Snowboard

Instructor Training Course

WACHUSETT MOUNTAIN

WELCOME TO THE INSTRUCTOR TRAINING COURSE!

General Information:

This manual includes only a partial summary of the **Professional Ski Instructors of America** & **American Association of Snowboard Instructors** Teaching System (American Teaching System / Snowboard Teaching System). The exercises included are few and intended to help you with the rudimentary stages of teaching, class handling and customer service. Safety awareness and safe hill practices will be ongoing throughout your training and of utmost importance throughout your teaching career.

The skills, goals, exercises, movement patterns, trail and lift use addressed in this manual are geared toward most people. When teaching children, seniors and people with special needs you may have to modify your lesson plan, class handling, strategies and tactics as well as expectations and you may have to acquire specialized training for optimum results.

Upon successful completion of our Program, and subsequent hiring as a Snow Sports Ski School Staff member, realize this is the beginning of your journey in the world of Snow Sports. Your personal and professional development is expanded and enhanced through attending clinics offered throughout the season by Wachusett Ski School, PSIA and AASI events. With this development, you will enhance not only your skills, but also the experience of your guests.

Enjoy the course and GOOD LUCK!

Courtney Crowley

Director - Wachusett Mountain Snowsports

Nicole Erickson - SB Technical Director

Necessary information:

- Sign in and out each day of the course at the Ski School desk (in the A-frame building). You must also sign in and out whenever you come up to ski/ride during the course.
- Please do not bring your equipment into the buildings.
- Complete an evaluation of your course conductor(s) each day of the program.
- PSIA/AASI Instructor manuals are available, please inquire.
- Special discounts are available at the Mountainside Ski Shop for personal purchases only during ITC with your badge and ID. Please remember, this is a privilege.
- EVERYONE MUST follow parking attendants' instructions.
- We will meet in the Base Lodge each morning of the program. Be ready to be on the snow by 9:00am unless otherwise directed.
- The written, take-home test will be given out during the program.

PLEASE NOTE: If you have a question, please ask! We are here to help you get the most out of the course. Once we are on snow and the mountain is in full operation, please feel free to come out and ride. Also, ask a supervisor to shadow a class as it is presented by a veteran instructor!

Call 978-464-2300 x3116 after noon on Fridays for updated ITC information.
The direct number is 978-464-3116

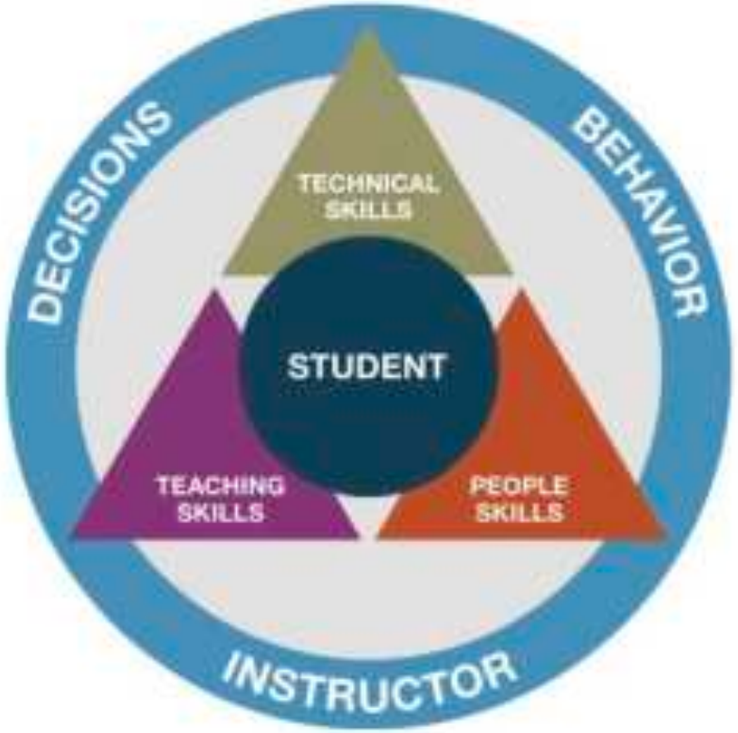
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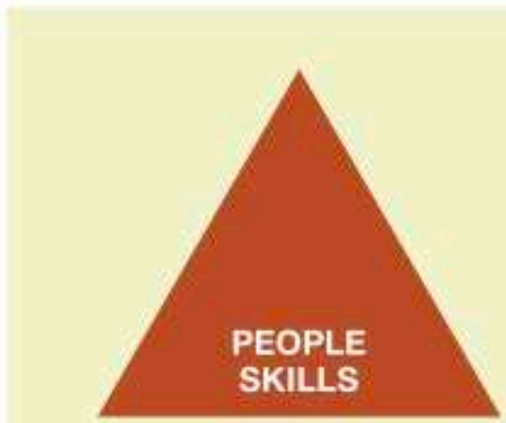
The Learning Connection

The Learning Connection emphasizes that great lessons rely on the instructor's ability to offer a blend of **people skills**, **teaching skills**, and **technical skills.** Whether students are new to skiing and riding or experts seeking greater mastery of their chosen sport, this approach creates informative, fun, and personalized experiences that keep students engaged in the learning process.

A balance of the three key skillsets of the Learning Connection can enhance all instructors' professional development. Yes, instructors must be technically proficient in their sport, but they also need to relate to their students on a personal level *and* adapt their decisions and behaviors to create a more student-centered and inspirational learning experience. The outer ring of the Learning Connection graphic (fig. 1) represents the critical role instructor decisions and behaviors play in creating the optimal learning environment.

Teaching here at Wachusett is all about Safety, Fun, and Learning!





- Develop relationships based on trust.
- Engage in meaningful, two-way communication.
- Identify, understand, and manage your emotions and actions.
- Recognize and influence the behaviors, motivations, and emotions of others.



- Collaborate on long-term goals and short-term objectives.
- Manage information, activities, terrain selection, and pacing.
- Promote play, experimentation, and exploration.
- Facilitate the learner's ability to reflect upon experiences and sensations.
- Adapt to the changing needs of the learner.
- Manage emotional and physical risk.



- Convey and apply accurate technical information – for the sport being taught (alpine skiing, cross country skiing, snowboarding, or telemark skiing).
- Observe, evaluate, and prescribe (through movement analysis).
- Alpine Skiing Fundamentals
- Snowboarding Fundamentals
- Cross Country Skiing Fundamentals
- Telemark Skiing Fundamentals



PEOPLE SKILLS

People skills are about communicating in effective ways to develop trust and achieve favorable relationships. Building rapport with students depends on instructors' self-awareness and their abilities to identify and adapt to guests' needs, motivations, and emotions. For students to feel confident taking risks and being open to new learning, instructors must first establish trust among the group.

Fundamentals

- Develop relationships based on trust.
- Engage in meaningful, two-way communication.
- Identify, understand, and manage your emotions and actions.
- Recognize and influence the behaviors, motivations, and emotions of others.

TEACHING SKILLS

With trust established using people skills, teaching skills strengthen the connection between the instructor and student. Teaching skills create an engaging environment in which to foster student learning. To maximize learning, instructors plan, implement, and adapt the learning experience, and give students and opportunity to reflect on their experiences.

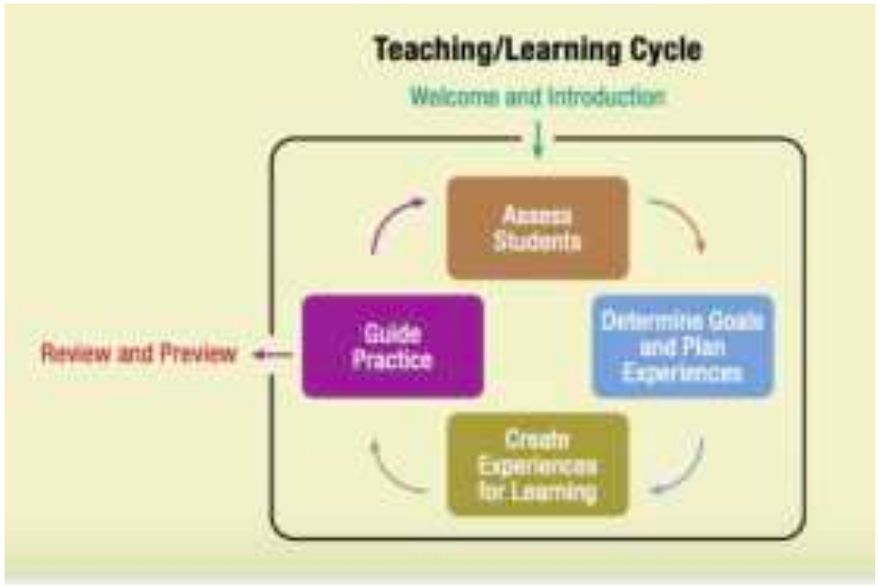
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The Teaching/Learning Cycle

PSIA-AASI's Teaching/Learning Cycle (fig. 3) identifies phases in which the instructor and students interact to create the learning experience. These phases (which are covered in more detail in the *Teaching Snowsports Manual*) are:

- Welcome and Introduction
- Assess Students
- Determine Goals and Plan Experiences
- Create Experiences for Learning
- Guide Practice
- Review and Preview



Click the link to see
Teaching/Learning Cycle

***AASI:** American Association of Snowboard Instructors

Want to know more about PSIA-AASI click the link **here** or go to **Thesnowpros.org**

Snowboarding Fundamentals

- Control the relationship of the center of mass to the base of support to direct pressure along the length of the board.
- Control the relationship of the center of mass to the base of support to direct pressure across the width of the board.
- Regulate the magnitude of pressure created through the board/surface interaction.
- Control the board's tilt through a combination of inclination and angulation.
- Control the board's pivot through flexion/extension and rotation of the body.
- Control the twist (torsional flex) of the board through flexion/extension and rotation.

Riding Concepts

Riding Concepts includes: **Movement concepts :** how the rider moves their body and **Board Performances:** how the snowboard reacts.

Movement concepts:



- **Rotation:** Circular movement around an axis including: (1) the movement of a limb about its axis or (2) the spinning of a snowboard about its axis perpendicular to its base.

    An example of rotation would be the movement of a ball-and-socket joint. Such as when you rotate your femur in your hip socket.

    Another example would be spinning a 180 on your snowboard.

- **Flex and extension:** closing and opening of joints.

    An example of this would be squatting or standing.

Board Performances:

- **Tilt:** To place the snowboard on edge
- **Twist:** to create torsional flex in a snowboard
- **Pivot:** to rotate or the act of rotating the snowboard about its axis perpendicular to the surface of the snow
- **Pressure:** the amount of force distributed over a given area

Click the link to see Board performances

Learning Concepts

Everyone has a favorite way to learn. Most instructors instinctively teach the way they learn, but effective instructors find additional ways of communicating. Every student will bring many different things to a lesson, and the instructor must connect to his/her student through one (or more!) of those things.



There are three primary avenues for receiving information relative to snowboarding:

Visual	through the eyes (watching the instructor)
Auditory	through the ears (listening to the instructor)
Kinesthetic	through the body (feeling a movement)

Riders respond to information in several different ways:

Watcher, Thinker, Feeler, Doer

Matchers and **Mismatchers**	Matchers learn by finding similarities, while mismatchers learn by finding differences or flaws
Internal and **External**	People who use an external reference point evaluate new information in the context of what is normal or expected. People who use an internal reference point evaluate new information in comparison to their own rules and values. In a snowboarding class, some students will focus on trying to look like the instructor or another student, while others will focus on moving in a way that feels right to them.
Reflective and **Impulsive**	Reflective students stand back and take everything in. Impulsive people prefer to learn by trial and error. They want to learn by trying NOW!



Consider outside forces as well—the weather, terrain, the time of day, other students in the class, their equipment, the audience, etc. All of these factors effect how students will be learning in your lessons.

Also remember to give your students plenty of practice time and effective feedback!

Class handling

As you are teaching, it is important also to manage your class. This means being aware of your class and surroundings. Safety is always your first concern.

- Are you on appropriate terrain? Set you students up for success.
- Are they falling a lot? You might need to go back to the previous concept or mellow out the terrain.
- Are you teaching in an area that's not in the flow of traffic?
- Go over trail etiquette and reference "the responsibility code"
- Always stop *where visible* on the side of the trail and gather in a small group to be clear of the down hill traffic.
- Heading to the carpet or lift? Have you taught how to get on and off?
- Are you managing your class time? Be sure to leave enough time to wrap up your lesson and get back to line up on time.
- Always end the lesson at the bottom of the hill not on the trail. Boards should be off and students in a safe area to give feedback, progression cards, and create interest in the next level.

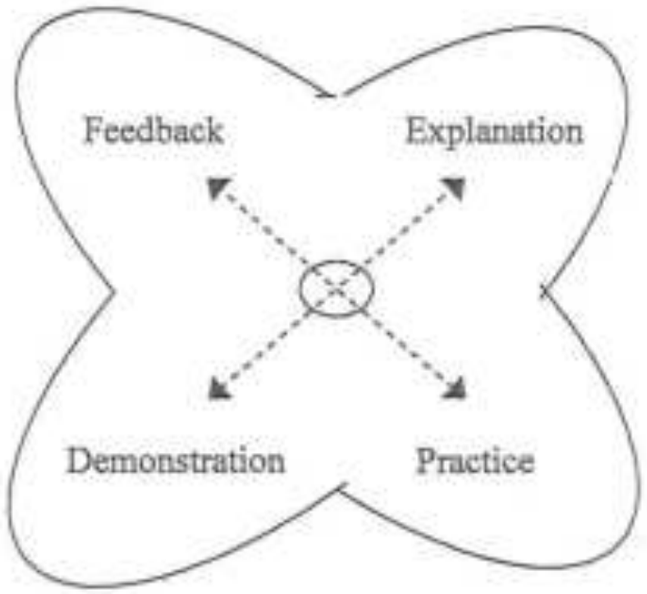








Pattern of Teaching



Teaching others to ride requires a combination of **explanation, demonstration, practice** and **feedback**. These steps do not need to be followed in any particular order but it is important to provide students with each.

Explanation Verbal description of the movement you want the student to make. Explanations do not need to be lengthy and should be specific and clear. Think "TID bit", Timing Intensity Duration. Tell the student when to perform the movement, the magnitude or intensity of the movement and how long each movement should be applied. Avoid the use of jargon and technical language

Demonstration A visual explanation of the desired movement. For many students the visual image of the targeted movement is much more meaningful than words. Try to exaggerate the desired movement so it is clearly visible to the student.

Practice Lessons should revolve around practicing. Most people do not learn new movements correctly the first time. You must give students enough time to get the feeling of the new movements and understand what they are learning. Beginning instructors often do not allow adequate practice time during lessons. Do not rush students.

Feedback You will need to watch while students practice so that you can provide feedback. Feedback may consist of information about what the student is doing correctly or it may entail pointing out what the student needs to improve. Either way feedback must always be objective and constructive. Focus on the positive and teach what to "do" rather than "not do." Feedback also goes in both directions; ask the students questions to get feedback from them to help better assess how well the students understand the concept being explained.





Teaching Children

Children are people too, but they are not just small adults. They present us with variables, which force us to modify our teaching tactics and expectations for success. Our goals with children as with our adult population are Safety, Fun and Learning.

When teaching children first think of your INTRO

Introduce yourself to the child and children to each other in the group. Remember to get down to their level.

Notice clothing, is it temperature and weather appropriate (hats, mitts, goggles, neck warmer, boots).

Tell the children the plan for the day. Ride, break with teddy grahams and hot cocoa, ride, yummy lunch, etc.

Go over the safety **R**ules, Stay in class, assign buddies, and keep an eye on them, Listen to your instructor. For the older children, respect space and others.

Open the class with a group activity so everyone gets to know everyone else.

Some physical differences: **Age 4 to 7 years**: Although children are lower to the ground than our adult population, their center of mass is higher. Their heads are relatively large proportionally when compared to the rest of their body. They utilize their large muscle groups for movements and fine motor control is difficult, they tend to move as a single unit. Children tend to develop from the head down and from the core outward. Children learn through interaction with their environment and through play. They do not understand complicated instruction or multi step directions, and have a very short attention span.

4-7 year olds, Level 1 & 2

Physical development	What to Expect	What to do
▪ Kids this age move their bodies as one whole unit ▪ Heads are large, center of mass is higher ▪ Mainly use large muscles ▪ Fine motor skills difficult ▪ Attention span is very short ▪ Interact and learn through play activities	▪ Movements are clumsy due to lack of control over separate body parts ▪ Turning is with the whole body ▪ Flexion and extension occurs at the waist ▪ Have difficulty climbing due to heavy equipment ▪ Edge angles are gained through pushing the board away from the body due to an inability to control the knee and the ankle ▪ Reaction to pressure changes are reflected in moving the body to a position of strength, bracing against uphill leg, (strong muscle groups)	▪ Boot drills: keep boots flat on board, , flex at ankles ▪ Walk up hill without boards, or you pull them up, use magic carpet on Ollie's when ready. ▪ Hands are by their sides to stabilize upper body and arms, and reduce drifting ▪ Use props to encourage turning, follow me riding, encourage rounded turns for speed control ▪ Mileage, safety first, use games to help with a task if needed, keep your class moving and fun. ▪ Look up and be aware

CAP Model

In the 1950's, Dr. Benjamin Bloom introduced his Taxonomy of Learning. This taxonomy breaks down people's development into three main categories: cognitive, affective, and physical.

Areas of Development

Cognitive refers to how the student thinks

Affective how the student relates and feels.

Physical distinguishes where the student is at in terms of physical development and ability

Seeing our students through the CAP Model can help us to tailor how we teach. Bloom's Taxonomy can help us with the organization of the group, how we address the students, and how we may need to alter the physical movements per age group.

7 TO 12 YEAR-OLD RIDERS

COGNITIVE:_These riders are developing as individuals who are becoming more aware of and respectful of others around them. Peers are important to the individual. Rules and consequences are beginning to be understood and the ability to think in reverse is developed. While they have the ability to separate real from imaginary, they think and observe in a concrete manner.

AFFECTIVE: These riders are developing from an egocentric world to a world where friends and people, older and younger, are more important to them. Other's feelings are beginning to be considered while gender differences are noticed. Competition is beginning to become greater amongst them.

PHYSICAL: The center of mass for this age group is starting to lower (their body size is catching up with their head size). Fine motor skills are being developed and movement across the body is able to be made independently. Control over their bodies is beginning to be mastered.

TEENAGE RIDERS

COGNITIVE: Abstract thinking and reasoning is starting to be developed. The ability to think like an adult is starting to take place.

AFFECTIVE: These young adults are typically self-conscious and place a great deal of value on what their peers think of them. They tend towards operating with and as a group. Singling people out can be crushing to the singled out, or to the rest of the group.

PHYSICAL: Some may have completed all their growing and are moving like adults. Others may be experiencing the effects of puberty and going to rapid growth spurts that can result in awkward and clumsy movements. Strength may or may not match size as muscles are also being developed.

Maslow's Hierachy of Needs



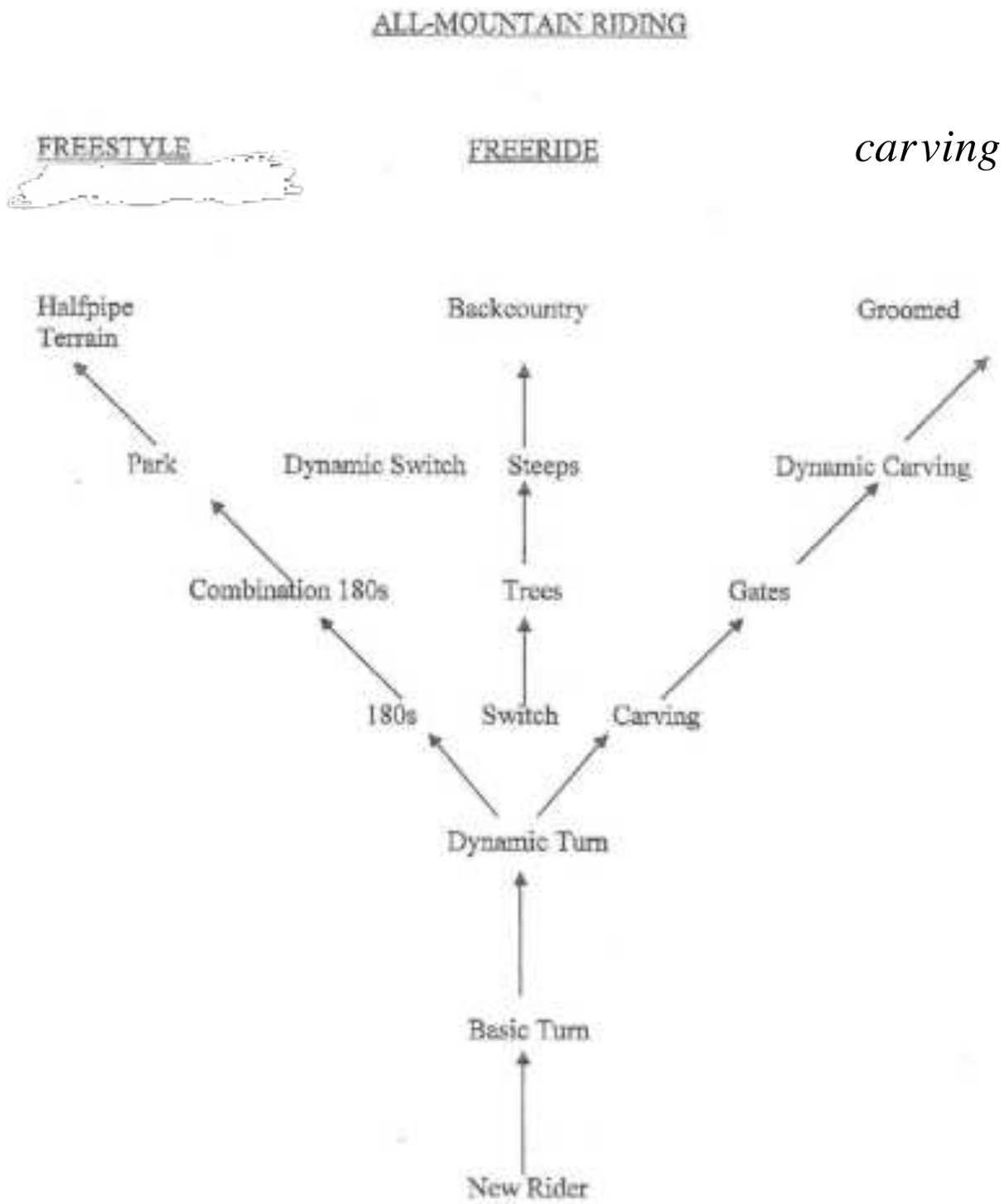
Maslow's hierarchy of needs is a motivational theory in psychology comprising a five-tier model of human needs, often depicted as hierarchical levels within a pyramid.
Needs lower down in the hierarchy must be satisfied before individuals can attend to needs higher up. From the bottom of the hierarchy upwards, the needs are: physiological, safety, love and belonging, esteem, and self-actualization.

Basic Needs: If there is a client who hasn't eaten or slept in 24 hours, they simply will not be able to learn how to snowboard. Varying degrees of this make it important in your initial assessment to find out: What did they have for breakfast? How long was the drive? What are their fears? Your students should feel safe. Know everybody's comfort zone is different. Some people may panic with just a little pitch of the slope, and people don't learn while they are in fear for their physical safety. You have an opportunity to build trust by reading their fear level and prescribing an appropriate challenge for THAT person.

Psychological Needs: " People don't care how much you know until they know how much you care."When entering into snowboarding for the first time, many people are going outside of their comfort zones just by being out in the cold. Add to that unfamiliar equipment, a group of strangers, and the realization of physical forces to which they are about to be subjected, people might tend to feel like they don't belong. Creating a positive learning environment includes accounting for emotional safety. If someone is having a hard time, simply lifting your goggles and losing at them in the eye can go a long way to making them feel like they belong in your lesson. Making a toe side turn or coming to a complete stop can mean a lot to someone just starting out, and reinforcing that accomplishment with accolades will provide them with the self-esteem that comes with progression and the conquering of perceived obstacles.

Self-fulfillment Needs: Snowboarding can be an expression of one's self, and, like painting or carpentry class, snowboard lessons equip people with the skills to better express themselves.

AASI Riding or "Y" Model



This diagram is taken from the AASI handbook. Ask you trainer for more information or detail on how it is applied by instructors to guide or grow a student's learning.

PARK SMART

Start Small
Work your way up. Build your skills.

Make a Plan
Every feature. Every time.

Always Look
Before you drop.

Respect
The features and other users.

Take it Easy
Know your limits. Land on your feet.

HELMETS RECOMMENDED



OPEN — OK to Use Feature

CLOSED — Possible Rider Down

KNOW THE CODE

YOUR RESPONSIBILITY CODE

- Stay in Control.
- People ahead of you have the right of way.
- Stop in a safe place for you and others.
- When starting downhill or merging, look uphill and yield.
- Use devices to help prevent runaway equipment
- Observe signs and warnings, and keep off closed trails.
- Know how the use the lifts safely.

Customer Service

Always remember you are representatives/ambassadors of Wachusett Mountain and snowsports. Please always be helpful and courteous to customers. Be professional, and be aware of your surroundings. Let's change the perception of how snowboarders are viewed. For example- help a fallen skier get up safely. If someone asks, you for directions pleases direct them. If at anytime you do not know something, don't leave them hanging, direct them to customer service.

While you are at line up:



- Be properly dressed and ready to teach.
- Have progression cards with you.
- Be on time.
- Greet customers with a smile and remove goggles to appear less intimidating.
- Check on customers as they wait for a lesson, do they have the proper equipment?
- Are they dressed properly? Only socks should be in their boots, no pants tucked in. Do they have gloves?
- Are their boots snug? Most people have never used a boa boot system before. Please help them.

You are the professional in this sport. The customers are relying on your knowledge to help them on this new adventure.

Level 0: New to Snowboarding

Click on the links to see videos

Goal: To introduce the new student to snowboarding and create a life long passion for the sport.

1. **Introduce yourself and the Equipment** Ask for their names, what made them interested in snowboarding. Remember first impressions are important. Create a safe fun learning environment.Go over the parts of the board and its use. Check for any issues, for example loose boots, missing binding parts, etc. Do this **before you leave line-up area**

2. **Stance:** Without the board on go over how to maneuver their snowboard such as how to turn toeside and heelside. What does it feel like in their boots. Determine if they are going to be regular or goofy footed. The dominate foot should be in the back. How to **strap in** and how to stand once strapped in.

3. **Explore movements** on the board with two feet strapped in on flatland. Work on balance, body alignment, and a loose athletic stance.

4. **Skating:** to move on a snowboard by pushing with the free foot.

5. **Strait Glides:** Sliding with one foot strapped in using the flat terrain to stop. Work on balance, body alignment, and a loose athletic stance. This is an important skill for getting off of the lift.

6. **One footed "J turns" toeside and heelside:** Rider from a strait glide allows board to go down hill and then steers it back across the fall line. This should be done on terrain no steeper then a ramp off of a lift.

7. **Controlled Stopping/ Side Slip:** Have everyone sit down with boards across the hill, and strap in their back foot. Teach **How to get up on a snowboard**. Once up have them try to balance in place. When comfortable have them slowly release edge grip to allow them to start sliding down hill. Have them practice re engaging edge grip to bring them to a stop. Board should be across the hill at all times.

8. **Intro to Traversing (short distance)** When traversing, rider moves across the slope without entering the fall line. (Keep everyone sitting until it's their turn.)

9. **Intro to Garlands (short distance)** A series of linked "J turns" which are all heelside or all toeside. The rider turns down the fall line and keeps repeating the same turn across the hill.



Level 1: Second time taking a snowboard lesson

1. **Review Two Footed Skills** review the previous lesson and check to see if they have understanding of the basics from the previous lesson. If not teach what they need to succeed.

2. **Controlled stopping** work on skills to make sure they can come to controlled stop

3. **Traversing across the hill :** When traversing, rider moves across the slope without entering the fall line. (Keep everyone sitting until it's their turn.)

4. **Garlands across the hill:** A series of linked "J turns" which are all heelside or all toeside. The rider turns down the fall line and keeps repeating the same turn across the hill.

5. **Intro to "C turns" :** start with rider's board positioned across the hill. Rider allows their board to go downhill and enter the fall line (straight down slope), then steer it back across the fall line. Steering slightly uphill to stop.







Level 2: Working on connecting turns



Goal: to become more comfortable linking turns and riding the lifts.

1. **Intro to the carpet lift**

2. **“C turns” :** Continue to develop the skills to connect turns and come to a controlled stop

3. **S Turns** Put the two “C’s together to create a “S” turn



[Click the link for video: How to ride the lift]





Riding the Lift

Once your guests are able to turn right, left, control speed through turn shape and come to a controlled stop, they are ready to ride the lift. Start them off by using the surface carpet lifts of Ollie's or Easy Rider, so that you can reinforce the skills just learned on a bit of flatter terrain.

Provide a detailed explanation of getting on and off the lift and where to meet at the top. Choose a stable feature that cannot be moved for grooming i.e. a clump of trees, stationary snow gun or sign. **Be careful to NOT stop under a chairlift!**

- Skate up to the carpet, lining the tip of board with the center of the moving belt.
- Move slightly forward so that the belt engages the board and you are moved uphill.
- Keep your back foot on the board, or at least off the carpet so as not to trip the safety mechanisms.
- At the top of the lift, there will be an 'Unload Here' sign. With your back foot still on the board, wait until you are pushed forward onto the snow.
- Prior to the lift ride designate a place for the group to meet after unloading.
- If there is someone ahead of you, wait until that person reaches the orange cone or sign before you move onto the carpet.
- If the lift should stop, remain standing in place, do not walk up the carpet, or move from the belt unless instructed to do so, the carpet will restart.

If your students are prepared for it, you may want to proceed to the Monadnock Chair Lift. Keep in mind coming down this hill can take a long time to complete with a new rider. Appropriate lesson planning is a must here. Do your best to keep them motivated, moving, and having fun!

Give a detailed explanation of getting on and off the lift and where to meet at the top before continuing down the hill in a group. Remember that 'stable feature'!

- Free your back foot for skating.
- Skate through the corral area to the loading gate where you will line up in 'fours'.
- Always look for direction from the lift operator.
- As the chair passes in front of you, skate forward and stop at where the sign in the snow, or the cone directs to 'Load Here'.
- Glance over your shoulder and watch the approaching chair. As the chair advances and touches the back of your legs, sit down.
- Now looking up the hill, wait until your board clears the snow, reach behind you and pull the safety bar forward.
- If there is a footrest, you can rest your board for the ride to the top.
- At the top you will see the lift hut. Just prior, there is a banner/sign stating 'Prepare to Unload, Raise the Safety Bar'.
- Remove your feet from the rest and raise the bar.
- Allow the ground to come up under your feet before you stand from the chair and glide down the incline to meet and the designated place.
- If the chair lift should stop while you are riding it, sit quietly, do not swing or rock the chair, do not attempt to get off the lift! Enjoy the view! The chair will restart shortly.







If you get hired:

Thank you for your participation in our Instructor Training Course. This course is for you to learn how to become a ski or snowboard instructor using the National P.S.I.A. and AASI techniques and how they are used here at Wachusett Mountain. Participation in our course does not imply that you will be hired. Your employment depends upon your EVALUATION SCORE and your AVAILABILITY to meet our scheduling needs.

Your ITC scores will be available to you within 24 hrs of your evaluation. Please call 978-464-2300 ext. 3300 for your score.

If your score meets our requirements you will receive a call from us. At that time we will set an appointment for you to meet your supervisor and go over your schedule.

After you are called in there is some paper work that must be completed to finalize your hiring once your schedule has been agreed upon.

Please Bring:

- Appropriate I.D, which can be:
  - Passport (alone)
    --OR ONE OF—
  - Drivers License / permit
  - School I.D. (with photo)
    -- AND ONE OF—
  - Birth Certificate
  - Social Security Card
  - For more info, you can go here: http://www.uscis.gov/i-9
- Work Permit if you are under 18 yrs.
- Credit Card (and the cards holder) for your jacket and pants deposit.

You will need to fill out the following when you get here:

- Wachusett Mountain Employment Information Sheet
- Ski School Information Sheet
- Ski School Schedule Sheet
- W-4 for tax deductions
- I-9 for proof of citizenship
- Wachusett Garment Agreement

We only contact those who we are going to offer a position. It may take up to 2 weeks. All participants will receive a copy of their evaluation card. If you do not hear from us immediately after the evaluation that does not mean that you will not be hired. After the first batch of candidates is hired we start another round of hiring until we have filled our staffing needs. If you do not get hired this season please don't be discouraged. Some of our instructors went through our course more than once and have since gone on to PSIA/AASI certification.

Training Clinics



One of the many benefits of working at wachusett as an instructor is you have access to many training clinics throughout the season

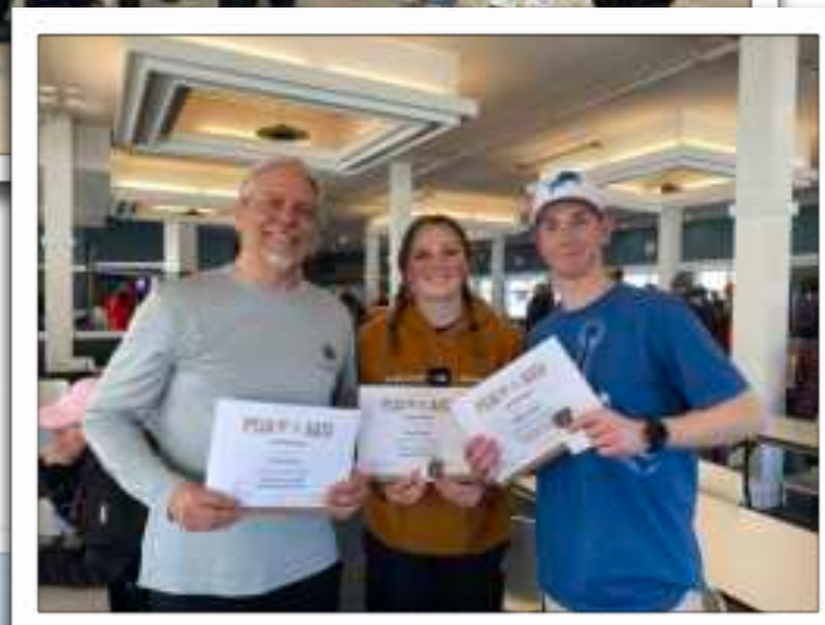
Clinics cover many topics, including personal riding improvement and how to teach different subjects

The clinics are run by our amazing training staff, They have a wealth of knowledge and experience











PSIA/ AASI Certification Wachusett is a PSIA/AASI member school.

It is not a requirement to become a certified instructor, but it is highly recommend

The skills you will be learning in ITC are a great prep for the lv.1 certification. Many new instructors have attained their AASI level 1 by the end of their first season teaching!

Getting certification you will earn a badge of honor that symbolizes your credibility and expertise and that is universally recognized across the country. It also opens the door to multiple opportunities as certification often leads to more pay and more / different teaching opportunities, a pathway to career growth and leadership roles in the snowsports industry, and even the chance to work internationally

Want to become a member go to thesnowpros.org and sign up today!

Season Passes

If you have already purchased a season pass you must turn it in to Ski School. Refunds will be pro-rated based upon the date of hire. If you are not hired and would like to purchase a season pass you may do so at the customer service desk at the pre-season rate. This offer will be available up to 2 weeks after the final ITC weekend.





Thank you for attending our Instructor Training Course. All the clinicians and I truly hope you enjoy the experience.

Thank you again!