Instructor Team
Mission Statement:
Our Mission is to motivate, educate, and inspire the students of this academy through creative, high energy classes and through daily positive encouragement.
Instructor Covenant

A covenant, unlike a contract, is based off of trust. As instructors we are entrusted with hundreds of students who's parents look to us to be the role models and mentors. Please read below and put your initials next to each statement if you agree:

_____ I understand that as an instructor I must continue my TaeKwonDo Journey by training consistently 2-3 times per week.

_____ I understand that in order to motivate others, I too must be motivated and have personal TaeKwonDo goals.

_____ I understand that part of our Mission is to Educate others. It is for this reason that I dedicate myself to know the curriculum that I am certified to teach.

_____ I understand that I am to treat all students fairly and make a special effort to reach students that seem like they are not motivated to be here.

_____ I understand that my attitude is my responsibility and I will adjust it as needed to be a top performer while teaching, assisting and training in ULMA Classes.

_____ I understand that I am required to attend certain events (i.e. Board Breaking seminars, Testings, Competitions, Leadership Classes, etc.) and I will be responsible for knowing what events I need to be at and also making arrangements to be there.

We, as the leaders of this academy, are held to a high standard. We accept this and are inspired by our mission. We will work together with clear communication to reach all students. We will make a positive difference in our Academy and in our world.

__________________________   _____________________________
Instructor Signature    Parent Signature (if minor)
# Instructor Manual

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There is something magical about the practice of martial arts and the benefits are limitless.

Virtually every major of the challenges that face modern society (obesity, bullying, low confidence, poor self-esteem, high stress to name a few) can be addressed through quality martial arts training,

The catch is that martial arts can only benefit people if they’re actually training in martial arts. That’s where the instructor comes in.
People will not stick with their training if they are not being taught correctly. Being a martial arts instructor is certainly a privilege and honor, but more than that, it is a responsibility and it should never be taken lightly.

The Ultimate Leadership Martial Arts Academy Instructors Manual will help you on your way to becoming the best instructor that you can be. Read it, Study it, and most importantly put the information you learn from it to work immediately. Your school and the students need you at your best.

-Dave Kovar
Section 1:

Instructor Behavior, Ethics and Communication

“A leader is one who knows the way, goes the way, and shows the way.”

- John C. Maxwell
Instructor Qualities

The goal of a Martial Arts Instructor is to assist the students in the process of developing confidence through Martial Arts Training. Following is a list of some of the more important qualities needed to become a well-rounded instructor:

1. **Knowledge**: Knowledge in the area of instruction is a MUST. An instructor must be informative; however, no matter how informative the material is, the class is only as good as the instructor’s attitude on that given day. This brings us to the second quality which is:

2. **Enthusiasm**: Enthusiasm is key. What you lack in knowledge, make up in energy. Enthusiasm is not taught, it’s caught. If you are not feeling enthusiastic “FAKE IT ‘TIL YOU MAKE IT.”

3. **Patience**: Patience is an instructors best friend (always end a correction with a smile).

4. **Love**: People won’t care what you know until they know that you care. –Zig Ziggler

5. **Understanding**: A great instructor can see from the perspective of the student. This is a skill!

6. **Compassion**: Not every student will do it the 1st try... Some students get frustrated with themselves and/or the moves they are being taught. Be ready to help through these moments.

7. **Punctuality**: Punctuality is a sign of dependability. There is nothing more important than being dependable!

8. **Cleanliness**: An instructor’s uniform should be clean and pressed. Personal grooming should never be neglected.

An instructor should always be THE EXAMPLE of the benefits of Martial Arts Training, not only in the school, but also in society.

The Ideal Instructor

Keep in mind that there is no such thing as a “perfect instructor”. There are, however, certain qualities, in addition to the ones above, that get us pretty close...

The ideal instructor is a **Dependable, Health Conscious People Person** who is **Proactive** with a “Whatever it Takes” Attitude. They **Believe in the Students** and places a high value on **Teamwork**!
Instructor protocol

Uniforms:
A full Ultimate Leadership Martial Arts uniform is required when assisting with or teaching a class. As instructors we are the leader of the academy and we should be sure to set the example for other students.

Event Times:
All instructors should be in uniform 15 minutes before and on the training floor 10 min prior to the start of your assist/teach class. This time should be used to help students with their belts, make sure juniors are sitting properly in the back, practice forms yourself, write good job post cards, fill out your log sheets, greet students, etc. This is not a time to sit in the equipment area and talk with other instructors.

Upon arrival to assist with your class, let the teaching instructor know you are here to help with class and before leaving ask the teaching instructor if you can do anything to help before you go.

All levels of instructor should be on the floor 20 min before a testing, a clinic, or an award ceremony. This enables you to assist with last minute details and gives you time to mentally adjust for the event.

Addressing Others:
Addressing Black Belts: As the leaders in the academy it is important that we show each others the proper respect dictated by our rank. While in the academy every individual who has earned a black belt is to be addressed by their surname. Example Miss Jones, Mr. Smith. This shows the individual that you respect the hard work it took to achieve that rank. It is also an example to lower ranks of how to address Black Belts.

The address of “Sir or Ma’am” should be used when speaking with a person of higher rank than yourself. This is a learned procedure and as instructors use it students will follow.

Addressing Older Students: It is imperative that we treat those older than ourselves with respect, regardless of rank. Those who have more life experience than us deserve our respect.

Addressing Parents of Students: The parents of students should always be addressed by their surnames. They should be treated with the utmost respect when giving feedback about their student and instructor must be careful to give positive remarks to the parent. The center manager/owner is responsible for discussing behavioral issues with the parents.

Favoritism:
The more time you spend on the instructor team, the closer you will become with some students. You will also have certain students whom you don’t care for due to their behavior. We must, however, treat all students equally. Every effort should be made to treat others the way we would want to be treated (Respect). Mistreating or being extra hard on students for any reason will not be tolerated. Many academy members join because they have been picked or bullied outside of the academy. We should strive to make every student feel welcomed & valued.
**Attendance Policy**

As you know, Instructors are the one’s that are looked to for leadership (the way things should be done). We must always remember to Train US 1st and others next. You are required to attend the same minimum class attendance as all other students.

**INSTRUCTOR PROBATION:** An instructor will be put on a 10 week probation if he/she does not have the minimum student attendance for a given testing cycle. This includes actual TaeKwonDo Classes only (not leadership or x-treme). If this occurs, the instructor is still able to assist with classes, however, he/she will not be permitted to teach classes. If the instructor’s attendance has not improved by the next testing, he/she will drop 1 instructor level and will have to retest for that position.

**Instructor Ethics**

The Academy believes that our tenets are values that should be evident in every area of your life. As an instructor, you are held to a higher level of accountability. It is imperative that your activities outside of the academy build your reputation and would not be damaging to it. If this were to become an issue, your instructor privileges may be suspended or revoked.

**Communication**

Communication is the most important part of the instructor program. This one area can enable a team to succeed or it can set a team up for failure. In order to master this area follow these communication guidelines.

1. At the beginning of each cycle let the academy know what day will be your teach day and what classes are included on that day if not all classes are possible. See instructor requirements page.
2. As instructors, our own training is vital to our growth and longevity. To keep all instructors accountable, let the academy know what days during the week you plan on training.
3. If you know in advance that your teaching schedule will conflict with an event you need to attend please provide the academy with an email or written notice. We would like you to try and cover your day. Your notice should read like this: “Sir/Ma’am, I can’t be here on ________, but ________ is going to cover for me. I am making my day up on __________.” It is important to make your day up so that as an instructor you continue to develop.
4. We understand that things that are unplanned arise during your scheduled teaching time. We are asking that you let us know as soon as you know. Cover your class if possible and plan a time to make up your missed teach time.
5. The academy will provide you with instruction classes that will help you learn to teach and it will continue to develop your current teaching style. These classes will be held bimonthly during our leadership seminars. It is required that all instructors make it to one class per month. Missing these meetings puts you at a disadvantage, while attending these regularly keeps the team on the same teaching page.
6. The academy will provide you with advanced notice on what material is being taught during each testing cycle with a rotating curriculum calendar, a testing schedule, and an instructor outline each cycle.
Section 2:

Instructor Level Testing

Requirements and Expectations

“There are many ways of going forward, but only one way of standing still.”

-Franklin D. Roosevelt
Instructor Level Testing Requirements

Just as we urge students to consistently test to maintain excitement and passion for the art of TaeKwonDo and to continue to be challenged; we too, as instructors, must test consistently to move up the leadership ranks of our academy.

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<tr>
<th>STUDENT INSTRUCTOR</th>
<th>ASSISTANT INSTRUCTOR</th>
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<tbody>
<tr>
<td>Minimum Age: 9</td>
<td>Minimum Age: 9 years old Minimum Rank: Sr. Brown Belt</td>
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<tr>
<td>Minimum Rank: Senior Orange Belt</td>
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<tr>
<td>List of My Goals</td>
<td>1 page essay on what it means to be a good leader with non-Martial Arts examples</td>
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<tr>
<td>Why I want to be an Instructor</td>
<td>Tie a belt on a student</td>
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<tr>
<td>Curriculum Requirement: Tac Skills set 1 &amp; 2 as well as Last and Current cycle White &amp; Yellow belt section of form</td>
<td>Curriculum Requirement: Tac Skills set 1 &amp; 2 as well as Last and Current Cycle’s entire form at your level</td>
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<tr>
<td>Practical target drills: Positive coaching exercise</td>
<td>600 total instructor credits Starting from level 1 Instructor Testing</td>
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<tr>
<td>Time at previous instructor level before testing for Assistant Instructor: 3 cycles minimum (7.5 months)</td>
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<tr>
<th>FULL INSTRUCTOR</th>
<th>LEAD INSTRUCTOR</th>
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<td>Minimum Age: 10 years old</td>
<td>Minimum Age: 14 years old</td>
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<tr>
<td>Minimum Rank: 1st Degree Sujun 2 Black Belt</td>
<td>Must attend 1 Instructor Bootcamp (or equivalent)</td>
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<td>Written Requirement: Full Instructor Exam (multiple choice) Oral Requirement: 1-2 Minute Mat Chat on one of the tenets Practical Requirement: Starting a Class (From lining the class up to the drill after stretches) Curriculum Requirement: Tac Skills set 1 &amp; 2 as well as Last, Current and Next Cycle’s entire form at your level 600 total instructor credits Starting from level 2 Instructor Testing</td>
<td>Written Requirement: 50 Completed Class Planners Practical Requirement: Teach Class with a Senior or Master Instructor Supervising 1000 total instructor credits Starting from level 3 Instructor Testing</td>
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<tr>
<td>Time at previous instructor level before testing for Full Instructor: 3 cycles minimum (7.5 months)</td>
<td>Time at previous instructor level before testing for Lead Instructor: 5 cycles minimum (12 months) Privileges of this instructor level: Does not pay for Board Breaking Seminars or monthly Instructor Program fee</td>
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<th>SENIOR INSTRUCTOR</th>
<th>MASTER INSTRUCTOR</th>
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<td>Minimum Rank: 4th Degree Black Belt</td>
<td>Minimum Rank: 6th Degree Black Belt</td>
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<td>Written Requirement: Min. 1000 word report on approved topic relating to teaching, training, working with students, etc... Oral Requirement: Lead a Leadership Class with prepared curriculum Practical Requirement: Teach all classes with higher level instructor critiquing 2000 total instructor credits Starting from level 4 Instructor Testing</td>
<td>To promote to Master Instructor, candidate must lead seminars in at least 2 schools other than his/her own academy plus complete all of the 6th Degree Rank requirements</td>
</tr>
<tr>
<td>Time at previous instructor level before testing for Assistant Instructor: 10 cycles minimum (24 months) Privileges of this instructor level: Does not pay for Board Breaking Seminars, monthly Instructor Program fee, or monthly tuition.</td>
<td>Maintain Leadership position in ULMAA Lead and mentor all instructors in his/her academy(ies) Time at previous instructor level before testing for Assistant Instructor: 20 cycles minimum (48 months)</td>
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Instructor responsibilities by level

**Student Instructor (level 1):**
- Assisting with at least 1 class per week.
- Attend a minimum of 1 instructor class each month.
- Train in 2 classes per week.
- Assist with and participate in all board breaking clinics.
- Assist with and participate in all form clinics for your rank and the ranks you can assist with.
- Assist with all testings and competitions.

**Assistant Instructor (level 2):**
- Assisting with at least 1 class per week.
- Attend a minimum 1 instructor class each month.
- Train in 2 classes per week.
- Assist with and participate in all board breaking clinics.
- Assist with and participate in all form clinics for your rank and the ranks you can assist with.
- Assist with all testings and competitions.

**Full Instructor (level 3):**
- Assisting with at least 2 classes per week.
- Attend a minimum 1 instructor class each month.
- Train in 2 classes per week.
- Assist with and participate in all board breaking clinics.
- Assist with and participate in all form clinics for your rank and the ranks you can assist with.
- Assist with all testings and competitions.
- Assist with event set up or clean up.

**Lead Instructor (level 4):**
- Assisting with at least 2 classes per week.
- Attend a minimum 1 instructor class each month.
- Train in 2 classes per week.
- Assist with and participate in all board breaking clinics.
- Assist with and participate in all form clinics for your rank and the ranks you can assist with.
- Assist with all testings and competitions.
- Assist with event set up or clean up.
- Teach at least 1 class per month.
- Be prepared to do private lessons if needed.

**Senior Instructor (level 5):**
- Assisting with at least 2 classes per week.
- Attend a minimum 1 instructor class each month.
- Train in 2 classes per week.
- Assist with and participate in all board breaking clinics.
- Assist with and participate in all form clinics for your rank and the ranks you can assist with.
- Assist with all testings and competitions.
- Assist with event set up or clean up.
- Teach at least 1 class per month.
Be prepared to do private lessons if needed.
Be able to run your own testing table.

**Master Instructor (level 6):**
- Assisting with at least 2 classes per week.
- Attend a minimum 1 instructor class each month.
- Train in 2 classes per week.
- Assist with and participate in all board breaking clinics.
- Assist with and participate in all form clinics for your rank and the ranks you can assist with.
- Assist with all testings and competitions.
- Assist with event set up or clean up.
- Teach at least 1 class per month.
- Be prepared to do private lessons if needed.
- Be able to run your own testing table.

**Instructor Credits (ICs):**

Throughout the world, martial arts instructors are held to a high standard in their prospective academies. At Ultimate Leadership Martial Arts, we want to make sure that we are as effective as possible in the instructor program while remembering the following:

**We are a Martial Artist First!**

**An Instructor Second!**

**And Academy Owner Third!** (if you are indeed an academy owner)

For this reason, we have a reward program set up to encourage our instructors to be great teachers but first and foremost, committed martial artists.

Instructor Credit System:
- 8 Credits—Train in TKD Class (this does not include leadership or x-treme classes)
- 3 Credits—Teach TKD Class
- 2 Credit—Assist in TKD Class (Including Forms Clinics, Board Breaking, Etc.)
- 3 Credits—Attending Leadership Class (required once per month)
- 2 Credits per seminar—Assisting at Board Breaking Seminar
- 2 Credits per testing time—Judge at testing
- 2 Credits—Assist at Awards Ceremony
- 4 Credits per division—Judge Tournament
- 25 Credits—Attending a Warrior Weekend Workshop
- 15 Credits—Attending a Full Instructor Workshop

Instructor Credits will be added up by the instructor and evaluated each testing cycle. Instructors earning the most credits will be honored at Award Ceremonies. There will also be rewards for earning credits. The following page is an Instructor Credit Log Sheet. You will see a few examples based on different levels of instructors. As a general rule, an instructor should have 170 Total Credits over nine week testing cycle. This is training a total of 16 times, assisting with 16 classes that cycle, helping with board breaking and testing. The 5 instructors with this highest number of ICs will be put into a drawing at the award ceremony for a prize. All instructors with at least 200 credits will get special recognition at the award ceremony.

Log sheets are to be turned in the week of testing and will be returned after awards.
<table>
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<tr>
<th>Credits</th>
<th>Date</th>
<th>Event</th>
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<tr>
<td>2</td>
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<td><em>My Class(8) <em>Taught Class(3) <em>Assist Class(2) <em>Leadership(3) <em>Board Breaking(2) <em>Judge Testing(2) <em>Judge Competition(4) <em>Awards Ceremony(2) <em>Warrior Weekend(25) <em>Full Instructor Workshop(15) <em>Other:</em></em></em></em></em></em></em></em></em></em></em>_____________________________________________________________</td>
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<td>14</td>
<td>07/03/09</td>
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<td>08/25/09</td>
<td><em>My Class(8) <em>Taught Class(3) <em>Assist Class(2) <em>Leadership(3) <em>Board Breaking(2) <em>Judge Testing(2) <em>Judge Competition(4) <em>Awards Ceremony(2) <em>Warrior Weekend(25) <em>Full Instructor Workshop(15) <em>Other:</em></em></em></em></em></em></em></em></em></em></em>_____________________________________________________________</td>
</tr>
<tr>
<td>8</td>
<td>08/27/09</td>
<td><em>My Class(8) <em>Taught Class(3) <em>Assist Class(2) <em>Leadership(3) <em>Board Breaking(2) <em>Judge Testing(2) <em>Judge Competition(4) <em>Awards Ceremony(2) <em>Warrior Weekend(25) <em>Full Instructor Workshop(15) <em>Other:</em></em></em></em></em></em></em></em></em></em></em>_____________________________________________________________</td>
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<td>6</td>
<td>08/29/09</td>
<td><em>My Class(8) <em>Taught Class(3) <em>Assist Class(2) <em>Leadership(3) <em>Board Breaking(2) <em>Judge Testing(2) <em>Judge Competition(4) <em>Awards Ceremony(2) <em>Warrior Weekend(25) <em>Full Instructor Workshop(15) <em>Other:</em></em></em></em></em></em></em></em></em></em></em>_____________________________________________________________</td>
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**Credits is my total for this page.**

**Credits is my total for the cycle (fill this out only on your last sheet for that cycle)**
Section 3:

Teaching an Ultimate Leadership Martial Arts Class

“True Perfection is unattainable. But if you chase perfection, you will catch excellence”

—Vince Lombardi
The Perfect Class

If you were to sit back and reflect on your idea of the perfect class, what would you see? What is the energy level of the students? What is the ability of the students? How sharp are their uniforms and belts? How focused are they on their class tasks? How motivated are they to try? Are they smiling? Are they doing their Ki-Hap (yell) sharp on each technique? Are they answering loud and sharp when they are supposed to?

Now... Ask those same questions of the instructor teaching as well as all of the assistant instructors helping in that class... Exactly. It all starts with us; the leaders.

Before you teach or assist with a class you need to remember that what the student are paying for is US... We are the product that they continue to come back for. The moment that we as a “Product” are not worth the fee that our academy charges, the student will no longer want to attend. We must always lead by example. Here are the 4 key areas we must keep in check:

1. You Attitude
2. Your Appearance
3. Your Presentation
4. The attitude, appearance, and presentation of your teammates.

1. **Your Attitude:** Zig Zigler has many memorable quotes. One of his best quotes is, “Every once and a while you have to do a check up, from the neck up to eliminate stinkin' thinkin’”. Basically, what Zig is trying to say is that we must recognize when we are not in a great frame of mind to teach a great class. Once we admit to ourselves that we are in a bad mood, then we have an obligation to the entire student body to undergo an instant attitude adjustment! This is easier said than done, but we must be mature enough to do what is necessary in order to teach a class that we can be proud of. The old adage “Fake it till you make it” is a must when it comes to properly changing your attitude. You teach/assist as if you were having a great day and before too long, you won't have to fake it anymore.

2. **Your Appearance:** Before a student hears a word we say, they look at our exterior and make a snap judgment. You can argue that this isn't fair or right, but nevertheless, people are programmed by our world to look at and assess the appearance of others. They will look at the cleanliness/sharpness of your uniform. They will look at your posture and body language. They notice your hygiene. They will look at your hair, jewelry, clothes you walk in wearing, etc... We must keep in mind that parents entrust their most prized possessions to us for a few hours per week to help mold them into community leaders. If we were to walk in wearing a questionable t-shirt and smelling like we just walked out of a bar, we loose the professionalism that we have worked so hard to build.

3. **Your Presentation:** The WAY you present the curriculum is just as important as WHAT curriculum you have chosen to teach in that class. Here are a few examples on how to present material: (Please review the following, even as an assistant instructor)
   - Have a Class Planner
   - Start class with a positive energy and motivating tonality—Never sound irritated or sarcastic
   - Use the same vocabulary as the Head Instructor would use
• Treat all students fairly and look for “C” Students who may need lifting up as opposed to constant correction
• Remember to have a Mat Chat during class
• Finish class by recapping what they learned (so that if a parent asks they can tell them) and send them out with a call to action (i.e. “Make sure to come to class Thursday and try what we learned today!”

4. **The attitude, appearance, and presentation of your teammates:** This one is more difficult and even a little uncomfortable to fix. Sometimes a simple “Hey man, you OK today?” to another instructor will be like a code for them to see that maybe they are not “Faking it” as well as they should be. If necessary, let the Head Instructor of the academy know that there is a problem with another instructor and have him/her take care of the situation.

**Class Formats**

There are several ways to make classes of all sizes and advancement levels flow in a way to make it a great class for everyone. Our goal is to disguise repetition. This concept is better explained further in this section. Basically though, we want every class to be a unique experience for the students. For that reason, we have several options of how we lay out our lesson. Here are a few formats for different sized classes:

1. **All for 1:** In this format, all students are doing the same drills at the same time. There may be small portions of class where students are in groups, but for the most part, they are all together.

2. **2 Teams** (with/without sub groups): In this format, students are broken into 2 groups. After a prearranged amount of time, the groups/instructors switch so that all students get the same information. Depending on how many instructors you have, you can make subgroups as well. For example, if you had 40 students in class, you would break into 2 main groups. 20 students would be in Team A and 20 Students would be in Team B. With Team A working on Self-Defense Drills, Team B is broken into 2 subgroups of 10 to practice forms. When Team A and B switch, Team B (as 1 group of 20) does Self-Defense Drills and Team A is broken into 2 subgroups for forms.

3. **Circuit Training:** In this format, several stations are set up around the room depending on how many students are in class. Each station should be able to host 1-4 students depending on class size and number of stations. Make extra sure to plan your time wisely or students will not be able to complete all stations. Also, make sure to give proper rest time or even a water break if necessary between stations.

**The Class Structure**

The most obvious, helpful, and BEST thing you can do in order to teach an amazing, high energy class is the one thing that most instructors fail to do... Prepare! The old saying “A failure to plan is a plan to FAIL” is 100% true if you want the class you are teaching to make a positive difference. See the next page for a sample class planner. Here are the areas of the class that an instructor needs to incorporate:
**Pre-Class Activity:** Before class begins, it is imperative that the students and instructors get mentally focused on the upcoming workout. During this time, students are encouraged to go to the restroom, pull their card, get a drink, fix their belt, etc... Junior students will then take a seat in the back of the room with their legs crossed as they wait for class to begin. Super Juniors and Adult students should be doing controlled warm-up drills and pre class stretching.

**Bow-In and Opening:** Once lined up (see diagram on next page), the instructor will bow the class in. He/She will say “Face front” (students answer “Yes Sir/Ma’am”) then the instructor says “Kyung Ye” (Students say “Yes Sir/Ma’am” and bow). He/She then says “Academy Tenets Shijak (begin)”. With this, the class and instructors say, “I will demonstrate leadership, strength, commitment, knowledge, respect, SIR”. He/She then finishes by saying “Kyung Ye” (bow).

**Warm Up Drill:** This section of class is key to staying consistent and to continuing to get the students in the frame of mind that you want them in.

**Stretches:** Look at the class planner (or stretch page in this section). If it has an (A) next to it, that designates stretches only done in adult classes. If a Class starts late or if the class is extra short, you can abridge the class stretches for that class. Do not, however, skip them altogether.

**Technique Development:** During this section, instructors take the day/weekly theme and put it into action either on targets, with partner drills, floor drills, etc...

**Mat Chat:** The mat chat can be done at any point in the class. The mat chat is as important as any other part of your class. We say that we are a Leadership Development Training Center. If we want to be what we say we are, the mat chat is the key. Use this time to discuss the mat chat topic of the week (see “Cycle Curriculum Outline”).

**Theme of the Day Drills:** This section speaks for itself. If your day’s topic is timing in your form, then break up into groups and work on that. We must be focused on this section as it is the theme of the whole class!

**Self-Defense Drills:** We want to try our best to have a specific section of class dedicated to self-defense training. It can be a quick escape drill or a whole section on the Cycle’s self defense drills (See “Cycle Curriculum Outline”).

**End of Class Drills:** As the class begins to wind down, use this section as a takeaway for the day. Use this time to either recap what you have discussed during class, as a time to do conditioning drills, or any other activity related to the day’s topic.

**Final Challenge:** We say “Final Challenge” instead of “Game”. This activity does not just have to be Dodgeball. You may do obstacle courses, relays, black belt says, or any other challenge you can come up with (within safety guidelines). For adult classes, use this time to do a conditioning or flexibility challenge.

**Closing and Bow-Out:** This is the last section of class and should take as much effort as the 1st. Ending the class with enthusiasm and energy will motivate students to want to come back. It is imperative that you use this time to remind the students what they learned so that they can relay that information to their parents. It is also a great time to remind them or any upcoming events.
**Line Up Structure For Instructors**

**Teaching Instructor** Lines up at front right side of classroom.

**Black belt instructors/assistants** line up right to left:
1. Instructor level
2. TaeKwonDo rank
3. Time in rank
4. Age

**Non-black belt assistants** line up right to left:
1. TaeKwonDo rank
2. Time in rank
3. Age

Note: When lining students up:
- Little Dragons/White and Yellow Belts are called out in order of rank by name.
- Youth Orange-Black Belts are to line up on left wall by rank. When instructed, student line up 5 in a row calling out what row they are running to. (If they are running to the 3rd row they call out “3 Sir” as they run to their spot).
- Adults are simply instructed to line up 5 in a row.
Be sure to look over the Instructor Cycle Outline to plan your class according to the day’s theme. Make your mat chats flow with the week’s theme and refer to your manuals for more topics.
**Lil Dragons Class Stretches:**

- Pike Stretch (instructor counts to 9 and says “tell me next number?” and the students reply “10 SIR!”)
- Hurdle Stretch (instructor counts to 9 and says “tell me next number?” and the students reply “10 SIR!”)
- V-Stretch—Side to Side (students lock thumbs together and stretch side to side until instructor tells them to stop)
- V-Stretch—Static down middle
- Butterfly Stretch

**Junior Class Stretches:**

- Neck rotations (both directions)
- Arm Circles (both directions)
- Arm swings (up and down and across body)
- (Cycle warm up drills)
- Back Rolls (Bent then Straight)
- Pike Stretch
- Hurdle Stretch
- V-Stretch—Side to Side –10
- V-Stretch—Static down middle
- Butterfly Stretch

**Super Junior Class Stretches:**

- Neck rotations (both directions)
- Arm Circles (both directions)
- Arm swings (up and down and across body)
- Sitting stance overhead side to side stretches
- Twist side to side
- Legs straight stretch low side to side
- Hands on the floor and stretch hips side to side
- (Cycle warm up drills)
- Back Rolls (Bent then Straight)
- Pike Stretch
- Hurdle Stretch
- V-Stretch—Side to Side –10
- V-Stretch—Static down middle
- Butterfly Stretch
Classroom Discipline System

As we encounter disciplinary issues in the classroom, we do not want to lose focus of our mission. We are here to motivate and inspire students. Most times, the students giving us the most trouble, are the ones that need TaeKwonDo the most. Therefore, we want to be careful when it comes to correcting (or over correcting) students. That being said, there are occasions where a student must be corrected. Please see below for the discipline measures for each age group. In addition to what is listed, if you encounter a high level disciplinary issue, you may take the belt of the student at the 1st offence and dismiss them from class as a second offence.

Remember that even though we teach Martial Arts, we are never to use physical techniques to discipline a student. When correcting a student, an instructor should do so with hands open and never in a fist. Remember that if you do raise your voice, try to let the student know that you are not mad at them, but you are not happy with their behavior/effort.

Lil Leaders

<table>
<thead>
<tr>
<th>Behavioral Issue</th>
<th>1st Offence</th>
<th>2nd Offence</th>
<th>3rd Offence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talking out of turn, moving around when supposed to be still/listening, not following directions, talking back, etc...</td>
<td>Verbal reminder of proper behavior</td>
<td>Sent to front corner to sit in “Time Out”</td>
<td>Sent to front corner to sit in “Time Out” (must sit out of final game)</td>
</tr>
</tbody>
</table>

Juniors

<table>
<thead>
<tr>
<th>Behavioral Issue</th>
<th>1st Offence</th>
<th>2nd Offence</th>
<th>3rd Offence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talking out of turn, moving around when supposed to be still/listening, not following directions, talking back, hard contact in sparring, etc...</td>
<td>Verbal reminder of proper behavior</td>
<td>10 Push ups</td>
<td>Sent to front corner to sit in “Time Out” (must sit out of final game)</td>
</tr>
</tbody>
</table>

Fusion and Impact Classes

This may sound unnecessary, however, you may encounter behavioral issues even in the adult classes. Most times, this can be rectified by simply reminding the student that this is an Adult class. After that, follow the guidelines below:

<table>
<thead>
<tr>
<th>Behavioral Issue</th>
<th>1st Offence</th>
<th>2nd Offence</th>
<th>3rd Offence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talking out of turn, hard contact in sparring, being disruptive in class, etc...</td>
<td>Verbal reminder of proper behavior</td>
<td>10 Push ups</td>
<td>Ask them to stay after class to discuss. (or let them know that the Head instructor will need to talk to them about their attitude in class)</td>
</tr>
</tbody>
</table>
Teaching Techniques

In order to get the response we want from students, we must utilize some, if not all, of the following teaching techniques. These are essential parts of how Chidoryok TaeKwonDo differs from other programs. The one thing that all of the following teaching techniques have in common is communication.

1. **Pre-Framing**: Pre-framing is best utilized at the beginning of the class or drill. When you pre-frame, you are casting your vision of not only **WHAT** the students are about to do, but **HOW** they will do it, and **WHY** it is important. **EXAMPLE**: “OK guys in this drill we are going to jump up as soon as you hear me count and do a jump front kick on the pad with a loud yell, landing is a great back stance!”

2. **Re-Framing**: As you progress through your class, you may find that some students are no longer performing at the level you want them to perform. At this point, again, frame for them **WHAT** they are supposed to do, **HOW** they are to do it, and **WHY** it is important to perform as you have directed.

3. **Praise—Correct—Praise (PCP)**: To some, this comes so naturally that you do it without thought. Others have to work at it and constantly remind themselves to use this teaching technique. When you approach a student, tell them what they have done wrong, and move on... you have not inspired them to do any better. The PCP technique starts by you approaching in a positive way (For example: “That kick was pretty high!”), then give them the constructive critique (For example: “if you keep your hands up as you kick it will be even better”), and finally let them know that they have done what you have asked (For example: “That’s it! That one was perfect!”)

4. **3 Times Rule**: The 3 times rule is very challenging. Don’t allow yourself to get overwhelmed by trying to get to every student. Ideally, however, the 3 times rule is where you get to each student 3 times from when they walk in the door to when they walk out with 3 different uplifting comments or gestures. These can be words of praise, high 5s, pat on the head, pat on the back, or even a nod with a smile.

5. **Demonstration, Explanation, Correction, Repetition**: This one speaks for itself. When you are teaching, the last thing the students want is a 10 minute verbal explanation of the move. So, 1st do the move 1 or 2 times to get their attention, then explain it as you do it half speed, as they do it, give your corrections (using the PCP technique) and finally give the students the opportunity to do the move several times by themselves to feel the technique done correctly.

6. **Focus Anchor**: A Focus Anchor is used all the time during class... Anytime you say “Attention Stance!” or “Chon-Bi” you are getting the students to immediately focus their attention on you. Another useful Focus Anchor is “Focus Clap!”. When an instructor calls that out, students should clap their hands one time and loudly say “Focused Sir!”.