

AIM USA



INSTRUCTORS HANDBOOK ©

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TEACHING METHODOLOGY

1. Clear voice projection to parents and students in all rows is necessary.
2. Sit students down when teaching a new technique
3. Teach techniques in sets of 3.
 - Do the first 3 slowly - making sure the students are using the correct hand or foot, e.g. "Hand in the Front" / "Leg in the Back."
 - Do the next 3, with moderate speed and good form.
 - Do the last set of 3 at a faster pace with good form.
4. After your last set of 3 always ask students "what was the name of that move"
5. Always associate a verbal command with a physical action.
6. Be aware; have eye contact with students in the back row as well as students to your left and right.
7. Line up students at the beginning of class with the tall students in the back, smallest in front, form 3-4 lines.
8. Face the students when teaching and always "mirror" them when teaching a new move and when reviewing previously taught moves. "Mirroring" always face the students when demonstrating or leading during drilling the techniques. If students are using their right leg, use your left leg so the student appears to be looking into a mirror.
9. Sit students down when demonstrating (teaching and reviewing), hands on knees, back straight mouths closed.
10. Sit younger students if you need them to re-focus their attention to you. When students are sitting they pay better attention.
11. Demonstrate new moves 3 times; demonstrate previously taught moves (quick review) 2 times.
12. Instructors should teach against a solid background. Students should have their backs to spectator, entrances, mirrors and windows. Ask parents to sit in the back or sides of the room, never behind you.
13. Minimize verbal description and instruction - most people learn visually thus instructors will provide demonstration and do all the moves with students...facing them and mirroring.
14. Provide quick praise and quick corrective feedback

15. Provide as much individual praise as quickly as possible with specific corrective feedback.
16. When having your students perform a new move to a count of (6), lead the students by having them do the 1st 3 slowly, then the next 3 with moderate speed and good form.
17. Establish classroom policy - "Pay attention while I am talking, all eyes on me when I am teaching.
18. Instructors will place their manuals on a chair, leaning it against the back. Thus providing you a clear view of curriculum.
19. When forming lines for activity, direct the students verbally and physically into a line. Form lines of equal number, each line should not exceed 10 students. For large classes, form 4 lines, do this quickly - then sit students and explain and demonstrate the activity quickly get students up and active.

INSTRUCTOR EXPECTATIONS

1. **BE RESPONSIBLE AND PROFESSIONAL** always. You are a representative of this organization. DRESS: Instructors are required to wear A.I.M. issued T-shirts or uniforms. Wear no other affiliation attire. Uniforms must be clean and neat! Wear appropriate shoes.
2. **MAINTAIN OPEN COMMUNICATIONS** with the office. If there are any problems whatsoever with a class let us know within 24 hours.
3. **COMMUNICATION WITH THE OFFICE**: Communication between you and the office is vital. Please provide AIM with any cell phone, pager or Email addresses. If you have access to a computer, programs will be provided by AIM to enhance your reports and roster preparation.
4. **ORGANIZE AND PREPARE** your curriculum, flyers, merchandise, etc. Know your schedule, what week curriculum you are teaching and what important dates are coming up, i.e., holidays, Tournaments, competitions. Bring all AIM related equipment to each class.
5. **ABSENCE FROM CLASS**: In the unlikely event you are unable to perform your class duties, Instructors must notify the office ASAP. Please give notice for vacation time prior to starting a new session. If there will be an AIM substitute for your next class, Do not announce to the class that there will be a substitute next week. (Students tend to not show up if they know there is to be a substitute.)
6. **INSTRUCTOR TRANSPORTATION**: It is the instructor's responsibility to find and pay for alternative transportation in the event their vehicle breaks down. Alternative may include friend or relatives' car, taxi, bus, or rental car.
7. **CANCELLATIONS**: Under no circumstance cancel class without permission from the office. If the facility is locked, look for a custodian to open it. School functions have priority over our class. If there is a school function going on, hold class outdoors or find an alternative location by the provided custodian.
8. **LEAVE THE FACILITY CLEAN**: it is very important that you leave the facility in the same way or better than you found it. Have students and parent helpers assist you. Remember, if you lose the use of the facility you will lose your class, pay, possibly your job!

9. **RESPECT FOR THE FACILITY:** Explain to the students that any damage or abuse to the facility can result in cancellation of the program.
- A) Bathrooms are to be left clean. Put paper towels in the trash container. Pick up uniform bags, soap on the floor etc. Make sure the students clean up after themselves.
 - B) Stay away from any windows, glass cabinets, mirrors, lights that can be broken.
 - C) Stay away from tables and chairs. (students sit on the floor)
 - D) Stay off the stage! (Unless it is under your instruction)
 - E) No playing with any facility equipment. I.e. pull up bars, gymnastics equipment.
10. **COMPETITIONS/TOURNAMENTS:** AIM USA will host competitions or tournaments. Your students will be competing against other students. Competition or Tournament participation is mandatory for every instructor and is part of his or her job. A commission bonus of \$75.00 or \$1.00 per student (whichever is greater, but not both) based on the number of your students participating will be paid to each instructor. You must be present to receive this commission!
11. **DISTRIBUTE FLYERS** to students, as requested by the office. Do not leave the flyers out for parents to pick up. Discuss the flyer contents while handing out at the end of class. Explain to the students that it is very important that parents get the flyer and read it! (Parents become upset when not informed!) Also, keep extras for the following week and ask if anyone was absent that prior week, or misplaced last week's flyer. You must read and know the content of all flyers distributed.
12. **DISCLOSURE OF INFORMATION:** Never disclose information about how many students you have, how your program is promoted, etc. This rule for non-disclosure extends to the facility directors, custodians, principles, etc. Questions about the administration or marketing of the program should be directed to our office. Explain that A.I.M. Directors are willing and able to provide any answers to those questions.
13. **COURTESY POLICY:** Establish a courtesy code with the students that includes:
- A) *Respect for Instructors:* This is very important in order for the class to run smoothly, and must be enforced DURING WEEK #1 and throughout the session. Also, the parents like to see discipline and control that the Instructor uses when teaching. Guidelines should include no talking when instructor is talking. Students need to pay attention always and obey the instructor.
 - B) *Respect for parents, teachers, adults, and other students:* Instill in the students that they should demonstrate the same respect for others as they do for their instructor.

BASIC CLASS PROCEDURE

1. **ARRIVE EARLY TO CLASS:** Arrive a minimum of 60 minutes before registration or class time, for the first two weeks. Arrive 30 minutes prior for each week thereafter. If you are late for class, and arrive after the first scheduled class time, please contact the office the following day and explain the situation.
2. **SET UP, REGISTRATION AND DISPLAY TABLES** in a location that will facilitate check in and equipment sales. (For more details see Registration Procedures).
3. **BEFORE TEACHING** survey the floor for the existence of glass, trash etc. Remove all debris before starting class.
4. **HAVE PARENT HELPERS REGISTER STUDENTS** quickly. (See parent helper section.)
5. **SIT STUDENTS DOWN QUIETLY** to wait for class to begin, after they have checked in. **Do not allow them to run wild.**
6. **START YOUR CLASS ON TIME:** If you begin late, and it becomes a pattern, you will lose students and appear unorganized.
7. **STUDENTS ARRIVING EARLY FOR NEXT CLASS** are to sit quietly along the back wall. Do not allow them to disrupt you or the class. Do not allow running and or screaming in the halls, on the stage etc. Remember you are liable for the safety of your students.
8. **SPECTATORS:** Parents are welcome to view class unless there becomes a problem with noise level or overcrowding. Inform parents who stay during class of the “no talking rule” and that you may call on them to help in class.
9. **ANNOUNCEMENTS:** proper communication is necessary for keeping the students motivated. Announcements are important after every class to keep your students and parents informed. Announcements should be brief, but inspiring and exciting.
10. **HAND OUT FLYERS AFTER THE ANNOUNCEMENTS,** before dismissing the students. Do not leave flyers out for the parents to pick up. Explain flyer contents and importance that the parents receive the flyer. (Parents become upset when not informed). Also, Keep extras for the following week and ask if anyone was absent the prior week, or misplaced last weeks flyer. INSTRUCTORS ARE NOT ALLOWED TO DISTRIBUTE FLYERS, BUSINESS CARDS, MATERIALS, AND EQUIPMENT THAT HAS NOT BEEN ISSUED BY A.I.M. If a host facility requests distribution of their program flyers, please clear with A.I.M.’s office. (If time permits) Otherwise, distribute their flyer; **TURN IN A COPY OF THAT FLYER WITH YOUR REPORT SHEET.**

SAFETY REGULATIONS

“YOU “ ARE RESPONSIBLE for the safety of the students. Make sure you and your students do nothing in or out of class that endangers themselves or others.

FIRST AND FOREMOST:

1. **STAY IN FACILITY:** Students must stay in the facility. Once checked in, they are not to go back outside, except to use the restrooms.
 - A. *Restrooms:* Never allow students to go to the restroom alone. Designate a familiar adult or another student to go with them and stay with them. They are to go straight to the restroom and back. NOWHERE ELSE. Remind students prior to class to use the restroom. Do not wait until class is in session. Do not allow more than two students to go at one time.
 - B. *When class is over,* students are not to go looking for parents. They must stay in the facility until parents physically come to get them. The only exception is if a parent gives you a signed note stating that it is okay for the child to walk, ride a bike, ride with someone else’s parents. Etc. A copy of this note must be give to the office for filing. Students that are not picked up should call their parents. Have students sit inside facility, not outside.
 - C. *Students left after class:* Under no circumstances is an Instructor to provide transportation for the student, even if the parent approves. This is not our responsibility. If you were to have an accident, you would be held liable for any injury or lawsuit. If a student is not picked up within ten minutes after class, try to reach their parents by phone. If you can not reach them, the student must contact a friend or relative to pick them up. Never leave children waiting by themselves. You must stay with them.
2. **RUNNING** is not allowed in or out of the class at any time. Do not include running in drills, games, activities, or warm-ups, etc.
3. **NO FOOD** such as gum or candy allowed at any time. (Students could choke on it).
4. **MAINTAIN GOOD HYGIENE:** Fingernails must be clean and trimmed to prevent injury to oneself or others. Jewelry should be omitted to prevent injury.
5. **EQUIPMENT:** Students must stay away from property in the facility such as the stage, gymnastics, or playground equipment. This point cannot be emphasized enough! You must periodically remind students and spectators of this rule. Again you are responsible for the safety of the students in you class.

6. **IF AN INJURY OCCURS**, assess the situation immediately. If it is a mild injury, sit the child out to the side of the teaching area and continue the class. (Usually a Parent Helper can tend to the child.) Encourage the child to return to the lesson when he or she feels better. If a student is more seriously injured, have the child remain with the parent helper for the remaining class time, or if warranted, have the helper call the parent. Always show concern for the student, but not waste class time for minor situations. Under no circumstances are we to administer first aid packs, ace bandages, etc. For this could make us liable. Call 911 immediately for extreme injury or medical emergency. For example: child goes into seizure, convulsions or becomes unconscious. This reason alone constitutes the importance of BEING AWARE OF THE NEAREST PHONE. If you own a Cell phone, please bring it to class for emergency purposes. An A.I.M. Accident report form must be filled out for any serious injury. Please make sure you have copies of the accident report forms in your instructor box at all times. Inform office as soon as possible of any accidents that occur in class. It is very upsetting if a parent calls us first and we have no idea an accident/injury occurred. We must be informed to handle these situations properly.

PROBLEM SITUATIONS

You will be teaching in school gyms/ multi-purpose rooms, and other community facilities. You will be dealing with the personnel who work there (custodians, teachers, receptionist, faculty directors etc.) These people wield a significant amount of influence over the use or non-use of the facility. Remember you are the link to the public; always be courteous and respectful when dealing with all people.

1. **CUSTODIANS:** complaints from the custodians have resulted in loss of facility. Typical complaints include, restrooms left messy, students running around creating havoc, etc. You definitely want to be their friend and know their name. Work with the custodians not against them.
2. **FACILITY PROBLEMS:** Occasionally you might encounter a problem with the facility you are using with:
 - A. *Scheduling conflicts:* If a facility director, etc tells you that a school function is happening during your class time and you will have to use another room etc. Move without question (Before moving the class outside, ask the custodian or principle if another room is available.) Even though we are renting a multi-purpose room, gyms, etc. school functions have priority. Most of the time when changes like these occur, our office is notified and we will contact you. Unfortunately, there are times when we are not informed, so just handle it professionally and call the office within 24 hours. If moving to a different room put a sign up to direct parents & students where to go.
 - B. *Transportation:* It is the instructor's responsibility to find and pay for alternative transportation in the event that their car breaks down. It is the instructor's responsibility to make it to class 60 minutes before the 1st scheduled class for weeks one and two. Arrive at least 30 minutes early every week thereafter.
 - C. *Locked out:* If you ever get to location and the custodian / facility director is nowhere in sight, you may have to search the area to locate them. Custodians can sometimes be located in their maintenance rooms, and knocking on the doors is recommended. If you are totally locked out of your facility, have class outside, put a sign on the door stating where the class is being held. If it is dark find a well-lit area. Improvise and do your best to never cancel class. Unless you feel it is dangerous and no parent helpers are offering assistance. Please notify the office the following day if you ever come across such a situation. A director will notify the facility and rectify the situation to prevent its reoccurrence.

- D. *Class cancellations*: Only as a last resort, will you cancel class. If you feel that it is unsafe for both students and P.H.'s to be registering and receiving class fees for the class outside, then cancel the class for that day. You must stay at the facility, preferably in the parking lot to make sure students do not get dropped off and left without supervision. Inform the students and parents that class will resume next week. Do not leave a sign and leave early unless Office instructs you to. Notify the office within 24 hours.
 - E. *Other Organizations*: If they claim to have the use of the room, please work it out in a congenial manner.
 - F. *In the warmer months*: ask facility director to turn on the air conditioning or to provide existing fans to cool down the teaching area. Encourage students to wear T-shirts or Tank Tops.
3. **UPSET PARENTS**: You will encounter, from time to time, an upset parent, which you should handle politely and diplomatically. You can do a great deal to diffuse the problem by showing sincere desire to rectify the complaint.
- A. Take the parent aside, away from the situation.
 - B. Agree with the parent that there is a problem.
 - C. Obtain all details on the situation (write details down).
 - D. Try to rectify the problem diplomatically
 - E. If you have not satisfactorily handled the problem, have the parent phone the office. (Do not spend too much time on the problem solving while a class is going on. Otherwise you will have more complaints.)

Parents can do great harm by complaining to the host Facility Director, etc. Remember the program is for kids, but the parent finance it

4. **DISRUPTIVE STUDENTS**: When a student is talking in class, not paying attention, not sitting, etc. follow the discipline actions below. Never let a student bully others. In extreme cases you may sit the student down, to the side for 5 minutes. This is referred to as "Time Out". Following the "Time Out" period, ask the student if he/she is ready to join the class and behave.

Per (1) 40 minute class

- A. First offense- Verbal warning
- B. Second offense- 2-3 minute time out
- C. Third offense- time out 6-8 minutes
- D. Fourth offense - Speak to the parents about possible expulsion
- E. Exercise is never used as a form of punishment

REGISTRATION PROCEDURES

Registration is the most hectic time for any instructor. Many excited students and parents arriving all at once, not knowing what to expect or to do. It can be a very trying experience. This is the first impression everyone gets of you; so make it a good one, and MAINTAIN COMPOSURE.

1. **YOUR FIRST CLASS:** This first class is the most important. It is intended to introduce the parents and students to what AIM. has to offer and how we intend to run the program. Most important, what makes a successful first class is establishing rapport with the students and parents.
2. **ARRIVE 1-HOUR EARLY PRIOR TO REGISTRATION TIME** for the first two weeks. This is extremely important. You must be organized & prepared for the registration of new students. You will earn respect and trust if everything runs efficiently.
3. **INTRODUCE YOURSELF TO THE FACILITY PERSONNEL:** Upon arriving to your first class, locate the facility Director, principle, custodian, etc. Introduce yourself and find out what the weekly procedures for opening and closing the facility, bathroom, etc.
4. **MAKE SURE EVERYONE KNOWS WHERE THE CLASSROOM IS LOCATED:** If it is not clear where you will be holding the class, put up a sign directing people to the proper location. Remember to remove any signs at the end of the class.
5. **RECRUIT SEVERAL PARENT HELPERS** for the first night. Train them using the "Parent Helper Instruction" sheets as a guideline.
6. **REGISTRATION TABLES:** Ideally you will want (3) tables, one as a paperwork table, one as registration table and one as equipment table. Set your tables up near, but never blocking the entrance. The equipment table should be set up close to the registration area. Set up registration so the lines can form in an orderly FASHION inside the building

SET UP THREE TABLES:

- A) **The Paper work table:** pens, registration slips, welcome flyers, class fee work sheet & "Make checks payable to AIM" sign. Parents can fill out the forms before they go to the registration table,
- B) **The registration table:** for the registration of students and transaction of money. Pens, large envelope, equipment vouchers, class fee work sheet & "Make checks payable to AIM" sign.

- C) **The equipment table:** for the display and distribution of equipment. Separate items by size; leave items in their bag. Place all over-stock of items behind the equipment table. Do not let parents rummage through your equipment; you or the parent helper should assist them.
7. **KEEP THE LINE MOVING:** Try to avoid getting hung up answering a lot of questions. Hopefully most of their questions will be answered by the “Welcome Flyer” or during your class orientation.
 8. **AFTER STUDENT’S REGISTER, SIT THEM DOWN,** in the middle of the floor. After registration is complete, collect all monies. Put in a safe place where you can always see it. Give parents a new envelope with a bank to collect money and forms from any late registrations. Remember you are responsible for all collections. Provide Parent Helpers with new empty envelopes for every class on registration day.
 9. **THE SECOND WEEK OF CLASS** may be more hectic than the first. Arrive at least 1 hour early. Student and parents may be a little confused on check-in procedures. You will also be getting new students who want to register or ones that may have questions about the program. You must have the completed roster at class. Allow students who have their money in envelopes to drop these off in the box at the table. (They do not have to stand in line) All students who pay weekly should have their money or check in an envelope with the child’s name, and amount paid clearly printed on the envelope. Students that do not have envelopes must check in with the Parent Helpers (this includes the Pre-paid students as well). The Class Roster will be updated from the envelopes received. Children who have checked should receive a stamp on their hand. Check for stamped hands in the beginning of class. Send students back to the registration table who do not have stamps.
 10. **TURN IN LIABILITY / REGISTRATION FORMS** to the office with your next “Class Report Sheet”. Each week until you have no new registrations.
 11. **HOW TO HANDLE A PARENT** who does not want to sign the Liability release: Politely and quietly pull the parent aside and explain...

“Safety is our #1 Concern. We conduct class in the safest manner possible. Our class curriculum was designed with safety as a priority. You are welcome to observe classes and become involved as a Parent Helper. This liability release is standard for participation in recreational programs. I need your signature on it if you wish your child to participate”

EQUIPMENT / INVENTORY

It is important to keep accurate count of your inventory. You are responsible for it until it is sold or returned to the office. The most critical step in the inventory control is making sure your Parent Helpers consistently and thoroughly fills out equipment receipts for all items sold or delivered. They will use the A.I.M. Equipment Voucher Form.

1. **ALWAYS ENTER THE STUDENTS FULL NAME**
2. **A.I.M. EQUIPMENT VOUCHER FORM** must be used whenever a student or Parent buys or is issued a piece of equipment. This could be a straight sale, raffle gifts (\$) or a free promotion item.
3. **IF STUDENT PURCHASES MORE THAN ONE ITEM** that week, list all items on one Voucher form. Do not fill out a separate voucher for each item.
4. **MARK A (✓) IN THE ITEM / EQUIPMENT RECEIVED COLUMN.** If the student receives the equipment, please place a check (✓) mark in the Y (yes) column. If the student didn't not receive the equipment because you were out of stock, place a check (✓) mark in the N (No) column for each item not received. Always give the yellow copy to the parent. We keep the white copy. If we owe out equipment tell them to bring the yellow receipt next week. We do not issue owed equipment without a receipt. *Collect the money and write the payment method on the receipt. If paid by check, write the check number beside the Total amount paid on the Voucher. If paid by cash, write CASH beside the total paid amount on the voucher.* Most Instructors will have parent helpers highlight any owed out equipment or mark a large "REC" (Received) and circle it for any fully completed orders on their vouchers. This helps to quickly sort through the vouchers and orders "to be filled items" from the AIM office. If someone pays by credit card they may not receive items that day. Because we need to authorize the credit card from the office. In that case we need credit card number and billing address. A voucher is still filled out, items are checked not received. The office will mail items once approved or instructor may bring items to class the following week. If parent chooses to have items mailed it is an extra \$5.00 for shipping and handling.
5. **KEEP ALL RECEIPTS / VOUCHER** for items sold and received. The student must provide their yellow copy of the voucher to receive the item. (See equipment voucher on the following pages for more detail).
6. **YOU WILL USE THIS RECEIPT / VOUCHER** to fill in the "Equipment Sales" section of the "Class Report Sheet". Separate the receipts into Items SOLD (these include straight sales and raffle support) and items OWED (when you have accepted payment, but are out of stock of that item or a credit card sale).
7. **TURN IN ALL RECEIVED / COMPLETED RECEIPTS / VOUCHERS** with the appropriate Class Report Sheet.

8. **CALL IN ANY OWED OUT EQUIPMENT ORDERS** within 48 hours of the prior class. Call in size, style and gross number of items needed per location. When you receive the inventory TAPE the appropriate white sales slip on the equipment for the students to pick up at the next class. When Student picks up equipment, parent helpers are to mark the white copy as received with the appropriate date. ANY ITEMS THAT HAVE NOT BEEN PICKED UP BY A STUDENT WITHIN 3 WEEKS RETURN THE ITEM TO THE OFFICE WITH THE SALES RECEIPT STILL ON THE MERCHANDISE.

EQUIPMENT VOUCHER

Only Parent Helper and Instructor fill out the Equipment vouchers. Please follow these steps in the order presented:

Step 1: Enter the students Full Name, Date and Location, Home phone number

Step 2: Check (✓) the items desired for purchase only (\$ received). Do not check items parents just want to order. **(All orders must be prepaid)** If someone wants to order items write it on a separate sheet of paper as a reminder to you to have it available “for sale” next class.

Step 3: Enter the total \$ amount of items (✓) at the bottom of the voucher. (Do not include class Fees). Exception: If a parent asks for a receipt and only if they ask for a receipt for class payment. Class fees maybe written in under “other” just write class fees and the amount paid.

Step 4: Collect the total \$ amount and place in the Instructor’s Large envelope.

Step 5: Begin issuing equipment: As each item is issued, place a (✓) in the Y column (YES, equipment received). If an item, or a particular size is not available, place a (✓) under the N column (NO equipment received). DO NOT RETURN \$ TO PARENTS FOR ITEMS OWED. If the parent decides he/she only wants to pay for items received, tear up the voucher, fill out a new one with only the items paid for and received. If the parent paid by check, return the original check to purchaser, recalculate the new total and have purchaser make out a new check for items purchased and received. NEVER REFUND CASH IF A CHECK WAS WRITTEN.

Step 6: After transaction is completed:

I.E.: Voucher filled out completely. \$ collected for items, items issued and marked on voucher, the purchaser can now receive the bottom yellow copy. The top white original copy goes into the instructor's large envelope. If an item is owed, inform the purchaser to bring the yellow copy of the voucher to class the following week. They will then receive the item(s) owed.

Step 7: ITEMS OWED: The following week when the purchaser gives you their yellow copy of a voucher, issue the item owed, lay the white original on top of the yellow copy and write "rec'd and date" across it and place white copy in the envelope. Give yellow copy and merchandise to the customer.

AIM USA EQUIPMENT VOUCHER

AIM USA EQUIPMENT VOUCHER				
STUDENTS FULL NAME _____			DATE _____	
LOCATION _____		CLASS TIME _____		
PHONE NUMBER _____			RECEIVED TODAY	
Count	Size/Style	Price	YES	NO
_____	Head Band _____	5.00	_____	_____
_____	Mouth Pc. _____	5.00	_____	_____
_____	Nunchaku _____	5.00	_____	_____
_____	Patch Flag _____	5.00	_____	_____
_____	Cup _____	8.00	_____	_____
_____	Patch _____	8.00	_____	_____
_____	T-Shirt Ch. _____	10.00	_____	_____
_____	T-Shirt Ad. _____	12.00	_____	_____
_____	Focus pad _____	13.00	_____	_____
_____	Blocker _____	15.00	_____	_____
_____	Sport Bag _____	20.00	_____	_____
_____	Sweat Shirt _____	20.00	_____	_____
_____	Shin Pads _____	22.00	_____	_____
_____	Foot Pads _____	22.00	_____	_____
_____	Hand Pads _____	22.00	_____	_____
_____	Head Gear _____	25.00	_____	_____
_____	Sm. Shield _____	25.00	_____	_____
_____	White Uni. _____	30.00	_____	_____
_____	Spar. pack _____	30.00	_____	_____
_____	Black Uni. _____	35.00	_____	_____
_____	Lg. Shield _____	40.00	_____	_____
		Total Amount Paid	\$ _____	
		Unused Raffle	\$ _____	
		<i>White copy - merchant</i>	<i>yellow copy - customer</i>	
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <p>PLEASE NOTE ALL SALES FINAL. ALL ORDERS MUST BE PREPAID. 804-323-5985</p> </div>				

REGARDING RAFFLE TICKETS

Raffle monies may only be used for the purchase of equipment and items. (Uniforms, T-shirts, etc.) Offered by AIM. In other words the raffle money students collect is not intended to pay for class fees or tournament/competition fees. Strictly tangibles.

1. Count the money in the envelope as it is handed to you. (Place your initials next to the dollar amount received).
2. Follow steps outlined on “Equipment Voucher” and Issue Equipment.
3. Deduct the cost of equipment sold from the raffle money received. Mark any remaining raffle money amount on the equipment voucher line that reads “UNUSED RAFFLE CREDITS”.
4. Make certain Parent/Purchaser receives bottom yellow copy.
5. Encourage parents to use all raffle credit prior to the end of the session. Raffle credit does not carry over to the next session.

CLASS ACCOUNTING

This job is considered. 80% teaching 20% accounting. After providing top quality instruction for you students, your next priority is to maintain accurate records on class finances and enrollment. We provide you with the proper forms required to perform this task. For each night of class you have, you will be spending additional time on paperwork.

1. **YOU ARE RESPONSIBLE FOR THE MONIES COLLECTED AND EQUIPMENT ISSUED TO YOU UNTIL IT IS RETURNED TO THE OFFICE:** You should be close to and aware of your monies at all times during class. Don't leave it where someone could easily walk away with it unnoticed. Do not leave reports or inventory in your car overnight. Instructors are **LIABLE** for all lost or stolen monies or equipment. Instructors are required to bring their A.I.M. Instructor box to all classes. All monies and class reports should be kept in the box in plain sight. Provide Parent Helpers a New envelope for each class. Full envelopes should be kept in the Instructor box.
2. **YOU ARE ALSO RESPONSIBLE FOR AN ACCURATE ATTENDANCE COUNT** from week to week. Your figures will often be verified by facility or office personnel, so please be as accurate as possible.
3. **WEEK # 2 PARENT HELPERS WILL BE STAMPING HANDS** Start as students check in. Each student will receive a hand stamp, which will verify that they have paid for class.
4. **CHARGING:** There is no such word as "charge". In the event a student "forgets" their money, they may take the class, but inform them to pay after the class or the following week. If a student forgets two weeks in a row, let them take the class, but before they leave you need to discuss the problem with the parents. Record on your roster "owes" for those not paying. It may be a good idea to phone the parents if need be.
5. **REFUND POLICY:** No refunds will be given on equipment. Equipment damaged prior to being purchased will be exchanged in class. Please collect and return all damaged items to the office. ALL SALES ARE FINAL! Make sure that all equipment is fitted properly. If a uniform comes back with a rip in it, simply state, sew it up. Activity from class can cause damage. If there is an exceptional situation, refunds must go through the Accounting Department at the corporate office. Please give our phone number to anyone requesting a refund. Instructors never make refunds. There are no refunds on class fees.
6. **CLASS PAYMENT IN ENVELOPES:** Inform students that they need to bring their weekly payment in a sealed envelope. Have them put their name and the amount enclosed on the front of the envelope. If they forget an envelope, have the parent helper record the amount received on the student roster. Remind student to bring an envelope the following week.

7. **\$10 REGISTRATION FEE:** Every student at the beginning of each session must pay a \$10.00 fee for registration. This fee helps offset the cost of insurance for the student and reduces overhead so that we can continue to provide a low-cost program for the kids. All students pay this fee every 12-14 week session they attend. Parent Helpers do not receive a discount on the registration fees only fees that apply to actual lesson fees.
8. **PAY IN FULL:** Parents that pay in full for the course will receive a \$5 discount on the Registration fee. They will pay a \$5 Registration fee.
9. **CLASS FEES:** Are \$5 weekly per student. Refer anyone that request information on financial hardships to the office. We do have financial scholarships available to students whose families meet certain criteria. Parents requesting scholarship applications are subject to regular fees until their application is approved.
10. **PREPAID STUDENTS:** Students who wish to pay the entire course in advance will receive a discount mentioned in the advertisement.
11. **CLASS REPORT AND SALES RECEIPTS** must be turned in on a weekly basis with all checks and monies collected for that week. Monies must be available within 24 hours after a class for pick-up from the office upon request. DO NOT TAKE MONEY OUT AS AN ADVANCE TOWARD YOUR PAYCHECK. When mailing reports to the office, all cash must be converted into a cashiers check or money order. On the memo section of all checks put the initials of the location and program. SD (Self-defense) CH (cheer) D (Dance). For example: on the memo of a check from the West End Civic Center location for Self-Defense you would put WECC SD.
12. **E-MAILING REPORTS:** Instructors with computers and email access are encouraged to utilize AIM excel instructor reports. The excel file will contain the roster and each of the 12-14 week class reports as well as the inventory sheets. Always save each week's roster / report under that weeks file name. In case of mistakes, you can refer to a prior weeks file and correct problems. Email the file with the correct class date to Aimusainc@aol.com within 48 hours of the class.
13. **A COPY OF THE CLASS ROSTER** must be turned in with a class report each week.
14. **COUNTING INVENTORY:** Instructors are required to count their inventory after each class. Counting your inventory after each class will give you an exact count on what you distributed and ensure more accurate accounting. It will also aid you to be more organized by having your equipment counted and separated by size, ready for your next class location. You will also know what items you will need to stock up on. A physical inventory count must be taken at the end of each month and turned in to the office by the 7th of each month. If an inventory report is not turned in by the 7th, your commission check will be delayed by each day you are late. It is impossible for the office to maintain the right amount of stock without knowing our turn over rate. Please be courteous and make every effort to turn in an inventory report each month by the 7th.

CLASS ROSTER & REPORTS

CLASS REPORT SHEETS are to be turned in weekly. **NO EXCEPTIONS** if you cannot drop the reports off to the office a certain week, you must mail in the report. Convert cash to a money order or cashier's check. You will use entries from your "class roster" to figure your students count and class fees collected. A.I.M. voucher receipts will provide the remainder of the information needed to complete this report. For instructors that have access to a computer, AIM will provide an Excel version of Class Reports, as well as other documentation. If you have access to email you can email the excel file within 48 hours of class to AIMUSAINC@aol.com . The excel file contains the roster and each weeks class reports.

1. CLASS REPORT INSTRUCTIONS

In simple terms this is a tally sheet. This report is the heart of communication between you and the office. Be sure to write your name, location and the date the class took place, at the top of the page. Fill in the space for the week number of class you are on. Not filling out the top portion of the report may cause delays in your paycheck. Your pay and commissions is determined by this report.

Your Class Roster will be the single most important piece of paperwork you deal with. You should always maintain your Master Roster at home and only take copies of your roster to class.

ROSTER AND REPORT INSTRUCTIONS FOR EXCEL FILE

STEP 1:

From each registration slip, enter the Last Name, First Name, Phone Number, Rank, Age and Amount Paid of each student.

Only put in class fee amounts, either 12 (10 reg fee + 2 parent helper fee), 13 (10 reg + 3 parent helper 25%) 15 (10 reg fee + 5 class fee) 65 or 75 (Pre-paid amount for 12 or 14 week). Do not include anything listed in the "Other" column of the registration slip. The other amount is usually equipment sales and will be accounted for later. Turn in Registration Slips to office each week until you have no new students.

Roster Code Key:

X = missed class (absent)

@ = Pre-paid student attended class (when parent helpers mark on a hard copy roster they don't have to make the @ sign they just use a Check mark. Excel won't allow us to enter a check mark so the @ sign is used.

5 = regular "paid by week " student

5+5 = regular class plus make-up class

'@+@ = Pre-pay class plus Make-up pre-pay class

2 = parent helper fee first child at 50%

3 = parent helper fee for additional children at 25%

= Parent helper pre-pay

2+2 or **3+3** = parent helper regular class plus make-up class

Multiple of 5 amount (**10, 15, 20 etc.**) = student has pre-paid for additional classes. They are considered pre-paid until those classes have been taken.

STEP 2:

Sort the data in alphabetical order by using the AZ! Data sort function. (Highlight all the student information!! Cells A4 – D4 through the last student information, do not include the header information. Click on the AZ! Icon from the tool bar and the information will now be in alphabetical order.

STEP 3:

Get totals for the report: The data filter is set on the header row in order to sort information by variable amounts. Click on the drop down arrow in the week 1 (Cell D4) header cell. You will see the words (All) (Top Ten) (Custom) and then the different variables you entered for class payment fees. (12, 13, 15, 65 or 75). Move the mouse to the 1st set on numbers (12). Click. The data will be sorted and only students that paid \$12 will appear. On the bottom left corner of the window, you will see a count of records. X of Y records found. If there were 5 people that paid \$12 out of the 100 students registered it would say 5 of 100 records found. On a piece of paper note that 5 students paid 12.

Click on the next variable (13) from the week one header drop down box. The data will again be sorted and only those that paid 13 will appear. Note on the bottom left of the window the number of records.

Get a total count for all the variables that are in the week one header drop down box.

STEP 4:

Now it is time to fill out the report from the information you got from the roster. First fill in your name, the name of the class location and the date of class. The next section is the **Registration section**.

Two types of registration, those that pay by the week and those that pre-pay or pay for the entire course up front.

The "pay by the week" consists of normal students and parent helpers. There is a \$10 registration fee for those that pay weekly. Class fee for those people that pay weekly is \$5; parent helpers pay \$2 for their 1st child and \$3 for any additional children. From your roster, add the total number of students that pay weekly. The 15, 12 or 13 (10 reg fee plus class fee). Example: You had 55 students that paid \$15, you had 5 students that paid \$12 and you have 3 students that paid \$13. Add $55 + 5 + 3 = 63$. Put 63 in the box for Registration pays weekly (they paid the \$10 registration fee).

The second type of registration is those that pay in full for the entire course, or what we call "Pre-paid students." From your roster list of totals place the number of students that are pre-paid or paid 75 (14- week course) 65 (12- week course) in the box for "registration pays in full." Example: 45 people paid in full for the course from your roster totals. Place 45 in the registration pays in full box.

Registration is only open for the first 3 weeks of any course. After week 3 there should be no more registration and no need for this section until a new session starts.

STEP 5:

Fill in the **Class Fee Section**.

Paid \$5

The first box is for students that pay the weekly \$5 class fee. On Week One, paid students will pay \$15 (\$10 for reg fee, \$5 for class fee). From the next week on, students that are registered will only pay \$5 per week. From your roster totals from week one (\$15) put the total number of students that pay \$5 per class. From Week One, through week Three, paid students can consist of new registration (\$15) and all (\$5) weekly paid students.

Week One Example: 55 students paid \$15, put 55 in the box for ***Paid \$5***.

Week Two Example: 10 students registered tonight paying \$15, 55 students paid \$5. ($10 + 55 = 65$) Put 65 in the box for paid students.

After Week Three paid students should consist of only those that paid \$5.

Paid Make-up

Students that miss a class can make them up at any time up until testing date. On the roster paid students that make up a class are noted as 5+5 (5 for regular class, + 5 for make up class). If from your roster totals, you have 5+5 or other dollar amount make up classes that total number needs to be put in the ***Paid Make-up*** box. **ALSO**, since the student paid \$5 for a regular class, you need to add that total number amount to your ***Paid 5*** totals. In other words two steps are taken:

Example: 55 students paid \$5 for class, 3 students did (5+5) make ups.

Step 1: In the Paid 5 box you put 58 (55 + 3)

Step 2: In the Paid Make up box you put 3 (3 that did 5+5 from roster)

Pre-paid

Pre-paid are any students that pay in advance for class. Whether it's for the full length of the course (\$65 or \$75) or for 3 classes in advance etc. Your roster will show either a @ for pre-paid attendance or a multiple of 5 dollar amount (10, 15, 20, 25). The multiple of 5 means they paid in advance for extra classes.

Put in the number of pre-paid students from your roster totals in the Pre-paid box. Week One, these are the students that paid \$65 or \$75 (depending on length of course). From Week Two your roster might have three scenarios for Prepays.

- 1) New registered pre-pays (\$65-\$75)
- 2) @ (Pre-paid attendance)
- 3) Multiple of 5 amounts.

Example: 3 new registers at (\$65/\$75), 45 that are listed as "@" from roster totals, and one that paid say 20, and one that paid 55.

$$(3 + 45 + 1 + 1) = 50.$$

Pre-paid Make-up

Pre-paid Students that miss a class can make them up at any time up until testing date. On the roster pre-paid students that make up a class are noted as '@+@' ('@ for regular class, + @ for make up class). If from your roster totals you have '@+@' or make up classes that total number needs to be put in the **Pre-Paid Make-up** box. **ALSO**, since the student was pre-paid @ for a regular class, you need to add that total number amount to your **Pre-Paid** totals

Example: break down 45 pre-paid 5 for class i.e. there is only one @ sign in their box., 3 pre-paid students have an additional @+@) sign which indicates a make up.

Record on your report

In the **Pre-Paid box** you put 48 (45 + 3)

In the **Pre-Paid Make up box** you put 3 (3 that did '@+@' from roster).

Parent Helper 50%

Parent Helper students receive a discount on class fees. They pay \$2 for their 1st child and \$3 for any additional children. On Week One they are denoted on the registration form and pay \$12 on the first week (\$10 for registration, 2 for class fee). From Week Two on they are designated on the roster as \$2. From the Roster Totals place the number of parent helpers that paid (12 or 2) in the Parent helper 50% box.

Parent Helper 50% Make-up

Parent Helper Make ups are noted as 2+2 on the roster.

Parent Helper Students that miss a class can make them up at any time up until testing date. On the roster parent helper 50% students that make up a class are noted as 2+2 (2 for regular class, + 2 for the make up class). If from your roster totals you have 2+2 or other multiple of make up classes that total number needs to be put in the **Parent Helper 50% Make-up** box. **ALSO**, since the student paid \$2 for a regular class, you need to add that total number amount to your **Parent Helper 50%** totals.

Example: 3 students paid \$2 for class, 1 student did (2+2) make up.

In the Parent Helper 50% box you put 4 (3 regular + 1 who took an additional class)

In the Parent Helper 50% Make up box you put 1 (1 that did an additional class as noted 2+2 from roster)

Again Parent Helper Make up's are noted as 2+2 on the roster.

Parent Helper 25%

Parent Helper students receive a discount on class fees. They pay \$2 for their 1st child and \$3 for any additional children. On Week One they are denoted on the registration form and pay \$13 on the first week (\$10 for registration, 3 for class fee). From Week Two on they are designated on the roster as \$3. From the Roster Totals place the number of parent helpers that paid (13 or 3) in the Parent helper 25% box.

Parent Helper 25% Make-up

Parent Helper Make ups are noted as 3+3 on the roster.

Additional Parent Helper Students that miss a class can make them up at any time up until testing date. On the roster parent helper 25% students that make up a class are noted as 3+3 (3 for regular class, + 3 for make up class). If from your roster totals you have 3+3 or make up classes that total number needs to be put in the ***Parent Helper 25% Make-up*** box. **ALSO**, since the student paid \$3 for a regular class, you need to add that total number amount to your ***Parent Helper 25%*** totals.

Example: 2 paid 3 for class, 1 students did (3+3) make ups.

In the Parent Helper 25% box you put 2 (2 + 1)

In the Parent Helper 25% Make up box you put 1 (1 that did 3+3 from roster)

Parent Helper Make ups are noted as 3+3 on the roster.

Parent Helper Pre-Paid

Parent Helpers may only pay in advance for classes if they have completed one full session as a parent helper. White Belt Parent Helpers or first timer helpers are not allowed to pre-pay. (New parent helpers in the past have paid the discount for classes, but fail to show up each week to help at the desk). Parent helpers that have a proven track record are allowed to take the discount upfront.

Parent Helper Pre-paid will pay 50% of the course fee and are noted on the roster after Week One, as “ #. “ From the Roster Totals put the number of students that are Pre-paid parent helper in the appropriate box.

The Box listed “Other”

In this box you put scholarships, or any other off amounts.

STEP 6:

Student Totals

On the report Student Totals adds the amount of students from the various payment categories. Total students registered tonight are the total of paid and pre-paid students. Enter the number of students that are on your roster. From the week one header click on the drop down box. Select one of the variable numbers. On the bottom of the window on the left, you will see X of Y records. The Y represents the total number of students on the roster or registered. All three numbers should be equal on Week One. If the numbers are not all the same, you did not account for something. In this case, re-check your roster totals and make corrections.

From Week Two on the numbers are used to see the retention rate of students in the course.

STEP 7:

Equipment Sales

Gather all the white equipment sales receipts. Total the number of each type of equipment that was sold and place that number in the appropriate box. The spreadsheet will calculate the dollar amount received.

Separate equipment filled receipts and equipment not received (To Be Filled). Once your report is complete, call the office to place your equipment order.

STEP 8:

Money Totals

Separate and count the money. Fill in the appropriate boxes for money amounts for 1, 5, 10, 20, 50's, Checks & Credit Cards.

STEP 9:

Pre-payment of Future Classes

Go back to the roster. On the week number header box click the drop down button and sort the data by the pre-paid students (\$65 or \$75 or Multiples of 5). Highlight all the names that have been sorted. Copy and paste the full names into the report number section for **Pre-payment of future classes** section. Put the amount they paid in the Amount Paid box. In Week One the total number of pre-payment for future classes should equal the total number of pre-paid students. If they paid multiples of \$10 put that total amount by their name. The multiple of \$10 student should have been credited as a pre-paid student under the class fees section.

STEP 10:

Balancing the report

Once the entire student class fee & future payment section, all sales, and all money is entered into the report, the report will state if you have an error. If every thing is ok, the report will show (difference 0, amount over no, amount under no). If you have accounted more money then credited for Class Fees & Sales you will be OVER and it will show the amount. If you over stated sales or class fees and property counted the money you will be SHORT and it will show the amount.

In either case, double check money and sales items. An amount of \$10 Over or Under / Short is acceptable to be turned into the Office. However, if consistent reports are turned in out of balance then a serious problem exists and must be rectified. This is possibly due to Parent Helpers not correctly filling out an equipment voucher or not filling out an equipment voucher at all (*these differences usually are resolved when you do an inventory report.*), students paying for class but not recorded on roster, students recorded on roster as paying but have not. These are just a few examples if you are having difficulty balancing your class report please contact the office for help.

STEP11:

Set your print pre-view, print roster on Landscape setting for next class. (See Excel Hints below if help is needed)

Save the file with the name of location, class number, and date.

Example: Cold Harbor #1 1-01-02

Email the file to AIMUSAINC@AOL.com

In the subject of the email type the file name.

In the body of the email, order any equipment by both size and color if appropriate.

Call the office at 1-800-323-3755 or 804-323-5985 if any questions

See example of class report form on following page. Please note that page #2 of report (PRE PAYMENT FUTURE CLASSES) is not shown.

AIM USA CLASS REPORT SELFDEFENSE

INSTRUCTOR NAME	LOCATION LOCATION	CLASS # 1	CLASS DATE
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FEE TYPE	FEE	STUDENTS	TOTALS	RATE	PAY
Registration (pays weekly)	10	X	=	0.00	N/A
Registration (pay in full)	N/A	X	=	N/A	N/A
Paid	5	X	=	0.00	1
Paid Make-up	5	X	=	0.00	1
Pre-Paid	N/A	X	=	N/A	1
Pre-Paid make-up	N/A	X	=	N/A	1
Parent Helper 50%	2	X	=	0.00	0.5
Parent Helper 50% Make-up	2	X	=	0.00	0.5
Parent Helper 25%	3	X	=	0.00	0.5
Parent Helper 25% Make-up	3	X	=	0.00	0.5
Parent helper- Prepaid	N/A	X	=	N/A	0.5
Pre-Payment Future classes	N/A	X	=	0.00	N/A
Other		X	=		
ABSCENT					
		Total #		Total \$	Total Pay
STUDENT TOTALS		0		\$0.00	\$0.00
TOTAL STUDENTS REG TONIGHT		0			
TOTAL STUDENTS REGISTERED		1		0.00% RETENTION %	

EQUIPMENT	FEE	COUNT	SIZE/STYLE	TOTAL SALES
OTHER				=
SPAR VEST	\$40.00			= \$0.00
PATCH SPECIAL	\$20.00			= \$0.00
ADVANCEMENT/BLACK	\$55.00			= \$0.00
ADVANCEMENT/BELT	\$0.00			= \$0.00
HEADBAND	\$5.00			= \$0.00
MOUTH PIECE	\$5.00			= \$0.00
NUNCHAKU	\$5.00			= \$0.00
PATCH	\$5.00			= \$0.00
AIM PATCH / DRAGON	\$8.00			= \$0.00
CUP	\$8.00			= \$0.00
T-SHIRT CH	\$10.00			= \$0.00
T-TOP CH	\$10.00			= \$0.00
T-SHIRT AD	\$12.00			= \$0.00
T-TOP AD	\$12.00			= \$0.00
FOCUS PAD	\$15.00			= \$0.00
BLOCKER	\$20.00			= \$0.00
VIDEO	\$20.00			= \$0.00
SPORTS BAG	\$20.00			= \$0.00
FOOT PADS	\$22.00			= \$0.00
HAND PADS	\$22.00			= \$0.00
SHIN PADS	\$22.00			= \$0.00
HEAD GEAR	\$25.00			= \$0.00
SM. SHIELD	\$25.00			= \$0.00
SPARING PACK	\$30.00			= \$0.00
WHITE UNIFORM	\$30.00			= \$0.00
BLACK UNIFORM	\$35.00			= \$0.00
LG SHIELD	\$40.00			= \$0.00

ADVANCE RATE	\$0.00
SALES & ADV FEE	\$0.00
SALES TAX FACTOR	\$0.00
COMMISSION @ 10%	\$0.00
INVOICE #	
DATE ENTERED	
PAID	
DEPOSIT DATE	
DEPOSIT AMOUNT	

COIN	
1'S	
5'S	
10'S	
20'S	
50'S	
OTHER	
TOTAL CASH	\$0.00
CREDIT CARD	
TOTAL CHECKS	

TOTAL SALES	\$0.00
RAFFLE (+)	
RAFFLE (-)	
GRAND TOTAL	\$0.00
ACTUAL TOTAL	\$0.00
DIFFERENCE	\$0.00
AMOUNT OVER	NO
AMOUNT UNDER	NO

\$ turned in no equipment order or (CREDIT USED) equipment order in office prior
if grand total is higher than actual total YOU ARE SHORT
if actual total is higher than grand total YOU ARE OVER

ACTUAL TOTALS \$0.00

OTHER REPORT HINTS

Copying data from old roster to new roster:

On the new sheet put your mouse in the next available open cell below the last white belt and click it to highlight that cell. This will be the destination cell. Now go to the old roster. To copy each line one by one, highlight the data (name, etc) and use the copy icon on your tool bar. (8th icon looks like two sheets of paper). When you select the copy function, dotted lines will surround the data that is to be copied. Now click on the new roster tab, your spot or destination cell is already set up, and select PASTE (the clip board icon 9th icon). Continue this simple way and copy each name over to the new sheet.

OR

Faster easier way, more complicated.

On the old roster, remove any student that is no longer in the class. If Johnny line 17 is not registered for this session, click the line number, the entire line is now highlighted, use a right click mouse function and select delete. (Or on tool bar select EDIT then DELETE), the entire line will be removed. Continue this until you only have students that are now registered for this session. Once you have the entire old students on the old roster, highlight their names etc that should be copied to the new roster. Now select the copy function go to the new roster, click your mouse to the next available open cell, SELECT ENTER or PASTE. Presto, there it is. If you need to delete lines, follow the instructions above or read this other stuff below.

To set print: select the fourth icon on the tool bar (print preview) select the page break preview on the tool bar. With the mouse move the blue line (page break mark) to the right to encompass the entire sheet (all white page) move the blue lines up or down to adjust the page break between number of printed pages.

Moving data:

To insert a row for new entries, click the line number to highlight the entire row, go to the INSET word on the toolbar from the drop down menu select ROW. A new row will appear above the line number you marked.

Copying data: to copy from one sheet to another, you must have all worksheets open. With the mouse click and highlight all the data you want to copy. With the area still highlighted, either right click for the copy function or select the 8th icon (copy). The area to be copied should be darkened and have a broken dotted line bordering the entire to be copied area. Go to the sheet or space you want to put the copy, click the mouse into the cell or area you want the copy and select ENTER. (Or you can select PASTE). The copied portion will overwrite any and all area needed to insert the copied material, so MAKE SURE there is enough space to do this, or that this new update encompasses the entire page.

To copy an entire page: click the tab between the (A) column and the (1) row. This will highlight the entire page. See copy data above.

To sort data: make sure that the entire data is highlighted (all names and week amounts, the header should be left alone) once all data is highlighted click the A to Z icon on the toolbar and all will sort alphabetically.

To filter data: This will ease your reports tremendously. Click in the first Row of the title area (name phone etc) go to the DATA menu on the toolbar, from the drop down box, select AUTOFILTER. This will give drop down boxes for each column (category). When making your report u need to know how many people paid \$5, Prepaid, other amounts. If you click on the drop down box in the column of the last class week entered u will see all the variables that are in the cells (5, @, 2, X, what ever you entered). For the number of student who paid \$5 click that 5. The spreadsheet will now show all the students who paid 5. If you look at the bottom left of the spreadsheet it will tell you the number of people there are (62 out of 143) so you can enter the 62 into your CLASS REPORT for those that are 5 paid. Now click on the drop down filter box and check for the prepaid student (@) find the number (26 out of 143) enter that in the Report. Reminder, after doing this for all the variable entries, remember to click the category back to ALL, SO THAT ALL DATA is shown again. IF YOU NEED TO COPY OR ANY OTHER FUNCTION THE AUTO FILTER SHOULD BE REMOVED. To do this click on the data menu and from the drop down box unclick the auto filter function.

Saving the file: once the file is saved originally, it will always save as the same name and location (A:/ name and location or C: /my documents/ name and location) If you want to make copies with a different name, use the FILE menu, SAVE FILE AS function. Make sure that the drive and the file paths are what you want. (A:/ are for disks. C:/ is your hard drive. File path is the C:/ folder name/ file name) make a name for the file different from the one you already use.

To delete a file: From the (Windows Explorer) out of the (Start programs menu) all the files and file folders will be listed alphabetically on your drive (desktop A:/ C:/ all the file folder etc) find the file folder your file is in, highlight the name of the file with the mouse and either right click for the Delete function or select the X on the menu bat to delete that file.

INVENTORY REPORTS

Inventory Reports are due on the 7th of each month. If you do not have an AIM USA inventory report form, simply use a regular sheet of paper. Indicate what items you have on the last day of the month. If a student has not picked up an item that is still owed out to them, **still include** those items on the report. Commissions on Sold Equipment are paid on the last Friday of the following month. If your Inventory Report is not turned in by the 7th of the month, each day late will result in a day delay in processing your commission checks.

INVENTORY REPORT SHEETS are forms used to account for the inventory that you check in or out of the office. They are very simple to use, just fill in the quantity of the items you need or return.

YOU ARE RESPONSIBLE for your inventory balancing out at the end of each month. Keep accurate records. Your ending balance should equal all inventory checked out minus all equipment sold that was reported on your vouchers and class report sheets. You will be held liable for any equipment that you are short. The cost of any shortage can be deducted from your paycheck.

IT IS REQUIRED that you count your inventory after each class and compare it with the inventory count of your previous class. The difference should equal items sold in that class.

ALWAYS MAKE SURE YOU HAVE ENOUGH INVENTORY to support class. Follow the sales schedule outlined in the "IMPROVING YOUR SALES TECHNIQUES" Section. A student will be upset if he/she doesn't get the sports bag they have been selling raffle tickets for.

WHEN ORDERING EQUIPMENT CALL IN 48 HOURS AFTER CLASS when phoning in an order, give us the following information, Your name, equipment order by location, sizes if any, and expected pick up times. If you equipment must be mailed to you, make sure you call in the order soon enough to allow UPS delivery time before your next class.

KEEP YOUR INVENTORY ORGANIZED in a specific place at home. Do not leave equipment in the trunk of your car. It is difficult to keep track of. Always have an idea of how much inventory you have, and estimate your future inventory based on class enrollments, interest, and enthusiasm.

DO NOT RELEASE EQUIPMENT TO OTHER INSTRUCTORS. Inventory accounting will get too confusing and the office will not accept this as an excuse for any accounting and/or inventory discrepancies.

YOUR ARE EXPECTED TO TURN IN MONTH END INVENTORY to the office by the 7th day of the following month. It must be counted the last day of the month. Your account will be compared to our records of you inventory checkouts, return, and sales for the month.

REGISTRATION TABLE PARENT HELPER INSTRUCTIONS

WEEK #1 / REGISTRATION PROCEDURES

Thank you for being a parent helper!

1) Make sure parents have completely filled out and signed the REGISTRATION SLIP and have a WELCOME FLYER from the PAPERWORK TABLE.

2) Ask the Parent:

A) HOW MANY STUDENTS WILL YOU BE REGISTERING?

a. One REGISTRATION SLIP must be filled out per student.

B) WOULD YOU LIKE TO PAY IN FULL OR WEEKLY?

a. Refer to the CLASS FEE WORKSHEET for payment amount.

C) WOULD YOU LIKE TO PURCHASE A UNIFORM / EQUIPMENT TODAY?

a. If the parent wants to purchase equipment an EQUIPMENT VOUCHER must be filled out .

i. **Step 1:** Enter the students Full Name, Date and Location, Home phone number.

ii. **Step 2:** Indicate number of items desired for purchase in the COUNT column.

iii. **Step 3:** Enter the total \$ amount of items at the bottom of the voucher.

iv. **Step 4:** Give parent both copies (white & yellow) of the EQUIPMENT VOUCHER.

v. **Step 5:** Instruct parent to take EQUIPMENT VOUCHER to the parent helper at the equipment table for sizing and the issuing of equipment after they are finished with registration process.

1) In the right hand corner of the registration slip fill in the appropriate amounts for REGISTRATION FEE, CLASS FEE, OTHER / EQUIPMENT FEE, TOTAL and CHECK # if applicable. Refer to the CLASS FEE WORKSHEET for amounts.

2) Provide appropriate change when necessary. If paid by CHECK, Make sure that the check is signed, made **PAYABLE TO AIM** and that address & telephone number appears on the check. Stamp the check FOR DEPOSIT ONLY. Place check or cash into the envelope. Place Registration slip into the other envelope.

EQUIPMENT TABLE PARENT HELPER INSTRUCTIONS

WEEK # 1 UNIFORM / EQUIPMENT TABLE

Thank you for being a parent helper!

1. To properly fit students refer to the - **“AIM USA STUDENT UNIFORM SIZING CHART”**
2. Accept the equipment voucher from the parent (make sure the amount they paid is indicated at the bottom of the voucher. Write down what size the student needs under the “SIZE / STYLE” column. (Next to where the purchased items are indicated.)
3. Distribute the items to the student along with a **“HOW TO TIE THE BELT FLYER”**. (If applicable)
4. If we have the appropriate Item size check off (✓) **YES** in the “RECEIVED TODAY YES / NO” column. If the items are not received check off (✓) **NO** in the “RECEIVED TODAY YES / NO” column. **Inform Customer who did not receive their items today they MUST present their copy of the EQUIPMENT VOUCHER next week to receive their uniform / equipment. . Make sure the size is indicated so we can have it ready for the following week.**
5. Give the yellow copy to the parent & place the white copy in the envelope.

PARENT HELPER INSTRUCTIONS

WEEK #2 and on

Week # 2 may be even more hectic than week #1. New students may be registering, students need to be checked into the rosters and equipment may be purchased. Students are allowed to register for this program through the third week of classes. On the fourth week of classes, no new registrations are accepted.

Please refer to Week #1 Parent Helper Instructions for registering any new students

Please refer to Week #1 Parent Helper Instructions on any equipment sales

Check In

All registered students need to be checked into the computerized roster each week, with the exception of new students that registered today. The roster is in alphabetical order last name first and includes all students from this location. **Prepaid as well as weekly paid students must check in.** Students that pay weekly are encouraged to bring their payment in an envelope with their name listed on the front. When the student or parent approaches ask for their name or envelope. Look them up on the roster.

Pays weekly

If they pay weekly, the roster will indicate 15 or 10/5 under the week one column. If this is the case, collect their \$5.00 payment, mark 5 in the column for this week's class next to their name. Stamp the child's hand with the hand stamper to indicate to the instructor that they are checked in and paid.

Pre-paid

If the child has prepaid for the entire course, the roster will indicate 55 or 65 (depending on length of program) or 5/50 , 5/60 in the column under class week one. If the child is pre-paid, stamp the child's hand and mark a (✓) or @ next to the child name in the appropriate class week column.

READING THE ROSTER

The roster is the most important communication tool between Parent Helpers, Instructors and the AIM Office. The roster will indicate the Students Name, Phone Number, Current Rank, and Payment/ Attendance records. Below are the codes to read and enter on the roster.

Roster Code Key:

X = missed class (absent)

@ = Pre-paid student attended class (when parent helpers mark on a hard copy roster they don't have to make the @ sign they just use a Check mark. Excel won't allow us to enter a check mark so the @ sign is used.

5 = regular "paid by week " student

5+5 = regular class plus make-up class

'@+@ = Pre-pay class plus Make-up pre-pay class

2 = parent helper fee first child at 50%

3 = parent helper fee for additional children at 25%

= Parent helper pre-pay

2+2 or **3+3** = parent helper regular class plus make-up class

Multiple of 5 amount (**10, 15, 20 etc.**) = student has pre-paid for additional classes. They are considered pre-paid until those classes have been taken.

ALL STUDENTS must check in Weekly, Collect money for pay weekly Students!

Parents are allowed to pay in advance for classes. They must pay in increments of \$5. For example, John wants to pay \$20 tonight. You would indicate on the roster that John paid \$20. In effect, he paid \$5 for tonight's class and \$15 for the next three classes. Four weeks from today he must pay another \$5 for class. Parents may pay off the balance of their class fees at any time. On week 2 they can pay the balance and still receive the discount for paying in full. See the welcome flyer for additional information. After week 2, count the remaining future classes and multiply by 5. This would be the amount they must pay to pay for the rest of the course.

PROMOTION OF EQUIPMENT & RAFFLE

1. **INSTRUCTORS ARE REQUIRED TO DISPLAY WEEKLY** training and safety equipment provided by ATHLETES IN MOTION.

A director will assist you on inventory and with the amount and type of equipment you should make available to the student

2. **INSTRUCTORS RECEIVE** a commission on equipment sales.
3. **SELF DEFENSE TRAINING EQUIPMENT:** Focus Pads, Blockers, Body Shields are used in class on a regular basis. When these items are used in class and displayed on the equipment table they sell themselves. Periodically, at the end of class recommend a piece of equipment that was used and explain the benefits of that equipment. Example: “The focus pad challenges you to get your kick or punch right on target” “the Blocker is great for practicing at home”. Be creative but brief when promoting equipment. Recommend items but never require items.
5. **CHEER EQUIPMENT** includes poms, shirts and accessories.
6. **SELF DEFENSE SAFETY EQUIPMENT** can be promoted after an evening of sparring. When students are lined up in attention stance, just prior to bowing out, let them know you have sparring gear, cups, mouth pieces etc.
7. **WE MAKE AVAILABLE TO THE FAMILIES,** every session a raffle. Encourage parents and students to get involved in distributing raffle tickets to earn uniforms, T-shirts, body shields, etc. Promote the raffle with enthusiasm and frequency during the period of time allotted for raffle sales. Part of the instructor’s performance review is based on equipment sales per location. Please feel free to ask a director for assistance in ways to promote the equipment and raffle.

INSTRUCTOR EVALUATIONS

Sometime during each session, a representative from the office will visit your location to evaluate and video your teaching. Instructors will be notified of the results of each evaluation in an attempt to improve Instructor performance. The following forms are used by A.I.M. to evaluate your performance. After your class has been video taped, you may be required to meet with directors to view the video. Your video may also be used for training purposes.

INSTRUCTOR'S EVALUATION SHEET

Date _____ Instructor _____ Class # _____

Instructor Arrival Time: _____ AIM Staff Arrival Time: _____

Instructor Section

Is Instructor wearing a watch?	Yes	No
Is there a Clock in the room?	Yes	No
Is Instructor wearing a clean uniform?	Yes	No

Parent Help Tables

Was roster present at class?	Yes	No
Are students receiving hand stamps?	Yes	No
Are large envelopes on table?	Yes	No
Payment vouchers on table?	Yes	No
Was equipment displayed on table?	Yes	No

What equipment was displayed? _____

Total parent helps at registration tables:

1st Class _____ Reg: _____ Equip: _____

2nd Class _____ Reg: _____ Equip: _____

3rd Class _____ Reg: _____ Equip: _____

4th Class _____ Reg: _____ Equip: _____

Teaching Evaluation (review of tape)

Followed A.I.M. teaching methods	(1-10)	_____
Followed Manuel	(1-10)	_____
Sat students down when demonstrating	(1-10)	_____
Sat students down to gain control	(1-10)	_____
Ability to effectively break down techniques	(1-10)	_____
Ability to mirror students	(1-10)	_____
Maintain student interest	(1-10)	_____
Provided encouragement	(1-10)	_____
Positive reinforcement	(1-10)	_____
Verbal warnings when necessary	(1-10)	_____
Time-out when necessary	(1-10)	_____
Organized registration table	(1-10)	_____
Adequate parent helpers	(1-10)	_____
Personal appearance	(1-10)	_____
Eye contact w/ student	(1-10)	_____
Voice projection	(1-10)	_____
Interaction w/ parent helpers	(1-10)	_____
Interaction w/ students	(1-10)	_____
Class started on time	Y	N
Class ended on time	Y	N
Distributed flyers to students	Y	N
Variety of merchandise for sale	Y	N
Merchandise displayed	Y	N

CORRECTIVE COUNSELING AND PERFORMANCE IMPROVEMENT

As a new hire, you will be placed on probation for the first (90) days of employment. If your performance or conduct is not meeting company's standards, you will be given adequate time and guidance to improve your performance or conduct. Please ask for help if you have difficulty meeting requirements. Under any circumstances, A.I.M. reserves the right to discharge any employee "At will".

Corrective counseling is completely at the discretion of A.I.M. and will be initiated when management believes that an employee's performance can be improved with adequate counseling. If corrective counseling is implemented, it may be terminated at the discretion of A.I.M.

VERBAL WARNING the first step in corrective counseling along with complete review of your job requirements. Depending on the severity of the performance or misconduct, a written warning, probation, or possible termination could result.

WRITTEN WARNING will be given if an unacceptable performance or behavior continues after a verbal warning has been issued. A written warning may be issued without being preceded by verbal counseling in the case of a major violation of company policy. Suspension, termination or both may result if improvement is not observed after the issuance of written counseling, which defines the problems and offers corrective advice.

SUSPENSION Certain circumstances may warrant an Instructor being put on immediate suspension from teaching any classes. Depending on circumstances, there may be no prior warning. The Instructor will remain on suspension until the situation is rectified to the satisfaction of A.I.M. or termination will follow.

TERMINATION will be the result when individual cases cannot be resolved by corrective counseling or in the case of a major violation has occurred and cannot be tolerated.

The following classification for which corrective counseling, performance improvement, or other disciplinary action may be taken:

1. Failure to follow A.I.M. teaching methods.
2. Failure to display merchandise.
3. Repeated tardiness.
4. Not following your manual outline.
5. Teaching your own material without notifying the office for approval.
6. Failure to wear A.I.M. issued patches, shirts etc.
7. Student enrollment dropping below 60% total registered.
8. Changing class times without permission from the office.
9. Not showing up for class, without notifying office, rudeness to parents, etc.
10. Failure to turn into the office, either in person or by mail, report sheets on a weekly basis. Reports sheets must be filled out completely and contain all revenue received in the class including Registration / Liability slips (reg. Slips) and equipment vouchers.
11. Failure to turn in copies of the roster at least every 3 weeks
12. Failure to turn in your monthly inventory reports by the 7th day following each month.

13. Failure to turn in all new student's registration slips the same week received. (After entries on the class roster are made)
14. Failure to create and maintain a complete roster. "Complete" means it has each student's last and first name, phone number, and dates for each entry column.
15. Failure to take roster to class beginning Week 2, and every week thereafter.
16. Failure to call in any injuries, emergencies within 24 hours.
17. Discrepancies in accounting, student counts, reports and or inventory. If there is a problem with either the roster, report sheets or monies turned in, the Instructor will be asked to substantiate what they have written down and turned in.
18. Taking out money of a class report in the form of a loan. All monies and checks must be turned in weekly.
19. Violating any and all contract agreements.

DYNAMICS OF TEACHING

MOTIVATION IS THE KEY TO BEING AN EXCELLENT INSTRUCTOR. Many traditional classes for youth are over disciplined, repetitious and boring. We teach in a more "non-traditional" manner using motivation, positive and corrective feedback. Always encourage students in a sincere, positive manner. Promote success, not failure. If you are repetitious, boring and strict, you will lose students. The kids are there to have fun and learn. Incorporate exciting activities, challenging techniques and sparring to keep the students motivated. Establish a level of high energy and excitement. This is where your personality comes into play.

FAVORITISM do not favor any particular student, give all students the same amount of attention and instruction.

FEEDBACK: When you have 30-40 students in a class, you need to move about quickly, providing feedback and encouragement. All students especially children, need that special feeling of being recognized and praised by their instructor. They will probably remember you for the rest of their life; Make a positive and lasting impression.

ALWAYS GIVE PRAISE TO STUDENTS: ex: "fantastic", "You got it" "great Job"

CORRECTIVE FEEDBACK: "Lead more with your left foot" Focus on the Target"

POSITIVE FEEDBACK: EX "Good technique" "Nice Kick"

ANNOUNCEMENTS / COMMUNICATION: Proper communication is a must for keeping the students motivated and informed. Announcements are important before and after every lesson. They should be short, inspiring and exciting. You are required to read announcements directly from the teaching outline. For weeks 3-12 announcements at the beginning of class should be done quickly. This can be done while stretching. This is also your chance to visit with your students and establish a good rapport.

YOUR VOICE SHOULD PROJECT TO ALL STUDENTS

ESTABLISH AND MAINTAIN EYE CONTACT WHEN SPEAKING TO PARENTS, CHILD ETC.

USE AGE APPROPRIATE VOCABULARY WITH MINIMAL SLANG

SPEAK CLEARLY, MEDIUM PACE, REPEAT KEY WORDS AS NECESSARY.

NON-VERBAL COMMUNICATIONS, PATS ON THE SHOULDER, SQUAT TO STUDENTS LEVEL WHEN HELPING. MAINTAIN HEIGHT WHEN DISCIPLINING, HAVE STUDENTS SIT.

PROVIDE MINIMAL VERBAL INSTRUCTIONS, (SHORT AND SIMPLE) REINFORCE WITH DEMONSTRATION.

KEY WORDS AND PHRASES SHOULD BE ABLE TO CREATE MENTAL PICTURES IN STUDENTS MIND.

DON'T BORE THE KIDS WITH TOO MUCH TALK, JOKES ETC.

FORMAT FOR TEACHING

Lining up the students: Always have the youngest/shortest students in the front rows. Never say the shortest come to the front. Ask for the youngest and then make adjustments as necessary. Depending on your room size, try not to have more than 6-8 students in each of the first two rows. The younger students need a more direct view of the Instructor, rather than an angle view from the side.

Mirroring: always face the students when demonstrating or leading during drilling the techniques. If students are using their right leg, use your left leg so the student appears to be looking into a mirror.

Counting: count with enthusiasm and energy in a loud, clear tone. (Self-defense Instructors no grunting, just plain English. Students should "Kiai" on all punches, kicks and hand techniques, they should shout "NO" when doing blocks).

Constant visual reinforcement: It is important that students receive constant visual reinforcement on how to properly perform a technique. This can only be achieved by the Instructor leading all techniques (doing them with students).

Teaching Pace: If you are consistently not getting through the weekly curriculum, you are teaching at a slow pace. Eliminate the extra verbiage and keep the students moving.

Teaching new techniques: Sit students down whenever you demonstrate/teach a new technique. "Please sit, back straight, legs crossed, hands on knees", this is the clear, concise command children/ teens respond to. Now you have their attention. Review a new technique the following week. Let the kids work in pairs.

GENERAL TEACHING INFORMATION

Be professional in conduct and appearance.

Do not ask students questions other than “What was the name of that technique?”

Keep the pace of class moving at all times.

Impress the students and parents while demonstrating.

Never ridicule students

If a parent becomes irate, ask to discuss the situation after class. Do not allow one individual to disrupt the whole class and your schedule. Be polite and show desire to rectify the situation, but after class.

Remember some children purposely disrupt class for attention, even if it is negative attention. If you discover that you are lucky and have such a student, start providing positive attention/ reinforcement, for the student’s positive behavior, thus minimizing his/her desire to misbehave.

Younger students (4 - 8) respond well to role-playing, thus it can be an effective teaching method. Set the theme.

Older students respond better to visualization, briefly explain, create a mental picture, and demonstrate the moves.

If you have extra time play a fun challenging game. If you’re happy with the program, the kids are happy also.

STRATEGIES TO GAIN AND MAINTAIN CONTROL

Sit them down. “Sit, legs crossed, hands on knees, back straight” Some breathing and relaxation techniques will calm students.

Tone of voice: Low and firm when trying to control or discipline higher pitch to create excitement.

Instructors use positive body language.

Do not encourage many questions from younger students, they tend to ask irrelevant questions and waste class time.

Provide direction, instruction and leadership.

Circulate the room when students are working in pairs. Provide feedback and encouragement.

Provide eye contact to the students in the back rows. Switch rows every now and then. (Back row move to the front)

Have older students assist the younger students.

Utilize your parent helpers when appropriate.

When the instructor is leading drills, teaching in the front of the class, have the children put their backs to parents, windows and registration table. They should face the instructor, while the instructor should have an adequate view of the registration table and the door.

Never ridicule students. Uncoordinated students need positive feedback encouragement and praise for trying.

DISRUPTIVE STUDENTS

Never waste class time for individual, disciplinary actions, handle the child/teen and situation quickly and then return to teaching the class. Utilize 2-3 minutes of “time out” when necessary.

Whenever a student is talking in class, not paying attention, not sitting down when instructed, etc. follow the discipline actions below. Never strike or grab a student. Following the “time out” period ask the student if he is ready to join the class and behave.

Per (1) 40 minute class:

- A. First offense- verbal warning
- B. Second offense- 2-3 minute time out
- C. Third offense - 3-5 minute time out
- D. Fourth Offense- speaks to parents about possible expulsion.

If necessary, explain the “Disciplinary Policy” so that the students know the consequences to their behavior ahead of time. Also remind them of the perfect attendance medal. No student shall receive a perfect attendance medal if they come to class each week only to disrupt it.

RETENTION OF STUDENTS

When students quits, the Instructor loses all future class fees and merchandise commissions from that student.

Make phone calls to students who have missed 2 or more lessons. Find out why and encourage them to return. This may also be utilized to encourage students to return from previous sessions.

Encourage parents and older children to provide feedback on note cards or verbalize when appropriate. Solicit feedback on how you are doing as an Instructor, use this information to continue what you are doing well and improve in area recommended by parents or students.

Use the questionnaires from the A.I.M. office.

DISTRIBUTE FLYERS IN CLASS

It is very important that you hand out flyers to students as assigned per week.

Before class begins, arrange your flyers in 2-3 groups by your teaching area. Most instructors forget to hand out flyers at the end of class if they not with in their view.

Very important. Bring all flyers distributed in the prior week for students who lost the original or missed last week's class.

Do not dismiss class until all students have received the handouts.

IMPROVING YOUR SALES TECHNIQUES

A.I.M. provides the instructor with all the equipment necessary to properly outfit students.

SET UP A DISPLAY TABLE: Display merchandise weekly. If parents and students do not see the merchandise, they do not know it is available.

MERCHANDISE TO DISTRIBUTE: Most sales occur when you have the right size. Utilize supply and demand concepts.

PEOPLE LOVE TO BUY, BUT HATE TO BE SOLD Instructors highly recommend. But never require. (Except mouth pieces etc. For obvious safety reasons.)

WHEN STUDENTS ARE PROPERLY OUTFITTED they are more likely to continue the program. They will feel a sense of belonging.

REMIND STUDENTS AND PARENTS OF THE RAFFLE: Even though we offer a low cost program it can be discouraging for the parents to discover additional costs of uniforms etc. If they have more then one child in the program this is especially true. The A.I.M. raffle provides the families with the opportunity to earn their merchandise.

DON'T OVERSELL don't try to sell everything at one time. Recommend different pieces of merchandise throughout the course. Again, as you follow the manual, merchandise is used on a rotational basis.