The Jun Tong Taekwon-Do Federation

(Class #1)

“The Student/Instructor Relationship”

The Student-Instructor Relationship

Becoming a “Qualified Instructor” is an absolute necessity in teaching the Art of Taekwon-Do; this gives the instructor the necessary tools to develop dedicated and sincere students. The student/instructor relationship is based upon mutual respect. The instructor must always exemplify the highest level of integrity both inside and outside the Dojang. Students must never do anything to dishonor the instructor or the Dojang. A student’s misuse of Taekwon-Do or the creation of a bad personal reputation within the community may result in his or her suspension or expulsion from the school.

Student Attitude

- Never tire of learning! Be ready to learn anywhere, any time; this is the secret of knowledge. Be eager to ask questions and listen. Appreciate the thrill of learning. Respect the skills you are learning, and the efforts it took to bring them to you.
- Be willing to sacrifice for Tae Kwon Do and your instructor. Never be disrespectful to the instructor. Follow the instructor’s instructions to the best of your ability. Always be loyal to the instructor and his or her teaching methods. If you disagree with any procedure or technique, discuss it privately with the instructor.
- Practice what you learn and try to perfect your techniques to the best of your abilities. This includes spending spare time doing conditioning exercises at home.
- Discard any technique you have learned from another school if your instructor disapproves of it.
- Always set a good example for lower belts. Remember they will try to emulate senior students. Help other students to learn and succeed, remember that you all share common goals and interests.
- Remember your conduct inside and outside the Dojang reflects upon Tae Kwon Do and the instructor. With your Tae Kwon Do skills comes great responsibility.
- Behave honorably and always be polite.
- Try to live by the tenets of Tae Kwon Do.
Instructor Attitude

- Never tire of teaching.
- An instructor should be eager for his or her students to surpass him or her. If an instructor realizes a student has developed beyond his or her teaching capabilities, the student should be sent to a higher ranking instructor.
- An instructor must always set a good example for students.
- Development of students should take precedence over commercialism.
- Instructors should teach scientifically and theoretically to save time and energy.
- Instructors should help students develop good contacts outside of class.
- All students should be treated equally, there should be no favorites. Students should be scolded in private and praised in public.
- If unable to answer a student's question, admit it and find the answer as soon as possible.
- Always be honest with students.
Insight into Class Procedures

There are numerous Tae Kwon Do organizations with hundreds of instructors teaching in hundreds of Dojangs. Each organization and instructor teaches his or her own interpretation of Tae Kwon Do and operates his or her Dojang in accordance with his or her own rules and protocol.

Training in Tae Kwon Do is mental, as well as physical. In addition to self-defense techniques, students learn to build self-control, discipline, and respect for other people. As a part of the training, certain traditions and formal behaviors are observed (protocol). These behaviors do not have any type of religious symbolism; they merely show respect for the oriental cultural roots of Tae Kwon Do.

Taekwon-Do Etiquette

Etiquette is an integral part of Dojang protocol. Etiquette is your actions that express your respect of another person. Etiquette is a lofty and valued attitude and is a source of harmony and solidarity. To maintain order in a Taekwon-Do class, there must be strict discipline and enforcement of the rules of etiquette. A moral and modest attitude is important in etiquette.

Students must constantly be guided by a deep respect for Tae Kwon Do, the Dojang, and all members of the Dojang. Good manners, politeness, courteous behavior, and maintenance of formal etiquette are part of training. Students must know Dojang protocol and always obey it.

Taekwon-Do Hygiene

It is the Instructor’s responsibility to monitor the personal hygiene of the students to preserve a professional environment for the students to learn. This also includes a clean and complete JTF Taekwon-Do uniform w/belt. Only Taekwon-Do T-shirts are allowed to be worn in classes. A complete JTF Taekwon-Do uniform is required for all JTF Functions, including Promotional Testing’s and Tournaments. Students are required to maintain the length of their toe nails and finer nails to promote safety in the school. The best way an Instructor can monitor Taekwon-Do hygiene is to be an example to the students…
Basic Commands in Class:

- Char-yot - Attention  Shi-ut - Relax  1- Hana  6- Yo-sot
- Kyong-ye - Bow  Gu-ki - Flag  2- Dul  7- Il-gob
- Jun-bi - Ready  Da-sa-bu - Grandmaster  3- Set  8- Yo-dolg
- Si-jak - Start  Do-bok - Uniform  4- Net  9- A-hope
- Ku-man - Stop  Do-jang - Gym  5- Da-sot  10- Yol
- Ba-ro - Return  Tae-kwon - Student response

Guide-lines for Stepping Techniques:

**Hand techniques**

LEFT foot steps forward into stance

**Block techniques**

RIGHT foot steps backward into stance

**Foot techniques**

RIGHT foot steps backward into stance

✅ Always turn the students when their right foot forward is forward
✅ Always have the students ki-up when they turn
✅ Always have the students turn to the right to adjust their uniform, “yes sir!”
✅ Allow adequate space for each students performance
✅ Select the appropriate stepping technique for each colored belt grade
✅ Allow the students to have sufficient rest between each round of stepping techniques
✅ Teach the students to be synchronized with each stepping technique
✅ Allow enough time between each count for assistant instructors to make the necessary adjustments
1. The **first step** is to **provide information about the new skill**. A brief introduction might include the situation in which to use the new technique and a few key points about correct performance. By summarizing the new skill, you heighten the student’s anticipation for learning. They also can begin to visualize what they must do to learn it.

2. The **second step** is to **demonstrate the skill**. Demonstrate the skill first at regular speed once or twice, then repeat the movement in slow motion several times. Demonstrate the new skill from different angles so the entire class can clearly see what you are doing. When you are certain everyone understands how to proceed begin step three.

3. The **third step** is to **explain the mechanics of the new skill**. Divide the technique into several parts, each part should consist of one or two simple movements. **For example:** when you are teaching a side piercing kick to a beginner, you may want to divide it into six segments:

   - L-stance/middle guarding block with the forearms
   - Raise the knee
   - Turn the hip and fold the kicking leg (Fold)
   - Extend the kicking leg (Execution)
   - Refold the kicking leg to the fold position and return to an (Refold)
   - L-stance/middle guarding block with the forearms

4. The **fourth step** is **application**. When the student understands how to execute the new technique, begin teaching simple applications. When the student learns how to perform the side piercing kick well, show him the target areas which are most vulnerable to the side piercing kick.

5. The **fifth step** is **the final and most important step in teaching a new skill and that is practice**. Only practice can lead students to discover the intricacies of the new technique. The ability to develop and adapt new skills is one of the most potent forces in keeping students interested in their martial arts practice.
1. Start class with simple and exciting activities.

2. Simplify your commands and ask students to perform one task at a time.

3. Always explain and demonstrate new skills.

4. After a technique becomes fluent, provide the student with strategy related “cues”, rather than skill related cues.

5. Teach variations of techniques to meet a variety of situations.

6. Teach effective strategies and tactics to improve your student’s insight into the martial arts.

7. Detect and correct errors as soon as they occur.

8. Organize practice sessions so learning is fun and progressive.

9. Provide feedback and guide students toward long-term goals.

10. Encourage the positive aspects of performance.

11. Reward students that perform exceptionally well.

12. Motivate students toward consistent training.

13. Communicate with students on verbal and non-verbal levels.

14. Be an innovator, everyone enjoys new and exciting ideas over dull routines.

15. Be patient, remember: …”The students of today … are the instructors of tomorrow”…
“Creating a Lesson Plan”

After you have considered your objectives, decide which new skills you will teach and determine the rhythm of the class. Now, it is time to create your “lesson plan”, step-by-step including subject material, teaching methods, training aids and the amount of time allocated to each subject.

There are 3 stages of the lesson plan:

1. Warm-up
2. Core training
3. Cool-down

1. The function of the warm-up period is to activate the body’s circulation, prepare the joints and muscles for activity and to raise the body’s core temperature.

2. The core training period consists of skill development, strategy and cognitive training. There are 5 significant elements included in the core training curriculum:

   1. Techniques and strategy training
   2. Speed training
   3. Strength training
   4. Endurance training
   5. Integration of the physical & mental training

3. The function of the cool-down period is to allow the body time to return to its pre-exercise condition.

   Slow stretching and easy exercises encourage circulation and assist in removing chemical build-up in the muscles, so the student will not feel sore and stiff after class.

Guide-lines for creating a lesson plan:

1. Consider your objectives
2. Select new skills to teach
3. Determine the rhythm of the class
4. Create the lesson plan
   a) Warm-up
   b) Core training
      - Technique and strategy training
      - Speed training
      - Strength training
      - Endurance training
      - Integration of the physical & mental training
   c) Cool-down
Sample Lesson Plan

Level: Beginner

I. Objectives
   A. Improve the general level of fitness
   B. Introduce: front snap kick
   C. Critique: stationary middle punch and sitting stance

II. Curriculum
   A. Stretching
   B. Front snap kick, stationary middle punch and sitting stance
   C. Meditation

III. Training intensity
   A. Low intensity

IV. Lesson plan
   A. Warm-up exercises
      1. (10) minutes
   B. Core training
      1. (30) minutes
         - Teach front snap kick
           a) Practice (group/individual)
           b) Review front snap kick
         - Critique stationary middle punch and sitting stance
           a) Practice (group/individual)
           b) Review stationary middle punch and sitting stance
   C. Cool-down
      1. (5) minutes
Lesson Plan

Level: __________

I. Objectives
   A. __________________________________________
   B. __________________________________________
   C. __________________________________________

II. Curriculum
   A. __________________________________________
   B. __________________________________________
   C. __________________________________________

III. Training intensity
   A. ______________________

IV. Lesson plan
   A. Warm-up exercises
      1. (___) minutes
   B. Core training
      1. (___) minutes
         - ________________________________________
            a) Practice (group/individual)
            b) Review ______________________________
         - ________________________________________
            a) Practice (group/individual)
            b) Review ______________________________
   C. Cool-down
      1. (___) minutes