Advanced:* **Loading & Deflecting** | Consolidating their skills to…<br>- Manage pressures associated with carving on intermediate and advanced terrain, through flexion / extension of the lower joints.<br>- Balance against the turning forces to create pressure in the board. | Does not show / display required skills:<br>- Does not show the ability to manage pressures associated with carving on intermediate and advanced terrain through flexion/extension of the lower joints.<br>- Balance against the turning forces to create pressure in the board. |

| | | |
|---|---|---|
| *Advanced:*<br>***Ar to Arc*** | <u>Consolidating the skills to…</u><br>- Maintains momentum between turns of a variety of size and shape<br>- Control and redirect the snowboard. | <u>Does not show / display required skills:</u><br>- Does not lead turning effort in a variety of turn shapes and sizes.<br>- Does not link momentum between turns.<br>- Does not control and redirect the snowboard. |
| *Advanced:*<br>**Steering Versatility** | <u>Consolidating their skills to…</u><br>- Adjust edging as terrain and conditions dictate.<br>- Use a combination of separation and turning with the lower joints to affect turn shape. | <u>Does not show / display required skills:</u><br>- Does not show the ability to adjust edging as terrain and conditions dictate.<br>- Does not use a combination of separation and turning with the lower joints to affect turn shape. |

WORKSHOP:

# *THE CORE COMPETENCIES APPLIED TO CARVING*

**1. Describe the specific outcomes that snowboarders are attempting to achieve with each of the following *Core Competencies*, in a carving terrain environment.**

**Also, identify some common faults that you may see in relation to each…**

***Centred & Mobile***
*Common Faults:*

***Turning with the lower body***
*Common Faults:*

***Balance along the working edge***
*Common Faults:*

**2. How can the *Core Competencies* be used in assessing and developing a student's riding skills to help them refine carving?**

**3. For each technical skill, note the key ways each relates to the Competencies (outcome/goal).**

WORKSHOP:

# *THE CORE VS. ADVANCED COMPETENCIES APPLIED TO CARVING*

**1. Describe the riding factors that, when refining core competencies, can naturally lead to the development of advanced competencies.**

**2. How can you optimize the use of the technical skills to enhance performance in advanced terrain?**

WORKSHOP:

# *CARVING PROGRESSION BUILDING*

**Utilize this space to create and develop carving progressions for each of the outcomes listed below. Feel free to extend this exercise with additional outcomes of your choice.**

**Goal:** Maintain a centered and mobile position while carving at high speed on blue groomed terrain.

**Goal:** Effectively utilizes knees and feet to tip the snowboard during pure edge-carved turns on green terrain.

**Goal:** Consistently and effectively create edge grip while linking carved turns.

TECHNICAL PRESENTATION

# *CARVING FUNDAMENTALS REVIEW*

**The goal of this session is to review the fundamental technical skills for carving efficiently.**

A. Understand that competencies are at the forefront of advanced and expert riding.
B. Understand the riding and teaching standards for the Carving Instructor course.
C. Understand how to utilize terrain and speed more effectively as teaching tools.

| | |
|---|---|
| **TERRAIN SAFETY & ETIQUETTE** | **Discussion Points:**<br>The Alpine Responsibility Code :<br>● Speed<br>● Cross Slopes<br>● Look up and down and all around! (Eliminate blind spots!) |

| COMPETENCY | POINTS OF PERFORMANCE | SUGGESTED TACTICS, MANEUVERS & EXERCISES |
|---|---|---|
| **CENTRED AND MOBILE** | – **Adaptable** athletic position (Maintains a mobile / relaxed and STABLE position in varied terrain)<br>– Mobile through the turns<br>– Weight is generally centred over feet equally<br>– Maintains uniform and adaptable flexion in joints | - Static Jump / "T" Stance<br>- Drinks on shoulders<br>- Hop at edge change to new edge |
| **TURNING WITH THE LOWER BODY** | - Uses knees and feet to tip the snowboard<br>- Turns show round shape and symmetry in appropriate terrain<br>- Precise edging with patient, lower body-driven steering. | - Static Edging & Steering: Focus on precise timing when driving the board onto edge.<br>- Rail-to-rail on easy terrain: Play with pace and contrast rolling (tipping) versus twisting (steering). |
| **BALANCE ALONG THE WORKING EDGE** | - Manages pressures in snowboard while edging<br>- Engages edge above the fall line<br>- Edge grip is effective and consistent.<br>- Maintains a balanced position along the working edge using a combination of inclination and angulation.<br>- Stability along/over edge, and early edging with lower joints. | - "Slap" Edge<br>- Sponsor Turns<br>- Timing & sequence of vertical & lateral positions<br>- Slow carved turns on easy terrain (very slow)<br>**Extremely easy for both the evaluator and candidate to see/feel the success of the maneuver at this speed.* |

TECHNICAL PRESENTATION

# *THE CORE COMPETENCIES APPLIED TO CARVING*

**The goal of this session is to refine the understanding and utilization of the Core *Compe*tencies to teach carving to intermediate students.**

At the completion of this session, candidates should:

A. Understand safety aspects of teaching carving to intermediate students. Promote riding with “head on a swivel”.
B. Understand how to utilize terrain and speed more effectively as teaching tools.
C. Be very familiar with the Core Competencies, and their role in carving.
D. Understand how to use the Core Competencies to assess students’ skill level for safe development of carving skills.
E. Be familiar with structuring carving sessions and lead skill refinement lessons using a Building Block and Whole-Part-Whole format to introduce these skills.
F. Understand the teaching standards for the Carving Instructor course.

| TECHNICAL SKILLS | POINTS OF PERFORMANCE | TACTICS AND CONCEPTS FOR BUILDING BLOCK AND WHOLE PART WHOLE STRATEGIES |
|---|---|---|
| **Position and balance**<br><br>**Timing and coordination** | Progress through different planes of movement.<br><br>Develop sensations through exploring range of movement at a slow pace first. *At slow speeds you can’t fake it!*<br><br>Focus on ‘when’ and ‘how much’ to rotate different body parts and their outcomes.<br><br>Anticipate and change rhythm as required, adapting to terrain and snow conditions. | **Building Block Progression:**<br>**Centred and Mobile**<br>*Start bringing awareness to the vertical range of movement and how to apply it in carving.*<br>- Ride with a range-o-meter between 1-5 to measure flexion while riding various terrain (**0 being no range, 5 being max range)* Use this scale to measure how much and where flexion is happening.<br><br>**Turning with the Lower Body:**<br>*Progress on mellow terrain with the rotational range of movement, to feel the effect of the turning effort.*<br>- Explore rotation range through hips, knees, upper body:<br>  - How much is too much?<br>  - When does the pencil line break?<br>  - What body movements are more likely to lose the carved track? Ex, too much hip? Shoulder? Knees?<br>- Experimentation with front knee vs back knee<br><br>**Balance along the working edge**<br>*Continue developing sensations of committing to the turns, on mellow terrain with focussing on the lateral range of movement.*<br>- Tipping from the hips<br>- Tipping from the shoulder<br>- Tipping from both, equally |

| | | |
|---|---|---|
| **Timing & Coordination**<br><br>**Pressure** | Shape, size slope = speed control<br><br>Coordination and Timing: challenge Symmetry | **Whole-Part-Whole:**<br>- Slow speed carves on easy terrain<br>- Carving within a corridor<br>- Tornado Turns<br>- Edge grip above fall line<br>- "Walk the Line" follow the leaders line |
| **Edging**<br><br>**Timing & Coordination** | Develop early edging. | **Whole-Part-Whole:**<br>- Clock Face analogy<br>- Sponsor turns<br>- Cat track corridor width turns with speed |
| **TECHNICAL SKILLS** | **GOALS AND POINTS OF PERFORMANCE** | **SAMPLE LESSONS SUGGESTED BUILDING BLOCKS AND WHOLE-PART-WHOLE** |
| **Position and Balance**<br><br>**Edging**<br><br>**Pressure**<br><br>**Timing & Coordination** | **GOAL: Balance along the working edge to increase turn shape/grip**<br><br>Development of a balanced position along the edge (using ankles, knees, hips).<br><br>Discuss sidecut and its function in carving the snowboard.<br><br>Edging the board, direction change without skidding (steering angle).<br><br>Passive – minimal movement, relying on sidecut to turn the board. | **Building Block Progression SAMPLE LESSON 1**<br><br>**S.A.F.E. progression for more edge grip (TIP, GRIP, RIP):**<br>a) ***Static*** *TIP/GRIP:* Discuss sidecut and edging, how to get the edge to lock.<br><br>Exercise: Static Edge Grip Exercise – use of hips, knees, ankles in edging. Statically tip the board up and test grip by walking around and trying to kick the tail loose.<br><br>b) ***Active*** *TIP/GRIP:* Create a pure edge (pencil line) focusing in at the top of the arc (rolling and locking). Achieving strength and roundness<br><br>c) ***Free*** *RIP:* Increase grip mid to end of the arc. TIP, GRIP, RIP Avoid rolling and waiting.<br><br>d) ***Experimentation:*** Experiment with duration. Add space between TIP, GRIP, RIP or blend all into one fast motion<br><br>**A & I (POINTS TO LOOK FOR):**<br>-Impatient sequence. Ex.: flexing too early, or too quickly, rotating before edge grips etc..)<br><br>**QUESTIONS:**<br><br>-What happens when the duration of time between Tipping, gripping and ripping changes?"<br><br>-How can we adjust on the fly to adapt our turn shape?" |

| | | |
|---|---|---|
| **Pressure**<br><br>**Position & Balance** | **GOAL: Develop pressure management skills**<br><br>Allow lower joints to flex/ extend passively over rolls in terrain<br><br>Carving on varied terrains | **Whole-Part-Whole SAMPLE LESSON 2**<br><br>**Drills, Tactics, Exercises:**<br><br>**Whole** - Observe pressure and where it is the greatest.<br><br>**Part** - Pumping through traverse, Through arc to tighten arc.<br><br>**Whole** - Adapt back into riding to achieve desired results. Avoid pressure spikes at the same phase every turn! (The usual Big push to finish!).<br><br>**A & I (POINTS TO LOOK FOR):**<br>-Pressure spikes always in the same phase at every turn.<br><br>-Loose balance and stability when pressure spikes happen. Lack of strength and flow.<br><br>**QUESTIONS:**<br>-Where is the most pressure building?<br><br>-Is the pressure caused by speed and terrain? Or body movement/mechanics? Or both?<br><br>-How can we smooth out pressure spikes without changes in speed or turnshape? |
| **Edging**<br><br>**Pressure**<br><br>**Pivot**<br><br>**Timing and Coordination** | **GOAL: Centered and Mobile to achieve a greater range to tighten turn shape.**<br><br>*DEVELOPING FLEXION RANGE IN CARVING:*<br><br>More edge, more grip, more bend = tighter radius.<br><br>Set the edge angle through progressive inclination and lock it into the arc using strong angulation.<br><br>Control the turn radius using dynamic flexion and extension while driving the edge with your knees and ankles. | **Building Block Progression SAMPLE LESSON 3**<br><br>**Drills, Tactics, Exercises:**<br><br>**S.A.F.E. progression for edge grip (TIP, GRIP, RIP):**<br><br>a) ***Static****:* Static edge hop. Both edges, (“Land and Freeze”)<br><br>b) ***Active****:* Stop and hops. Focus on take-off and landing positions. Control is key, no fighting for balance.<br><br>c) ***Free****:* Hop through arcs. Identify when it's more natural to flex in the arc .<br><br>d) ***Experimentation:*** Carved Turns - on various terrain / pitches. Explore hoping motions, high vs low, explosive vs passive, (remove hops) blend back movement patterns of flexion into riding while removing the hops.<br><br>**A & I (POINTS TO LOOK FOR):** |

| | | |
|---|---|---|
| | | -Reaching maximum flexion too high in the arc? What happens?<br><br>-Uneven flexion between turns. Is there more flexion on toes than heels?<br><br>**QUESTIONS:**<br><br>-What needs to happen to achieve symmetry between toe and heels?<br><br>-Do we have the same amount of flexion on both edges? |
| **Edging**<br><br>**Timing & Coordination** | **GOAL: Develop Early Edging Awareness** | **Whole Part Whole SAMPLE LESSON 4:**<br><br>**Drills, Tactics, Exercises:**<br><br>**Whole** - Observe roundness and where the edge sets<br><br>**Part** - Inverse traverse to focus on roll and set, Sponsor turn/clockface to target where.<br><br>**Whole** - Adapt back into riding to achieve desired results.<br><br>**A & I (POINTS TO LOOK FOR):**<br>A proper Arc will be just as round at the start as the end of the turn.<br><br>**QUESTIONS:**<br><br>-Why is roundness at the top of the arc so important?<br><br>-How can we get the board to set and grip early on the heelside? |

TECHNICAL PRESENTATION

# THE ADVANCED COMPETENCIES APPLIED TO CARVING

**The goal of this session is to start developing the understanding and utilization of some of the advanced competencies specifically carving.**

At the completion of this session, candidates should:

A. Understand how refining or mastering the utilization of the Core Competencies in carving leads to developing advanced competencies naturally.
B. Start using the advanced competencies while carving to enhance board performance on varied groomed terrain.
C. Leave the course with more advanced goals and objectives

| COMPETENCY | POINTS OF PERFORMANCE | SUGGESTED TACTICS, MANEUVERS & EXERCISES |
|---|---|---|
| **STRENGTH & FLOW** | • Feel the need for strength at speed.<br>• Ride faster and ride on varied terrain to train.<br>• React to changes in the terrain by adjusting positions accordingly.<br>• Developing a “low and inside the turn” position. | • Sliding to carving turns<br>• Flat base to quick edge change<br>• Fast carving on green or blue terrain. |
| **LOADING & DEFLECTION** | • With speed, start to feel real forces and energy from the board.<br>• Manage pressures associated with carving on intermediate and advanced terrain, through flexion / extension of the lower joints.<br>• Balance against the external forces allowing for efficient energy loading of the board. (VS creating with leg power)<br>• Flexing within the turning arc, down unweight to change edge. | • Resist forces and flow<br>• Pumped carved turns with a focus to control and moderate pressure |
| **ARC TO ARC** | • Carving allows you to control direction down the mountain without sacrificing much speed.<br>• Lead turning effort in a variety of turn shapes and sizes.<br>• Link momentum between turns.<br>• Controls and re-directs the snowboard. | • Mixed radius carve turns<br>• Explore contrasts: Sidecut turns at slower and faster speed |
| **STEERING VERSATILITY** | • Develop steering versatility on a variety of terrain, at speeds and | • Euro carve<br>• Top gun at higher speeds |

| | | |
|---|---|---|
| | in a variety of carving turn shapes.<br>● Adjust edging as terrain and conditions dictate.<br>● Use a combination of separation and turning with the lower joints to affect turn shape.<br>● Challenge timing and coordination of movements.<br>● Developing a higher edging angle. | ● Switch carving on mellow terrain<br>● Carved Tornado Turns in a narrow corridor with focussing on quicker rhythm and change of rhythm<br>● Reduce size of turns (control, create and release pressure) |

# 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):

**NOTES:**

# *WHAT'S NEXT?*

*We would like to thank you sincerely for taking the time to attend the Carving Instructor Course.*

**If you have not completed either component of the Carving Instructor course...**

Candidates who are unsuccessful in *both* the teaching and riding components of the Carving Instructor 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 Carving 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 Carving Instructor course...**

Candidates who successfully complete *either* of the teaching or the riding components of the Carving Instructor course are eligible for the retest option. You may return for one day only to retest the portion of the course that is remaining. You may return for one day only to retest the portion of the course that is remaining. **If it is riding, you will attend Day 3 of a regularly scheduled carving course. If it is teaching, it will be Day 2.**

You will have two years from the date of your initial course to take advantage of this retest option, after this timeframe you will be required to retake the entire course as well as the evaluations for both components (teaching and technical).

After allowing adequate time for practice and development, please refer to the Carving Course Schedule to arrange your retest. Evaluators will assume sufficient practice and development have been completed prior to the retest.

***Note:*** *Please note that the Canadian Association of Snowboard Instructors does not, and will not consider changing or adjusting the results of a CASI course evaluation. CASI depends on a trusted and well trained team of course evaluators who are uniquely qualified, trained, and positioned to measure candidates performance against our clear course standards. Further, CASI does not accept candidate supplied videos as a valid form of supporting documentation, given the inadequacy of video snapshots to accurately determine a consistent overall picture of performance. CASI values and carefully considers all feedback. As such, should you wish to contact us with course feedback not related to a review of a result, please send your details to feedback@casi-acms.com and your concerns will be addressed. Please ensure that you have carefully checked and understood your candidate evaluation prior to doing so.*

**If you've successfully completed the Carving Instructor certification...**
Congratulations! On behalf of the Canadian Association of Snowboard Instructors, we would like to congratulate you on your successful completion of the Carving Instructor course.

Now is the time to gain valuable experience – take the new skills you've obtained and use them in teaching. Hours spent assisting snowboarders with carving will give you new insights and tips. To expand and develop your skills, take advantage of CASI's improvement programs – rider improvement sessions, and higher levels of certification.

So, go ahead, start looking towards the Level 3 or 4 Instructor course, or any of our other modules and programs to help you prepare for that next step!

All the best!

**Geneviève Pilotto**
Director of Education & Programs

**www.casi-acms.com**

*Last updated in October 2026.*

© ***Canadian Association of Snowboard Instructors***
*All Rights Reserved*