

MTKD

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Black Belt Teaching Mandate

Assistant Instructor(s) & Instructor(s)

Teaching the Art of Taekwon-Do is a skill set all of its own, therefore, to make the transition from “Student” to “Assistant Instructor”, then to “Instructor” there are a few principals to keep in mind. First and foremost, leadership is primarily done by example, communication is 70% physical. This means, one of the most important issues to be aware of when teaching is body language and posture.

General Choi said, “It is only natural for the junior student to try to emulate the senior student”. With this in mind, the colour belt assists by always trying to set a good example for the junior colour belts, the “Assistant Instructor” should attempt to emulate their “Instructor” by using the same words, phrases and teaching methods when in a leadership role. This will greatly reduce the passing of misinformation and incorrect technique.

When teaching the different grades of Taekwon-Do, one must be adaptive and employ some strategic thinking by always being three or more steps ahead of the class curriculum. Yes, that's right, there is a curriculum within Taekwon-Do! This is laid out by General Choi step by step in the condensed Encyclopedia of Taekwon-Do. Before beginning a class, simply formulate a plan ahead of time. For those times when there isn't time for strategic planning, the “Assistant Instructor(1st-3rd Dan)” should have a default curriculum ready in mind. When in doubt, start at the beginning and adapt accordingly to the body of the class.

OUR GOAL IS ULTIMATELY TO BECOME SECURE ENOUGH IN OUR KNOWLEDGE TO TEACH ANYTIME, ANYWHERE WITHOUT HESITATION. WE MUST DEVELOP THE ABILITY TO BE A SOUND PRACTITIONER AND COMMUNICATE EFFECTIVELY.

“THERE IS NO SUCH THING AS PERFECTION, ONLY THE PURSUIT THEREOF!”

Assistant Instructors and Assistants should keep the following in mind and practice these teaching points when in a leadership role, whether assisting your Instructor, leading the class warm-up or teaching a class;

- 1. Always try to use proper terminology: Korean - English ; this helps the student to eventually recognize terminology and associate terms with technique*
- 2. Always try to give clear commands without wasting words: This will eliminate some confusion*
- 3. When introducing a new technique, teach the technique “Step-By-Step” , exaggerating motions and movements*
- 4. Always demonstrate for beginners standing in their field of vision(side front) and facing the same direction as the student, if facing the class, demonstrations must be “mirror image”(your left becomes their right etc.)*
- 5. Learn the teaching focal points for each technique*
- 6. Try to use the same terms and references as your Instructor when teaching or answering questions to maintain consistency for all members*
- 7. Train yourself to reference only the correct technique verbally, not the incorrect or using distracting words*
- 8. Try to move about the class to oversee and correct students with demonstration and physical correction to posture and position if necessary; grabbing the hands or feet to turn or position them or use fingertips to correct shoulder position*
- 9. Try to control your posture and movements when in any leadership role and be conscious of class tempo when leading;*

challenge the students to focus and follow: counting too fast or too slow will confuse the student or give them time to lose focus

The previously listed teaching points are for the beginner mainly (up to approximately Blue Belt), however, they must be applied in general when teaching or assisting. These principals, if applied well, will simplify learning in most instances. Keep in mind there are exceptions to every rule.

When presented with a student that may have more trouble than the “average” student, this student must be allowed to work through their challenges without too much distraction. In general, too much correction becomes a distraction in itself. This is where repetition is employed to be the students guide to self awareness and self control. Even if the beginner has issues with concentration, they can still conquer their challenges under good leadership and at times, good leadership is knowing when to be quiet and give the student time and space to work through their challenges.

When leading more advanced students (Blue Belt and above), the training must be adapted to the level of the majority. Fundamental exercises are for all levels at all times. Even a Blue Belt can be introduced to techniques above their grade provided they demonstrate sound technique up to their level.

Students should always be influenced to comprehend their training and techniques, rather than going through motions mindlessly or repetitiously without focus to detail.

“WITH LEADERSHIP COMES GREAT RESPONSIBILITY, BE ACCOUNTABLE!”