



LEVEL 3

TEACHING MODULE

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

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INTRODUCTION

Welcome to the CASI Level 3 Teaching Module!

The CASI Level 3 Teaching Module is designed for advanced snowboard instructors who have successfully completed the Level 2 Instructor certification and Park Instructor 1 certification. This module is a mandatory component of the CASI Level 3 Certification pathway. The Teaching Module focuses on the development and refinement of advanced-level instructional skills, including teaching methodology, lesson structure, communication strategies, and performance analysis. It emphasizes clarity, adaptability, and student-centered learning approaches that align with the Level 3 teaching standards.

Throughout the course, candidates will receive feedback and coaching aimed at improving their ability to plan and deliver effective advanced-level lessons. They will have opportunities to practice delivering lessons in various terrain types and receive guidance on how to support skill progression and student engagement. Successful candidates will leave the course with a strong understanding of what is required to meet the Level 3 Teaching Standard during the evaluation. Candidates must register for the module and exam portions separately and are encouraged to take the exam at a later date to allow time for practice and further preparation following the course portion.

Certification structure:

Online e-prep: 1 hour (course phase, prior to the on-snow module)

Module: 2 days, totaling 12 hours (course phase)

Exam: 1 day totaling 6 hours (evaluation phase)

***Note: Attendance and participation in the full module is mandatory.**

Candidates who miss any portion of the training will not be eligible to receive an evaluation.

Am I Ready?

To prepare for success in the Teaching Module, candidates should be confident, experienced instructors with strong lesson delivery and communication skills. **Answer Yes* or No to the following questions to evaluate your readiness for the Level 3 Teaching Module:**

- ☐ Are you a certified Level 2 Instructor and Park 1 Instructor with experience teaching advanced riders in a variety of terrain?
- ☐ Do you have a solid understanding of teaching methodology, including goal-setting, lesson progression, and feedback techniques?
- ☐ Have you reviewed the CASI Level 3 Teaching Standards and understand what is expected?
- ☐ Are you comfortable teaching in different terrain environments, including groomed, un-groomed, and freestyle settings?
- ☐ Have you observed or practiced delivering advanced-level lessons and received peer or mentor feedback?
- ☐ Have you participated in training sessions or received feedback from a CASI Level 3 Evaluator? (Not mandatory, but strongly recommended.)

**If you answered "Yes" to most or all of these questions, you're likely ready to benefit fully from the Level 3 Teaching Module.*

Three Modules. One Certification.

The CASI Level 3 Instructor Certification develops advanced teaching, riding, and instructor training skills. Delivered in a modular format, the pathway consists of three 2-day (12-hour) training modules—Teaching, Instructor Training, and Riding—plus a separate 1-day exam for each component.

Modules can be taken in any order provided prerequisites are met. Candidates receive detailed feedback after each module to guide practice before attempting evaluations. Successful completion of all three component evaluations is required to achieve certification.

LEVEL 3 TEACHING MODULE - AGENDA

DAY ONE:

8:30 - 9:00 a.m.	Registration & Introductions
9:00 - 11:30 a.m.	<u>Presentation:</u> Advanced Competencies - Teaching Focus
	<u>Presentation:</u> Advanced Skill Development
11:30 - 12:30 p.m.	<i>Lunch</i>
12:30 - 3:00 p.m.	<u>Presentation:</u> Advanced Skill Development (continued)
	Teaching Practices # 1
3:00 - 3:30 p.m.	Daily Review & Evaluation

DAY TWO:

8:30 - 11:30 a.m.	<u>Presentation:</u> Advanced Skill Development (continued)
	Teaching Practices # 2
11:30 - 12:30 p.m.	<i>Lunch</i>
12:30 - 3:00 p.m.	Teaching Practices # 3
3:00 - 3:30 p.m.	Module Wrap-Up & Review

ONLINE WORKSHOPS

To prepare for this module, the Teaching Module 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.

LEVEL 3 TEACHING EXAMS - AGENDA

TEACHING EVALUATION:

8:45 - 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>)
3:30 - 4:00 p.m.	Evaluations & Presentation of Results

IMPORTANT

For logistical reasons, the exam schedule may have to be modified at times.
The Program Manager will contact participants if this is the case.

- Due to various mountain conditions, times may vary.
- To ensure that the course runs smoothly students should arrive 15 minutes before the above times.
- The wearing of helmets is mandatory for all CASI courses.

EVALUATION

Candidates must pass the teaching component as part of the Level 3 certification to be certified as a Level 3 Instructor. Candidates will receive their results for the teaching exam component at the end of the exam day.

To celebrate successful candidates, evaluators will announce passing results in front of the group. After the announcements, evaluators will be available for a short period to discuss results with candidates. Detailed comments will be accessible in each candidate's member profile within 24 hours of the exam's conclusion.

Key Information for Candidates

- Feedback during the exam will be concise and based on performance demonstrated during the lesson. For more detailed guidance and preparation, candidates are encouraged to attend the Level 3 Teaching Module, a member session, or an exam prep course.
- The focus is on overall instructional competency, not on delivering a flawless or rehearsed lesson. Evaluators will be looking for the candidate's ability to engage learners, present clear concepts, adapt to terrain and student needs, and demonstrate strong communication and analysis skills.
- There will be time to warm up at the start of the morning and afternoon sessions, but not prior to individual lessons.
- Each candidate will be evaluated on their ability to deliver a complete, engaging, and level-appropriate lesson.
- Candidates must achieve a "Meets Standard" mark in order to pass the teaching component of the Level 3 Instructor certification.

MARKING SYSTEM

B. TEACHING EVALUATIONS

Candidates will be expected to teach an advanced skill improvement lesson, approximately 30–40 minutes in duration, to peers simulating advanced students. The evaluation staff will assign teaching terrain and student numbers, and candidates may be asked to begin their lesson in a variety of environments, including groomed, un-groomed, or freestyle terrain.

Marking Format: Teaching Component

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

RE-TEST EVALUATIONS

- Following completion of the Level 3 Teaching Module, candidates are eligible to attend the Level 3 Teaching Exam at any time—there is no time limit to complete it.
- Candidates may also retake the Teaching Module as often as needed throughout the certification process.
- Once the Teaching component is successfully passed, it is retained for life.

ASSESSMENT CRITERIA

TEACHING ASSESSMENT	
<i>Evaluation Criteria:</i> Demonstrates REFINED use of the Practical Teaching Skills for lessons catering to advanced students. DEFINITION OF REFINEMENT: <i>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.</i>	<u>Specific evaluation criteria – Teaching Component :</u> Guest Service & Safety: • Always chooses safe & suitable terrain. • Always creates a positive, safe, and student-centered learning environment • Confident, effective, and enthusiastic leader. Communication & Lesson Structure: • Communicates effectively (clear explanations). • Technical terms are simply explained • Effective lesson structure. Demonstrations: • Effective use of demonstrations. • Confidence-inspiring and technically correct execution of demonstrations. Analysis & Improvement: • Consistently uses effective analysis viewpoints. • Always identifies primary causes of student difficulty. • Provides positive and relevant feedback to students. • Consistently provides simple, actionable feedback. Technical Content: • Effectively presents technical concepts consistent with CASI methodology. Professionalism: • Demonstrates professional instructor traits.

ADVANCED COMPETENCIES - TEACHING FOCUS

Reference: CASI Reference Guide (p. 58)

1. **Provide a brief example of how each Advanced Competency could be utilized in a lesson for advanced riders.** *(Think about how each competency is a combination of all the skills working together and which one specifically might relate best to the lesson objectives, drills, or terrain choices and contribute to the outcome that is the Advanced Competency.)*
2. **For each of the following Advanced Competencies, describe a clear performance indicator that would help you recognize when a student is demonstrating that competency. Frame your observations as if you're giving feedback—what would you see or hear from the rider?**
 - **Strength & Flow**
 - **Arc to Arc**
 - **Loading & Deflection**
 - **Steering Versatility**
3. **What riding behaviours or movement patterns might indicate that a student is transitioning from core competencies to more advanced competency development?**
 - *How would you adapt your teaching strategies to support this progression?*
4. **As an instructor, how can you apply the Core Competencies to coach advanced riders more effectively in variable terrain and performance-focused situations?**
 - *Consider how refining the Core Competencies can create a pathway toward achieving higher-level performance outcomes.*

LESSON PLANNING TOOL

Use the following tool to help plan your lessons.

IMPORTANT! The questions and key points in the form below are provided to inspire and guide your planning. They are not intended to be answered individually, and there is no need to respond to each one.

They serve as examples you can use to guide your lesson planning and, when appropriate, reflect on while teaching.

Name:	Time:
Snow Conditions:	Number of Students:
Student Level:	Terrain:
Competency & Lesson Goal :	
→ <i>What is the key concept or learning objective we want to develop in this lesson?</i> → <i>Why is this useful for our students?</i> → <i>Where will we be riding for this lesson, and why is this terrain appropriate for our goal?</i> → <i>Which advanced competency will this lesson target?</i> → <i>How does this goal relate to common challenges or plateaus riders experience at the advanced level?</i> → <i>How does this goal help prepare students for more complex terrain or performance expectations (e.g. park, bumps, carving...)?</i>	
Skill Focus: Position & Balance Pivot Edging Pressure Timing & Coordination	
Skill Component, Skill Goal or Movement Focus :	
→ <i>What specific riding skill component will be the focus of this lesson?</i> → <i>When should it be used? (In which riding context or conditions.)</i> → <i>How can it be applied? (Timing, rhythm, where in the turn, intensity, etc.)</i> → <i>What do we want students to feel, understand, or notice by the end of the session?</i> → <i>How will I measure whether students have made progress toward the goal during the lesson and by the end of the lesson?</i>	
Method (s) of Presentation:	Building Block  Whole-Part-Whole  Guided Disc.
Drills, Tactics, Exercises, Progressions:	
→ <i>How will we develop this riding skill during the lesson?</i> → <i>What drills/tactics/exercises/progressions or movement patterns can we use to isolate and develop this competency/skill/skill component?</i> → <i>Why are we using this tactic/drill/exercise?</i> → <i>Why are we using this terrain?</i> → <i>How will I adapt the session if students progress faster or slower than expected?</i>	

Analysis & Improvement (points to look for):

- *Watch for...*
- *Riders should demonstrate/maintain/control...*
- *Potential challenges for riders include...*

Key Points for Great Analysis of Advanced Students

Movement Quality & Body Mechanics

- *Movement matches intent*
- *Effective use of joints and range of motion*
- *Body alignment and posture*
- *Upper/lower body separation and coordination*

Technical Control & Performance

- *Pressure control and timing*
- *Consistency of edge engagement*
- *Energy management and recovery*
- *Speed management through technique, not hesitation*

Terrain Adaptation & Tactical Execution

- *Consistency across varied terrain*
- *Adaptability and tactical decision-making*
- *Line selection and flow*

Mental Engagement & Rider Awareness

- *Mental focus and situational awareness*

Positive, Action-Focused Feedback Strategies

- *Focus on What to Do, Not What to Avoid*
- *Use Cue-Based, Action-Oriented Language*
- *Highlight Strengths, Then Guide Improvement*
- *Ask Reflective Questions to Encourage Self-Discovery*
- *Use Future-Focused Language*
- *Normalize Experimentation*
- *Create Learning Pathways, Not Corrections*

Questions:

Movement Awareness & Body Mechanics

- *Which joints or muscle groups do you feel contributing most to this movement?*
- *Where do you feel the movement starts in your body? Where does it finish?*
- *What part of the movement feels most unfamiliar or challenging?*
- *Can you feel a difference compared to your usual approach? If so, where and how?*
- *Did your board respond the way you expected? Why or why not?*

Cognitive Engagement & Self-Reflection

- *What outcome were you aiming for, and did your movements support that goal?*
- *What did you experience when applying this tactic—physically or mentally?*
- *If you repeated that run, what would you try differently—and why?*

- *How does this movement relate to one you've already mastered?*
 - *How can this movement help you progress or unlock new skills in your riding?*
-

Terrain & Tactical Adaptation

- *In what types of terrain or situations could you apply this movement pattern effectively?*
 - *Can you think of another environment (e.g., steeps, bumps, freestyle) where this could be useful?*
 - *How did terrain or snow conditions influence the way you moved?*
 - *Where in the turn or terrain feature should this movement or pressure be created for best effect?*
 - *How does this movement change your ability to control line, speed, or edge grip?*
-

Timing, Coordination & Technical Refinement

- *How did your timing or rhythm affect the success of that movement?*
- *What visual or sensory cues helped you adjust during that section?*
- *How might this movement improve your ability to ride more efficiently or with greater control?*
- *How could you adapt this movement for different turn shapes, sizes, or terrain types?*

SAMPLE LESSON #1 - Freeride flow

Name:	Time:
Snow Conditions:	Number of Students:
Student Level: Advanced	Terrain: Groomed to bumpy.
Competency & Lesson Goal : Improving our flow in off piste terrain	
<i>Advanced Competency: Strength & Flow</i> Down-unweighting is a specific technique—not a default riding style—used by advanced riders to more effectively handle 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.	
Skill Focus: Position & Balance Pivot Edging X Pressure Timing & Coordination	
Skill Component, Skill Goal or Movement Focus : <i>Active Pressure movements allow us to experiment with both creating and also releasing pressure as we encounter challenging bumpy terrain.</i>	
Method (s) of Presentation:	X Building Block  Whole-Part-Whole  Guided Disc.
Drills, Tactics, Exercises:	
S.A.F.E. progression to down-unweighting: - Start low, and move up rapidly (up-unweighting) vs. start tall, and move down rapidly (down-unweighting). - Linked sideslipping with edge change at low position. - Sliding turns in groomed terrain with edge change at low position. - Sliding turns in bumpy terrain – time edge change at top of bump with flexion movements in legs/hips. <i>*Retract legs at edge change (release pressure), and push through turns to create pressure.</i> NOTE: Be brief; this is an introduction. Improvement and movement development will come from experimentation thereafter.	
Analysis & Improvement (points to look for):	
- 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:	
“Can you feel the difference between up and down-unweighting movements, as it relates to pressure?” “Where can we use this movement on the mountain?” “Do you think this can aid our ability to ride fluidly (with more flow) in bumps?”	

SAMPLE LESSON #2 - Turn shape & performance

Name:	Time:
Snow Conditions:	Number of Students:
Student Level: Advanced	Terrain: Groomed
Competency & Lesson Goal: Developing turn shape for board performance	
<i>Advanced Competency: Arc-To-Arc</i> <i>In advanced riding, developing a round turn shape allows us to load and deform the board above the fall line, using the board's performance to help shape and accelerate the turn.</i>	
Skill Focus: Position & Balance Pivot X Edging Pressure Timing & Coordination	
Skill Component, Skill Goal or Movement Focus : <i>Edging (Inclination): The goal will be to establish edge grip above the fall-line, by using inclination (leaning) moves early in the turn. This will help the snowboard to grip the snow creating a bend in the snowboard.</i>	
Method (s) of Presentation:	 Building Block  Whole-Part-Whole X Guided Disc.
Drills, Tactics, Exercises:	
<i>Following a Guided Discovery approach of setting up the "challenge", to create edge grip above the fall line, and encouraging students to work towards achieving this with the guidance of the instructor:</i> - "Inverse Traverse" (discuss different movements that can create the traverse on the downhill edge). - "Tipping" sensation at start of turn, to focus on inclination before angulation. - The role of the ankles in establishing grip, as the COM tips downhill.	
Analysis & Improvement (points to look for):	
<i>Watch for riders using a down-unweighted move, creating too much flexion at or before the edge change. Ensure that the vertical position stays neutral at the edge change, and riders focus on maintaining their path of travel across the slope through the edge change.</i>	
Questions:	
<i>"What body parts or joints can you feel assisting in this?"</i> <i>"Can we apply this movement in various turns, sizes and shapes? Sliding vs. carving, large vs. small" (Hint: YES!)</i>	

SAMPLE LESSON #3 - Using counter-rotation

Name:	Time:
Snow Conditions:	Number of Students:
Student Level: Advanced	Terrain: Groomed and ungroomed
Competency & Lesson Goal: Using counter-rotation movements to help change direction	
<i>Advanced Competency: Steering Versatility</i> <i>Advanced riders can use counter-rotation movements to help create versatility in their riding, unlocking new ways to change direction quickly on the board</i>	
Skill Focus: Position & Balance X Pivot Edging Pressure Timing & Coordination	
Skill Component, Skill Goal or Movement Focus : <i>Pivot (Counter-Rotation): The goal is to experiment with counter-rotational movements to assist in adding versatility to our our ability to quickly change direction</i>	
Method (s) of Presentation:	 Building Block  X Whole-Part-Whole  Guided Disc.
Drills, Tactics, Exercises:	
<i>Speed checks/ Ninja turns</i> - Using upper and lower body separation to change board orientation, shoulders and hips move in opposite directions - On groomers look to create snow spray and ride through it (this is adaptable to all conditions; the main idea is to create the separation feel the grip on the snow then release it) - <u>Goal:</u> Learn about steering speed and power created through separation. - <u>Follow-Up:</u> Tree or mogul riding, using smaller versions of similar moves to be more adaptable and ride faster.	
Analysis & Improvement (points to look for):	
<i>Watch for stiff torso and lack of rotation between hips and shoulders. Watch for students that only separate from shoulders. Shoulders and hips need to move in opposing directions.</i>	
Questions:	
<i>Where should counter-rotation be created?</i> <i>How can we accentuate the movement?</i> <i>Where do you feel tension?</i> <i>How can you use this across the mountain?</i>	

SAMPLE LESSON #4 - Dynamic short turns

Name:	Time:
Snow Conditions:	Number of Students: 6
Student Level: Advanced	Terrain: Steep / bumpy
Competency & Lesson Goal: Learning to make faster and shorter turns in advanced terrain to control speed.	
<i>Advanced Competency: Strength & Flow</i> <i>Learning to move with a purpose; how much is too much</i>	
Skill Focus: X Position & Balance Pivot Edging Pressure Timing & Coordination	
Skill Component, Skill Goal or Movement Focus : <i>Position on the board. All turns start and finish at neutral. The farther away from neutral the COM moves, the slower the turn becomes.</i>	
Method (s) of Presentation:	 Building Block  Whole-Part-Whole X Guided Disc.
Drills, Tactics, Exercises:	
Warm-up: On green terrain, focus on minimal vertical movement and maximum lateral movement. What are the pros and cons? Powerful turns, but slow. Guided Drills: Moving into black terrain, have students work on a short radius turn that focuses on lateral movements from the hip. Try to keep the upper body out of it. Start them at an intensity of 6/10 and work backwards towards 2/10. • Does lateral movement help in the short turn? • If I incline too much, can I overpower the snowboard? • Does less lateral movement make me faster? • If I incline too much, can I lose grip? Off-piste or Moguls: Have students focus on a short radius turn that focuses on vertical movements, flexing knees and ankles to lower the hips. Start at 6/10 and work backwards towards 2/10. • Does vertical movement help in varied terrain? • Does vertical movement help us off-piste? • If I move too low, can I get into a weak position? • Does more vertical movement make me slower? • How much vertical movement do I need to manage the terrain? Back to Steep Groomed Terrain: Have students focus on keeping their hips as close to neutral as the terrain allows to give them a fast short turn. Ask students to start at a fixed point, do 25 turns, and stop. Repeat this process to see if the students improve.	
Analysis & Improvement (points to look for):	
→ Look for students who use too much vertical movement specifically on the heelside edge. Students often get into a low squat moving their center of mass far behind their heel edge which makes changing to the toe very difficult.	

→ Look for students who incline too far and too early on the toeside turn. This often happens in moguls. Students continuously lose balance at the bottom of the toe turn.

Questions:

"We learn to bend our knees very early in our snowboard career. Why is bending our knees and ankles so important?"

"What is an advantage of getting really low?"

"What is an advantage to keeping the hips closer to neutral?"

"Does inclination put more force on the board?"

"Can we use inclination to put leverage on our edge?"

"Does inclination take time?"

SAMPLE LESSON #5 - Setup Turns & Trajectory Control

Name:	Time: ~30-40mins
Snow Conditions:	Number of Students: 6
Student Level: Advanced	Terrain: Groomed run & park
Competency & Lesson Goal: Developing our ability to use turn shape and turn placement to help prepare for features, and refine / learn new tricks.	
<u>Advanced Competency:</u> Arc to Arc <i>The setup turns help guide us from take off to landing. Setting a straight line before being on a box / rail or in the air is important. The shape / size of the turn can be adjusted to help facilitate and control rotation on/off features. They can also be adapted to different sized features.</i>	
Skill Focus: Position & Balance Pivot X Edging Pressure X Timing & Coordination	
Skill Component, Skill Goal or Movement Focus : <i>Edging (Angulation): Objective is to focus on keeping a stable upper body before leaving the take off. Refining our ability to ollie / pop from a slight edge while maintaining stability and desired trajectory.</i> <i>Timing & Coordination: Refining our ability to have the tip & tail of our board pointing in the desired direction of travel at the edge of the take off. Developing our ability to modify the size of the radius of our setup turns on the same features to adapt it to the trick / rotation being performed.</i>	
Method (s) of Presentation:	 Building Block  Whole-Part-Whole X Guided Disc.
Drills, Tactics, Exercises:	
<i>Discussion: 50/50s, presses, boardslides to regular, straight airs, etc. often require little setup: find the drop-in and go straight. For rotations (>180s on jumps, spins on/off boxes, boardslides to fakie, etc.), setup turns can improve control and success.</i> <i>Uses include (ask riders what they think):</i> ☐ Managing trajectory ☐ Reaching the end of a feature ☐ Accessing more challenging features (urban-style rails, C/S boxes, wall rides, hips, jibs) ☐ Creating potential energy for pre-wind / release <i>Warm-up: Mellow green / blue groomers. Open carves toward a target 2–3 turns ahead. Aim to have the board pointing directly down the fall line when reaching the target. Stop, reset, repeat.</i> <i>Modification: In pairs, set targets for each other (snowball, branch, etc.) and leapfrog down the run. Movement focus: Stable upper body; edging from the waist down through angulation. Partners watch for excessive leaning.</i>	

Warm-up continued: Repeat the same task, adding a pop or ollie from the active edge and landing on a flat base. Progression: Pop / ollie 180s down the fall line from the working edge. Development: Move to the terrain park. Use mellow boxes and small / medium jumps riders are comfortable with.

Riders must:

- ☐ Choose an appropriate drop-in for speed
- ☐ Make at least two setup turns (one heel, one toe)
- ☐ Start 2–3 m left or right of the intended takeoff line
- ☐ Take off from a slight edge

Start with: 50/50s on boxes, Straight airs on jumps

Session the same feature where practical, or move through different features depending on the park. Longer, mellow features are ideal when appropriate for the group's ability.

As the session develops:

- ☐ Add rotations, boardslides to fakie, etc.
- ☐ Experiment with turn size and shape
- ☐ Adjust drop-in distance from the feature (1 m, 2 m, 3 m, >4 m)
- ☐ Maintain the desired line and/or reach the end of the feature

The goal is to find the ideal ratio between drop-in position, turn size/shape, speed and trajectory. Use questioning and self-assessment to help riders connect their choices to the outcome. Video analysis can be useful here.

Notes: Side hits with good transitions can also work well; the same concept applies to reading trajectory once airborne.

To take this further on boxes and rails, add a fore/aft focus: adjust upper-body position over the feature to lock onto the appropriate foot rather than staying centred over the board, particularly in boardslides.

Analysis & Improvement (points to look for):

- Too much inclination will often cause drifting (in the air) or sliding off the side of boxes / rails.*
- Too tight of an arc will do the same thing.*
- Inclination on box / rails = falling.*
- Misreading the line - not taking off where was intended.*
- Edge change too early / too late (asymmetry in turns leading to feature).*

Questions:

- How do you plan the “perfect line / turns” as a setup? What’s your strategy?*
- What can you feel once you land on a box and do a 50/50 when using setup turns?*
- Can you stall that potential energy on a feature / in the air and still complete the rotation? How?*
- How much is too much for the shape / size of your setup turns? Or too little?*
- Can you use the same setup turns to create a rotation in the opposite direction (hard-way)?*
- What other movements can be blended to refine / develop this?*

TECHNICAL PRESENTATION:

ADVANCED COMPETENCIES - TEACHING FOCUSSED**GOALS FOR THE SESSION:**

- ❑ Review the *Core Competencies* as they apply to novice / intermediate riding, and also to advanced 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 **observing board performance**.
- ❑ The *Advanced Competencies* create a practical “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>	❑ ‘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 lines.
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>	❑ 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>	❑ 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>	❑ 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 - TEACHING FOCUSED

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:

NOTES:

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NOTES:

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WHAT'S NEXT?

We would like to sincerely thank you for attending the Level 3 Teaching Module or the Level 3 Teaching Exam!

Once you have completed the Level 3 Teaching Module...

You are now one step closer to completing your Level 3 Certification! You are now eligible to register and attend the Level 3 Teaching Exam. We recommend allowing adequate time for additional practice, lesson preparation, and development of your teaching strategies before attending the exam. You may also want to continue your journey by registering for the Riding or Instructor Training Module and their respective 1-day exam. You may also retake the Teaching Module as needed to continue progressing toward the Level 3 standard.

There is no time limit to complete the remaining components of the Level 3 certification.

If you have attended the exam and have to retest the Teaching component...

Candidates eligible for a retest may register for a Level 3 Teaching Exam, which is scheduled separately from the training module. This 1-day evaluation will assess your ability to deliver an effective, student-centered lesson aligned with CASI's Level 3 teaching standards.

We recommend allowing adequate time for lesson planning, skill refinement, and personal preparation before attempting the retest. When ready, please consult the Level 3 Teaching Exam schedule at www.casi-acms.com to plan your next step. Evaluators will assume that appropriate preparation has taken place prior to the exam.

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 Level 3 Teaching component...

Congratulations! On behalf of the Canadian Association of Snowboard Instructors, we commend you on reaching this important milestone.

As a Level 3 instructor, you've demonstrated advanced teaching ability and a deep understanding of snowboard technique, analysis, and communication. This achievement reflects a high level of personal commitment and professionalism—and marks you as a leader in the instructional community. **This might bring you one step closer to achieving your Level 3 certification - or maybe you received your pin today!**

Don't stop here—keep progressing! Whether you're preparing for your Riding and Instructor Training Modules, working toward Level 4 Certification, or looking to specialize in Carving, Big Mountain or Park 2, there's always another challenge ahead. Interested in mentoring others? Consider applying to become a CASI Evaluator. Continued experience and training are essential for taking that next step.

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

All the best!



Geneviève Pilotto
Director of Education & Programs

www.casi-acms.com

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