

ZEN DO KAI KIDZ KARATE

"Giving kids a kickstart....."



WHITE BELT

TO

THIRD DAN

PROGRAM

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OBJECTIVES

1. TO PROVIDE BASIC MARTIAL ARTS BASED TRAINING
2. TO PROVIDE BASIC SELF DEFENCE SKILLS
3. TO DEVELOP A HEALTHY ATTITUDE TO SPORT
4. TO DEVELOP A HEALTHY ATTITUDE TOWARDS SELF
5. TO DEVELOP BASIC MOTOR SKILLS
6. TO DEVELOP GROUP SOCIALIZATION
7. TO DEVELOP CO-OPERATION WITH OTHERS
8. TO DEVELOP BASIC DISCIPLINE
9. TO HAVE FUN

PHILOSOPHY

The philosophy behind this program is based on the notion that children should not be considered as **little adults**. Therefore certain considerations need to be made in the over all objectives and methodology used. Further, it was considered as important to engage a program that allowed for positive and progressive movement for students from junior grade/program to senior grade/program.

It should be noticed that this document contains material that would equate up to **SHO DAN HO** in the senior level.

The rationale for this is to give students moving from junior to senior classes an opportunity to continue their progression in their martial arts training. By the students having new things to learn with new objectives, it is thought that the drop out rate would be markedly reduced.

DOCUMENT CONTENTS

The contents of this document are intended to provide the instructor with a reference for what is expected in the grading of students in the “Kidz Karate Program”. Given this, it should be considered that class content should follow this content. While it is reasonable that from time to time instructors will add class content not described in this document, **it is not appropriate that such extra curricular activities be added to or considered as grading requirements.**

TRANSITION FROM JUNIOR TO SENIOR CLASS

This must be on an individual level. Generally, by the time the students is attending secondary school, they can be looking at senior classes, but this is only general.

Some instructors have been known to give these students in the transition stage, senior class content/concepts before moving up. Some have their students in the transitional stage do split senior and junior class. This is to give then a trial run for a while with the security of getting back to their junior sessions.

Other instructors have employed a **“buddy”** system, where they are introduced to someone from the senior class to **“look after them and train with them”** during that initial stages of senior classes. The general concept is.... **“to make it as less difficult and stress free”** as possible for the students moving to senior classes so that they **“don’t drop out !”**

If you find or feel that the student isn’t ready to move to senior class, or just simply isn’t big enough...then that’s ok. You can keep them there with the juniors and re-evaluate at the start of the next year if not earlier.

If they’ve been with you for a few years...the last thing you want is to loose them. So, plan a head, talk the student, talk to their parents, and make it a team thing.

JUNIOR GRADE TO SENIOR GRADE

TRANSLATION FROM JUNIOR RANK TO SENIOR RANK

JUNIOR RANK	SENIOR RANK
BLUE BELT	BLUE BELT
GREEN BELT	GREEN BELT
BROWN BELT	BROWN BELT
SHO DAN HO	SHO DAN HO
NI DAN	SHO DAN HO
SAN DAN	SHO DAN HO

Please note: Junior students should not have their Belts taken off them at any stage in their careers. If they achieve a Coloured Belt Grading as a Junior, they keep that particularly Belt (Rank) as a Senior. If they achieve a Black Belt or Dan Grade as a Junior, then when they move into a Senior Class, and will continue to train, the stipes on their Belts are removed.

BELT MARKINGS

Junior Belt markings are placed on the ends of the Black Belts to signify that the grades are junior. The markings start 2cm from the ends of the Black Belt, are 1cm wide, and 1cm spacings for each consecutive marking.

SHO DAN HO	1 White Strip
SHO DAN	1 Red Stripe
NI DAN HO	1 Red Stripe first and then 1 White Stripe
NI DAN	2 Red Stripes
SAN DAN HO	2 Red Stripes first and 1 White Stripe
SAN DAN	3 Red Stripes

CERTIFICATION

Grading certificates should be marked as **“JUNIOR”** along side the date on which that grading was achieved. This is to ensure that we they attempt senior gradings, the appropriate differentiation’s can be made.

INDIVIDUALIZATION OF PROGRAM

“**KIDZ KARATE**” badges and “**ENCOURAGEMENT PATCHES**” can be used for identification and promotional purposes. These can be obtained by the instructors from various outlets. An example of such a badge is below. There is some indication that such patches may be available from Clubshop in the near future. Instructors should contact Clubshop regarding the status of this:

clubshop@zendokai.com.au

or

Ph: (03) 9484 4002



CORPORATE IMAGE - ZEN DO KAI KIDZ KARATE

The proper corporate name of the program **MUST** be used at all instances when promoting and in any advertisements/pamphlets/fliers etc. This **MUST** also include the proper corporate logo (shown below) at all times.



Exercises For Kidz Karate

Push Ups and Variations

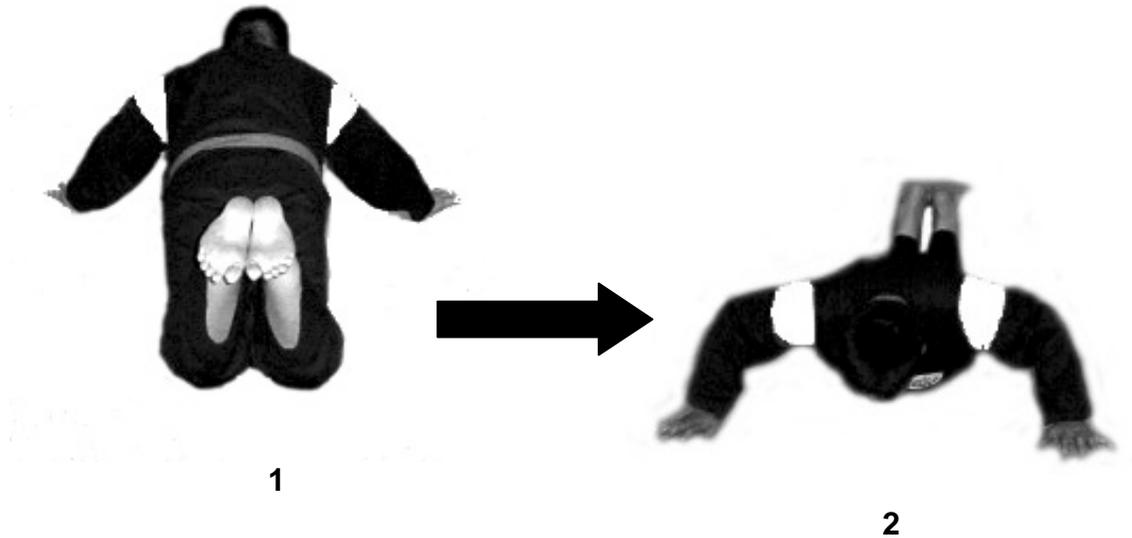


Photo 1 & 2
Push-ups – Out wide

Arms are double shoulder width apart, feet touching, back straight. Out wide push-ups are done on knees as per photo.

Lower the body until the biceps, shoulders and chest are 5 inches above the ground, hold for 2 seconds then raise, without locking the arms in the straight position.

Out wide Push-ups are to be done slowly.

A good starting off point is 5.

The aim of the exercise is to increase strength in the biceps, triceps, forearms, back & shoulders.



3

**Photo 3, 4 & 5
Push-ups – Chest**

Fingers in diamond formation, elbows facing outwards. Hands are inline with the chest. Feet touching, back straight. Chest push-ups are done on knees as per photo. Slowly lower the body until the chest is 2 – 3 inches away from the hands, hold for 2 seconds, then raise, without locking the arms in the straight position. Chest Push-ups are to be done slowly. A good starting off point is 2. The aim of the exercise is to increase strength in the triceps, forearms, back & shoulders.



4



5

Sit Ups and Variations

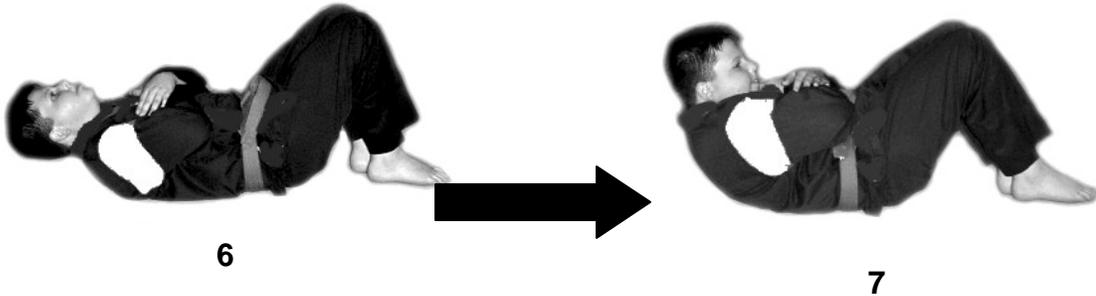


Photo 6 & 7
Sit-ups – Stomach Crunches

Hands are across the chest, shoulder blades off the ground, legs up on a 45-degree angle. Feet flat on the floor, Chin tucked into the chest. Raise the upper half of the body, crunching all 3 stomach muscles, hold for 2 seconds, then release. Lower slowly, keeping tension on the stomach muscles. Do not allow the shoulder blades to touch the ground. Stomach crunches are to be done slowly. A good starting off point is 5. The aim of the exercises is to increase the overall strength in the stomach region.

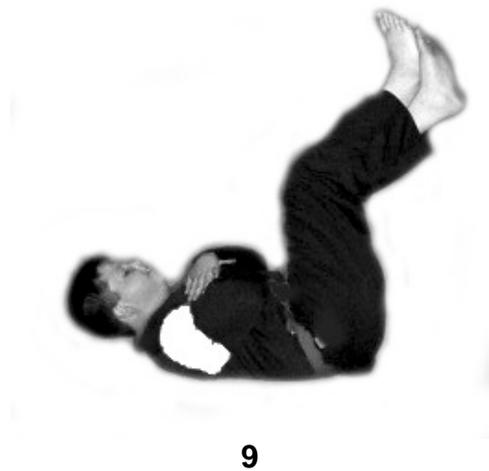


Photo 9 – 10
Sit-ups – Lower Spine Curls



Hands are across the chest, shoulder blades are off the ground, chin tucked into the chest. Legs are in the air & crossed. Lift the hips & the knees, not the legs, compressing the bottom stomach muscle into the upper 2 muscles. Lower slowly, making sure that hips don't touch the ground. Make sure there is always tension onto the stomach muscles. A good starting off point is 2. The aim of the exercise is to compress the bottom stomach muscle into the 2 upper stomach muscles by lifting the hips & the knees, not the legs. This will build strength in the lower stomach region.



11



12



13



14

**Photo 11, 12, 13 & 14
Sit-ups – Diagonals**

Hands are across the chest, shoulder blades are off the ground, chin tucked into the chest. Legs up on a 45-degree angle, feet flat on the floor. Reach & touch with both hands, the right ankle, swing around, up over your head with straight arms, touching your left ankle. As per photo's 11 – 14. Touching both ankles accounts for 1 set. A good starting off point is 5 sets.

The aim of the exercise is to work the lateral stomach muscles (obliques) as well as working the 3 central stomach muscles.

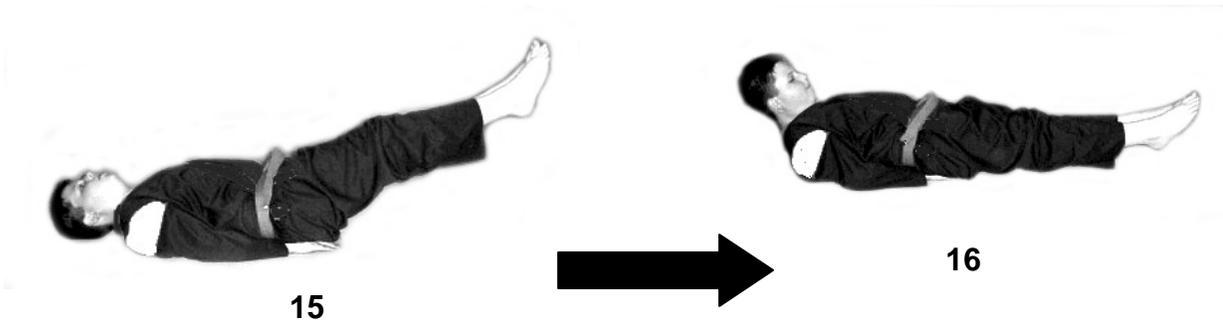


Photo 15 16 & 17
Sit-ups – Leg Raises

Hands are tucked underneath the bottom area, chin tucked into the chest, looking down at your feet. Raise feet 6 inches above the ground and pointing the toes out. Slowly raise the legs approx 1 foot in height and lower slowly back to the height of 6 inches from the ground. The feet do not touch the ground at any time during the exercise sets.

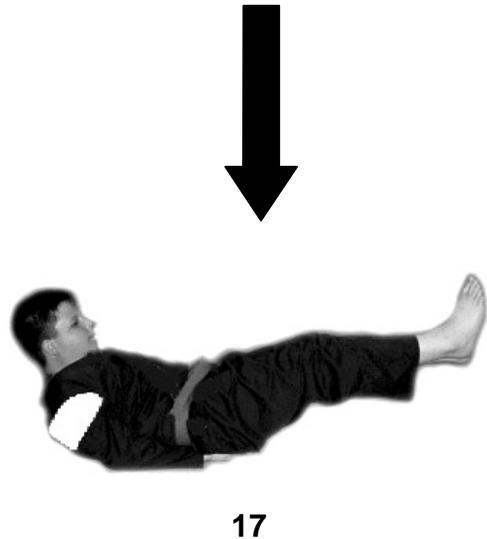
Leg raises can be done in 3 stages.

1. Hands under the bottoms
2. Up on your elbows, still hands under the bottoms
3. Hands out wide, double shoulder width

A good starting off point is 10 sets of stage 1.

You only try stages 2 & 3 after stage 1 is done properly.

The aim of the exercise is work the entire stomach muscle region. 3 main stomach muscles as well as the lateral muscles.



WHITE BELT

TO

BLUE BELT

PRELIMINARIES

Rationale: To define a set of techniques and principles that for the basis of self defence training.

FIGHTING POSTURE

Rationale: To develop a starting and balance point from which techniques can be executed from and to which students can return to, after execution of techniques.

1. LEFT LEG FORWARD
2. RIGHT LEG FORWARD
3. HAND POSTURE

FOOTWORK

Rationale: To develop power and explosiveness in techniques by the incorporation of footwork movements through plyometric principles, and providing the mechanics for bridging the gap and incorporation of body weight.

1. STAMP
- Forward

STANCES

Rationale: To define and describe various stances that will be used in Form Theory (Kata) for proper balance and posture, and to develop an understanding that stances are used for weight transfer to used against an opponent.

1. BOWING STANCE
2. SHOULDER STANCE
3. PREPARATION STANCE

STRIKES

PUNCHES

Rationale: To define specific strikes with the clenched fist that can be used as self defence techniques.

1. JAB
2. CROSS

KICKS

Rationale: To define the basic kicking techniques that form the basis for more advanced kicking techniques.

1. FRONT
2. ROUND

ELBOWS

Rationale: To define specific strikes with the elbows that can be used as self defence techniques.

1. ROUND LEFT & RIGHT
2. OVER LEFT & RIGHT

KNEES

Rationale: To define specific strikes with the knees that can be used as self defence techniques.

1. ROUND LEFT & RIGHT
2. FRONT LEFT & RIGHT

DEFENCE

1. ROLL CHECK (optional – depending on age group and safety awareness)

DRILLS

Rationale: To define and describe a set of working examples of techniques and a means by which these techniques can be practised, rehearsed and developed to high degree.
To allow for the development of the motor-skill, correctness of technique and reflex speed.

1. STRAIGHT PUNCHING SLOWLY
2. STRAIGHT PUNCHING DYNAMIC TENSION
3. STRAIGHT PUNCHING IN MULTIPLES
4. FRONT KICKING OFF FRONT LEG
5. FRONT KICKING OFF BACK LEG
6. ROUND KICK OFF FRONT LEG
7. ROUND KICK OFF BACK LEG
8. ELBOWS SLOWLY
9. ELBOWS DYNAMIC TENSION
10. ELBOWS IN MULTIPLES
11. KNEES SLOWLY
12. KNEES IN MULTIPLES

Note: these are a part of a normal class structure

DONE WITH STAMPS

Rationale: To incorporate and co-ordinate footwork for increased speed, power, explosiveness and capacity to bridge the gap.

1. JAB
2. CROSS
3. JAB - CROSS
4. FRONT LEG FRONT KICK
5. BACK LEG FRONT KICK
8. FRONT LEG FRONT KICK - CROSS
9. BACK LEG FRONT KICK - CROSS
10. FRONT LEG ROUND KICK
11. BACK LEG ROUND KICK
12. FRONT LEG FRONT KICK - BACK LEG ROUND KICK
13. FRONT LEG ROUND KICK - CROSS

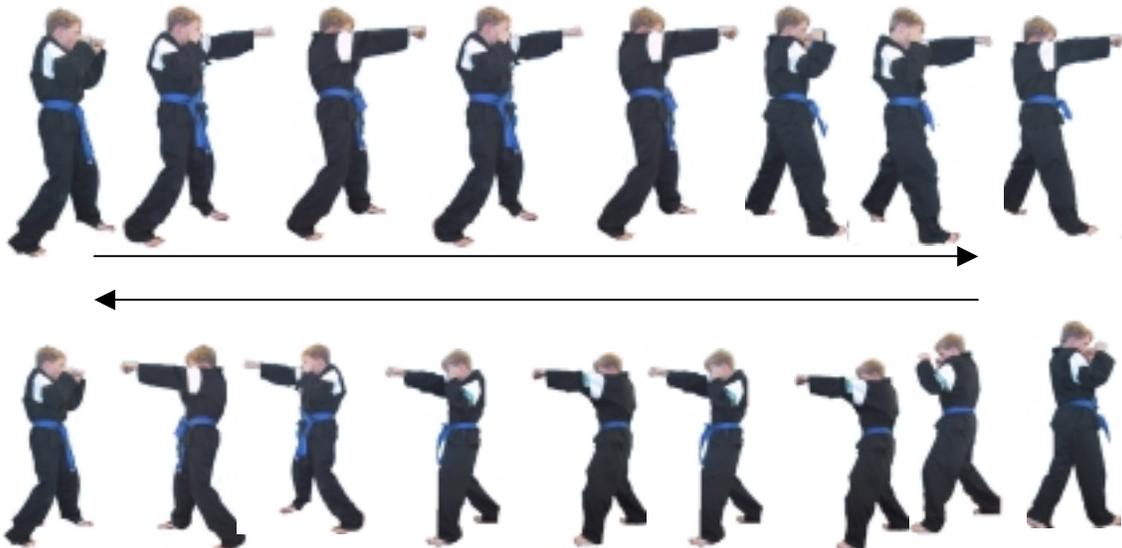
- 14. BACK LEG ROUND KICK - CROSS
- 15. FRONT ROUND ELBOW
- 16. BACK ROUND ELBOW
- 17. FRONT OVER ELBOW
- 18. BACK OVER ELBOW

PUNCHING DRILL

The punching drill teaches the first basic punches and stances. The jab and cross punch are covered in this drill as well as the stamp and step through (changing of feet).

When teaching this drill a four count can be used e.g. COVER PREPARE 1 jab cross 2 stamp jab 3 stamp cross 4 step through right jab left cross TURN 1 jab cross 2 stamp jab 3 stamp cross 4 step through right jab left cross TURN & COVER.

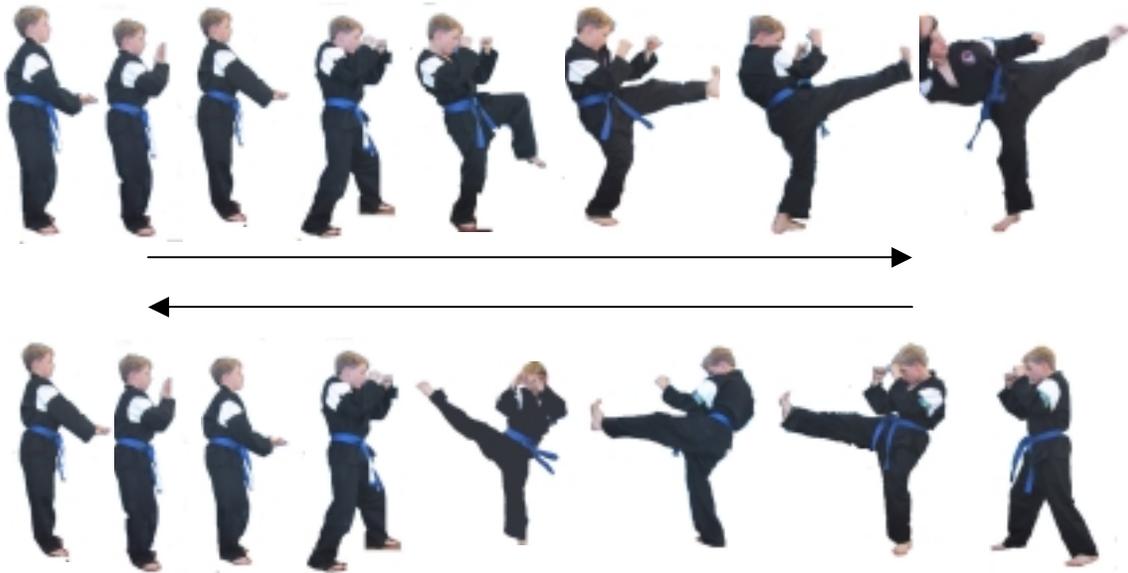
1. Cover
2. Fighting stance –jab & cross punch
3. stamp (left foot) jab punch
4. Stamp (left foot) cross punch
5. Step through (right foot to front) right hand jab & left hand cross
6. Left foot across behind and turn. (student should be facing the way the came with left foot now in front)
7. Jab & cross punch
8. Stamp (left foot) jab punch
9. Stamp (left foot) cross punch
10. Step through (right foot to front) right hand jab & left hand cross
11. Left foot across behind and turn. (student should be facing the way the came with left foot now in front)
12. Cover



KICKING DRILL

The kicking drill teaches the first basic kicks. The push kick and the round kick
When teaching this drill it is easiest to take the students through a three count e.g.
COVER PREPARE 1 push kick 2 push kick 3 round kick TURN 1 push kick 2 push
kick 3 round kick COVER.

1. Cover
2. Left leg push kick
3. Right leg push kick (land with foot in front)
4. Left leg round kick (turn through the kick so you land facing the opposite direction - left leg behind)
5. Right leg push kick
6. Left leg push kick
7. Right leg round kick (turn through the kick so you land facing the opposite direction - right leg behind)
8. Cover



EXERCISES

- **PUSH UPS x 10**
- **SIT UPS (CRUNCHES) X 10**

Instructors feel that sit ups and push ups should be encouraged with juniors as long as they were coached in a sensible and proper manner. Care should be given to this area, as it is more important that juniors be taught correct technique rather than the number of exercises they can perform. There are a number of sit ups and push ups that can be employed. Instructors should use variety in the exercise regime, referring to the above section on Kidz Karate Exercises.

SPARRING

Rationale: To develop fluidity, creativity, avenues of application of techniques through experimentation, trial and error in controlled environment, with a de-emphasis on competition.

3 X 3 MINUTE ROUNDS

These are training rounds as used in class!
At Gradings, sparring rounds are 1 minute duration

BLUE BELT

TO

GREEN BELT

PRELIMINARIES

FIGHTING POSTURE

Rationale: As per White Belt

FOOTWORK

Rationale: As per White Belt.

1. STAMP
2. SWITCH
3. BLITZ

STANCES

Rationale: As per White Belt.

1. BOWING STANCE
2. SHOULDER STANCE
3. PREPARATION STANCE
4. HORSE STANCE

STRIKES

PUNCHES

Rationale: To define and describe a set of closed and open hand techniques.

1. JAB
2. CROSS
3. HOOK
4. UPPERCUT

KICKS

Rationale: To define and describe a set of kicking techniques that are and advancement on the basic kicks learnt previously that aim for developing greater flexibility and control and variety.

1. FRONT
2. ROUND
3. CRESCENT KICK (IN & OUT)
4. SIDE KICK

ELBOWS

Rationale: As per White Belt.

1. ROUND LEFT & RIGHT
2. OVER LEFT & RIGHT
3. UPPERCUT LEFT & RIGHT

KNEES

Rationale: As per White Belt.

1. FRONT KNEE
2. ROUND KNEE

3. FRONT KNEE FROM FREE GRAPPLE POSITION
4. ROUND KNEE FROM FREE GRAPPLE POSITION

DEFENCES

Rationale: To define a set of hand techniques that can be used as self defense actions.

HANDS

1. CENTRE DEFLECTION
(vary height)
2. LOW DEFLECTION

LEGS

1. ROLL CHECK
2. HIGH CHECK

FOOTWORK

Rationale: As per White Belt.

1. LEFT SIDE STEP
2. RIGHT SIDE STEP

DRILLS

Rationale: As per White Belt.

DONE STATIONARY

Rationale: As per White Belt.

1. UPPER CUTS SLOWLY
2. UPPER CUTS DYNAMIC TENSION
3. UPPER CUTS IN MULTIPLES
4. HOOKS SLOWLY
5. HOOKS DYNAMIC TENSION
6. HOOKS IN MULTIPLES
7. SIDE KICKS
8. CRESCENT KICKS
9. ELBOWS SLOWLY
10. ELBOWS DYNAMIC TENSION
11. ELBOWS IN MULTIPLES
12. KNEES
13. PLUS WHITE BELT REQUIREMENTS

WITH STAMP / SWITCH / BLITZ

Rationale: *As per White Belt.*

1. JAB
2. CROSS
3. JAB – CROSS
4. HOOK
5. FRONT KICK
6. ROUND KICK
7. UPPER CUT
8. UPPER CUT - CROSS
9. HOOK - UPPER CUT
10. HOOK - UPPER CUT – CROSS
11. CRESCENT KICK
12. SIDE KICK
13. ELBOWS
14. KNEES

EXERCISES

- PUSH UPS x 20
- SIT UPS (CRUNCHES) X 20

Instructors feel that sit ups and push ups should be encouraged with juniors as long as they were coached in a sensible and proper manner. Care should be given to this area, as it is more important that juniors be taught correct technique rather than the number of exercises they can perform. There are a number of sit ups and push ups that can be employed. Instructors should use variety in the exercise regime, referring to the above section on Kidz Karate Exercises.

FORM THEORY

Rationale: *As per White Belt.*

1. FIRST SET OF NINE MOVEMENTS OF IRON HORSE

SPARRING

Rationale: *As per White Belt.*

4 X 3 MINUTE ROUNDS

**These are training rounds as used in class!
At Gradings, sparring rounds are 1 minute duration**

GREEN BELT

TO

BROWN BELT

Unless otherwise mentioned, rationales will be as previously described.

PRELIMINARIES

FIGHTING POSTURE

1. AS PER WHITE BELT REQUIREMENT

FOOTWORK

***Rationale:** To develop correctness of stances and body posture/balance in preparation for advancement in Form Theory (Kata) and the co-ordination of movement and stances.*

1. STAMP

2. SWITCH

3. BLITZ

4. STEPPING FORWARD HORSE STANCE X 3 AND BACK

5. STEPPING FORWARD BEAR STANCE X 3 AND BACK

STANCES

1. BOWING STANCE

2. SHOULDER STANCE

3. PREPARATION STANCE

4. HORSE STANCE

5. BEAR STANCE

STRIKES

PUNCHES

1. JAB

2. CROSS

3. UPPERCUT

4. HOOK

5. PALM HEEL STRIKE

KICKS

1. FRONT

2. ROUND

3. CRESCENT KICK (IN & OUT)

4. SIDE KICK

5. SPINNING BACK/SIDE KICK

6. SPINNING CRESCENT KICK

ELBOWS

1. ROUND LEFT & RIGHT
2. OVER LEFT & RIGHT
3. UPPERCUT LEFT & RIGHT
4. SPINNING ROUND
5. SPINNING BACK

KNEES

1. FRONT KNEE
2. ROUND KNEE
3. FRONT KNEE FROM FREE GRAPPLE POSITION
4. ROUND KNEE FROM FREE GRAPPLE POSITION

DEFENCES

FOOTWORK

1. LEFT SIDE STEP
2. RIGHT SIDE STEP
3. BACKSLIDE

HANDS

1. CENTRE DEFLECTION
2. LOW DEFLECTION
3. DOUBLE CIRCLES (MAWASHI)

LEGS

1. ROLL CHECK
2. HIGH CHECK
3. CROSS CHECK

DRILLS

1. ALL WHITE / BLUE / GREEN BELT REQUIREMENTS – STATIONARY / WITH FOOTWORK – DRILLED UP AND DOWN THE DOJO
2. GRAPPLING WITH PARTNER

EXERCISES

- **PUSH UPS x 30**
- **SIT UPS (CRUNCHES) X 30**

Instructors feel that sit ups and push ups should be encouraged with juniors as long as they were coached in a sensible and proper manner. Care should be given to this area, as it is more important that juniors be taught correct technique rather than the number of exercises they can perform. There are a number of sit ups and push ups that can be employed. Instructors should use variety in the exercise regime, referring to the above section on Kidz Karate Exercises.

FORM THEORY

1. **IRON HORSE (complete)**
2. **ROTATING PALMS (TENSHO)**

SPARRING

5 X 3 MINUTES ROUNDS

**These are training rounds as used in class!
At Gradings, sparring rounds are 1 minute duration**

BROWN BELT

TO

BLACK BELT

Unless otherwise mentioned, rationales will be as previously described.

PRELIMINARIES

FIGHTING POSTURE

1. AS PER WHITE BELT REQUIREMENT

FOOTWORK

Rationale: To develop correctness of stances and body posture/balance in preparation for advancement in Form Theory (Kata) and the co-ordination of movement and stances.

- 1. STAMP**
- 2. SWITCH**
- 3. BLITZ**
- 4. STEPPING FORWARD HORSE STANCE X 3 AND BACK**
- 5. STEPPING FORWARD BEAR STANCE X 3 AND BACK**

STANCES

- 1. BOWING STANCE**
- 2. SHOULDER STANCE**
- 3. PREPARATION STANCE**
- 4. HORSE STANCE**
- 5. BEAR STANCE**

STRIKES

PUNCHES

- 1. JAB**
- 2. CROSS**
- 3. UPPERCUT**
- 4. HOOK**
- 5. PALM HEEL STRIKE**
- 6. BACK FIST**
- 7. HAMMER FIST**

KICKS

- 1. FRONT**
- 2. ROUND**
- 3. CRESCENT KICK (IN & OUT)**
- 4. SIDE KICK**
- 5. SPINNING BACK/SIDE KICK**
- 6. SPINNING CRESCENT KICK**
- 7. JUMPING KICKS**

ELBOWS

1. ROUND LEFT & RIGHT
2. OVER LEFT & RIGHT
3. UPPERCUT LEFT & RIGHT
4. SPINNING ROUND
5. SPINNING BACK

KNEES

1. FRONT KNEW
2. ROUND KNEE
3. FRONT KNEE FROM FREE GRAPPLE POSITION
4. ROUND KNEE FROM FREE GRAPPLE POSITION

DEFENCES

FOOTWORK

1. LEFT SIDE STEP
2. RIGHT SIDE STEP
3. BACKSLIDE

HANDS

1. HIGH DEFLECTION
2. CENTRE DEFLECTION
3. LOW DEFLECTION
4. DOUBLE CIRCLES (MAWASHI)

LEGS

1. ROLL CHECK
2. HIGH CHECK
3. CROSS CHECK

DRILLS

1. ALL WHITE / BLUE / GREEN BELT REQUIREMENTS – STATIONARY / WITH FOOTWORK – DRILLED UP AND DOWN THE DOJO
2. GRAPPLING WITH PARTNER
3. SHADOW SPARRING

FORM THEORY

- 1. IRON HORSE (complete)**
- 2. ROTATING PALMS (TENSHO)**
- 3. THREE BATTLES (SANCHIN – no heavy breathing required)**

THEORY APPLICATIONS

SELF DEFENSE

SELF DEFENCE APPLICATIONS FOR:

- 1. 2 X ATTACKS FROM BEHIND**
- 2. 2 X ATTACKS FROM FRONT (SINGLE & DOUBLE LAPEL)**
- 3. GRAB FROM WRIST**
- 4. BEAR HUG**
- 5. HEAD LOCK**

GRAPPLING

WITH PARTNER IN A SLOW AND DELIBERATE FASHION, WHILE EXECUTING KNEEING TECHNIQUES

(note: proper supervision, guidance and care must be employed)

EXERCISES

- PUSH UPS x 40**
- SIT UPS (CRUNCHES) X 40**

Instructors feel that sit ups and push ups should be encouraged with juniors as long as they were coached in a sensible and proper manner. Care should be given to this area, as it is more important that juniors be taught correct technique rather than the number of exercises they can perform. There are a number of sit ups and push ups that can be employed. Instructors should use variety in the exercise regime, referring to the above section on Kidz Karate Exercises.

SPARRING

6 X 3 MINUTES ROUNDS Incorporating grappling & kneeing

These are training rounds as used in class!

At Gradings, sparring rounds are 1 minute duration

NOTE: ONE OF THE KEY ELEMENTS IN THIS SECTION IS THE EMPHASIS ON REVISION. THIS IS TO PROVIDE A HIGH STANDARD IN TECHNIQUE AND UNDERSTANDING

SHO DAN

REQUIREMENTS

LULL BEFORE THE STORM

(up to first elbow -25th move)

THEORY APPLICATIONS FROM :

1. IRON HORSE FORM
2 X TECHNIQUES

2. ROTATING PALMS
2 X TECHNIQUES

3. THREE BATTLES
2 X TECHNIQUES

NI DAN

REQUIREMENTS

1. LULL BEFORE THE STORM

2. REVISION ON EVERYTHING ELSE PERFORMED ON GRADING DAY

(The student takes part in all the general gradings on that day and performs all the grading requirements for the lower gradings and finally performs “Lull Before The Storm” at the end)

SAN DAN

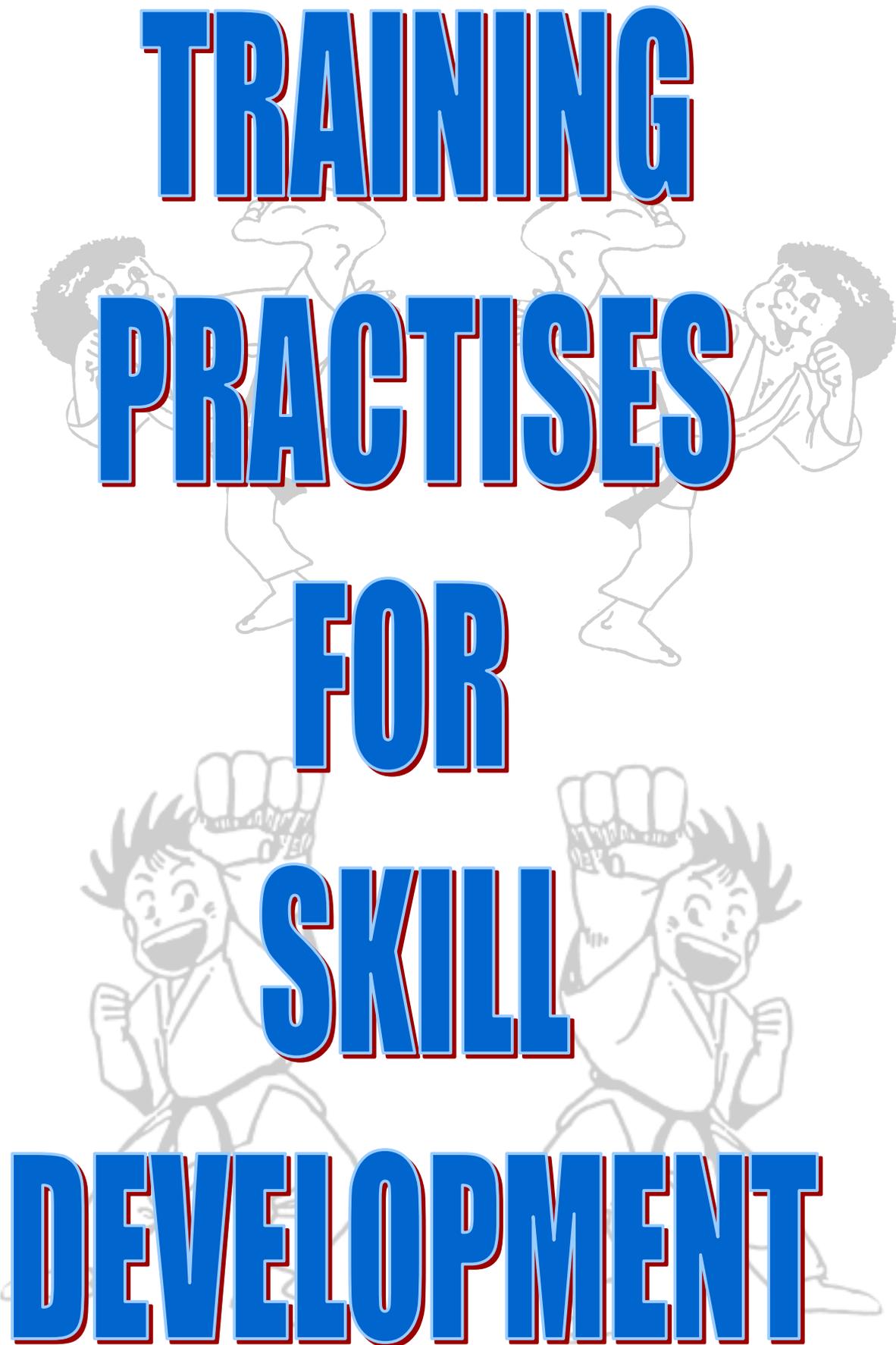
REQUIREMENTS

LULL BEFORE THE STORM

**FREE FORM DONE TO
FLOOR PATTERN OF
LULL BEFORE THE STORM**

**3 X SELF DEFENSE
APPLICATIONS FROM FREE
FORM**

**REVISION ON ALL KATA UP
TO THIS LEVEL**



**TRAINING
PRACTISES
FOR
SKILL
DEVELOPMENT**

HANDS

1. FOCUS PUNCHES TOWARDS PARTNER
2. STRIKING PARTNERS HANDS
3. FREE AIR PUNCHING(AS IN DRILLS)
4. USING FOCUS PADS ETC.

FRONT KICK

1. FACING PARTNER, HOLDING HANDS FOR BALANCE
ALTERNATE BETWEEN PARTNERS EXECUTING FRONT KICKS. THIS IS
DONE FOR BALANCE AND CO-ORDINATION.
2. FACING PARTNER, ALTERNATE BETWEEN PARTNERS
EXECUTING FRONT KICKS WITHOUT HOLDING HANDS.
THIS IS DONE FOR FOCUS AND CO-ORDINATION.
3. USING HANDS (WHICH ARE HELD TO THE SIDE), PADS AND BAGS
4. PYRAMID ROUTINE, KICKING BAGS ALTERNATING LEGS, AFTER
EACH SET OF KICKS STARTING FROM ONE PER SIDE TO 10 PER SIDE.
THIS IS DONE FOR EXPLOSIVENESS, SPEED, POWER AND REFLEX
DEVELOPMENT.
5. FREE AIR KICKING FOR RHYTHM AND BALANCE

ROUND KICK

1. FACING PARTNER, HOLDING HANDS, ALTERNATING
EXECUTING ROUND KICKS.
THIS IS DONE FOR BALANCE AND CO-ORDINATION.
2. FACING PARTNER, ALTERNATING EXECUTING ROUND KICKS
WITHOUT HOLDING HANDS. THIS IS DONE FOR FOCUS AND CO-
ORDINATION.
3. KICKING AT PARTNERS HANDS (PALMS) WITH A FOLLOW
THROUGH CIRCULAR MOVEMENT.
THIS IS DONE FOR BALANCE, CO-ORDINATION AND FOCUS.
4. KICKING AT BAGS AND PADS WHEN WORKING WITH PARTNER.
5. PYRAMID ROUTINES, KICKING PADS (OR DOUBLE PALMS HELD TO
THE SIDE, AGAINST THE BODY) ALTERNATING LEGS AFTER EACH
SET OF ONE KICK PER SIDE TO 10 KICKS PER SIDE. THIS IS DONE
FOR POWER, SPEED, EXPLOSIVENESS AND REFLEX DEVELOPMENT.
6. FREE AIR KICKING FOR RHYTHM, BALANCE AND CO -ORDINATION.

SIDE KICK

1. FACING PARTNER AND HOLDING HANDS FOR BALANCE, ALTERNATING BETWEEN PARTNERS EXECUTING SIDE KICK WITH EMPHASIS ON LIFTING KNEE HIGH, PIVOTING AND TRIGGERING WITH SUPPORTING FOOT. THIS IS DONE FOR BALANCE, CO-ORDINATION AND TECHNIQUE DEVELOPMENT.
2. FACING PARTNER, ALTERNATING, EXECUTING SIDE KICK WITH OUT HOLDING HANDS. THIS IS DONE FOR FOCUS AND CO-ORDINATION.
3. USING BAGS AND PADS ON GOING SKILL DEVELOPMENT

SPINNING BACK KICK

1. THE SPINNING BACK KICK IS A SIDE KICK THAT IS EXECUTED AFTER A 180 DEGREE TURN.
2. THEREFORE THE FIRST STAGE OF TEACHING THIS TECHNIQUE IS TEACH THE 180 DEGREE PIVOT, WITH EMPHASIS ON KEEPING BACK STRAIGHT AND TO FOCUS WITH THE EYES.
3. RAISE THE KICKING LEG AS YOU WOULD WITH A SIDE KICK
4. THRUST OUT AS YOU WOULD A SIDE KICK

NOTE: THE SPINNING BACK KICK IS AN EXTENSION OF THE SIDE KICK TECHNIQUE.

CRESCENT KICK

1. ONE OF THE RATIONALE'S FOR DEVELOPING THE CRESCENT KICK IS THAT IT ASSISTS IN THE DEVELOPMENT OF INCREASED HIP ROTATION AND FLEXIBILITY, WHICH WOULD AID IN THE EXECUTION OF OTHER KICK TECHNIQUES.
2. FACING PARTNER, ONE PARTNER CAN KICK THE EXTENDED PALM OF THE OTHER, INSIDE TO OUT AND OUTSIDE TO IN, IN CIRCULAR MOVEMENTS.
3. AS A FOLLOW THROUGH OF THE CRESCENT KICK, THE PERSON EXECUTING THE TECHNIQUE CAN FOLLOW THROUGH WITH FULL BODY TURN AND SPIN. THIS AIDS IN THE DEVELOPMENT OF BALANCE, CONTROL AND POISE.
4. USE OF FOCUS PADS

5. FREE AIR KICKING

NOTE: THE CRESCENT KICK IS THE PRE-CURSOR TO THE SPINNING CRESCENT KICK.

SPINNING CRESCENT KICK

1. THE SPINNING CRESCENT KICK IS SIMPLY A CRESCENT KICK THAT IS EXECUTED AFTER A 180 DEGREE TURN.
2. DEVELOPMENT OF THIS TECHNIQUE SHOULD BASICALLY FOLLOW THE METHODOLOGY FOR DEVELOPING THE CRESCENT KICK i.e. KICKING AT OUT STRETCHED PALMS
3. USING FOCUS PADS, KICKSHIELDS ETC
4. FREE AIR KICKING

NOTE: THE SPINNING CRESCENT KICK IS THE PRE-CURSOR FOR THE SPINNING HEEL KICK

SPINNING HEEL KICK

1. THE SPINNING HEEL KICK IS AN EXTENSION OF THE SPINNING CRESCENT KICK, AS THE STRIKING AREA IS NOW THE HEEL RATHER THAN THE BLADE OF INSTEP OF THE FOOT.
2. DEVELOPMENT OF THIS TECHNIQUES SHOULD BASICALLY FOLLOWING THE METHODOLOGY FOR DEVELOPING THE CRESCENT AND SPINNING CRESCENT KICK.
3. USE OF FOCUS PADS, FOREARM PADS, KICKSHIELDS
4. FREE AIR KICKING

ELBOWS

1. FREE AIR ELBOWS
2. FOREARM PADS/SHIELDS
3. AGAINST PARTNERS PALMS

KNEES

1. FREE AIR KNEES
2. FOREARM PADS/SHIELDS
3. TECHNIQUE WORK WITH PARTNER IN GRAPPLE HOLD
4. AGAINST PARTNERS PALMS WHEN HELD AT HIP LEVEL

IRON HORSE

1. **ONE MOVEMENT PER COUNT**
***Rationale:** For learning purposes through sequential movements*
2. **TWO MOVEMENTS PER COUNT**
***Rationale:** For development of fluidity*
3. **THREE MOVEMENTS PER COUNT**
***Rationale:** For development of fluidity, rhythm and timing*
4. **STUDENTS OWN PACE (AS A GROUP)**
***Rationale:** Development of timing and to reinforce own learning*
5. **BACK TO ONE MOVEMENT PER COUNT**
***Rationale:** To reinforce the learning sequence*
6. **EYES CLOSED, BY THE COUNT**
***Rationale:** To develop visualisation techniques to enhance learning and performance and to develop self cues*
7. **BACK TO ONE MOVEMENT PER COUNT**
***Rationale:** To reinforce learning sequence*
8. **BACK TO STUDENTS OWN PACE (AS A GROUP)**
***Rationale:** Development of timing and to reinforce own learning*
9. **EMPHASIS ON POSTURE**
***Rationale:** To ensure proper posture is maintained throughout*
10. **EMPHASIS ON STANCE**
***Rationale:** To ensure correctness of stances is maintained*
11. **EMPHASIS ON FOCUS**
***Rationale:** To develop and highlight the importance of focus of the eyes throughout*

Using the above methods expose the students to a variety of different methods that will enhance the learning due to the variety and therefore be able to perform the above to a higher degree.

THREE BATTLES

1. EMPHASIS ON CORRECTNESS OF STANCE

Rationale: *To get the students to perform the form concentrating on the stances as a priority*

2. EMPHASIS ON POSTURE

Rationale: *To get the students to perform the form concentrating on the proper posture as priority*

3. TEACH THE FLOOR PATTERN WITH HANDS ONLY FIRST

Rationale: *To get the students to concentrate on floor pattern with correct hand movements without needing to concentrate on the various other attributes of the form concurrently*

4. ADD THE DYNAMIC TENSION SECOND

Rationale: *To develop the dynamic tension involved in the form as the next step from the above*

5. ADD THE HIP ROLL WITH RELATIVE NORMAL BREATHING THIRD

Rationale: *To highlight the hip roll movement as an extension from the above point*

6. ADD THE DEEP BREATHING FOURTH

Rationale: *To highlight the breathing technique of the form as an extension from the above point*

7. TALK THROUGH WITH STUDENT BREATHING IN/OUT ONLY WHEN INSTRUCTED TO

Rationale: *To highlight the control aspect of the form in relation to timing of footwork, hand movements, hip roll and breathing technique*

8. OWN PACE (AS A GROUP)

Rationale: *To develop self learning, group timing and self cues*

9. EYES CLOSED

Rationale: *To develop self learning through visualisation techniques*

10. TALK THROUGH WITH STUDENTS BREATHING IN/OUT ONLY WHEN INSTRUCTED TO

Rationale: *To highlight the control aspect of the form in relation to timing of footwork, hand movements, hip roll and breathing techniques*

The use of the above methods will highlight the various aspects of the form, allow for each area to be concentrated on individually and then incorporated together one at a time. This will have the net effect of giving the student better capacity to perform and understand the form.

NOTE: HEAVY BREATHING IS NOT NECESSARY IN THIS PROGRAM, HOWEVER, THE PRINCIPLES OF PELVIC ROTATION, FOCUSING ON DEEP INWARD AND OUTWARD BREATHS SHOULD BE ENCOURAGED AND DEVELOPED. IT IS IMPORTANT THAT THERE BE NO OVER EXERTION IN THE BREATHING. IT IS FAR BETTER TO DEVELOP THE CORRECTNESS IN BODY MECHANICS AND CO-ORDINATION WITH THE BREATHING AS OPPOSED TO HAVING THE JUNIORS EXERCISE 'LOUDNESS' IN BREATHING.

ROTATING PALMS

1. CORRECTNESS OF STANCE

Rationale: *Emphasis on correct stances and footwork on which further learning can take place*

2. EMPHASIS ON POSTURE

Rationale: *Emphasis on correct posture as an extension from the above*

3. TEACH FLOOR PATTERN WITH HANDS FIRST

Rationale: *The correct footwork and hand movements as an extension of the above without concentration on other aspects of the form*

4. ADD INTERNAL TENSION SECOND

Rationale: *Emphasis the internal tension of the form and as an extension of the above*

5. ADD HIP ROLL WITH RELATIVE NORMAL BREATHING THIRD

Rationale: *Emphasis on the hip roll movements as an integral part of the form and as extension of the above*

6. ADD DEEP BUT SUBTLE BREATHING FOURTH

Rationale: *Emphasis on breathing aspect of the form and as an extension of the above*

7. TALK THROUGH WITH STUDENTS

Rationale: *To allow students to actively co-ordinate the above points with active cues from the instructor*

8. OWN PACE (AS A GROUP)

Rationale: *To allow students to develop and use self cues to reinforce learning*

9. EYES CLOSED

Rationale: *To allow students to develop and use visualisation techniques to reinforce learning*

10. OWN PACE (AS A GROUP)

Rationale: *To reinforce students learning*

LULL BEFORE THE STORM

1. CORRECTNESS OF STANCES, INCLUDING DEPTH AND ANGLES

Rationale: *To develop correctness of stance and angles of the form on which further learning can take place*

2. EMPHASIS ON POSTURE

Rationale: *To develop correct posture for the performance of the form*

3. TEACH CENTRE RUN HAND MOVEMENTS WITHOUT FOOTWORK

(i.e. standing still)

Rationale: *To develop correct hand techniques*

4. TEACH CENTRE RUN WITH HANDS AND FOOTWORK

Rationale: *To develop correct and co-ordinated of the hand techniques with footwork*

5. HAND TECHNIQUES OF FORM PROGRESSIVELY AND IN SECTIONS WITHOUT FOOTWORK (i.e. standing still)

Rationale: *To develop correctness of hand techniques*

6. TEACH SECTIONAL FOOTWORK WITH ASSOCIATED HAND TECHNIQUES

Rationale: *To develop correct and co-ordinated hand techniques with footwork*

7. EMPHASISE STRONG FOCUS

Rationale: *To highlight and develop correct eye posture and focus for appropriate techniques*

8. TALK THROUGH PRACTICE AT SLOW PACE

Rationale: *To allow students to combine the various aspects of the form with the assistance of cues from the instructor*

9. TALK THROUGH PRACTICE IN SECTIONS

Rationale: *To allow for rehearsal of sections of the form to develop correct techniques*

10. CONTROLLED PRACTICE INTO SECTIONS

Rationale: *To allow students to learn and develop the form*

11. OWN PACE

Rationale: *To allow students to develop the form using self cues*

12. OWN PACE AS A GROUP WITH AWARENESS OF OTHERS

Rationale: *To develop timing, awareness and peripheral vision and self learning*

THEORY APPLICATION

1. STRONG EMPHASIS ON FOOTWORK

Rationale: *Correctness of footwork, i.e. moving appropriately sets the students up for correct and effective counters. It also serves to highlight the importance of moving out of the way of an attack*

2. EMPHASIS ON BALANCE AND BREAKING BALANCE

Rationale: *Without being balanced, an effective technique can not be applied. An opponent who is off balance can not effectively use a technique against you*

3. FOCUS

Rationale: *Without appropriate focus techniques will have limited effectiveness*

SHADOW SPARRING

1. TO DEVELOP FLUIDITY OF MOVEMENT AND TECHNIQUE

2. TO UTILISE SET COMBINATION THAT THEY HAVE BEEN DRILLED ON

3. TO DEVELOP SELF PROGRAMMING

4. TALK THROUGH TO STUDENTS EXAMPLES OF OFFENSIVE AND DEFENSIVE MOVES WHILE PRACTISING

5. FREE WORK (DEFENSIVE SHADOW SPARRING) IS DESIGNED TO DEVELOP GREATER DEFENSIVELY SKILLS WHICH INCLUDE FOOTWORK, HANDS AND LEGS

SPARRING

The issue of sparring can best be summed up by the following:

Sparring is to a large degree, "the fruit of our training".

Sparring is the time for experimentation, trial and error, rehearsal and practise, confidence building, development of poise, balance and for development of the practical application of skills learnt and taught.

In order for this to occur, the environment (i.e. the attitudes towards sparring partners) must be one of support, encouragement, friendliness, acceptance and allowance, for each partner to allow the other, the opportunity to work, practise, rehearse and develop.

This means the sparring session must not be competitive, rather it should be one of mutual opportunity.

Through this, a higher degree of skill acquisition and application will occur.

The intensity of the sparring session must be reduced therefore.

An example of this can be a sparring round that is 3 minutes long will have less intensity than a round that is 1 minute in duration.

As a matter of course, sparring should take place at each training session, so these attitudes and values become ingrained.

With such regularity, the students will become much more familiar and comfortable with sparring and in turn, injury rates will decrease.

GRAPPLING

The same philosophy and application is applicable to the skills of grappling, as they are for sparring.

A relaxed, flowing, co-operative approach is needed, with an emphasis of removing the competitive aspect while practising and developing the skills. A greater degree of sensitivity in being able to sense a partner's shift in balance can be developed via this approach.

KIDZ KARATE

SAFE EXERCISE PRACTICES

When dealing with juniors it is vital that their growing bodies do not receive injuries or continual stresses that may affect them later in life. This means that **safe** sporting practice is paramount with juniors and instructors need to be well versed in both this area and injury management. There are many books available on the topic, but generally, what is written and applied to adults also applies to juniors. Below are some basic guidelines. For more information please refer to you Zen Do Kai's Instructors Manual.

PHYSIOLOGICAL FACTS

Body proportions are different

- Young children have larger heads
- Young children have relatively short legs
- Just prior to adolescent growth spurt, children's arms and legs are Disproportionately long

* *Be aware that this will alter the child's ability to balance*

* *Realize this affects running ability*

* *Group children according to physical development rather than age*

Finally, **bone development is not completed until about the age of 17 or 18** and children are less tolerant of heat and cold.

SAFE EXERCISE FOR JUNIORS

Keeping in mind that the child's bones are still forming should determine the type and intensity of exercise and practice you prescribe.

PUSH UPS

Should **never** be performed by juniors on their knuckles - flat hands only. Knees should **always** be on the ground as the upper body is not strong enough to support the back.

SIT UPS

Should **never** be performed with straight legs and the hands behind the head. Children's stomach muscles are not sufficiently developed and the hands will put pressure on the necks from behind and the lower back will be overextended. Suitable sit ups are: anything with **both** knees bent and hands on chest or stretched in front. Use these with a turn to each side to condition the oblique muscles rather than the "elbow to knee" which can over stress young bodies and require good co-ordination.

GENERAL POINTS

Do not bounce while performing flexibility exercises.
Perform continuous jumping/hopping exercises on a surface that has give in it
e.g. grass mats, timber floors.
Shoes are recommended for any prolonged exercise of this nature.
Children are better off performing a small number of repetitions and making
sure that they are done correctly that sacrificing good technique in trying to
achieve large numbers of reps.

SAFETY CHECKLIST

The following points will assist you in preventing injuries at your club.

* ***Warm up and stretch.***

Make adequate provision with your individual students ages and abilities in
mind

* ***Development of skill and techniques.***

Higher the level of skill lower the level of injury

* ***Fitness.***

Do not let juniors participate if they are sick or injured. Check and be
responsive when children show signs of tiring, as this is when accidents occur

* ***Dojo.***

Check for obstacles e.g. chairs and make sure the surface is level, and not
too slippery

* ***Protective gear.***

Ill-fitting equipment can be a hindrance but protective gear is a must for
juniors

* ***Supervision.***

Instructors must be in control at all times.

Do not a join in with class unless their is adequate supervision still available.

Set attainable rule that all juniors, no matter what the age, understand.

KIDZ KARATE GAMES

DEAD FISH OR FREEZE

AIMS: To improve concentration, discipline and control of body.

Continue to work in a space of your own doing shadow sparring etc.

When the instructor calls out "dead fish" students carefully fall on to their sides or back and play "dead". Students can only breath or blink.

Any movement noticed by the instructor is automatically OUT.

Stop the game after approx. 2 minutes. See how many students get caught out.

MEMORY GAME

**AIMS: To improve memory gradually; To improve concentration;
To improve self thinking and combining techniques**

Students form a large circle (arms length) apart one student starts the game by instructing the rest of the class what 2 techniques to perform, then the next person repeats that instruction plus 2 more techniques of their own and so on around the circle. If one student fails to remember the order of instruction or what they were they are out - continue till one is left (the winner).

BRITISH BULLDOG

AIMS: Development of awareness; determination; quick thinking; co-ordination; learning of student names.

Set up the boundaries of the playing area - rectangular - clearly showing the two end lines. Arrange students in a straight line across one of the ends. Chose one student (two if a large amount of students) to come in front of the line. This person is "it". The student who is "it" selects a student from the line. This selected student is the "runner" must run to the end of the rectangle with out being touched 3 times by the person(s) who is "it". The person who is "it" obviously has to try and tap the runner 3

times before they got to the other end. If the "runner" makes it the other end the rest of the students must run to the other end also. The person who is "it" tries to tap the other students as they run the length of the rectangle.

If a student or "runner" is tapped before making it to the other end of they are also "it" and join the first person in trying to get the "runners".

The latest person to go "it" generally gets to choose the next "runner". This continues until there is only one person left. This person is the winner.

SIMULATED OR MOVIE SPARRING

AIMS: students to enjoy sparring in an injury pain free environment develop reflex, co-ordination, and construction of techniques, consolidate learning & personal learning

Student's techniques must be between 30 and 50 cm away from their partner. They must make a lot of sound effects (Bruce Lee type noises, yells of pain, hitting sounds....etc). Dummying up is compulsory - if a person throws a punch at you stomach you must buckle in pain - if kicked towards you head a dramatic fall would be in order. Students should take the attack, defend process in turns eg. one student attacks with 4 punches, a stomach kick and a jumping spinning kick, the defending student may pretend to block the first 2 punches then be hit with the next 2, buckle from the stomach kick and throw themselves to the floor from the jumping spinning kick. They will then get up and it is their turn to attack.

Variations include the length of the rounds, to the speed of the action (with sound effects). Another variation would be for students to be their favorite animal rather than humans, or an animal selected by the instructor. The students then would need to behave just as that animal would - use you and their imagination.

SOCK WRESTLING

AIMS: the importance of speed when wrestling development of close contact confidence grappling in a safe way

Place the students facing each other in a kneeling position with each wearing a sock on one foot, or a sock in the back of their belt. Students must slap hands to begin. It is then a matter of getting you're opponents sock without losing yours. No headlocks or anti joint locks are allowed. The match is based on speed and total body movement.

GRAPPLING

AIMS: to develop speed in wrestling; confidence; grappling in a safe manner; preparation for future training

Place the students facing each other in a kneeling position. Students must slap hands to begin. It is then a matter of getting behind your opponent and holding them for a count of three. This can be done from a position on the ground e.g. kneeling or with one or both students lying on the mat. Note the difference between this and greco-roman wrestling. By protecting our back we are making it a more practical self-defence form for future training development as the students mature.

No headlocks or anti joint locks are allowed. The match is based on speed and total body movement.

HUNTER AND HUNTED

AIMS: develops awareness; warm up

Students partner up and one decides to be the Hunter and the other the Hunted. Hunted is given 5 seconds to get as far away from the Hunter as possible. (The more people in the dojo the better!)

After five seconds the Hunter has to catch the Hunted as quick as he can and the Hunted has to keep away from the Hunter for as long as possible. When caught, the pair sit on the spot where they got caught. Reverse roles and start again.

SQUARE POISON BALL

AIMS: develops awareness; reflexes; coordination

Played in one end of the dojo. Square border is determined prior to commencement. Ball thrower stands on perimeter. The ball is thrown at students in the centre. If a student is hit then the student also stands on the perimeter and assists when the ball comes to them. As more get hit, more of the perimeter is covered with students who can assist. A more advanced version is to introduce a second ball. Volleyballs are best suited for this.

KARATE POISON-BALL

Requirements: Large space, soccer/basketball.

How to play:

1. One "hitman" stands at each end of the playing area and by throwing the ball through the rest of the `players standing in the middle they try to hit the middle players.
2. Those hit have to leave the playing area and complete a task eg. 5 push-ups; a specified kata; 20 front kicks etc.
3. Once the task is completed they are allowed back onto the playing area to continue in the game.
4. The "hitmen" can try to throw the ball full toss to each other. If it is intercepted by any of the middle players it will give that player an extra "life". However, if the "hitman" catches the ball all middle players must freeze. The "hitmen" can now try to get out more than one player.

BODY GUARDS

Aim:

1. Develop physical agility and arm and shoulder strength.
2. Develop strategies as a team.

How to play

1. Players to form groups of four. Three join hands and the fourth is outside the circle.
2. The object is for the tagger on the outside to try to tap a nominated person in the circle. The three circle "friends" rotate and side step to protect their partner.
3. The tagger is not allowed to reach across the circle.
4. Penalties can apply: if the team is unsuccessful in stopping the tagger they complete a penalty for the number of times the person was tagged.

CRAB SOCCER

Requirements: Large space, soccer/basketball, goals(doorways, bins etc.)

Aims:

1. To introduce students to ground fighting.
2. To appreciate the difficulty in moving on the ground.

Safety note: If playing with varying sized students little ones are likely to get "squashed". See alternatives below for solutions.

How to play:

1. Two teams are selected and the aim of the game is to PLACE (not throw) the ball in or onto the goal. The ball can be thrown from person to person but no one is allowed to get up higher than on their knees and all movement around the floor must be in the "crab" position.
2. To stop the opposing team from scoring goals your team can do anything as long as they don't stand up! Some suggestions: "stacks on the mill", working in pairs to pin someone, grappling, blocking the goal with bodies.
3. Have two halves then swap ends.

Variations: to be used when the size of the players varies greatly.

1. Big people from both teams stand out for two minutes and visa versa.
2. Small people are designated "hot potatoe" that is only small people can tackle them. Big people can only try to intercept their throws.

CLOCK

Requirements: All students to be wearing protective hand and shin/instep pads.

Safety note: As this game involves fighting, all players must be able to control their techniques.

Aims:

1. To introduce the notion of peripheral vision.
2. To introduce multiple attack in a controlled way.
3. When working in pairs will help develop confidence in one's partners.

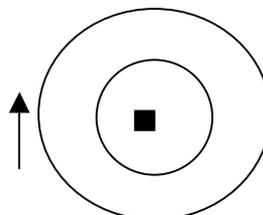
How to play:

1. One person is chosen to stand in the middle. They must face the front in fighting stance at all times.
2. All other players make a circle around the chosen person. They then jog SLOWLY around the person in a clockwise direction.
2. The Instructor is on the outside of the circle and jogging anti clockwise. Players will be tapped at random by the Instructor as they pass.
Those tapped will go into the circle and launch a surprise attack on the player in the middle. The Instructor can determine if it will be one at a time or more than one.
4. The attacking player can only throw one or two techniques. The person in the middle can defend themselves and throw techniques back. Attacking person then rejoins the circle.
5. After several attacks the person in the middle chooses someone to take their place and then joins the circle.

Variations:

1. Pairs : can be placed back-to-back in the middle to aid in confidence building. Beginners/small players are especially more suited to this.
2. Instead of using punches and kicks try using grabs.

Instructor runs
anti-clockwise
on outside of circle.



TEAM RELAY RACES

Aim: Warming-up; Build team spirit.

How to play:

1. Divide into two or more teams.
2. Students are to relay up and down the dojo by completing the tasks as nominated by the instructor. Teams are disqualified for rushing and sacrificing technique.
3. Task examples: all to be completed to the end of the dojo and back.
 - * Front kicks/jumping front kicks.
 - * Any spinning kick.
 - * Sumo stomps (sitting in horse stance and "jumping" up and back.
 - * Low round kick; knee check.
 - * Any pre-planned combinations.
4. The first team to have all their players through wins and chants penalty push-ups for the others!

Variation: Once the person reaches the opposite end they must complete another task before returning to the start e.g. Star jumps; elbow-to-knees; push-ups etc.

TOSS THE MITT

Requirements: Enough balls or hand mitts to throw between each pair.

Aim:

1. Warm-up.
2. Hand - eye co-ordination.

How to play:

1. Divide into pairs and stand as far apart as the dojo will allow. Each pair has one throwing item.
2. All players jog and while jogging throw the object to their partner. When the partner catches it, they throw it back immediately and do two front kicks. The partner repeats the same sequence until time's up.
3. If either partner drops the object then BOTH partners complete a penalty e.g. 5 push-ups.
4. It is desirable for players to jog constantly and throw the object BEFORE kicking which keeps the pace up. Change kicks and penalties as much as you like!

Variation:

1. Big people can throw a kick bag for extra workout.
3. Work in groups of three.

KARATE RACING

Aim for your team to finish first. There may be five kidz to each team. Your team has to do kicking & punching drills up and down the dojo, including variations. One lap may be front kicks, next may be round kicks, punches knees or elbows. The drills can be simple one off techniques, or combinations of two or three. The losing teams do push up & sit ups

CIRCLE WARM-UP

Requirements: Tennis ball

Aim:

1. Warm-up.
2. Hand-eye co-ordination.

How to play:

1. All players form a circle as large as the dojo will allow.
2. Instructor sets techniques e.g. front kick off both legs, and penalties e.g. Star jumps.
3. All players jog. One person throws the tennis ball to someone else and then executes the required techniques. The other person catches the ball and passes it on.
4. If the ball is dropped then ALL players do the penalty. If a player forgets to do the set techniques then they do the penalty alone.
5. Change the techniques and penalties regularly.

Variation: Once the group is good at the activity above increase the degree of difficulty by only allowing one hand catching and throwing.

REFLEX DRILL

Requirements: Tennis ball

Aim:

1. Make students aware of their reflex ability.
2. Cool down.

How to play:

1. All players stand in a circle around Instructor. They must stand in shoulder stance with hands by sides.
2. Players must not move unless the ball is thrown to them. If the ball is thrown to them the player must catch it and toss it back to the Instructor. If the player drops the ball three times they are out and will then stretch while waiting for the others.

4. The Instructor tries to trick the players by only pretending to throw the ball. If the players move or twitch they are out.
(Relates to fighting in that you don't move until the technique is on it's way!)

Hint : Instructors' can use their voice to help trick players, calling a name and tossing to someone else.

4. The winner is the last person standing!

KNEE BOXING

Aim:

1. Develop strength in legs.
2. Improve agility.

How to play:

1. All players pair off and sit in horse stance. From horse stance players move around and try to tap their partner's knees.
2. Each time they are successful that earns the person who was tapped that number of push-ups at the end of the round (or multiplied by 5!)
5. At the end of each round rotate partners.

YIN - YANG

3 lines on the floor or a lined court. Kids line up on the centre line facing the instructor whom faces the kids. One direction is nominated as Yin and the other side is named Yang (these directions are fabricated by signs or cards with "Yin or Yang").

The instructor calls Yin or Yang pointing to the direction the kids run and touch the line and back to stand on centre line. After brief warm up making sure the direction is understood, the instructor starts to trick the student by pointing to the wrong direction to what he/she calls, the student must listen to the call not the point. If the student goes the wrong way they are out and move off to the side of the playing floor and do push ups or sit-ups (5 – 10).

Multiple calls can up rate the work out e.g. yin-yang or yin-yang-yang, last ones back then start to be eliminated till one student is left.

ZONE IN – ZONE OUT:

Students work with a partner, one stands in shoulder width focusing at a dot on the wall or though the other person whom stands in front trying to put them off for a short time say 15 seconds. The focused person must try not to be distracted. The person distracting may pull faces, jump up and down, blow kisses, clap or any other safe clowning around.

*Note: the person distracting must not touch the other person and it is a good idea to keep them at arms length.

INSTRUCTOR (Title Used) SAYS:

The same as Simon says except e.g. Sensei says jab-cross, student follows, Sensei says switch push kick, student follows, then give a task without Sensei says and those that follow are given (1) push up then back up for more.

Another tip used to keep good control and martial attitude in class is to award a student of the night to those that have performed well. The student/s of the night gets a handshake (or some kind of reward) acknowledgment with brief description of why they were chosen.

With all our games we start the game with a reminder that honesty is always the best policy and ask the student to always be honest if he/she goes out. This also teaches the students to be a good martial artist.

SPIDERS WAY

Why spider's way simple 8 weapons, 8 directions.

After being taught the basic strikes kicks knees elbows stances and deflections then introduce them to spider's way.

Using their 8 weapons 8 directions and multiple techniques to their full advantage having their instructor guiding them at all times Emphasizing the use of both hands, both feet, both elbows and both knees and their imagination.

Spider's way is a less stressful way for students to increase their skills combining strikes kicks elbows knees deflections and stances.

Basically it is shadow sparring but now they have a target the four walls and the four corners a young student must have a point to focus on.

GUIDELINES FOR THE INSTRUCTION OF JUNIOR STUDENTS

INTRODUCTION

The basic premise is that Primary aged children (6-13) are not little adults and as such cannot be treated exactly the same as your adult students, even though there is obvious overlap. Children's motivation for commencing training often has a different emphasis than the adults and as such needs to be dealt with in slightly different ways, even though we know the overall objective for both groups is roughly the same.

As an instructor you should be aware of the basic physical, social and emotional characteristics of the different aged children you are teaching. Included in this document is a guide to the social and physical development of Primary aged children so a suitable martial arts program can be established. Also, an explanation as to why children may or may not succeed at martial arts, along with some suggested teaching techniques and possible class structures.

MOTIVATION

Why do children get involved in martial arts?

- * To have fun.
- * To make friends.
- * To feel good.
- * To learn new skills.

Martial arts for children must be an enjoyable experience most of the time. After all, if you didn't enjoy instructing you wouldn't be there either. While adult members enjoy lengthy explanations of techniques, children would rather be performing the technique and thus having fun.

Observe the children before and after class to gauge some idea of their motivation. What do they do? Often they will team up together, play tag or some other game. This socializing for some students is one of the main motivations for starting martial arts especially if two friends or siblings begin together.

Do not discourage this play as it can help to cement relationships and establish bonds that can be used to your advantage in the class. However, the following should be adhered to:

- * the dojo is still to be respected - you need to set the level of activity you will tolerate;
- * duty of care - do you know at **all** times where the children are once they are left in your care?

All of this helps a student to feel good about coming to training, but ultimately they must also enjoy the challenge of learning new skills. After all, even though you may feel like it at times, you are not there to solely be a babysitter!

WHAT TURNS KIDS OFF

Children often drop out of martial arts for the following reasons:

- * over emphasis on competition;
- * lack of success;
- * lack of enjoyment;
- * expectations of adults and instructors too high.

Children mainly leave martial arts because of the way they are treated by others rather than the structure of the sport itself. As a general guide, 25% of children who drop out of sport blame the negative attitude of coaches (instructors).

As mentioned before, children are not little adults and should not be expected to overcome pain or fatigue. Children can be overtaxed both physically and mentally by the complexity or competitiveness of the adult training that we do. Also, a class constantly catering only for the senior students will bore young participants or often leave them behind.

KIDS AS INDIVIDUALS

Physical vs Social Development

As children mature at different levels it is important to treat them as individuals. Improvements in performance should be measured against past performance of each individual rather than against other children. A child's maturity level could be the reason for the performance level demonstrated rather than skill alone.

Children develop at different rates especially between the ages of 10 - 13. Boys and girls of the same age can vary in height by as much as 40% in the age range of 7 - 11.

However, it is a myth to believe that because they are young, children are automatically fit and flexible. Cardiovascular (heart/lung) fitness can be improved in children. Up to the age of around 13, boys and girls do not vary significantly in this regard.

If it is therefore important to treat children as individuals then where do the age charts of physical development fit in? Basically they are designed to give you a guide upon which you can measure or assess a child's abilities. They help to give the instructor an idea of the maturity level, both physically and mentally, of their students.

The following guidelines are provided by the Department for Youth, Sport and Recreation, Information booklet number 29, "Junior sport : fit to play".

Development of motor skills.

Age 7 - 8.

- * Have developed ball throwing and kicking techniques.
- * Great interest in learning to perform well.
- * Girls have greater growth and maturity differences which lead to more improved muscular co-ordination than boys. They understand instructions more readily and have longer attention span.
- * Boys and girls have developed good hand-eye co-ordination.
- * Manipulative skills are good. You can usually tell if the child is good with their hands by this stage.
- * Developing sense of rhythm and movement.
- * Better control of own speed - still some fear in travelling fast.
- * More accident prone.

Age 9 - 10.

- * The "Prime time" of skill development. Children persist in perfecting skills.
- * Boys may want more strenuous activity, girls may be less competitive.
- * Boys may begin to develop greater power in the shoulder muscles.
- * Boys and girls most even in movement ability at this time.
- * Early developers may appear awkward because of uneven growth.
- * For girls (9-13) this is the best time for muscular endurance. Girls may outperform the boys at this stage.

Age 11 - 12.

- * May have reached 90% skill potential; better co-ordination; skills becoming automatic. Beginning to learn strategies and tactics.
- * Great differences seen within the group. May appear lazy or restless; preparing for adolescence.
- * Greater strength and endurance becoming evident in boys.
- * Both sexes have better control of arm, shoulder, wrist and hand muscles.
- * Flexibility may begin to decrease.
- * Balance, speed and agility have been increasing. Steady increase in power for boys; girls power now leveling off.
- * More general training of muscles of the body needed now.

Social development

Age 6 - 8.

- * Beginning to understand reasons for rules and procedures.
- * Start to develop concern for peer opinion.
- * Enjoys group play and games.
- * Grudges are not held.
- * Emotions go up and down.
- * Keen sense of right and wrong.
- * Girls have better concentration and understanding of instructions hence seem better learners.

Age 8 - 10.

- * Increased awareness of self, individuality develops.
- * Improved attention span and reasoning ability.
- * Giggling and clowning common.
- * Children begin to accept responsibility for their own actions.
- * Start to develop an appreciation of skill.

Age 10 - 12.

- * Physical changes cause laziness, lack of motivation, and self-consciousness about sexual development and social appearance.
- * Become conscious of criticism; peer prestige important.
- * Like to set their own standards.
- * Can be seen to be highly competitive.
- * Want to participate in activities with adult rules.
- * Have a keen sense of sportsmanship and team loyalty.
- * Begin to desire reflective, quiet periods of time to themselves.

Remember, children are in a process of continual change in both growth and maturation. Thus, abilities will change from year to year. Each child is an individual and should be given the opportunity to perform at a level with which they feel comfortable.

TEACHING EMPHASIS

Emphasis should be on:

- * Mastering skills.
- * Improving personal best.
- * Experimenting with skills.

The teaching of martial arts to children involves moving through several levels **before** children will cope with experiencing adult conditions. You should use:

- * Practice drills.
- * Modified games
- * Adapted training techniques that reflect the child's level of ability.

Training should not be stressful or of a high intensity. Children work best if intense effort is in short bursts. Be aware of children's current physical development eg. it is recommended that no child be permitted to attempt push-ups on their knuckles until their bones stop growing or deformities can occur, likewise, push-ups using feet instead of knees on the ground will put great strain on immature backs and shoulders that have not finished developing. It is recommended by the Institute of Sport, Canberra, that children should not train for more than three sessions per week with the duration being up to one hour.

THE INSTRUCTOR'S ATTITUDE

Here are some pointers that relate to the coaching of children in any situation.

- * **Don't yell at them all the time** - they wish to be treated like you would like to be treated. Yelling will not improve performance.
- * **Teach them new skills** - they can't learn if the equipment is too big, the game/technique too complicated or the instructions too fast.
- * **Teach them well** - when they do too much at once then they can't remember it all. Tell them things a bit at a time. If they can't remember your instructions then they won't learn the technique.
- * **Help them** - if they make mistakes don't get angry. What they need is for you to tell them what they did right and how they can improve next time.
- * **Give them variety** - it is easy to get bored with an activity. Different activities each training session lets them practice their skills, enjoy the change, learn better and so want to stay.
- * **Yes, but you don't!** - they learn from your examples. You can help them to behave well by being with them and **showing** them what to do and how to do it.
- * **It hurts!** - when they have an injury, let them sit down. Don't make them continue and tell them it will make them stronger.

TEACHING GUIDELINES

Class routine:

- * One hour class duration; work on 10 minutes per activity then change to a new one.
- * Games are good rewards at the end of class and even if training was tough everyone leaves on a happy note. Games also add variety to warm-ups and can provide a break in the middle of a session.
- * Be prepared to change the game-plan as necessary - add or subtract parts of your planned class if the children are bored, tired or have performed well. You must be far more responsive to the emotional needs of the children than you would ever bother being with the adult students. Flexibility is the key word here.

Questioning:

Children often need to be questioned individually to make sure they understand concepts, techniques and instructions. You cannot rely on young children to ask a question if they do not understand something as we expect adults to do. Peer pressure and shyness play a role here.

To gain confidence in answering questions the trick is to ask the child several questions that you know that they know the answer to. This will greatly build up their self-esteem in front of the other students and provide a positive dialogue between you and the student. Anything that breaks down the barrier between the young white belt who is overawed or scared of the black belt instructor is a positive step forward.

Once you have gained their confidence and they know they won't get yelled at if the answer is incorrect, then you may find the student beginning to ask questions of their own.

Praise - rewards:

The most valuable teaching technique is praise. Martial arts is a performance based sport; we are always looking for improvement and consequently it is all too easy to only provide negative feedback. "Pull those toes back!" The other problem is that we are not used to complimenting people all the time. However, with children praise can work wonders.

The emphasis during the class must move from correction of mistakes to praise for correctness. The students will advance more quickly using this method and endeavor to please you. It also allows you to communicate with them in a basically positive mode rather than always being seen as negative.

Often young students who misbehave do so to gain your attention or that of the class. Try to ignore the poor behaviour if you're able to and if it is safe to do so. Then use praise of that student to change their attitude. Over a number of sessions find anything no matter how small to praise the child with

and keep ignoring the poor behaviour. Eventually you should get the child on your side.

Rewards are a good technique to use with the class. Small things like rewarding good behaviour or effort with a drink break or a game will reinforce positive attitudes to training. Rewarding individuals can take the form of asking students to perform something for the class that you know they are good at or helping you to set-up the class, hand out equipment etc.

DISCIPLINE

You need to set clear guidelines of the behaviour expected. This not only protects the juniors from injuring themselves but lets them know exactly where they stand. This will vary from instructor to instructor but some basic considerations could be:

- * Hands up to ask questions.
- * Permission must be given to leave the floor (duty of care - knowing where they are at any given time).
- * Talking is not permitted when instructions are being given.
- * Normal dojo etiquette still applies - may take longer to establish.
- * Sparring - NO contact allowed.

THE PROBLEM CHILD

Before you accept any child into your class it is a sound policy to discuss with a parent why the child wants to start training and ask them to observe the first class at least. Very young children may not be ready for training, especially if you don't have separate juniors classes. Discuss how the child performed, as it is obvious from the first session whether the child will be a problem or whether they will cope with the classes.

Occasionally it has been suggested to parents that a child is too young or immature to start class and suggest they come back next term or next year. You will only be wasting your time if you start these children and often they will be the class disruptors.

Let's imagine we have already in the class one or two children who are a problem. The first thing is to structure some very tight classes so the children don't have time to get into mischief. Try to use the "praise" method outlined above. However, it may get to a stage where the behaviour cannot be ignored or it may endanger another student. In this case WITHDRAW the student. Sit the child down isolated from the class and explain that they cannot participate until they will obey the rules.

This may happen over several sessions. The important aspect here is to withdraw the child immediately trouble begins so they gain no satisfaction from it.

If necessary, discuss the problem with a parent and explain your actions. Finally, if all else fails, refuse to teach the child. After all you are not there to reform delinquent children!

EXPECTATIONS

One of the greatest mistakes that instructors make is that they have unreal expectations of children.

Too high: Instructors who have not spent a lot of time with children often start off being too "picky" and expecting the children to respond as adults do. With juniors, techniques must be broken down into small components that are taught and revised over a number of sessions. Expect to see improvement each week - NOT perfection.

Too low: At the other end of the scale is the instructor who is too lenient and makes the mistake of saying "they're only kids...". Children of the age of 6 - 7 should be able to improve weekly even if only remembering terminology or commands. If you expect little from them you will receive nothing in return.

JUNIOR CLASSES : The options

You basically have three class structure options. Each is outlined along with some possible advantages and disadvantages of each format.

Separate juniors only classes:

Operates on a class of one hour duration.

Advantages

- * Students can learn at own pace - not holding back seniors.
- * More games and activity variation can be used.
- * Juniors not pressured or concerned by size, strength, etc. of adult students.
- * Instructor can concentrate on needs of the juniors and not be torn between them and the seniors.

Disadvantages

- * Time - instructor now has two classes to teach and prepare for.
- * Juniors do not learn to cope with adult size, strength, aggression, etc.
- * Juniors who are related to seniors are inconvenienced by separate class times.

Partly mixed classes:

Juniors start class 1/2 hour before adults or at the same time. They only train for one hour so part of the class time is reserved for the adults on their own once juniors are bowed out.

Advantages

- * Students work with a variety of instructors, i.e. assign a senior student to take the juniors for specific tasks while you take the seniors then swap half way through. Helps to maintain instructor's sanity.

- * Juniors can work in one part of the dojo on specific tasks but still be closely monitored.
- * Juniors can join in with seniors when appropriate i.e. warm-up, stretch, practice drills, kata practice.
- * Juniors learn to deal with adult training environment in a controlled way and can be introduced to it slowly.
- * Seniors are only held back at certain times. Can do high intensity work once the juniors have bowed out.

Disadvantages

- * Instructor is running two classes at once, hence more preparation and monitoring is required.
- * Reliance on other black belts or senior students to allow for each age group to be catered for.

Juniors and seniors in the one class:

Work as one group, little or no consideration given to age differences.

Advantages

- * Easy for instructor to organize.
- * Juniors and seniors learn to deal with one another.

Disadvantages

- * Juniors can be intimidated and left behind in this setting.
- * If too much attention is given to the juniors then the seniors may become bored.
- * Much more difficult to provide individual attention with a large age range.

To reinforce much of what has been said, the following information comes from the Australian Sports Commission Level O Coaching Principles on Teaching and Training Juniors.

A. GROUP ORGANISATION

This allows the class to be brought together:

1. Explain, if needed, the sessions for the day and set the atmosphere
2. Allow for latecomers
3. Deal with team administration (? who's holding the pads)

KEY WORDS: SHORT - CLEAR

B. PHYSICAL WARM UP AND STRETCHING

This allows the instructor to develop positive attitudes of warming up to avoid injuries. A fun game, eg. tag, can be employed

KEY WORDS: STRETCH - JOG - FUN

C. SKILL WARM UP

Using skills taught in the previous session, the instructor can reinforce key points as the children warm up. Positive reinforcement is essential at this stage.

KEY WORDS: SKILL - FUN - PRAISE

D. SKILL DEVELOPMENT

Group the children according to their ability level. Demonstrate or have demonstrated the new skill, ensuring that each child can see and understand the demonstration.

Organize the children so that the practice is realistic and allows for repetition. Observe the children in order to praise good technique and spot fundamental errors.

Correct any technical errors. It is essential that any "coaching/instructing" is done in a supportive and encouraging manner. Tell children what to do and not what not to do. Shouting or threatening will only hinder skill development. Progress at the appropriate time. Develop the skill and try making it slightly more complex, e.g., increase the speed or the number of repetitions, etc.

KEY WORDS: ORGANISE - OBSERVE - CORRECT - PROGRESS - PRAISE

E. MODIFIED GAME

Children come to training to **play a game**. Ensure that they do have time to play the modified game/training drills.

These games are martial arts orientated training drills, that serve to develop skills and at the same time be a fun game exercise.

e.g. kicking relay races in teams, running jump flying side kicks,

THE COACHING/INSTRUCTION PLAN

It is essential that an instructor plans each training session. It will make it more enjoyable and profitable for the class and the instructor will feel that they have achieved worthwhile goals. Each session must be varied and related to the ability of the child. 60 minutes is a realistic time frame for an entire class.

SKILL DEVELOPMENT

There are various stages that the young athlete passes through from first learning a skill to mastering it.

The length of time this takes will depend on the individual child and the quality of the instruction. The important factors to remember are:

1. Give or show a good demonstration
2. Make the skill flow from simple to complex
3. Do not give too much information at any one stage, possibly break the skill into sections
4. Remember fatigue will affect skill learning
5. Remember children can often only concentrate for a short time

STAGES OF SKILL LEARNING

In general, the athlete passes through three stage of skill learning:

1. CLUMSY STAGE (early)

Where a large number of errors occur and the athlete looks and feels clumsy

2. REFINED STAGE (intermediate)

Where the athlete has a basic level of skills and can start to speed up the skill and variety

3. FLUID STAGE (advanced)

Where the athlete unconsciously performs a skill can play under pressure. The athlete can work on advanced skills and concepts

WHAT CHILDREN ENJOY

Research has actually shown that what children actually enjoy is **not what adults think** children enjoy.

Children placed in order of preference the following:

1. Improving their skills
2. Playing, using the skills of the sport
3. Having a good relationship with their instructor
4. Competing and trying to win
5. Being with friends
6. Wearing the correct uniform
7. Beating their opponents
8. Receiving medals or trophies

HINTS FOR BEGINNER INSTRUCTORS

1. CREATE A POSITIVE INSTRUCTING ENVIRONMENT

- Learn names quickly
- Smile
- Praise and encourage
- Answer questions
- Be patient

2. SET ACHIEVABLE GOALS

- Keep the stages of skill development in mind
- Challenging
- Progressive

3. VARY THE SESSIONS

- Equal opportunities for all students, irrespective of skill level
- Individual, pairs and group work
- Co-operative teamwork
- Supervised training with guided instruction

4. TEACH ONE SKILL AT A TIME

- Or one section of a skill at a time

5. DEMONSTRATE

- A picture paints a thousand words
- If you can't demonstrate, choose someone who can
- Demonstrate what to do, not what not to do

6. INVOLVE EVERYBODY

7. PROVIDE INSTANT FEEDBACK

8. USE YOUR VOICE WELL

- Do not shout
- Encourage
- **Don't talk too much**

GOLDEN RULES SUMMARY

DO NOT

1. Give fitness sessions for primary aged kids, e.g. push ups
2. Abuse or even shout at children
3. Swear in front of children
4. Set unrealistic goals
5. Discourage
6. Don't treat them as little adults
7. Don't train them for more than an hour

DO

1. Encourage and praise
2. Have fun yourself
3. Let them play
4. Organize your session
5. Encourage fair play
6. Encourage good habits - punctuality, warm ups, respect

CLOSING COMMENTS

It is an experimental process that instructors have to go through when they first commence teaching in order to find out what works for them in their given situation. Often, once juniors are involved, this process has to be gone through again and the instructor must re-evaluate their effectiveness with this new age group.

Travel around if possible and experience different instructors' teaching techniques and approaches to working with children. Then, you will be able to make an educated guess as to what may be suitable for both you and your group of young charges.