Why are some students self-motivated?
- A general trait: Some students seem motivated to learn regardless of the activity.
- Situation specific state: Sometimes the activity is the motivator. For example: students want to learn about horses, but could care less about wildlife.

How do you get students to learn information that they are not necessarily interested in learning? This can be accomplished through:
- Modeling
- Communication of expectations
- Direct instruction

Appropriate level of challenge/difficulty
- Give the students tasks that are challenging but attainable
- Teach goal-setting, performance appraisal, and self-reinforcement: Students need to understand for themselves when they have done well--even if you are not there for the pat on the back
- Help students recognize rewards of effort and outcome: We often take this for granted, but many students have “tried hard” in the past and were not successful

Motivational tools
- Reward/Incentive programs
- Tournament competition
- Academic achievements
- Allow opportunities for student decisions
- Include simulation in teaching
- Induce cognitive training; provide problems to solve that may have more than one answer
- Model task-related thinking and problem solving; give examples

Three Major Goals of an Interest Approach
- Get the attention of the students - Use “internal visualization” to spark their interest
- Create a mind-set - Determine a baseline of information
- Create uncertainty - This leads to a need to know more
The Jun Tong Taekwon-Do Federation

(Class #4)

“Stimulating Comprehensiveness”

The Qualified Instructor understands teaching concepts, tools of inquiry, and the structure in the Art of Taekwon-Do, with these tools, the Instructor can create learning experiences that make learning meaningful for students.

Knowledge:

- The Instructor knows how to plan lessons and understands the principles of curriculum design.
- The Instructor knows how to ask questions to stimulate discussion as well as creative and critical thinking.
- The Instructor can evaluate and knows how to apply appropriate techniques and strategies based on different learning theories.
- The Instructor understands how students’ learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, etc.
- The Instructor understands the importance of regularly scheduled training to improve instruction.

Dispositions:

- The Instructor treats students with the same respect and dignity with which he/she expects to be treated.
- The Instructor provides and maintains a positive classroom environment.
- The Instructor recognizes that all students are capable of sharing knowledge by mentoring lower ranked students.
- The Instructor is willing to use an open mind about teaching materials, teaching techniques, and strategies to meet the learning needs of students.
- The Instructor accepts the responsibility to create an environment that motivates students to learn by building on their strengths and interests.

Performance:

- The Instructor presents the lesson plan in a creative and enthusiastic manner
- The Instructor uses the class time wisely, in order to accomplish the objectives of the lesson plan
- The Instructor uses feedback and assessment to improve the student’s performance.
- The Instructor ensures that the training material that is taught is accurate and appropriate for each class.
- The Instructor keeps abreast of new ideas and understandings through continuing education.
The Jun Tong Taekwon-Do Federation

(Class #4)

“Stimulating Creativity”

There are ways to stimulate a creative imagination to generate new ideas. Once you use some of these methods you may find them resourceful, innovative and original and they will help you achieve your goal.

The first two stages in the creative process are the "immersion in some specific medium that gives delight and fulfillment," and the "acquisition of experiences which are then consolidated into an ordered pattern."

What is "Creative Imagination"?

Creative imagination is a mental faculty that enables you to create mental images and visualize situations or conditions that you have never actually experienced.

How can you develop Creative Imagination?

Creative imagination is a faculty that everyone possesses, but in most instances it remains dormant and unused. There are a variety of different exercises you can use to develop your creative imagination, but first, you must learn to “think outside of the box”...

Developing “Creativity” requires that you have a willingness to welcome “New Ideas”

Creativity seldom involves the creation of a totally new idea. Most innovations in a Taekwon-Do Federation are the result of a combination of ideas and experiences rather than the invention of new ideas.

How to Stimulate Creativity

- Clearly communicate the task to the Instructors
  For example, if the problem is a slump in enrollment, everyone should understand that the task is to come up with ideas for recruiting more children. Implicit in this common view is not only a consensus on the specific problem at hand, but also a shared understanding of the overall goals and philosophies of the school.

- Provide the Instructors with whatever support and encouragement they need
  The Master Instructor can demonstrate confidence in the abilities of the Instructors by delegating significant responsibility to Instructors that come up with solutions or innovations to prior issues.

- Be realistic in your expectations
  If the Master Instructor is operating under the unrealistic expectation that every idea that the Instructors come up with will be an instant winner, the Master Instructor and Instructors will soon be discouraged.
Motivation is the mental spark that energizes a person for action. To energize your body, you must first open your mind. To open your mind, you must be aroused by an internal or external stimulus. This stimulus is known as “motivation”. In a teaching environment, the stimulus may be different for each individual or it may be a common factor in a group activity. To motivate your students, you must first discover what stimulates them to learn.

When we motivate ourselves or someone else, we are developing those incentives or conditions that we believe will help move a person to a desired behavior. Whether it is through intrinsic motivation or extrinsic motivation, most individuals are moved by their beliefs, values, personal interests and even fear.

One of the more difficult challenges to a leader is to learn how to effectively motivate those working for them. One of the reasons it's so difficult is because motivation can be so personal. Typically, inexperienced leaders believe that the same factors that motivate themselves will motivate others.

Another misconception is that inexperienced Instructors may believe that the same factors that motivate one student will work on another. In fact, nothing could be further from the truth, because one size does not fit all when it comes to motivation.

**Motivation through Challenges**

Students are motivated when they are working towards personally meaningful goals. Attainment of those goals must require activity that is increasingly difficult, but attainable. In other words, people like to be challenged, but they must feel their goals are achievable to stay motivated. This can be accomplished by:

- Establishing goals that are personally meaningful
- Making those goals possible
- Providing feedback on performance
Figuring Out What Motivates Your Students

That being said, we'll finish up with some tips on how to figure out what motivates others:

- Talk to your students not about what motivates them, because they may not realize it themselves, but what they value. This will give you insights into which of the seven motivational factors might be high on their list.

- Test a factor on a student. For example, if you think that recognition might help motivate a student then try using that factor.

- Check in with students about their feelings. It's always a good idea to get feedback from your students. Make sure you're getting the reaction you're looking for.

- Be on the lookout for signs of de-motivation. Make sure you're not inadvertently introducing something into the training environment that is being counter-productive to your goal - motivated students.

Remember: The single best way to motivate your students is to be a highly motivated person yourself…
Acquiring new skill sets and polishing your existing skills is the very essence of training. When everything is working properly and you're surfing up the learning curve it is an exhilarating process. The learning curve isn't always smooth, however, and sometimes you run into things called slumps and plateaus. These two phenomena have some similarities, but are also different.

**Slump**

In a slump your skills and performance deteriorate. Suddenly you have no gas, no coordination, and it seems you are always a step behind in training. Those sparring partners you usually dominate start dominating you, scoring on you with ease.

Oftentimes there is an obvious reason for the slump (at least in retrospect). Maybe it was because you were over trained, or fighting off a cold, or emotionally drained from work, or sleeping badly, or not training enough. In any case, you usually figure it out and your learning curve starts to move ahead in the right direction again. **Most slumps are fairly short, on the scale of days to a few weeks. It's very frustrating while it's happening, but at least it's over quickly.**

**Plateau**

A plateau, on the other hand, happens when you stop making progress and get stuck at the same skill and performance level for a long period of time. You might be training just as hard as you always have, but you're just not getting any better.

**Plateaus usually last longer than slumps, especially as you become more skilled.** Plateaus typically last one to several months, and sometimes as long as half a year. To make matters worse, during this time your highly inconsiderate classmates continue making progress, widening the gap and leaving you in the dust.

Plateaus are usually more demoralizing than slumps. Anyone can handle having a bad day or two, but training hard and not seeing any obvious benefits or improvements from training is hard to understand and causes the student to question himself.
**Observations**

The underlying cause for skill plateaus are hard to diagnose, and definitely harder than figuring out why someone is in a slump. Furthermore, without knowing the cause for a plateau it's hard to prescribe a cure, so often one is just left with a shotgun approach to solving the problem. Sometimes people have some success in ending a plateau by changing their techniques, training regimen, diet or the amount of sleep they get, but the fact of the matter is that most people's skills improve in little steps, not in leaps and bounds. You work and you work and you work and then, all of a sudden, BAM! Your training seems to improve one or two levels overnight!

Good advice for dealing with plateaus: maybe shaking things up in your training or conditioning routine, but remember not to get too discouraged and remember that everyone goes through this at some point in their training.

There are a few common causes of stagnation in training. Often it is an indication that you have peaked -- that your body has reached the short-term limit of its adaptive potential. This is likely to be the case if you have been increasing your training steadily for many weeks, or maybe increasing it a little too rapidly.

That's the worst-case scenario. Other times a plateau is merely an indication that you need a brief recovery period to absorb recent training before you resume training. In fact, whenever you encounter a plateau, the first thing you should do is review you’re training/practice with your Instructor.

Factors in your life outside of training can also cause a plateau by sapping precious energy. These factors can include job stress, inadequate sleep, fatigue from travel, and poor diet. Such things are not always avoidable. However, always bear in mind that as your general well-being goes, so goes your training. So do the best you can to maintain a balanced and healthy overall lifestyle at all times.

Perhaps the most correctable cause of stagnating fitness is inadequate variation in your training. You have to continually challenge your body in new ways if you want it to keep getting faster and stronger. Something to consider, perhaps, the same consecutive training methods, week in and week out, may actually promote a plateau.

So, the first thing you should do when you encounter a plateau is to review your training with your Instructor, the second thing you should do is to consider supplementary training methods. Exactly how you should vary it depends to some degree on what you've been doing up to this point. However, if a student is “coachable”, the Instructor will be able to create a training program that will end the slump or plateau problem, allowing you to continue on your path of learning.
Lesson plans are something that every instructor should use to help them organize and teach better classes. By planning ahead, you can insure that your classes are more exciting and that you are covering the material your students need to progress. I feel they are so important that a “new” Instructor should never walk out on the floor without one.

(\textit{Note: The class time frame is based on a 45 minute class})

\textbf{Warm-ups:} (First 10 minutes of class)

Start with basic stretching exercises to prepare the body for the physical activity of warm-ups. Warm-ups need to be exciting and fun. If you do the same old thing every day for the class warm-ups, students will tire of the routine after a few classes. In order to avoid boredom, change your warm-ups every class. Some ideas for variety in warm-ups are:

- \textit{Calisthenics - Warming-up with a Fun Drill - Isolating Movements from Patterns & Self-Defense Techniques - Balance Kicking - Relay Races - Rolls and Falls – etc.}

Make sure that you do warm-ups that incorporates the moves that are similar to the ones that will be done in class, or uses the same muscle groups that will be used during class

\textbf{Basics:} (Next 10 minutes of class)

It is best to start the class with basic movements and incorporate those movements into the warm-up; however, you should change the format of the class every now and again by practicing basics on the pads or bags. This helps alleviate boredom.

When practicing basics it is most important to practice the basic movements that the students must learn for their belt rank requirements. Therefore, basic movement practice in each class should mainly consist of techniques that are derived from the belt rank requirements at each level (basic, intermediate, and advanced).
**Forms:** (Between 10 - 20 minutes of class)

It is important to have the students perform all of their Patterns when you are teaching Patterns; this ensures they will not forget their Patterns. There may be times when you need to focus only on their Testing Pattern.

**Pre-arranged Sparring:** (Between 10 - 20 minutes of class)

Pre-arranged sparring helps students develop good form for fighting techniques. It is one thing to be able to perform a perfect technique in the air, but it is quite another to be able to perform it on an opponent. Pre-arranged sparring drills allow students to learn how to apply their techniques and movements in “real time”.

Etiquette and Discipline must be observed when practicing pre-arranged sparring drills. Be sure that all students bow and measure their distance when they start their technique, returning to the proper position after every technique.

In order to develop good form, isolate the movements from each technique and incorporate them into the basic movement’s portion of the class. Then, the movements will be more familiar to the students when they perform them with a partner.

**Self-Defense:** (Between 10 - 20 minutes of class)

In self-defense students are allowed to modify movements to fit their body type and style of fighting. However, good form and focus in techniques should still be the rule. Encourage students to focus every technique to a specific target, using speed, power and control for each self-defense response.

**Mat Chat:** (3-5 minutes of class)

Mat chats are useful for teaching the philosophy and intangible benefits of the martial arts, choose a specific topic (like humility, courage, etc.) and explain what it means.

Then, tell a short story about a famous person or briefly relate a personal experience that illustrates the principle you are trying to relate. Finally, get the students involved by asking them questions and allowing them to give you feedback regarding the lesson.

**Fun Drill:** (3-5 minutes of class - Kids)

Fun drills are a great way to end a kid’s classes. Kids have a short attention span and tend to remember the last thing they experienced in class. By ending class with a fun drill, you will ensure better retention by allowing the kids to relax and have some fun after a great class!
The Jun Tong Taekwon-Do Federation

“Evaluation of Instruction”

Instructor: _______________   Dan: ____    Date: ____/____/____    Warm-up: ____
Examiner: _______________   Dan: ____    Class: _______________   Core: ____
Curriculum: _______   ___    _______   ___    Time class started: ___:___
Curriculum: _______   ___    _______   ___    Time class ended: ___:___

<table>
<thead>
<tr>
<th>YES</th>
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**Personal Appearance:**

Does the instructor have a *professional personal appearance*?

Does the instructor *wear a clean uniform*?

Does the instructor *wear an ironed uniform*?

Does the instructor *wear the official trimmed uniform*?

Does the instructor *wear the official embroidered JTF black belt*?

**Professional Atmosphere:**

Does the instructor *create an atmosphere that stimulates the students*?

Does the instructor *assume control of the class*?

Does the instructor *use the proper commands in class*?

Does the instructor *speak in a loud and clear voice*?

Does the instructor *acknowledge each student in class*?

Does the instructor *talk to the students with respect*?

**Lesson Plan:**

Does the instructor *start the class on time*?

Does the instructor *check for injuries before class starts*?

Does the instructor use *warm-up exercises before starting the core training*?

Does the instructor use a *prepared and familiar lesson plan*?

Does the instructor use *cool-down exercises after the core training*?
<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th><strong>Curriculum:</strong></th>
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<tr>
<td></td>
<td></td>
<td>Does the instructor use <em>core training that meets the student’s needs</em>?</td>
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<td>Does the instructor <em>explain the purpose of a technique</em>?</td>
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<td>Does the instructor <em>provide examples of his instruction</em>?</td>
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<td></td>
<td>Does the instructor physically <em>adjust the students techniques</em>?</td>
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<td></td>
<td>Does the instructor <em>explain the mechanics of a new technique</em>?</td>
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<td>Does the instructor teach <em>effective strategies and tactics</em>?</td>
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<th><strong>Training Aids:</strong></th>
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<tr>
<td>Does the instructor <em>challenge the students with the use of training aids</em>?</td>
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<tr>
<td>Does the instructor <em>explain the objective or goal of each training aid</em>?</td>
</tr>
<tr>
<td>Does the instructor use the <em>proper training aid to develop a skill</em>?</td>
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<tr>
<td>Does the instructor use <em>training aids effectively</em>?</td>
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<tr>
<td>Does the instructor <em>monitor the student’s training aid activity</em>?</td>
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<th><strong>New Students:</strong></th>
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<tbody>
<tr>
<td>Does the instructor use <em>qualified instructors to teach new students</em>?</td>
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<tr>
<td>Does the instructor <em>match-up the new student with advanced colored belts</em>?</td>
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<tr>
<td>Does the instructor <em>allot time after class to address questions</em>?</td>
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<tr>
<td>Does the instructor <em>monitor the new student and set goals after class</em>?</td>
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<tr>
<td>Does the instructor <em>prepare a practice plan for new students</em>?</td>
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<th><strong>Communication:</strong></th>
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<tr>
<td>Does the instructor <em>talk to the students with respect</em>?</td>
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<tr>
<td>Does the instructor use <em>eye contact when he is teaching a student</em>?</td>
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<tr>
<td>Does the instructor <em>acknowledge each student in class</em>?</td>
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<tr>
<td>Does the instructor offer <em>thorough explanations of his instructions</em>?</td>
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<tr>
<td>Does the instructor <em>listen well as the students ask questions</em>?</td>
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<tr>
<th><strong>Observations:</strong></th>
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<tr>
<td>Does the instructor <em>limit the time wasted on distractions</em>?</td>
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<tr>
<td>Does the instructor <em>summarize his lesson plan at the end of class</em>?</td>
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<tr>
<td>Does the instructor <em>set individual goals for the students</em>?</td>
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<tr>
<td>Does the instructor use <em>low intensity/high intensity sessions correctly</em>?</td>
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<tr>
<td>Does the instructor prepare <em>practice plans for students</em>?</td>
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The purpose of the Evaluation of Instruction is to offer the Instructor a better understanding of his/her teaching skills. This Evaluation of Instruction will allow the novice or seasoned Instructor to evaluate his/her own performance, as well as, seizing the opportunity for insight from Master Instructors that have many years of teaching experience…