

## Table of Contents

<b>Physics</b> .....	2
Taekwondo & Science – Keebom Kang 5 <sup>th</sup> Dan Thesis - 1990 .....	2
<b>Biology</b> .....	3
Skeletal System in Self Defense – Melanie Jennings - 2022 .....	3
<b>Health</b> .....	6
Taekwondo Forms for Health – Stephen Horstemeyer 5 <sup>th</sup> Dan Thesis - 2022 .....	6
Raising the Bar of Your Workouts – Shana Easley - 2022.....	15
Core Strength – Stephanie, Zach, and Danielle Arnold - 2023 .....	20
<b>Self Defense</b> .....	21
The Self Defense of Poomsae – Caryn Dampier 5 <sup>th</sup> Dan Thesis - 2003 .....	21
What If???: An Introduction to Self Defense – Yvonne Gully & Susan McKenzie - 2022.....	36
<b>Instruction</b> .....	38
Toolboxes: Dividing Skills by Distance – Allen McBroom 5 <sup>th</sup> Dan Thesis - 2019 .....	38
Beating the Blue Belt Blues: Keeping Students in Tae Kwon Do – Susan McKenzie - 2018 .....	41
Intentional Intangibles Instruction – Susan McKenzie - 2013 .....	43
NPS TKD: TKD is for Everyone – Chad and Jannie Deshaw, Advised by Marilyn Hogan – 2023.....	45
<b>Philosophy</b> .....	61
Taekwondo as a Community Service – David Dampier 5 <sup>th</sup> Dan Thesis - 2003 .....	61
The De-Evolution of WTF Sparring – Jon Walter 5 <sup>th</sup> Dan Thesis -.....	74
A Well-Rounded Martial Artist – Adam Easley - 2020.....	83
Balance- The Taeguk – Maggie Burnett - 2022.....	86
<b>Bibliographies</b> .....	88

## Physics

### Taekwondo & Science – Keebom Kang 5<sup>th</sup> Dan Thesis - 1990

When you practice Taekwondo, you may think of Bruce Lee's martial art movies, but Newton's laws of motion, which you learned in physics class in high school and college, are the last things in your mind that have anything to do with Taekwondo. Many people who are so fascinated by Taekwondo demonstration may wonder whether mystical or magical effort is required for Taekwondo training. Though it requires some physics and biomechanical engineering knowledge, Taekwondo techniques can be analyzed in terms of a basic scientific concepts or natural laws.

#### **KICK AND PUNCH:**

In general, a collision or contact between two bodies or between a body and ground or object is a common occurrence in all types of sport. The magnitude of forces involved in an impact varies inversely with the amount of contact time and contact area between the two colliding objects. Kicks and punches can be analyzed as a collision of two objects.

There is a fundamental difference between the boxing punch and the Taekwondo kick or punch. The boxing punches are thrown to knock the opponent off-balance. The forces of the boxing punch are distributed over a wide area for a longer period time, which often causes head injury or brain damage in the long run. On the other hand, Taekwondo kicks or punches are to focus the force of impact on a small area (e.g. solar plexus) of contact in a very short period of time, creating a high effective mass and a large transfer of momentum and energy to the target.

Applying the same physics theory in the opposite way, to reduce the possibility of injury during a contact, the contact time and contact area should be spread as far as possible to keep forces at a minimum level. This explains why a football player lands on the ground using a shoulder roll, in which case his motion is dissipated over a longer time and a wide area. The same is true for landing after the jump kick; land with one foot followed by the other with the knees bent.

#### **BREAKING TECHNIQUES:**

Breaking techniques are not the objective of the Taekwondo practice, but an essential by-product of the training. The breaking techniques also can be analyzed using simple physics theory. It is well known from Newton's second law of motion that force equals mass times acceleration. Given the mass of your body, you can generate more force with better acceleration which means the ability to increase the speed. With the proper training, one can generate five to ten times of the force needed to break a standard one inch board. However, it must be understood that upon impact of the object (board or brick), the hand or foot is decelerated and is subjected to a rather large impact on your hand or foot. It is, of course, possible to break your hand or foot. Newton's third law of motion explains the physics of this breaking technique: whenever one body exerts a force on another, there is an equal and opposite force exerted by the second body on the first.

#### **SUMMARY:**

In summary, Taekwondo is a scientific sport. It is helpful to understand the basic concepts of physics to teach and to improve your Taekwondo techniques. The proper training must be supervised by a qualified instructor to avoid possible injuries.

# Biology

## Skeletal System in Self Defense – Melanie Jennings - 2022

### Introduction

The purpose of this seminar is not to teach self-defense techniques. Our purpose, instead, is to become familiar with the underlying architecture of the body so that when we learn joint manipulation techniques, we can apply them to full effect.

I would like to start with an observation about the human body that has nothing to do whatsoever with the skeletal system, but everything to do with why we prepare and train ahead of emergency situations.

In an emergency situation, your body starts churning out huge amounts of hormones designed to prepare you for a fight or flight response. This is your sympathetic nervous system at work. Epinephrine and norepinephrine work together to route blood toward large skeletal muscle groups, increase heart rate and blood pressure, increase airflow into the lungs, convert stored glycogen in the liver to glucose for use by muscle cells, and even dilate the pupils to allow better visual processing of your surroundings. All these things can increase your strength and physical performance in a dangerous situation. BUT, these responses are triggered by the amygdala – the danger sensing part of the brain. And the amygdala can hijack the brain's *thinking* abilities, impairing the prefrontal cortex, the seat of our judgment, reasoning, logic, and working memory. All this means that when confronted with a dangerous situation, we might get physical superpowers, but our thinking processes are downshifted. That's why it is important for us to think extensively about how we WANT to respond in an emergency situation while we are in parasympathetic mode and train extensively, so when the time comes, our response is instinctual, because that's about the level that our brain will be capable of functioning in that scenario.

### Targets –

Observe areas that are NOT good targets from a purely skeletal system perspective.

Cranium & thoracic cage - What are your most vital organs? Brain, heart and lungs. Your body is well designed to protect those most vital organs. The cranium forms a virtually impenetrable case around the brain, and the thoracic cage provides excellent protection for the heart and lungs. There are some vulnerabilities even there, and we will discuss them as we move forward.

But for now, do you observe any other areas that are probably NOT good targets for inflicting damage?

Compact bone is stronger, pound for pound, than both steel and reinforced concrete. For our engineers in the group, I realize that "strength" is not a particularly specific term for comparing materials. But for the purposes of this talk, we will just say that compact bone is really, really strong! So, without careful manipulation of opposing forces placed in exactly the correct spots, you are unlikely to break most bones in the body. (The collarbone is the easiest bone to break.)

So, if the cranium is out, and the thoracic cage is out, and the bones are out, what is left?

What about those spaces BETWEEN the bones? JOINTS

The six types of movable joints are:

- Plane – between tarsal bones
- Pivot – between C1 and C2 (atlas and axis)

- Hinge – elbow, knee, interphalangeal
- Condylod – metacarpophalangeal between radius and carpals
- Saddle – between trapezium and 1<sup>st</sup> metacarpal
- Ball and socket – hip, shoulder

Which might be the best types of joints to target?

*Hinge joints* – It only goes one way. Make it go another way.

*Ball and socket* – great range of mobility, so stability is sacrificed. The hip joint is stabilized by the deep acetabulum and reinforcing ligaments, so it is not a great target. The shoulder is the most mobile joint in the body. The problem with that is that it can be tricky to apply force in exactly the right place to subdue an attacker, but it does offer the possibility of finding yourself BEHIND the attacker with some measure of control.

*Pivot joint* – the joint between C1 and C2 is an excellent target. Rapid rotation of the skull is one key component for knockouts. A blow to the chin uses the jaw as a lever to spin the head left, right, or up.

Another note about pivot joints – the pivot joint at the top of the radius causes the radius and ulna to cross over one another. I asked three construction workers in my family which was more stable – two parallel boards or two crossed boards. The unanimous response was crossed (as long as they are held together in the middle and anchored at each end. What does this motion look like??? The rotation at the end of a punch!

### **Cranium vulnerabilities –**

*Eye sockets* – soft target to inflict damage

*Jaw* – A blow to the chin can cause the head to rotate quickly about the pivot joint between C1 and C2. This rapid movement at the point where the brain stem joins the spinal column can cause the brain to go into protective unconsciousness. The jaw is being used as a LEVER to apply a force to the back of the skull,

*Temple* – Not only are the bones of the skull thinner at the temple, but there is also a near-surface nerve plexus that can be affected by a blow to this area.

### **Thoracic cage vulnerabilities –**

*Solar plexus* – While not actually a thoracic cage target, a strike to this spot can immobilize the diaphragm and make it impossible for the attacker to breathe. The solar plexus is a common name for a collection of nerves called the celiac plexus. The name “solar” comes from the arrangement of nerves that radiate out from the center like the sun. A powerful strike to this target does two things: (1) It causes the diaphragm to spasm, which won’t allow you to breathe properly and (2) the pressure on the nerves in the area can cause immense pain.

Let's go back to those bones. While not great targets in and of themselves, they can be used to great effect as levers. A lever system requires a bar and a fulcrum, it can be used to exert a large force over a small distance at one end by exerting a small force over a greater distance at the other end. Or it can be used to exert a small force over a great distance if the fulcrum is closer to the applied force. A couple of instances of each:

- (1) I can apply a force to the arm of an opponent, once I have them in a lock, causing them to rotate in a large circle around me (or toward the ground) as I move in a smaller concentric circle.
- (2) I can use a long bone as a bar across a fulcrum to dislocate a joint on the other end.

*Center of Mass* – can be found about an inch behind the belly button – a little higher for men and a little lower for women. Any time your center of mass is outside your base of support, you will begin rotating until the center of mass is supported (falling). If you think about it, walking is just repeated falling as you push your center of mass out beyond the toes of the foot currently providing the support.

A strike to the center of mass will push the attacker. A strike away from the center of mass will cause the attacker to spin. You can use this to reduce the effect of an oncoming attack – riding with the punch or stepping to the side to allow the punch to slightly spin you.

You could also change your shape (stances to increase the base of support). Why do we teach front and back stances? Center of mass is low and the center of a very wide base of support.

If you desire to take your opponent to the ground, your goal is to put their center of mass into an unsupported position. Generally, you will have to prevent them from moving their feet in some way, because we naturally move our feet to support our center of mass. After all, we've all had LOTS of practice falling!

Your ability to transfer energy and momentum into your opponent depends on how "grounded" you are. A rigid "bar" fully connected to the earth is the effective way. Kihap relates to this in that it forms a rigid path to your center of mass.

# Health

## Taekwondo Forms for Health – Stephen Horstemeyer 5<sup>th</sup> Dan Thesis - 2022

In recent years many people have been referring to active exercise as aerobic or cardio exercise. Aerobic exercise is a type of physical activity that increases the heart rate and promotes increased use of oxygen in order to improve the overall body condition. [1] Cardiovascular exercise, cardio, pertains to the heart. It is a general term for any form of vigorous aerobic exercise, which pushes the heart rate to a near maximum. [2]

Sports medicine refers to exercise in which energy is supplied by oxygen and is required for sustained periods of generally 20 minutes or more with a generally high pulse rate at +-80% of maximum, the coupling factor, anaerobic. [3] Regular exercise and physical activity are important to the physical and mental health of almost everyone, including older adults.[4] While cardio mainly gets the body in shape, the brain needs to be challenged to be more productive. Brain fitness is a way to improve memory, attention, concentration, decision making, and other mental capabilities. The human brain is able to continually adapt and rewire itself. [5] Even in old age, it can grow new neurons. Physical exercise also increases the number of newborn neurons. However, some conditions, such as excessive stress and depression, hamper the growth of newborn nerve cells. [6] Severe mental decline is caused by disease, whereas most age-related losses in memory or motor skills simply result from inactivity and a lack of mental exercise and stimulation. [7] Practicing sports is an activity that exercises both the body and the brain. The poomsae forms in taekwondo exercise both the body and brain.

The charts 1, 2, and 3 show the aerobic movements of the forms corresponding to hands, feet, stances, and body movement directions. There are a total of 25 forms with 1,604 aerobic movements.

Taegeuk Forms	Hand/Foot Combination	Stances	Directions	Total Combination of Aerobic Movements
Taegeuk Il Jang	21	17	10	48
Taegeuk Ee Jang	24	19	10	53
Taegeuk Sam Jang	35	21	10	66
Taegeuk Sa Jang	30	17	10	57
Taegeuk Oh Jang	32	21	10	63
Taegeuk Yook Jang	32	21	9	62
Taegeuk Chil Jang	34	21	14	69
Taegeuk Pal Jang	37	24	11	72
<b>Total Combination Movements of all 8 Taegeuk Forms</b>				<b>490</b>

Chart 1: Taegeuk Forms with aerobic movements.

<b>Palgue Forms</b>	<b>Hand/Foot Combination</b>	<b>Stances</b>	<b>Directions</b>	<b>Total Combination of Aerobic Movements</b>
Palgue Il Jang	21	21	9	51
Palgue Ee Jang	27	21	9	57
Palgue Sam Jang	23	23	12	58
Palgue Sa Jang	27	21	17	65
Palgue Oh Jang	40	34	9	83
Palgue Yook Jang	29	19	7	55
Palgue Chil Jang	30	19	7	56
Palgue Pal Jang	41	32	19	92
<b>Total Combination Movements of all 8 Palgue Forms</b>				<b>517</b>

**Chart 2: Palgue Forms with aerobic movements.**

<b>Dan Forms</b>	<b>Hand/Foot Combination</b>	<b>Stances</b>	<b>Directions</b>	<b>Total Combination of Aerobic Movements</b>
Koryo	49	28	9	86
Keumgang	30	28	13	71
Taebek	36	21	9	66
Pyongwon	31	17	4	52
Sipjin	36	26	8	70
Jitae	36	22	10	68
Chonkwon	29	22	7	58
Hansu	34	28	6	68
Ilyeo	26	22	10	58
<b>Total Combination Movements of all 9 Dan Forms</b>				<b>597</b>

**Chart 3: Dan Forms with aerobic movements.**

Here are the instructions for exercising with the poomsae forms. After completing the first form with no hesitation at stopping, come back to the ready stance and continue to the next form. It takes 6

minutes to do 8 Taegeuk forms, 6 minutes to do 8 Palgue forms, and 11 minutes to do the 9 Dan forms. That is a total of 23 minutes of actively exercising the body and the brain with a combination of 1,604 aerobic body movements. These forms can be done at a normal speed. Slowing down will work for precision and speeding up will work the body and brain. The idea is to keep the body and brain working to improve both of them in health and fitness. If you don't use them, you lose them.

An experiment was conducted over a period of 14 months from the years of 2015 to 2017.

The human subject was an adult male between the ages of 55-56 years old. The collection of experiment data is recorded in Chart 4. The Idea of the experiment was to show that there could be benefits to do the taekwondo forms for aerobic exercise. The forms for the experiment were ongoing for 6 months until more information needed to be added to the data. This information was to increase awareness of health of the male subject. A recovery of beats per minute (BPM) would tell the condition of the heart. The faster the heart rate or BPM recovers or slows down, the healthier the heart. A Heart Health column was added to Chart 4 that shows the recovery of the heart. Questions needed to be asked before the start of the experiment.

### **Questions:**

Could time be decreased for exercising with the forms for a long time?

What would be the heart rate, Beats Per Minute (BPM), after exercising?

Could a schedule be done to account for practice of the forms?

Is there any difference in performance of the forms compared from exercising inside a building and exercising outside standing in gravel?

The collection of data would be, the date when forms were exercised, type of forms to exercise, Taeguk, Palgue, and Dan forms, exercised inside an enclosed building, exercised outside in the elements, number of forms exercised, time in minutes, Pulse in Beats Per Minute (BPM), recovery BPM, and heart health.

To calculate the condition of a healthy heart is shown in Chart 5. To explain Chart 5 further, it is easier to start with 2 clocks. After exercising, start one clock for a 2 minute count. Use the other clock to check your pulse to record later the BPM. It shouldn't take more than 15-20 seconds to know your pulse. After the 2 minutes are done, check your pulse again to get the BPM. Subtract your second recorded heart-beat from your first recorded heart-beat. Using Chart 5 should show you the condition of your heart.

The aerobic target heart rate for ages 20 to over 100 are shown in Chart 6. There are many other charts with target heart rates that are slightly different than Chart 6. To give you a better understanding of your heart rate and your exercising conditions for a specific age, refer to Chart 7. Chart 7 also shows what the heart rate would be to start fat burning.

### **Results of Experiment:**

**Could time be decreased for exercising with the forms for a long time?** Trying to maintain the same speed while exercising the forms doesn't decrease the time by very much when using only one or two sets of forms. Taeguk forms mostly took 6 minutes. One time it went as low as 4.5 minutes. The Palgue



forms were at 5 and 6 minutes. The Dan forms were as high as 11 minutes and as low as 8 minutes. Exercising with all 3 sets, Taeguk, Palgue, and Dan forms, decreases the most. The highest was 29 minutes and the lowest was 15 minutes. The average time to exercise 25 forms over 14 months was 21 minutes.

**What would be the heart rate, Beats Per Minute (BPM), after exercising?** Exercising with all 3 types of forms, 25 one after the other, the average BPM over 14 months was 139. That is the anaerobic column, hardcore training, according to Chart 7. The recovery heart rate number increased towards the end of the experiment, which showed the heart was becoming healthier.

**Could a schedule be done to account for practice of the forms?** The schedule was made to collect data for exercising. It helps to see when the last time forms were exercised and which sets were done. It is a good motivator to see your progress.

**Is there any difference in performance of the forms compared from exercising inside a building and exercising outside standing in river gravel?** The performance of the forms could be a little unstable at first because of balance in the gravel. So, the balance improved with time which made the forms easier to perform when exercising. The biggest difference was the BPM for a healthy heart. When exercising with all 25 forms, the fastest recovery time was outside as compared to inside an enclosed building. The average BPM for exercising inside a building was 34. The average BPM for exercising outside was 36. Most of the outside exercising was in the evening, in river gravel, the heat of the sun and balancing oneself, while trying to keep up the pace or the same speed as exercising inside a building. The outside exercising raised the BPM higher even though the same speed and time were the same. Exercising inside a building with an average temperature of 72 °F and a flat floor makes it easier for balance and a comfortable temperature. The differences in exercising inside and outside a building were determined by the conditions of temperature and floor stability.

The body has a faster recovery time due to how the body operates. The human body drops the BPM faster when the BPM is higher and slower when it is lower. Which makes it look like exercising outside is better than exercising inside. The best way to determine a healthy heart is to maintain a steady BPM while exercising.

# Exercised	Date	Inside			Outside			# of Forms	Min.	BPM	Recovery BPM	Heart Health
		Taeguk	Palgue	Dan	Taeguk	Palgue	Dan					
1	09/05/15	x						8	6	104		
2	09/08/15	x	x					16	12	156		
3	09/10/15				x	x	x	25	18	138		
4	09/15/15		x					8	6	132		
5	09/16/15				x	x	x	25	19	114		
6	09/21/15				x	x		16	10	132		

7	09/22/15			x				8	9	150		
8	09/24/15	x	x	x				25	25	156		
9	10/10/15	x						8	6	128		
10	10/13/15	x	x	x				25	18	148		
11	10/15/15				x			8	6	116		
12	10/17/15	x						8	5	132		
13	10/20/15		x	x				17	13	140		
14	10/24/15	x		x				17	13	140		
15	10/27/15		x					8	6	140		
16	11/03/15			x				8	8	132		
17	11/07/15		x					8	6	136		
18	11/10/15		x					8	5	148		
19	11/14/15		x					8	5	156		
20	11/17/15			x				8	9	148		
21	11/21/15	x	x	x				25	18	152		
22	11/24/15		x					8	6	136		
23	12/01/15		x					8	6	140		
24	12/12/15			x				9	9	140		
25	01/05/16	x	x	x				25	20	148		
26	01/09/16	x						8	6	128		
27	01/12/16	x		x				16	13	148		
28	01/16/16	x						8	5	156		
29	01/19/16	x						8	6	140		
30	01/23/16			x				9	11	144		
31	01/26/16		x					8	6	148		
32	02/06/16	x						8	6	148		
33	02/09/16	x		x				17	15	148		
34	02/13/16	x						8	6	148		
35	02/16/16		x	x				17	15	144		
36	02/20/16	x						8	5	152		
37	02/27/16	x	x	x				25	19	152		
38	03/05/16	x						8	6	148		
39	03/08/16	x	x	x				25	18	156		
40	03/19/16	x	x	x				25	23	136	104	32
41	03/22/16	x		x				17	14	124	96	28
42	03/29/16	x						8	5	128	108	20
43	04/01/16	x	x	x				25	23	136	104	32
44	04/07/16				x	x		16	10	124	108	16
45	04/09/16	x	x	x				25	22	136	96	40
46	04/13/16				x	x	x	25	20	128	88	40
47	04/21/16				x			8	4.5	120	92	28
48	04/26/16	x	x	x				25	19.25	144	108	36
49	05/09/16				x			8	5	152	112	40
50	05/14/16	x	x	x				25	20	132	104	28

51	05/17/16	x	x					16	10	148	96	52
52	05/24/16	x						8	4.5	152	128	24
53	05/28/16	x	x	x				25	22.5	144	108	36
54	06/04/16	x	x	x				25	18	148	100	48
55	06/08/16				x	x	x	25	29	120	92	28
56	06/11/16	x	x	x				25	20	132	104	28
57	06/16/16				x	x	x	25	15	144	104	40
58	06/17/16				x	x	x	25	22	144	104	40
59	06/18/16	x						8	6	128	88	40
60	06/20/16				x	x	x	25	24	144	104	40
61	06/22/16				x			8	6	120	92	28
62	06/27/16				x	x	x	25	20	124	84	40
63	06/28/16				x	x	x	25	22	112	84	28
64	06/29/16				x	x	x	25	22	112	80	32
65	06/30/16				x	x	x	25	17	128	88	40
66	07/05/16	x	x					16	9	128	88	40
67	07/09/16			x				9	8	120	92	28
68	07/16/16	x	x	x				25	21	144	112	32
69	07/26/16	x	x					16	10	136	104	32
70	07/30/16	x	x	x				25	20	144	120	24
71	08/13/16	x	x	x				25	22	128	100	28
72	08/20/16	x	x	x				25	20	140	120	20
73	08/27/16		x					8	6	120	88	32
74	09/10/16	x	x	x				25	20	144	112	32
75	09/17/16		x					8	6	120	100	20
76	09/20/16	x	x	x				25	19	152	108	44
77	10/18/16	x	x	x				25	20	144	116	28
78	10/22/16	x	x	x				25	22	144	116	28
79	10/25/16	x		x				17	15	132	100	32
80	10/29/16	x		x				17	15	132	100	32
81	11/05/16		x					8	6	120	100	20
82	11/08/16			x				9	9	132	104	28
83	11/12/16		x					8	6	112	96	16
84	11/19/16	x						8	6	116	96	20
85	11/22/16	x	x	x				25	20	160	92	68
86	01/03/17	x						8	6			
87	01/10/17		x	x				17	17			
88	01/14/17	x	x	x				25	22			
89	01/21/17	x	x	x				25	24			
90	01/28/17	x	x	x				25	24			
91	02/04/17	x	x	x				25	24			
92	02/14/17	x						8	6			
93	02/21/17	x	x					16	12			
94	02/25/17			x				9	9			

95	03/04/17	x	x	x				25	23			
96	04/01/17	x	x	x				25	23			
97	04/08/17	x	x	x				25	23			
98	04/18/17	x	x	x				25	23			
99	04/22/17			x				9	9			

**Chart 4: Experiment form.**

Subtract your 2-minute heart rate from the heart rate you took immediately after exercising. The faster your heart rate recovers -- or slows down -- the fitter and healthier your heart.

*If the difference between the two numbers is:*

- Less than 22: Your RealAge is slightly older than your calendar age.
- 22–52: Your RealAge is about the same as your calendar age.
- 53–58: Your RealAge is slightly younger than your calendar age.
- 59–65: Your RealAge is moderately younger than your calendar age.
- 66 or more: Your RealAge is a lot younger than your calendar age.

**Chart 5: The calculation of a Healthy Heart. [8]**

<b>Target Heart Rate</b>	Age 20–29: 120–160
	Age 30–39: 114–152
	Age 40–49: 108–144
	Age 50–59: 102–136
	Age 60–69: 96–128
	Age 70–79: 90–120
	Age 80–89: 84–112
	Age 90–99: 78–104
	Age 100 or older: 72–96

**Chart 6: Aerobic Target Heart Rate for ages 20 to over 100. [8]**

	Moderate Activity (Maintenance/Warm Up)	Weight control (Fitness/Fat Burn)	Aerobic (Cardio/Endurance)	Anaerobic (Hardcore Training)	Maximum Effort
Age	BPM	BPM	BPM	BPM	BPM
20	100-120	121-140	141-160	161-180	181-200
25	98-117	118-137	138-156	157-176	177-195

<b>30</b>	95-114	115-133	134-152	153-171	172-190
<b>35</b>	93-111	112-130	131-148	149-167	168-185
<b>40</b>	90-108	109-126	127-144	145-162	163-180
<b>45</b>	88-105	106-123	124-140	141-158	159-175
<b>50</b>	85-102	103-119	120-136	137-153	154-170
<b>55</b>	83-99	100-116	117-132	133-149	150-165
<b>60</b>	80-96	97-112	113-128	129-144	145-160
<b>65</b>	78-93	94-109	110-124	125-140	141-155
<b>70</b>	75-90	91-105	106-120	121-135	136-150

**Chart 7: Aerobic conditions for heart rates per age. [9]**

- [1] Segen's Medical Dictionary. © 2012 Farlex, Inc., Retrieved from [http://www. medical-dictionary.thefreedictionary.com/aerobic](http://www.medical-dictionary.thefreedictionary.com/aerobic)
- [2] Miller-Keane Encyclopedia and Dictionary of Medicine, Nursing, and Allied Health, Seventh Edition. © 2003 by Saunders, an imprint of Elsevier, Inc., Retrieved from <http://www.medicaldictionary.thefreedictionary.com/cardiovascular+exercise>.
- [3] Segen's Medical Dictionary. © 2012 Farlex, Inc., Retrieved from <http://www.medical-dictionary.thefreedictionary.com/aerobic>
- [4] National Institute on Aging (NIA), 2016, Exercise & Physical Activity: Your Everyday Guide from the National Institute on Aging, Retrieved from <https://www.nia.nih.gov/health/publication/exercise-physical-activity/introduction>
- [5] Hunter, Raquel, Exercise and a Healthy Brain, Retrieved from <http://www.mamashealth.com/alzheimer/brain.asp>
- [6] Berry, Susan R., PhD., 2011, Eyes on the Brain, Retrieved from <https://www.psychologytoday.com/blog/eyes-the-brain/201101/how-grow-new-neurons-in-your-brain>
- [7] Hunter, Raquel, Exercise and a Healthy Brain, Retrieved from <http://www.mamashealth.com/alzheimer/brain.asp>
- [8] ShareCare, 2016, How's Your Heart Rate Recovery, Retrieved from <http://www.sharecare.com/health/fitness-exercise/article/heart-raterecovery>
- [9] Fitness Health Co., 2016, Best Heart Rate To Burn Fat, Retrieved from <http://fitnesshealth.co/blogs/fitness/14112669-best-heart-rate-to-burn-fat>

## Raising the Bar of Your Workouts – Shana Easley - 2022

### Workout Guidelines

- Warm up (2.5min)
  - CARDIO!!! Get your heart rate up and be breathing hard.
    - Jogging (in place or around gym)
    - Jumping jacks
    - Spinning jumps
    - Jump squats
    - Mountain climbers
    - Shadow boxing/punching drills (fast!)
    - IYT raise while bent at 45° angle
    - Supersets (great for focusing on multiple parts of the body at once)
- Dynamic stretches (2.5min)
  - Still be active, but catch your breath
    - Stretch kicks
    - High knees
    - Butt kicks
    - Arm circles (not in high volume; for stretching, not strength)
    - Arm swings (controlled)
- Exercises (5min)
  - This does not \*have\* to as intense as the warm-up
  - Optional: because some people prefer more intense exercises, try doing this portion timed instead of counting out/making everyone stay together
    - Squats (no jump)
    - Lunges
    - Pushups
    - Planks
- Static stretches (5min)
  - “Holding” stretches; at least 30 seconds each
  - A great time to practice breathing
    - Refer to stretching handout

# Stretching Guidelines

- Legs/hips
  - Calves
    - Wall calf stretch
    - Wall push calf stretch
    - Bent knee calf stretch
  - Hamstrings
    - Seated head to knee stretch
    - Laying down knee to head stretch
    - Half split stretch
  - Hip flexors
    - Kneeling lunge stretch
    - Seated butterfly stretch
    - Reclined hip stretch (laying down, leg crossed with ankle on top of thigh, pull leg that ankle is resting on up to your chest)
  - Quadriceps
    - Side-lying quad stretch
    - Standing quad stretch
    - Kneel and lean quad stretch (sit on knees, lean back, support with hands)
  - Glutes
    - Piriformis stretch
    - Child's pose
- Arms
  - Triceps
    - Arm across body stretch
    - Hand down back stretch
  - Biceps
    - Standing biceps stretch (fingers laced behind back, stretching arms backwards with palms facing out; also used for deltoids)
    - Seated biceps stretch (Sit on floor leaning on hands behind back, slide forward without moving hands)
    - Wall biceps stretch (put palm on wall and turn away)
  - Wrist flexors and extensors (forearm)
    - Arm straight out, pushing hand down to stretch flexors and pulling hand back to stretch extensors. Be sure to press on palm and not fingers
- Shoulders
  - Deltoids (Lateral, anterior, and posterior)
    - Standing anterior deltoid stretch (fingers laced behind back, stretching arms backwards with palms facing out; also used for biceps)
    - Arm across body stretch (posterior and lateral)
    - Arm circles/swings (all three)



- Back
  - Trapezius
    - Ear-to-shoulder stretch
    - Diagonal neck stretch
    - Hug stretch
  - Rhomboids
    - Arms crossed and stretched forwards, laced fingers, head bent down
  - Latissimus dorsi
    - Elbow pull (like hand down back stretch for triceps, but instead of pushing arm down back, lean towards the opposite side)
    - Stand with legs shoulder width apart, place hand on hip and raise other hand above head, lean to either side for stretch
- Chest/Abs
  - Pectoralis major and minor
    - Above head stretch (interlock fingers behind head, squeeze shoulder blades together while moving your elbows and hands backwards)
    - Behind back stretch (grab elbow to elbow behind back – similar to crossing your arms in front – and squeeze shoulder blades together)
  - Obliques
    - Lie flat on your back, bend knees up. Place hands above head, keep knees together, slowly drop them to floor to create rotation through back. Your feet, bottom, and lower back do not need to remain flat but both shoulders should stay on ground
  - Rectus abdominis
    - Barking seal stretch
    - While standing, look up at ceiling and lean back as far as you can, supporting yourself with hands on back of legs

## What is happening during warm-up, stretching, and exercise?

- Exercise
  - *Metabolic* overload and *mechanical* overload
    - Metabolic: the amount of work a muscle performs to deplete its energy; this is also referred to as your point of fatigue
    - Mechanical: structural damage that occurs to the proteins of a muscle; when a greater than normal resistance is placed on a muscle, microscopic tears occur in the proteins of the tissue – perfectly normal! The greater the tear (higher resistance), the more soreness you will have.
  - The healing process
    - The tears in the muscle tissue from exercise disrupt the muscle cell organelles. This disruption activates satellite cells from outside the muscle fibers, which rush to the area of damage. These cells replicate, mature into grown cells and fuse to your muscle fibers.
- Stretching
  - Keeps muscles flexible and healthy. Without it, your muscles can become short/tight, resulting in a lower performance ability and possibly even injury.
  - *Static* and *dynamic* stretching
    - Static
    - Dynamic
- Warm-up
  - Heart rate increases
    - Promotes better blood flow and allows more oxygen to reach your muscles.
    - You breathe faster because the oxygen in your blood is used up quicker to provide the muscles with their needed energy.
  - Body temperature increases
    - Better activates the connection between your nerves and muscles, allowing for faster movement/better reaction time

## Why it is important to do them in a proper order?

- You should NEVER stretch a “cold” muscle – warm up first!!
  - Muscles are in a “cold” state throughout most of our average day
  - Just like a piece of old, hard gum, a cold muscle can very easily tear when stretched
- Now that you’re warm, it’s time to stretch
  - This is more subjective, but I personally encourage dynamic stretching immediately following a warmup
  - It is important to do some type of stretching before exercising because it allows the muscles to loosen up and be resistant to the impact they are about to undergo, which can lower the chance of injury

- How to properly execute exercises
  - Have fun!! This is where you can let your creativity fly. Do everything safely and NEVER try something you are not confident in
  - This does not HAVE to be as fast paced as the warm-up, but it can be if that is what you enjoy
  - We have people from all walks of life with varying abilities in our class
    - Give an alternative way to do an intense exercise if you can
    - If not, and you know an exercise is going to be more strenuous, give people a heads up about what part of the body will be most affected
- Cooling down is important too
  - Our bodies undergo several changes during a workout such the adrenaline pumping, increased temperature, and accelerated breathing/heart rate. Cooling down after a workout helps restoring the body to its normal condition at a slower rate. Stopping suddenly and quickly without slowing down gradually can cause dizziness, light-headedness.
  - After intense workouts, lactic acid builds up in our bodies which can lead to muscle cramping and stiffness. Cooling down helps speed up the process of releasing the lactic acids in our body and accordingly, your body recovers more quickly.
  - It's another great opportunity to work on your flexibility even more!

### **How can we implement this in TKD?**

- Use the "Workout Outline" sheet if you ever need it
  - It is better to be "boring" than unprepared/winging it. This can cause simple mistakes that can lead to big injuries
- Stretching helps tremendously with kicking height
  - Every movement has contracting muscles (agonist) and relaxing/lengthening muscles (antagonist). Stretching the *antagonist* muscle(s) can help you achieve more flexibility in any motion

*As instructors we need to be good examples and protect our students from injury*

Core Strength – Stephanie, Zach, and Danielle Arnold - 2023

## Self Defense

### The Self Defense of Poomsae – Caryn Dampier 5<sup>th</sup> Dan Thesis - 2003

Everything you need to know about good self-defense you can learn from the traditional martial art of Taekwondo. Throughout the ages, the defensive art of using hand and foot skills has evolved into a world-class sport and art. It has been proven to produce more than just a body that is fit for fighting. Through dedication and perseverance, we gain a sense of mental well-being and spiritual harmony as well. This balance of mind, body and spirit can be discovered in the Taekwondo forms. Through careful study, we find that the forms are more than just techniques strung together. Forms express a way of thinking and feeling, as well as physical movements.

Taekwondo is a sport art that can be enjoyed by all. Unlike many sports, parents find they can practice skills alongside their children. Even people with physical ailments or conditions can find healing and health. Not only is Taekwondo a healthy exercise, but people at all levels of physical condition and abilities can find improvement and growth. Furthermore, since its introduction as an official Olympic sport in the 1990s, there can be no doubt that it is one of the most popular and widely practiced martial arts in the world. In sparring and competition we find the spirit of sportsmanship. The science of sparring and competition is well established and entire books are written on the use of speed, motion, balance and technique. In fact, the rules for training in sparring are so thorough, that sparring practice is a very safe way to practice martial arts techniques.

What is not so obvious, but still quite effective, is the use of forms to practice good self-defense. Whereas sparring provides the “hands on” application of techniques, poomsae (forms) present the “artistic” application. The methodical practice of forms embodies more than good fighting techniques. From eye direction to foot position, the entire gamut of the self defense spirit and the true meaning of the words “martial art” can be found in forms practice. As Americans move deeper into the Olympic world of competition, it becomes more and more important to study this self-defense spirit found in the forms. Although intrinsically understood when studied in the Korean culture, this self-defense spirit may not be as obvious in the American culture. In order to best understand the martial art, Americans must strive to understand the balance of the mental, and spiritual as well as the physical aspects found in the forms.

With that in mind, this thesis will examine self-defense in the World Taekwondo Federation (WTF) forms. It is written in the context of American culture that is living in an American world vastly different from a traditional Korean culture.

What is good self-defense? Between martial arts in the movies and video games, the concepts of good self-defense become distorted, and that balance of mind, body and spirit completely overlooked. Good self-defense does not call for flying through the air or brandishing flashy weapons. Rather, it involves an understanding of basic concepts: when to fight, and when to

seek a peaceful resolution; what are the things worth fighting for, and what constitutes winning and losing; and if you must fight, what are you defending, and how do you counter?

A student once asked me, “When are you going to teach us the good stuff – the cool street-fighting moves?” This is a result of the movies and electronic games. The forms contain the best self-defense moves that we can learn. Repeated execution teaches good balance, rhythm, breathing and coordination; and properly practiced the mind will store the variations of act and react techniques. Diligent forms practice calls for a focus on every detail from the beginning stance to the final Kihap. This type of forms study calls for a perseverance and dedication to practice. Yet with practice, this focus, perseverance and dedication will evolve and expand into other areas of life.

Furthermore, forms study develops discipline and confidence as we grow to understand the self-defense applications of the movements. It is only after the determined, focused practice of forms does one begin to understand that a form is not just a group of techniques to be executed. Each form involves multiple levels of self-defense – a form within a form. Blocks, strikes and kicks become “tools” to apply to a given situation. Once we understand what the “tools” are and how to apply them, we can begin to see the myriad of variable patterns; either by using the same tools in different situations, or different tools in the same situation.

The key is to learn what to look for, how to apply it and when to use it.

In order to best understand forms, one must also understand the concepts of self-defense. For this, we will explore five major concepts.

## **1. AVOIDANCE OF CONFLICT**

### ***A DEFENSIVE WAY OF THINKING***

Taekwondo practice brings about peace of mind, confidence, and inner emotional balance. Practitioners realize that physical aggression is not the answer to problems and a peaceful solution is usually the better one. Furthermore, this martial art was based on the concepts of virtuosity, integrity, righteousness, justice and responsibility. These concepts dictate that one avoids aggression rather than provoke it. When aggression cannot be avoided, practitioners use their skills responsibly, and exert extreme techniques only when absolutely necessary. In other words, one does not look for trouble, yet does not run from it either. A serious student develops a way of living in his community that promotes a sense of duty, strength and peacefulness.

## **2. STANCE/BALANCE/DISTANCE**

### ***THE FOUNDATION OF GOOD TECHNIQUE***

The primary action to any good technique is a well-balanced stance. In fact, most techniques will be ineffective if the feet and the body aren't well placed. Stance and speedy footwork provides stability, distance and protection for a majority of areas. Without promoting paranoia, most self-defense instructors will encourage that all

people increase their consciousness to attune to potentially dangerous situations. This type of education promotes awareness, and awareness will promote understanding.

The Ready Stance embodies that idea. This stance is neither aggressive, nor defensive and demonstrates that the practitioner is alert and ready for what comes his way and is able to assess a situation before acting or reacting.

For defensive purposes, the Back Stance is optimal. Stepping back into a good Back Stance allows for more distance, and “blades” the body. This blading can turn the torso up to 45 degrees away from the line of attack and thus provides protection by avoidance.

For offensive, or counter-attack purposes, a stable Front Stance or upright Walking Stance is best. Shifting or stepping into a Front Stance adds power and stability to any punch, and a Walking Stance enables us to keep balance while reacting quickly.

### **3. VULNERABLE AREAS**

#### ***TOOLS***

Vulnerable areas are anything that must be protected to avoid incapacitation. In terms of sparring, this means anything that is protected by a headgear, chest guard or groin protector.

Major areas of protection:

- Eyes/temple
- Nose
- Throat
- Diaphragm/Stomach
- Groin
- Knees

Minor areas of protection:

- Top of head
- Forehead
- Ears
- Jaw
- Ribcage (air)
- Kidneys
- Inner Thigh
- Shin
- Fingers
- Foot

Historically, one's hands and feet were the sole weapons used for protection. With today's technology, modern society often overlooks the use of one's own body as a weapon and looks to guns or knives. There is an obvious reason for that, but how many people actually own such weapons? No, in today's society, the average person does not own such a weapon, and often does not even know what type of "weapons" or "tools" he has as a part of his or her own body.

Major weapons are:

- Hand – closed fist, Backfist, knuckles, fingers, hand blade, palm
- Wrist-top
- Elbow
- Knee
- Foot-ball, blade, heel

So, we defend our vulnerable areas in exactly the same manner we would counter-attack our opponents – the body's vulnerable areas. Also, the tools that we would use to defend are the same tools we use to counter.

#### **4. MECHANISM OF DEFENSE**

##### ***BLOCK OR ESCAPE***

Blocking would deflect a strike or kick. When studying the blocking directions used in forms (such as inside, outside, high, and low), students need to understand why they are using that block and what might be the most effective counter to follow. An inside block would protect a strike directed at the mid-line of the body (usually from nose to groin); an outside block would protect the right or left side; a low block protects against underneath strikes and a high block protects against overhead strikes. Although they may use different hand positions or parts, most blocks will fall into this category. Concepts of blocking begin simply and increase in complication. Blocks can range from a single forearm in a single direction, to both arms blocking in different directions and performing successive blocks. And this is not to mention the use of the feet and legs in blocking.

Although Taekwondo focuses primarily on hand and foot techniques, it is important to understand the mechanism of escaping a grab. As mentioned before, placing the feet into a good stance is the first action. Dropping into stance, provides body leverage will not only promote stability, it will probably throw the opponent off balance while you regain yours. Please note the use of the word "regain" – chances are you will be temporarily thrown off balance if grabbed. Again, the first step to escaping a grab is dropping into a good Horse or Back Stance. Here it is important to understand body mechanics:

- a. When grabbed by a hand (or two hands), work against the thumb, which is the weakest joint in the body. Pulling the grabbed hand up to one shoulder or the



other (usually opposite the grabbed hand), will allow for a wind-up into a quick counter-attack.

- b. If grabbed in a Full Nelson, bend the attacker's fingers backward (the strongest arm cannot withstand the backward extension on a finger joint).
- c. An escape from a choke must be done quickly to regain air. Spreading blocks work best, but if the attacker is overpowering, use a kick to the groin or knees to incapacitate.
- d. If caught in a grab that pins the arms, drop your weight into a Horse Stance and start at the top (your top) and work down, using your weapons against an aggressor's vulnerable areas (Head Butt, back Elbow Strike, back Hammerfist Strike to groin, Heel Kick to groin or inner thigh, scrape shins or stomp heels).

## **5. MECHANISM OF COUNTER**

### ***STRIKES OR KICKS***

As in concepts of defense, concepts of counter begin simply with strikes such as Middle Punch and Front Kick, and progress in complication as one advances in skill. In addition to single strikes and kicks, practice involves combinations of strikes and kicks, and combinations where the block and strike occur at the same time as in Jebi Poom Mok Chigi (High Block coupled with a Knife Hand strike to the neck). Another effective tool in executing a counter-attack is by grabbing and holding your opponent ("Japke") while delivering a kick or a strike.

Understanding the application of these movements demands that one would need to know what kind of action would necessitate the need for such movements. One does not start punching and kicking at the first sign of aggression; we match the action to meet the power of the opponent's action – or force to meet the force. Keeping in mind that the peaceful way may be the best, we don't arbitrarily apply deadly techniques unless absolutely necessary. And we don't overdo it. A woman wouldn't want to deliver a groin kick or neck strike to the party drunk who behaves inappropriately.

The following steps provide helpful guidelines when practicing self-defense against an attack. Be aware that they will occur quickly and will require rapid reactions on your part. This reaction requires careful thought and continued practice at all levels of instruction.

### **1. IDENTIFICATION AND ASSESSMENT**

#### ***THINK IT THROUGH***

Reconcile/talk it out. Remember, the goal is to avoid conflict. Talking to the aggressor may diffuse his anger/aggression. Most martial artists discover that fighting is a last resort in resolving conflict, and that mastery of mind and emotion is just as important as mastery of the body. In fact our greatest weapons are our minds and our hearts.

Some will ask, “But what if the attacker has a gun or a knife?” There is no “one best answer” here. This is why it is important to know oneself. What are you protecting, how important is it to you, and to what lengths will you go to protect it? If an attacker pulls a weapon on you and demands money, is it worth fighting for? I once knew a woman who was accosted for a purse and she decided to fight for it. Not only did the attackers wrest her purse from her, they broke her shoulder in the process. Now how important was that money? She spent far more money on doctor bills than she had in her purse, not to mention the pain and rehabilitation she had to endure. Along the same lines, defense against rape is a very personal decision, each woman must decide what she can live with and what she cannot; but actions taken to live would be the goal. On a different note, we must be aware of our responsibility to those in society who may be weaker, or less capable of protecting themselves. It appears that most practicing martial artists would rather fight and be seriously injured than allow harm to come to a loved one – or any child for that matter.

## 2. POSITIONING AND STANCE

There is a logical sequence of events that occurs in a defend and counter situation. Before you can defend, you must position yourself into a good stance. The number of ways to position into a stance are finite. They are:

- Turn (left, right, 180°, 360°)
- Step (forward, backward, sideways, cross)
- Shift (forward, backward)
- Slide (forward, backward)
- Jump (forward, backward)

The most common stances that we position ourselves into are:

- Back
- Front
- Walking
- Horse
- Cross

Positioning will:

- Increase the distance between you and your aggressor.

The more distance there is, the further they have to move to get to you. Stepping or Shifting into a Back Stance will give you several more inches distance between you and an aggressor.

- Put you in the best position to react quickly.

The twist of the hips when moving from one direction to another will increase the speed and power of the response.

Sliding closes or increases distance quickly as does Jumping.

- Maximize your resources.

Stepping or Shifting from a Back Stance to a Front Stance will put the stability and strength of your hips and torso behind your strike or kick.

### 3. DEFENSE AND COUNTER-ATTACK

When we have determined that there is a threat, and we cannot escape from it, then we must protect ourselves and react with a technique that will allow us to get away. If you cannot immediately get away, you will continue to maintain footwork, stance and balance and execute defense and counter techniques until that point when the aggressor is incapacitated and escape is possible. Good self-defense is a constant evaluation of:

- a. What the threat is and where it is coming from
- b. Where to position yourself and what stance to take
- c. Effective defense and counter-attack techniques and
- d. Opportunity of escape

Please note that d. on the previous is cited as the “opportunity of escape,” rather than the “opportunity to win, defeat or conquer.” Through long study, most will discover that there is no need to dominate or conquer, nor is there a need to fight unless absolutely necessary. And then, we fight for protection and to reach that point where escape is possible. This type of thinking occurs when we dedicate ourselves to the aesthetic principles that we learn through dedicated martial arts training, and when the practitioner achieves the peace of spiritual balance. Then we can use our skills to avoid conflict, and uphold the principles of honorable and just living.

It is easy to understand the use of self-defense techniques when one spars as points are scored off the effective use of block and counter techniques. Understanding the use of good self-defense in the forms is more elusive and subtle. Most children, especially boys, are not fond of practicing forms and technique. They prefer the motion and activity of sparring.

On another note, people who demonstrate forms in competitions tend to view them differently than those who do not. Serious competitors will tend to practice forms bearing in mind what will look impressive in front of a judge. If instructed in this manner novitiates might misconstrue the applications and thus executions of the techniques.

At first glance, forms may look like a choreographed dance and people may misunderstand and attempt to “perform” them with grace and style. Although graceful, forms practice should not be

taken lightly. Not only do they embody the applications of self-defense techniques, but a way of thinking as well. Both the applications and the thought require study so that one can fully embrace these concepts.

With proper study and practice, the execution (not performance) of a form will demonstrate the best of self-defense at all levels. Bearing in mind the three steps of self-defense as presented above, let's examine the WTF forms and how they might correlate.

## **1. IDENTIFICATION AND ASSESSMENT IN FORMS**

Each Taeguk form is based on a spiritual principle from "Keon" (heaven) in Il Jang to "Gon" (earth) in Pal Jang. The principle represents the forces of nature and the principles of heaven to earth embody a complete balance of the life cycle. At the same time, the incorporation of the principles behind the forms will lead to a well-balanced understanding of forms applications. Spiritual balance allows us to see what is really a threat and what is not.

Throughout all forms, one notices that they begin with a defensive move, never an aggressive. This is a subtle reminder that our goal is to avoid conflict rather than initiate it. Therefore, we begin with a Ready Stance, a non-aggressive, but alert stance. From here each change of direction is preceded by a turn of the head – meaning we see a potential problem, identify "what is coming at you" and respond.

## **2. POSITIONING AND STANCE IN FORMS**

What beginning students don't realize is that there is a step before the step. In other words, before one can turn and block, he must 1) place his foot so that he will have a good stance and balance when he turns (Positioning and Stance) and 2) wind-up or prepare to execute the technique. If the feet aren't placed correctly, turning will skew the legs and throw the body off balance. And an improper wind-up minimizes the body's potential for full power and speed. A strike is NEVER just an arm, but coordination of the entire body, from feet (well-placed in stance) to hips and through shoulders.

All of the actions mentioned previously (Turn, Step, Shift, Slide and Jump) can be found in the forms. Every defense and counter-attack follows a logical sequence: 1a) position, 1b) stance 1c) defend, 2a) position, 2b) stance 2c) counter-attack. For example, the first two steps in Taeguk Il Jang are:

- 1) Low Block
- 2) Punch

If you break it down, into the above sequence, it would be:

- 1a) Position left foot and turn into a
- 1b) Walking Stance and execute a

- 1c) Low Block
- 2a) Step right foot forward into a
- 2b) Walking Stance and execute a
- 2c) Right Punch

Several of these are demonstrated in the Appendices at the end of the paper.

A student recently asked, why would you put a stance in the middle of a form (such as Bo Jumeok in Taeguk 7)? Good question. Perhaps a stance in the middle of a form might be used to “regroup.” In sparring, do we not often have to back up and pause for a moment, breathe and regroup? The same would be for self-defense. When students “flail” or get sloppy in practice, they improve significantly if we make them regroup and reevaluate what they are doing. So, putting a stance in the middle of a form would demonstrate how we would pause, regroup and reevaluate in a fighting situation. And pausing to regroup would not leave us undefended when in a defensive stance (such as Bo Jumeok).

This concept of “regrouping” can be applied to other stances as well. A serious self-defense situation may lead to panic and confusion. The result would be “flailing” and ineffective defense and counter-attack. Returning to stance will allow one to regain composure and respond accordingly.

### **3. DEFENSE AND COUNTER IN FORMS**

From the first low block in Taeguk Il Jang, the concept of defend and counter is evident, especially in the concept of defense with a block and counter-attack. Blocks begin simply with a closed fist and progress to open handed blocks, double blocks and blocks coupled with a strike (as mentioned in Jebi Poom).

The Taeguks and Palgues both make use of the outer forearm (Hecho) and inner forearm (Anpalmok Hecho) Spreading Blocks. These are double Outside Blocks that use body leverage and thrust to push out and force open a two arm grab by an opponent. The use of body weight combined with thrust allows for one to extricate himself from the grip of one who is considerably larger. Hecho Makki is first demonstrated in Palgue Yook Jang where it is followed by a kick and two successive punches; and again in Taeguk Chil Jang where it breaks open a grab by an opponent, then grabs the opponent with both hands and pulls while executing a knee strike. Koryo demonstrates Anpalmok Hecho Makki where you would break the opponent’s grab, then grab the opponent and execute an Arc-hand Strike to the knee.

The Palgue forms obviously utilize escapes when one must react to being grabbed by an attacker. Palgue Sa Jang uses two escapes or ppaegis which are followed by turning away, then back into the opponent with a Hammerfist Strike:

- 1) Escape by pulling grabbed arm to hip (Mithuro Ppaegi).

- 2) Escape by pulling grabbed arm to shoulder (Wiro Ppaegi).

Palgwe Pal Jang uses body leverage in using:

- 1) Escape by pulling grabbed wrist to neck (Sonmok Ppaegi) and stepping forward from a Back Stance into the diagonal Horse Stance.
- 2) Escape by raising both bent arms up in a Spreading Eagle or Double Elbow (Meongye Ppaegi) and the left foot steps out into a Horse Stance.

In both of these cases, body leverage is used first to pull away from the opponent, then to swing back upon him with a back Elbow Strike.

The Taeguks are not so obvious in demonstrating escapes as they are more geared to the upright, quick-reacting sparring-type fighting. However, with consideration, escapes from a grab could be interpreted.

Take for example the first two steps of Taeguk Oh Jang where you pivot into a Front Stance and Low Block, then pull up into a skewed Walking Stance and execute a side Hammerfist. What if the left wrist were grabbed during the first move? To pull up into a Walking Stance and wind up for the Hammerfist would accomplish three things:

- 1) pull the wrist free,
- 2) pull the opponent off balance while establishing your own, and
- 3) blade the torso away for protection while executing an effective counter attack

Taeguk Chil Jang also demonstrates this when we execute a supported Palmheel Block to the inside followed by a Backfist Strike to the front. If the wrist of the blocking palm were grabbed, one would escape by pulling the hand to the opposite shoulder (which is a wind-up for a Backfist Strike).

As in training, counterattacks begin simply in the early forms and become more and more complicated as you progress. The forms begin with basic counter attacks such as front punch and become more intricate as you progress to higher forms, utilizing different parts of the body, combinations or a series of counter movements.

The choice of a counter would depend on what type of strike or kick was used, the direction it came from, the block used and the opening for counter. For example, the first step of Taeguk Il Jang (pivot left, Low Block) followed by a punch would have different results if the attacker were punching or kicking from the left or right side. The punch would impact either the stomach or the side. Consider Palgwe Ee Jang. The first two movements are pivot left, High Block, right kick followed by a same side punch. If the attacker does not retreat after striking, a right Front Kick would not be easy as he would be too close.

One effective aid to counter-attack is “Japke” or grabbing the opponent before delivering a kick or strike. This is obvious in Taeguk Yook Jang where you execute a twisted Knife Hand Block to the outside followed by a round house. If you grab the opponent’s arm before delivering the Round House Kick, it will not only give leverage, it will open the opponent. There is another potential “Japke” move in Taeguk Sam Jang where you deliver a Knife Hand Block from a Back Stance, then shift to a Front Stance and Punch. If you grab the arm you just blocked, then shift and punch, you not only add power to your punch, you will pull your opponent off balance and into you. Another potential for this type of move is in the last two moves of Taeguk Chil Jang where you move from a left Knife Hand in a Back Stance into a right Side Punch in a Horse Stance. And the Knee Strike following Hecho Makki in Taeguk Chil Jang will be the most effective if you grab your opponent’s shoulders or hips and pull towards yourself as you strike.

With examination, every move in the forms can be understood as a basis for good self-defense. Once we understand the need and application for each move, we can then understand variations for that same set of movements. At the end of this document is a table listing both tried and true techniques and some possible variations. I do not advocate that these are the “best” or even “most effective” variations. Sometimes “best” and “most effective” is determined by the situation and the strengths/weaknesses of the people involved. The point of the tables is to encourage students to think about the steps of the forms, take into consideration direction, stance, defensive and counter-attack strategy; then identify variations of this. Students will also want to discover their own strengths that they can work to enhance, and weaknesses that they can work to improve. If this is coupled with consideration of the principles, we will change our thinking as well as our ability to act and react.

Study of self-defense in traditional martial arts is not something that ends in a week, a month or even a year. Rather it is more a development of thinking that can take a long time, but will have results that last even longer. The Poomsae of traditional Taekwondo give us a great foundation and patterns and concepts to study. Serious students will discover that their efforts in Marital Art study will grow and permeate many aspects of their lives. Properly studied we will not only develop good self-defense techniques and physical ability. With diligence, we increase our ability to focus, increase our awareness, and become more calm and confident. We understand the aesthetic principles and work to apply them. We have discovered the means to develop a lifestyle which promotes a more peaceful and honorable behavior. This is martial arts excellence – Black Belt excellence. The mental, spiritual and physical goals become not just something that we do, they become something that we are.

The following contains basic blocks, followed by a basic counter. Please note those sequences where there are several blocks in a row such as in Palgwe Il Jang and Palgwe Oh Jang, so that the counter move following a block is another block. The Palgwe forms tend to put several blocks together, indicating that the Palgues were indicative of a more defensive kind of lifestyle as opposed to an offensive. If an attacker were throwing several strikes or kicks in succession, you would have to block those before you could counter.

Action	Stance	DEFENSE	Action	Stance	COUNTER	Form
Turn	Walking	Low	Step forward	Walking	Punch	Taeguk 1
Turn	Front	Low	Same stance	Front	Punch	Taeguk 1
Turn	Front	Low	Step forward	Front	Punch	Taeguk 1
Turn	Front	Low	Step forward	Front	Knife hand	Palguk 1
Turn	Front	Low	Step forward	Front	Inside	Palguk 1
Turn	Front	Low	Step forward	Front	Side block*	Palguk 1
Step forward	Front	Low	Step forward	Front	Side block*	Palguk 1
Turn	Front	Low	Step forward	Front	Punch	Taeguk 1, Palguk 3
Turn	Walking	Low	Kick, step	Front	High Punch	Taeguk 2
Turn	Walking	Low	Kick, step	Walking	Punch	Taeguk 2
Turn	Walking	Low	Kick, step	Front	Double Punch	Taeguk 2
Turn	Walking	Low	Same stance	Walking	Punch	Taeguk 3
Step forward	Walking	Low	Same stance	Walking	Punch	Taeguk 3
Kick, Step	Walking	Low	Same stance	Walking	Punch	Taeguk 3
Step out	Horse	Low	Shift and turn	Front	Punch	Palguk 4
Turn	Front	Low	Pull up	Side Walking	Hammer	Taeguk 5, Palguk 8
Turn	Horse	Low	Turn back	Front	Knife-Hand	Palguk 7
Turn	Walking	Inside	Step forward	Walking	Punch	Taeguk 1
Turn	Walking	Inside	Turn	Walking	Inside	Taeguk 2
Step back	Back	Inside	Turn	Walking	Inside	Palguk 3
Step back	Back	Inside	Turn	Back	Side block*	Palguk 3
Turn	Walking	Inside	Same stance	Walking	Punch	Taeguk 4
Turn	Front	Inside	Same stance	Front	Double Punch	Taeguk 4
Turn	Front	Inside	Same stance	Front	Double Punch	Taeguk 4



Turn	Front	<b>Inside (x2)</b>	Kick, step	Front	Backfist	Taeguk 5
Same stance	Front	<b>Inside</b>	Kick, step	Front	Backfist	Taeguk 5
Turn	Back	<b>Outside</b>	Kick, same	Back	Inside	Taeguk 4
Turn	Front	<b>Outside*</b>	Kick, step	Front	Double Punch	Palgue 5
Turn	Back	<b>Outside*</b>	Shift, turn	Front	High Punch	Palgue 7
Turn	Front	<b>Outside*</b>	Same stance	Front	Punch	Palgue 8
Turn	Walking	<b>High</b>	Kick, step	Walking	Punch	Taeguk 1
Step forward	Walking	<b>High</b>	Step forward	Walking	High block	Taeguk 2
Turn	Front	<b>High</b>	Kick, step	Front	Punch	Palgue 2
Turn	Front	<b>High</b>	Step forward	Front	Punch	Palgue 2
Step forward	Front	<b>High</b>	Step forward	Front	Punch	Palgue 3
Turn	Front	<b>High</b>	Step forward	Front	High Punch	Palgue 3

\*inner forearm

The above reflects only the basic blocks. Supported or double blocks contain the same pattern.

It doesn't take long to notice the similarities between the movements. The formula for defense and counter moves is 1) action, 2) stance, 3) block, 4) action, 5) stance and 6) counter.

Earlier forms demonstrate primarily punches, but later forms will vary from Palmheel strikes, supported Backfist and Spearhand strikes, Hammerfist and Uppercut to the jaw (while grabbing and pulling). The following is a quick breakdown of those movements examined in Appendix A followed by some alternative techniques. Some of these techniques may be listed in the forms, but those that are not could be substituted. Of course, these are but a few suggestions and it is up to the student to study the possibilities.

Action	Stance	BLOCK	Action	Stance	COUNTER
Turn	Front	<b>Low</b>	Turn	Front	Punches
Step forward	Walking	<b>Inside</b>	Step forward	Walking	Backfist
Step back	Back	<b>Outside</b>	Step back	Back	Knife-Hand
Step out	Horse	<b>High</b>	Step out	Horse	
Kick, step			Kick, step		
Same stance			Same stance		
			Shift		
<b>Alternatives</b>					
Shift	Tiger	<b>Knife-Hand</b>	Grab	Tiger	Uppercut Strike
	Twisted	<b>Supported Blocks</b>		Closed	Palmheel Strike
	Side	<b>Knife-Hand</b>		Ridgehand Strike	
		<b>Fist</b>		Fingertip Thrust	
		<b>Middle</b>		Both fists Punch	
		<b>Low</b>		Elbow Strike	
		<b>Diamond</b>		Knee Strike	
		<b>Palmheel</b>		Front Kick	
		<b>Inside</b>		Round Kick	
		<b>Outside</b>		Side Kick	
		Back Kick			

Following are a few of the more advanced defenses and counters as found in the forms. The intention here is not to list every single defense and counter-attack technique, but to demonstrate how the advanced techniques require the same attention to positioning and stance as the basic ones do. Defensive focus here is on the double (supported) blocks, combined blocks, blocks coupled with strikes as defenses, spreading blocks, and escapes. Counter-attacks focus on Grabs, Uppercut Punches and Target Strikes.

Students are encouraged to study the variations and possibilities of these techniques.

Action	Stance	DEFENSE	Action	Stance	COUNTER	Form
<b>DOUBLE (SUPPORTED) BLOCKS</b>						
Turn	Front	Middle Outside	Shift	Front	Punch, Double Jump Kick	Taeguk 8
Turn	Back	Low	Same stance	Back	Kick, Jump Kick	Taeguk 8
<b>COMBINED BLOCKS</b>						
Turn	Back	Middle/High	Same stance	Back	Grab and pull / Jaw Uppercut	Palgue 4
Turn	Front	Low then High Cross	Same stance	Front	Grab and twist/Right Punch	Palgue 7
Turn	Side Front	Low/High Outside	Shift	Front	Grab and pull /Uppercut	Taeguk 8
<b>BLOCKS COMBINED WITH STRIKES</b>						
Turn	Front	Swallow neck	Kick, step	Front	Punch	Taeguk 4
Turn	Front	Swallow neck	Kick, jump forward	Cross	Supported Backfist	Palgue 6
<b>SPREADING BLOCKS</b>						
Turn	Front	Middle	Same stance	Front	Grab and pull/Knee Strike	Taeguk 7
Turn	Front	Middle	Same stance	Front	2 fist Uppercut Punch	Palgue 8
<b>ESCAPES</b>						
Turn	Front	Wrist to hip	Turn	Front	Hammerfist Strike (out)	Palgue 4
Turn	Front	Wrist to shoulder	Turn	Front	Hammerfist Strike (out)	Palgue 4
Step forward	Horse	Wrist to neck	Step back	Horse	Side Elbow Strike	Palgue 8
Step to side	Horse	Spreading Eagle	Slide	Horse	Back Elbow Strike	Palgue 8
<b>GRABS AND TARGET STRIKES</b>						
Turn	Front	High	*Side kick, turn	Front	Target Elbow Strike	Taeguk 5
Pull up	Crane	Small Hinge	*Side kick, turn	Front	Target Elbow Strike	Palgue 8
Step	Back	Knifehand	Grab, turn	Horse	Back Elbow Strike	Palgue 8

\*When followed by a Target Elbow Strike, the Side Kick is accompanied by a Side Punch. The punching hand then opens to grab for the Target Elbow.

## What If???: An Introduction to Self Defense – Yvonne Gully & Susan McKenzie - 2022

**WHAT IF** you're not paying attention to your surroundings?  
Someone can attack you, try to rob you, injure you or worse.

Always be **AWARE** of your surroundings.  
Stay out of situations that would invite an attack and **AVOID** injury.

Be prepared to **ATTACK** an aggressor.

### **Awareness:** Guidelines for Walking/Jogging/Hiking

- Tell someone where you're going, who you'll be with and when you'll return.
- Don't go alone; go with a buddy.
- Vary route and routine.
- Don't wear earbuds.
- Keep your head up and eyes alert. Display confidence.
- What if you are being followed?
  - ✓ Breathe deeply and calm yourself.
  - ✓ Let the person know you've seen them.
  - ✓ Notice the person's features and appearance so you can give a description later.
  - ✓ Change directions or cross to the other side of the street.
  - ✓ Move toward people or lighted areas and attract attention.
  - ✓ Be prepared to drop whatever you're carrying, run and yell, "Fire!"

### **Awareness:** Guidelines for Your Vehicle

- As soon as you get in your car, lock the doors, and drive off.
- Never leave your car unlocked, even in your own driveway!
- When pumping gas, roll up the opposite windows and lock the opposite doors.
- What If someone is lingering near your car in a parking lot? What if someone parked so close to your car that you can't open the driver's side door?
  - ✓ If you perceive a threat, don't approach your car, go back into the building, alert management and/or...
  - ✓ Call 911.

### **Awareness:** Guidelines for Your Home

- Keep windows and doors locked.
- Close blinds and curtains at night
- Never open your door if you do not know who is on the other side!

## 1. Avoiding an Attack

**What if you perceive someone to be a threat and they are a distance away?**

- Hands up, take your stance, use your voice
  - ✓ De-escalates, looks non-threatening, protects your head
  - ✓ Stabilizes
  - ✓ Draws attention and warns with your voice

## 2. Attack First

### What if you have warned someone off and they keep coming?

- Hit and Run
  - ✓ All humans have the same sensitive areas: groin, eyes, nose, mouth, throat, knees
  - ✓ Use your “weapons:” palm heel or fist to nose, kick to groin, strike to eyes, front snap or crescent kick to knees, elbow strike to face, throat, chin

## 3. Escape and Attack/Run

### What if the Aggressor grabs or attacks you first? YOU MUST REACT FAST & BE AUTOMATIC!!

- Escape and Attack following a Grab, Choke or Hold
  - ✓ Grabs:
    - 1) Grab of both hands from front
    - 2) Grab of one hand
    - 3) Two-handed grab on one wrist
    - 4) Grabbing shirt with: one hand, two hands
  - ✓ Chokes:
    - 1) Choke from front
    - 2) Choke from behind
    - 3) Headlock
  - ✓ Grabs:
    - 1) Bear hug
    - 2) Arm around shoulder
- Defense against a Punch
- Ground Defense
  - ✓ Standing vs. Ground (kick and spin)
  - ✓ In Guard (feet to hips and push)
- Defense against a Knife Attack

## 4. Importance of FREQUENT PRACTICE and Wrap Up

Presented by Yvonne Gulley, 5<sup>th</sup> Dan and Susan McKenzie, 4<sup>th</sup> Dan

## Instruction

### Toolboxes: Dividing Skills by Distance – Allen McBroom 5<sup>th</sup> Dan Thesis - 2019

When you started learning taekwondo, two of the first skills you learned were probably a middle punch and a front kick. Those are often the first two tools a new student adds to his or her taekwondo toolbox. Each time you learned a new skill, you probably dropped it right in your mental toolbox of skills. The path from being a young white belt to earning a black belt added 65-75 new punches, kicks, and strikes to your toolbox, making it very crowded, indeed.

The problem with keeping all your skills in the same toolbox is similar to a mechanic keeping all his tools in the same toolbox, just lumped together without organization. When the mechanic needs one specific tool, he has to dig through dozens or hundreds of other tools to find the one tool he's looking for. That is a time-consuming process. To make life simpler, and to make locating the needed tool an easier process, good mechanics have their tools organized into separate toolboxes, or at least separate compartments in one large toolbox. If he needs a 10mm socket, he opens the metric socket drawer and there is the needed socket, right where he expected it to be. His electrical tools will be in a different toolbox. If he has plumbing tools, they will also be in a separate toolbox.

We should organize our taekwondo skills in much the same way. While there are a lot of different ways to organize these skills, I'm going to suggest we divide our skills into three or four toolboxes. These would be labeled according to target distance. It doesn't really matter what we call our three toolboxes. Most adults can name them the One Foot, two Foot, and Three Foot toolboxes, and that will be pretty accurate descriptions for them. Youth and shorter folks may want to name them Zone One, Zone Two, and Zone Three, to indicate distance groups. For the sake of this paper, I'll refer to them as One Foot, Two Foot, and Three Foot. Just keep in mind these are descriptive names, not exact measurements.

So, let's look at a very small group of three skills. Let's use backfist, front kick, and spinning side kick.

If you are in a walking stance with your front foot about one foot away from your target, you should be able to execute a backfist easily. A target distance of one foot is the ideal distance for using a backfist. While standing at that distance, attempt a front kick or a spinning sidekick. Of course you're way too close for those two kicks. As a matter of fact, almost any kick other than a spinning hook is useless at that close of a distance.

Based on this demonstration, let's call the backfist a one foot tool for you, and we'll drop it in your One Foot tool box. As you look at all the skills you've learned since white belt, you'll find that most of the skills you have that work at the one foot distance are hand and elbow actions. Go through your list of skills, pick out the ones that work at one foot, and put them all in your One Foot tool box. Any time you are one foot (give or take a bit) from the target, you can reach into your One Foot tool box and know that the skill you pull out will work at that distance. In a conflict situation or in sparring, this eliminates the need to mentally sort through all your skills looking for the skills that work when you are up close and personal. That saves you a few fractions of a second in the decision making process, allowing you to respond quicker.

Now, let's look at the front kick. Again, in a walking stance, stand two feet from your opponent. Try your front kick, and see how well it works. You may need to adjust the actual distance based on your height, leg length, and skill level. But, the distance where your front kick is effective will

probably be about twice as far from the opponent as the backfist distance. Now that you have found your effective distance for your front kick, drop that skill into a new tool box and we'll call that your Two Foot tool box. Again, what you call it may differ based on your effective working distance, but we're using the Two Foot name for our second tool box in this example.

Now you have a much shorter list of skills to sort through. Sort through your remaining skills, and make a list of the ones that work effectively at the same distance as your front kick. If you have to back up, move forward, or lean to make the skill work, it's not a good Two Foot skill. Take all the skills that work well at the same distance as your front kick, and drop them into your Two Foot tool box.

Follow the same process as before, this time using the spinning side kick from about a three foot distance from your target. The list of remaining skills will almost all fit in the Three Foot tool box. The exceptions will be skills such as flying sidekick, double jump front kick, and similar kicks. Those few remaining skills can be dropped into a fourth tool box you can call Three Plus, or Other, or Long Distance, etc. In this discussion, we'll refer to that last, rather small tool box as Three Plus.

At this point, you've got four very specific groups of skills listed. The One Foot tool box contains your up-close skills, the Two Foot tool box contains your average distance skills, and the Three Foot toolbox contains your "out of arm's reach" skills. Your last, small tool box, the Three Plus box, contains the "closing distance" skills.

In order to make these different tool boxes useful, you'll need to modify your training just a bit. When practicing skills, practice with skills from only one tool box at a time. Get used to what is available at one foot's distance. Practice those skills together as a set, and eventually you will reflexively go to those skills (and only those skills) when you sense your distance is right for that tool box.

This sense of distance, coupled with a fixed set of skills, can greatly reduce your reaction time when responding to a threat or a sparring partner.

Practicing with a partner, in pads, can greatly help you make your tool boxes instantaneous selections. Keeping your Two Foot tool box in mind, stand at your two foot distance and practice all your skills in the Two Foot tool box. Have your partner cooperate by raising his or her arms, and making themselves an easy target. You can adjust the contents of your tool box as needed, moving skills in and out until you know which skills truly work at which distances.

Once you are comfortable with your three primary tool boxes, you can start to adjust your distance to the target based on what you see as an opening. For example, your opponent has left his right side open, and you want to use a roundhouse (for you, a Two Foot skill) to attack his right side. You now instinctively know you are too close (or too far) for the roundhouse to work, so you adjust the distance by stepping forward (or backward) so your attack will be effective. Making the decision making process as brief as possible on your end goes a long way toward eliminating your opponent's response prep time.

If you are fighting an opponent about the same height as you, knowing what is in each of your tool boxes goes a long way toward helping you know what attacks your opponent has available to use against you. If you're at the three foot distance, chances are she has exactly the same list of skills available to her that you have available to you, so "seeing" what they are about to do is

a much quicker and efficient process than trying to defend against all the skills your opponent has learned.

One last thing I am compelled to mention; all of these ideas work quite well in an academic discussion, but they are totally useless if the martial artist does not organize their tool boxes and then practice those tool boxes one at a time. Turning learned skills into instinctive responses is the result of hundreds or thousands of hours of practice. If you are going to put in the practice time, make it count as much as possible. When the time comes to defend yourself, the less time you spend thinking about how to respond the better the outcome will be.

**Supporting Documents:**

Excel spreadsheet of 65 skills: <http://npstk.org/documents/SkillsPage.xlsx>

Sample adult skills list: <http://npstk.org/documents/sampleskills.pdf>

Submitted June 29, 2019



Beating the Blue Belt Blues: Keeping Students in Tae Kwon Do –  
Susan McKenzie - 2018

**Brainstorm Strategies for Each of the Following Retention Tips:**

Be Happy to See Them!
Encourage Socialization!
Keep Them Challenged!
Hold Them Accountable!
Be Flexible!
Give Them Feedback!



BY DAVE KOVAR

**"THE STRONGER YOUR STUDENTS AND FAMILIES BOND WITH EACH OTHER, THE LONGER THEY WILL TRAIN WITH YOU. SO, IT'S IMPORTANT YOU HOLD SCHOOL EVENTS THAT ENCOURAGE SOCIALIZATION AND COMRADERY."**

## 6 TIPS FOR GREAT RETENTION

**O**f course, it's important to focus on lead-generation strategies, if you want to stay in business or grow your school.

But the schools I see that are most successful are the ones that put a heavy emphasis on retention.

I am very aware of the fact that some students are going to quit, no matter how good your program is. Still other students may never quit, no matter how bad your program is! But, the majority of students will stick with you for a long time, if you don't give them a reason to leave.

Here are six tips for better retention.

**1. Be happy to see them.** Everyone appreciates being appreciated. A simple, but effective way to practice this is simply to be happy to see your students when they come to class. Let them know that you know they are there. Get your students thinking, "I'm glad I came," by letting them know that they are important to you.

**2. Encourage socialization.** It's important to get your students to be connected to your school beyond just the relationship with you. This is why it's so important you hold school events that encourage socialization and comradery among your students and families.

Some examples of this might be Buddy Night, belt promotions, Parents Night Out, self-defense clinics, potlucks, Fun Runs and charity events, to name a few.

Remember, the stronger bonds your students and families form with each other, the longer they will train with you.

**3. Keep them challenged.** One common reason for students quitting is that they get bored, because they're not getting challenged enough. Everyone likes a challenge. It's up to us to keep our students hungry for the next belt, belt tip, competition, kicking combination or whatever else will keep them fired up.

Try asking your students this question, "Are you ready for a challenge?" Have them respond with, "Bring it on, sir!" Watch what happens to the energy in the room when you do this. If you have any doubts, this will quell them.

**4. Hold them accountable.** Probably one of the most important things that you can do for your students is to get in the habit of asking them when they'll be back to class again. You see, most students don't quit because of one dramatic event. Most students simply lose interest over time.

It's important to remember, then, that they are one really good, dynamic class away from getting fired back up again. That's why, if they leave with a commitment to come back, even if they're not fully excited about their training, they're more likely to come back. And, that next class might be the one that gets them back on track with enthusiasm and motivation.

**5. Be flexible.** It's important for us to understand that people have lives outside of their martial arts school, and things come up. That's why it's imperative that we make sure our schedule flexible enough to accommodate our students' lives schedules. Being flexible also refers to going out of your way to be accommodating to the needs of your students (Within reason, of course).

For example, if a student has a hard time making class, can you give them a brief private lesson once a month to keep them on track? If you keep a flexible mindset and look for ways to accommodate your students, you'll be amazed at the effect that can have on your retention.

**6. Give them feedback.** Remember, feedback is the breakfast of champions. We all want to know how we're doing. For many schools, this is a weak link! We get so busy that we forget to take a moment here and a moment there to give one-on-one assessments. Your feedback should not only be about what they are doing well, but also on areas that they can improve.

It's amazing how far a two-minute conversation can go in keeping a student actively training at your school.

The reality is that there's probably no one thing you can do to guarantee that your students will stick with you forever. But it's a great goal to strive for.

As you can see here, there are lots of things that you can do to stack the odds in favor of your students staying with you for a long time. If you can practice the six tips above, you'll be amazed at the impact it will have on your school's retention. →

✉ You can contact Master Dave Kovar at [dave.kovar@kovars.com](mailto:dave.kovar@kovars.com).

## Intentional Intangibles Instruction – Susan McKenzie - 2013

Presented by Susan McKenzie, 4th Dan Candidate, June 29, 2013

We have 8 First Dan/Poom candidates from Grayson this year, so I have been doing a lot of thinking about the essential qualities of a black belt – why I can confidently recommend these persons for promotion.

The first thing I thought about was the requirements through the color belt ranks for the various Tae Kwon Do techniques – kicks, blocks, strikes, punches, stances, forms and sparring. There are quite a lot of techniques, but they are not extremely difficult. An athletic person in good physical condition could probably master all the techniques for earning a black belt in a few months.

So why don't we award black belts that quickly? There must be more to becoming a martial artist than simply mastering the techniques. I'd like to hear what you all think.

During this presentation you are going to get into small groups a few times for some short discussion. I call them 3 Minute Groups of Three: You're going to get in groups of 3, try to have persons from 3 different clubs so you all don't know each other well. It's important when you get into your groups that each person have a chance to contribute and no one person monopolize the group. Go ahead now and get into your groups.

1. 3 Minute Group Question: Introduce yourselves, and then answer this question: What are the essential qualities or characteristics of a martial artist?

Feedback from groups to total group.

A while back I read through the Kukkiwon textbook. Here are some of the recurring themes: Loyalty, Reliability, Restraint, Respect, Dignity, Safety, and Justice.

At Grayson, several years ago we found a reference to the essential qualities of a martial artist summarized into 5 key concepts. This was called the Five Tenets of Tae Kwon Do.

Demonstration of Grayson Il-Jang. (This is an intentionally simple made up form.)

Each move is executed stepping forward, and with each move, a Tenet of TKD is shouted by all those participating: 1. COURTESY Right Walking Stance/Right Low Block, 2. INTEGRITY Left Walking Stance/Left Middle Punch, 3. PERSEVERANCE Right Walking Stance/Right Middle Punch, 4. SELF CONTROL Left Front Snap Kick landing in Left Walking Stance, 5. INDOMITABLE SPIRIT Right Front Snap Kick landing in Right Walking Stance

As you've seen and heard, the Five Tenets of TKD are Courtesy, Integrity, Perseverance, Self-Control and Indomitable Spirit.

If you don't intentionally focus on teaching these intangible concepts along with the techniques of blocks, kicks, strikes and etc., that can cause some problems.

2. 3 Minute Group of Three Question: What are some of the problems that can occur if you just focus on teaching the physical techniques of TKD, and don't also focus on the intangible concepts of the Five Tenets?

### Feedback from groups to total group.

In the NPS Grayson Tae Kwon Do club, we have focused on intentionally providing opportunities for our students to grow and learn in these intangibles, and hopefully prevent some of problems you've just talked about.

- All new members are given a brochure about our club. The Five Tenets are listed on it. We talk about the Five Tenets at beginner classes.
  - Lower belt volunteers lead forms during belt tests.
  - Self-review and requests for consideration for color belt promotion.
  - Lower level belts assist with putting away equipment, flags, etc. after each class.
  - Demo Teams: All belt ranks can participate, all can have input into designing the demos.
  - Participation in tournaments
  - Red Belt Papers: We focus on these themes in a Christian-oriented setting. One of the ways we do this is through the requirement of a Red Belt Paper. Candidates for Red Belt write a paper about the Five Tenets of Tae Kwon Do. Requirements for the Red Belt Papers are that the Tenets must be defined and related to scripture from the Bible. By writing the Red Belt Papers, Grayson members focus their attention on the qualities of becoming a true martial artist.
  - Quarterly leadership meetings. Input welcomed from all. Info given on how to instruct.
  - All red belts and above take a part each week in leading part of warmups in upper belt classes.
  - Dan bos instructing classes (based on curriculum outlined 2 months in advance) Feedback is given to each Dan Bo afterwards.
  - Fun activities: t-shirt contests, Pizza Night, Game Nights, Family Christmas Party.
  - Shared responsibilities in the club: Each Dan Bo and Black Belt from Grayson tell what they do for the group 3.
3. Minute Group of Three: Brainstorm more ways to instruct the intangibles, those essential qualities of a martial artist, which could be done in our clubs. Share at least one of the ideas with the total group afterwards.

## NPS TKD: TKD is for Everyone – Chad and Jannie Deshaw, Advised by Marilyn Hogan – 2023

### **Adaptations, Adjustments and Modifications for Special Needs, At Risk and Handicap Students**

We, at Pocahontas Dojang, have always accepted special needs, at risk, and handicap students. As a part of NPS TKD, we feel it is our privilege and duty to help these very unique, talented, and amazing students reach *their* potential with the help of TKD martial arts training.

#### **Benefits of TKD to Special Needs, At-Risk and Handicap Students**

TKD has so many different benefits that can be overlooked. It is easy to see TKD as simply a means of self-defense, but for many Special Needs, At Risk, and Handicap students, it can be so much more.

Through TKD, students can learn coordination skills that can help with physical and occupational therapy. Through TKD, at risk students can find stability, discipline, and acceptance. Through TKD, a struggling child can find accomplishment and worth. These students deserve an opportunity to explore these possibilities; and as masters and instructors, it is our job to help them succeed and meet their full potential. Instead of asking what these students can't do, we should start asking, what can they do! And maybe more importantly, what can we do to help them succeed and even go beyond what is thought possible.

#### **The Adaptations, Adjustments, and Modifications Approach**

So, when a Special Needs, At-risk, or Handicap student joins your dojang...what do you do next? If they have severe delays, they may not respond like their peers. If they have a handicap, they may not be physically able to complete drills or activities. In short, these students bring a new challenge to their masters and instructors. So, what can be do? Use a strategic approach!

#### **Assessments and Observations**

To truly understand a student and their ability level, we must first establish a real and trusting relationship with that student. As we get familiar with the student and they in turn get to know us, the bond we develop will help facilitate everything else we do as a teacher. Our understanding of their needs and abilities will expand the more we know about them as a person and give purpose to any assessments or observations we make regarding them. It is one thing to know a student is struggling with a roundhouse kick. It is another to know they are struggling because of motor disfunction from a hereditary physical disability beyond their control. Therefore, the more we know about a student, the more we can understand how to help them succeed. And on the other side, a student will not trust a master or an instructor completely unless they know you care about them as a person first. This includes Special Needs,

At Risk and Handicap students. It goes back to the old adage, a student does not care how much you know, until they know you care.

So once you have starting develop a relationship with the student, how do you effectively assess them? How do you make the observations you make mater in helping your student succeed? How do you put your assessments and observations into action for the student? By using the Adaptation, Adjustment and Modification Approach!

Adaptations, Adjustments, and Modifications are tools that will help you understand *what* to do to help your students grow and advance in TKD. But what are they and what do they mean? And how do we get them to work for us?

## **Adaptation**

Through your assessments and observations, you will see that some students simply will not have the capability to complete a TKD ability or move due to a physical or mental handicap, or other difficulty. So instead of focusing on what they cannot do, we need to shift our focus on what they *can* do. This could go as far as a master rewriting the expectation for the student all together, while still staying true to the spirit of the requirement.

For example, an older student with a replacement hip may not be physically able to perform a side kick. Instead, have them teach younger students how to perform that kick to demonstrate their understanding of the kick. Have them hold pads during kicking drills and help the instructors correct the students once they have mastered their understanding of the kick.

Another example, a cognitively delayed student may not be capable to remember the moves in a form. Have the student perform the form with peers at half speed so they can keep up and attempt the moves, even if they do not do every move or do the moves to a normalized standard.

Another example, an at-risk student's mother may not remember class times and may get "distracted". You may have to text a reminder every week to the mother or even schedule someone to go pick up the student to ensure they are able to attend class.

## **Adjustment**

Some students may need an adjustment to perform the expected TKD task due to their difficulties. Focus on how we can assist them to succeed by using our procedures and approach, especially during class sessions. While these may seem simple, they are game changing for the student in helping them overcome a difficulty.

For example, a dyslexic student may struggle with the order of moves in a form and may struggle switching their right and left moves while performing the form. Have them perform the form with other students rather than by themselves and make sure they are around students who know the form.

Another example, a student with a learning disability may not remember the names of strikes and kicks, especially if they have not performed them for a long period. When performing moves, have another student or instructor demonstrate the move first to show them the strike or kick.

Another example, a student with ADHD has great difficulty focusing. Have the student do jumping jacks when their focus is scattered—without drawing attention to why. The activity will help them regain focus and participating in class.

### **Modifications**

Some students may be incapable of performing a TKD move or activity as expected due to a physical or cognitive difficulty. The focus should be on adjusting the way the student does the move or completes the activity without compromising the intent.

For example, a student with leg braces may not be physically able to stand in a Deep Stance or Tiger Stance. Instead, modify the stance in a way in which they can do a stance without compromising the move.

Another example, a student with rheumatoid arthritis may not be able to break boards with a particular strike or kick. Allow them to perform another strikes or kicks in place of the original move to break a board.

Another example, an autistic student cannot balance on one foot and have limited range of motion to the point they refuse to raise their foot during kick drills. Have the student lay in the floor to perform kicks while practicing technique and use a balance beam to help them developed better balance, range of motion and coordination.

## **Promoting Special Needs, At-Risk and Handicap Students**

Knowing when to promote a Special Needs, At-Risk or Handicap Student can be the most difficult decision for a master to make. How do you do it? A non-verbal autistic student with a cognitive disorder is simply not going to be able to satisfy the standard requirements for even the lowest-level belts in the same way as their peers. So, does this mean we should not promote them? And if we don't promote them, how do they know they are getting any better? How can we expect them to stay for the long term if they do not advance? How can we promote them without putting them in a position they cannot succeed in? How about their peers? How do we promote them without upsetting their peers who may feel the students are getting "special treatment"? What should the expectations be for this student? Can they even get a black belt if they stay in the program long enough?

These are not easy questions to answer.

The temptation can be to "socially promote" the student along with their peers. Everyone else is moving up, so why shouldn't they. And while at the surface this does seem to work, it quickly becomes problematic for the student as they reach higher levels—especially as they approach the Dan Levels. Additionally, "socially promoting" takes away the accomplishment of the belt

level itself. And we do not want to take that away from the student. They should feel the real accomplishment of *earning* their belt levels. They should be proud of their belts and the accomplishments it represents.

So, what is the answer? Developing an adaptive approach and a cohesive plan to fit the individual student. At the end of the day, the goal should be for every student to reach *their* fullest potential. Our job as masters and instructors is to assist them in accomplishing this. In schools they use what is called an IEP or Individualized Education Plan. This approach can be used in our Dojang as well with a few adjustments.

## Setting Goals

Every student has different abilities, capabilities, and difficulties; some students' struggles are just more pronounced than others. So how do we help all students reach their full potential? Setting effective and clear goals using their Adaptations, Adjustments and Modifications. Goals should be divided into three categories: Promotion Goals, Basic Goals, Objectives.

### Promotion Goals

These are the goals you expect the student to attain to reach their next belt level and beyond. These can also be called Major Goals or Advancement Goals. Setting this goal is a balancing act! You must balance between the following: "What is a realistic expectation for *this* student based on their Adaptations, Adjustments and Modifications?" "What is the standard expectation for TKD students to reach this belt level?" "What happens after they reach this new belt level?" The answer should challenge but not overwhelm the student while still staying true to the spirit of the belt level they are trying to reach and setting them up for success when they eventually are promoted. You will need to make clear and specific goals based on your assessments and observations of the student, and their abilities. For example, a wheelchair bound paraplegic student will not be able to perform a Front Snap Kick, nor will a cognitively delayed, autistic student be able to perform a flawless Taeguk Il Jang Form. You will have to make adaptations, adjustments and modifications if you want to see these students be promoted and succeed. And these should be taken in account when deciding how they should advance.

While this seems daunting, having clear and specific, personalized goals will help you as a master and instructor in teaching the student to reach their fullest abilities. Additionally, these goals should be measurable. This measurability will help you assess, with confidence, when the student is ready for promotion to the next level. You can have as many of these goals as you deem necessary to ensure the student's readiness, but you should not focus on more than 2 or 3 at a time.

For example:

John, who is Non-verbal Autistic student with a Cognitive Disorder, struggles remembering his current form and the names of his kicks and strikes. Due to physical difficulties related to his disorders, he has poor balance and range of motion. He also has a poor attention span and



stems regularly from over stimulation, especially in crowded, noisy environments. John really enjoys TKD class and tries hard to participate even when he struggles.

Promotion Goal: John will complete the Teageuk Il Jang Form with 75% accuracy while performing the form with peers.

We now have a clear goal that is measurable which John can realistically reach before the next belt test.

## **Basic Goals**

These are smaller goals you set to help the student reach their Promotion Goals. These should be monthly or bi-monthly, measurable goals created to help build success toward Promotion Goals. These goals may not even seem related to kicking or blocking or forms, but they are preparing the student to learn those skills. A word of caution, with some special needs students especially, progress can seem demonstratively slow. This is why good Basic Goals are important to help these students systematically overcome their own difficulties. Keeping these goals measurable will also help you understand the student's progress in a meaningful way. You should have 3 to 6 Basic Goals for every Promotion Goal. Think of it this way, if the Promotion Goal is the roof of a building, the Basic Goals are each floor all the way to the top.

Let's go back to John and his Promotion Goal. John will complete the Teageuk Il Jang Form with 75% accuracy while performing the form with peers. How do we accomplish this.

John will complete the first 6 moves of Teageuk Il Jang while performing with peers at half speed with 80% accuracy.

We now have a more focused, clear and measurable goal we can realistically complete over the course of 3 to 6 weeks that will help John reach his Promotion Goal.

## **Objectives**

These are smaller goals designed to help students reach their Basic Goals. These should be simple but measurable goals for each lesson, and should be attainable in 1 to 3 classes. These goals can give purpose to your class time with the student as you will have a listed goal to accomplish with the student for that session. It can also help you plan out your classes as you attempt to reach the specific goal you set out. You should have 2 to 6 Minor Goals to reach your Basic Goals. Thinking of it as our building, if the Promotion Goal is the roof and Basic Goals are the floors, the objectives would be each stair going up.

Let's go back to John and his Basic Goal.

John will complete the first 6 moves of Teageuk Il Jang while performing with peers at half speed with 80% accuracy.

How do we effectively help him reach this goal?

John will participate 4 of 6 times in 4 Direction Form using the first move of Teageuk Il Jang with a 60% accuracy.

This is just a fancy way of saying he's going to do it most of the time and he will get more than half of the moves right. But it gives us a better measurement than, he kind of did it and was doing it most of the time, I think. Now the instructor can express confidence in the progress they are seeing. And this is a goal John can realistically complete in the next class session.

## **Meeting and Adjusting Goals**

Now we can measure based on our data with have gathered.

For example:

The class did 6, 4 Directions using the first moves of Teageuk Il Jang, John participated in 5 and stemmed the last time. While he participated, he messed up an average of twice per 4 Direction.

So, when we crunch the numbers, John was 75% accurate. This means he met this goal. So for the next class, we can adjust the goal, set a new goal or move on to the next goal. So, since we are planning on working with 4 Directions for the next couple of weeks, we will adjust the goal for our next class session. So, instead of 4 times, we will say 5 times and instead of 60%, we can say 80%, which brings us closer to accomplishing our Basic Goal. And then, when we reach our Basic Goals, we can adjust these goal, set a new goal or move on to the next Basic Goal. And as we do, the student gets closer to accomplishing their Promotion Goals. And as they reach those goals, we can Promote the student to their next belt level. The Basic Goals and Objectives never stay static. All the Goals are working together and building on each other to help the student earn their next belt level.

But what if the student is struggling to meet the goals and objectives we set? What if our Promotion Goal seems unattainable as our classes roll on. When we see the student struggling to meet the goals, we must make a choice based on our observations. We must decide if the goal itself is too much for the student, if the student's effort is suboptimal for the goal or if outside factors are hindering the student's progress. When we have a good handle on why the student is not meeting their goals, we can then adjust the goal to a more manageable standard for the student, encourage the student's effort to meet the goal, change the goal to better represent their current ability levels or scrap the goal and make a new goal all together. This should not be seen as a failure but instead as more data to help understand the student's abilities and better help them accomplish their goals. Again, the goals do not stay static, they evolve with new information, new factors and advancing progress.

For example, what if John did not meet his objective:

The class did 6, 4 Directions using the first moves of Teageuk Il Jang, John participated in 2 and stemmed during the last 2, 4 Directions. While he participated, he messed up an average of 6

times per 4 Direction. Noise was a problem. A group or peers near the student's group were talking and laughing loudly even when asked to quiet down by an instructor.

So, in this case, it looks as though John will struggle meeting this Objective. But, when we look further and see the stimuli around him causing his stemming, we realized we simply need a classroom adjustment to prevent the noise causing his stemming. So, we can add a note to the goal stating: "To ensure John is not overstimulated during 4 Directions, his group will go to a separate room to complete the task." This will help remind you to separate John so that the noise is not a distraction to him so he can better accomplish his goals and succeed.

### **Using the "entire" Belt System**

As with any student, special needs, at-risk and handicap students want to see tangible representation of their progress. To put it another way, they will want to advance with belts. Especially when they see their peers getting new belts. How do you advance students to show their progress without advancing them into a belt they are not ready for?

From experience, placing tape stripes on belts during a belt test is not a replacement for advancing these students to new belts. Even severely cognitively delayed students will understand the difference and they will get upset. Instead, use the white belt system and striped intermediate belts. Gaining a new belt will give these students a sense of accomplishment while still not advancing them in a way that sets them up for failure. Also, explain to the parent or guardian and student how you intend to advance them and the belts they will be getting and why they are getting it, so that they are not surprised when they get a white belt with a yellow stripe instead of a full yellow belt. Communication goes a long way. Additionally, if the student is not ready to advance, talk to the parent or guardian. For example, it may be better for the student to not dress out for the belt test. For most students, if they do dress out, they will expect to be advanced with everyone else. Whatever the decision, allow the parent or guardian to be involved in the decision making for their child.

### **Colored Tape Awards**

Some students, especially special needs, at-risk and handicap students, need immediate reinforcement. Sometimes waiting for a belt test is simply too long of a wait for students to understand they have accomplished something. Especially students with cognitive and attention difficulties. They need more immediate positive feedback. Something concrete to say "Hey, you are doing great! You are learning!" or "We are proud of you!"

Additionally, some special needs, at-risk and handicap students will not be able to keep up with their peers with belt rankings. For many of them, physical, emotional and cognitive difficulties will simply hamper their development and progress over other students without these difficulties. This can lead to a lot of frustration and disappointment for the student, and their families. They need to know they are succeeding, even if they are not receiving a new colored

belt or are keeping up with peers' advancements. They need to know you, a master or instructor, are proud of them.

A system we are developing is the Colored Tape Award System. The colored tape is added during class time to indicate that a student has mastered a skill. The tape gives immediate reinforcement when awarded, but then after awarded, it allows the student and instructor to see their progress in a tangible way without having to reference papers or digital materials. It also allows a student to know what is expected to advance to the next belt during the next belt test. The following is an example of what the Colored Tape Award System could look like:

#### White—Attendance

- Indicates student has attended 4 classes in a row without missing.
- Attendance is important and can often get overlooked. Rewarding it will help encourage all students to attend regularly.

#### Yellow—Stances and Movements

- Indicates student has master the different stances and movements to advance to the next belt.
- Footwork is important as it is the foundation of every other skill.

#### Orange—Blocks

- Indicates student has master the different blocks to advance to the next belt.

#### Green—Strikes

- Indicates student has mastered the different strikes to advance to the next belt.

#### Blue—Kicks

- Indicates student has mastered the different kicks to advance to the next belt.

#### Red—Current Form

- Indicates student has mastered the Form to advance to the next belt.
- For harder forms, this can be broken up into a Red 1 and Red 2. Red 1 for mastering the first part of the form and Red 2 for mastering the entire form. You could even add a Red 3 for more complex forms. Red 1 for mastering the first part of the form, Red 2 for mastering the last part of the form and Red 3 for mastering the full form.
- Forms can be difficult to learn and master. Receive a reward for progress can go a long way into reinforcing working on tedious Forms.

Purple—Learn Language (Learn Calls, Korean Numbers, Korean Name, or etc.)

- This is an example of an extra requirement we place on our students. We are trying to get our students to learn the calls in Korean and the Korean Numbering System. This could really be anything and any color of your choice.

Black—Award of Excellence (Award for a special and unique act)

- Anytime a student really goes above and beyond, it should be rewarded.
- This acknowledges that the student has exceeded expectations in some extra ordinary way. Maybe they were taking extra time to help another student learn a Form or difficult kick when no one was watching, or they helped class by putting out floor pads before class while everyone else was visiting, or so forth.

The Colored Tape Rewards will look differently for the white stripped belts. It is important that the colored tape reflect the student's goals and should be used to reward accomplishing those goals. There is no right or wrong way to do it.

For example, a Special Needs student with white stripped belts, the tape could represent Promotion Goals. In the end, the tape represents the student's advancements and encourage them to continue their progress.

## **Behavior Plan**

Unfortunately, with some Special Needs, At-Risk and Handicap Students Behavior can be an issue that will not only disrupt their own learning, but the learning of others around them. Some outbursts can disrupt an entire class for several minutes and endanger the student and others. In these moments, it is important to have a plan in place to protect the student, their peers and the instructor from physical and emotional harm. If the student has a history of behavioral issues, having a unique Behavior Plan in place to help curb these issues is an invaluable tool to ensure their success. A plan should be developed with the input of the parents or guardians, therapists or medical professionals (if possible) and the master— and agreed on by all the parties involved. The plan should be clear, concise and actionable. When a plan is in place, it should be reviewed by any instructor in contact with the student and followed precisely to protect everyone involved and ultimately help the student accomplish their goals.

For example:

Jean is an at-risk teenager with severe ADHD, Oppositional Defiance Disorder and a learning disability. Jean's mother and stepfather are currently incarcerated. She has been in and out of 3 households in the last 2 years and is currently being raised by her elderly grandmother. She takes medication and therapy for anger and her disorders. When stressed, she experiences periodic fits of rage where she has been known to yell and curse at authority figures, adults and peers. In extreme cases, she has had a pair of violent episodes when she hit a peer. Her

grandmother brought Jean to your Dojang because she needs structure and discipline. Jean has never really joined anything before and is excited to join TKD.

The truth is it would be easy to turn Jean away. She has anger issues, she has been violent, she does not pay attention or follow directions. What if she starts running other students off? What if she has a fit of rage and starts yelling and cursing during class? What if she attacked another student?

First, let me say, we should never turn anyone away without giving them a chance. Turning Jean away would be a tragedy. But if we except Jean as a student, how are we going to handle a behavior problem that realistically could come up in a very disruptive way. A Behavior Plan is necessary and could look like the following:

When Jean feels herself getting upset, she will raise her hand and tell an instructor so that she can separate herself and use her coping strategy developed by her therapist to calm herself. If Jean cannot calm herself or is visibly agitated, an instructor will get her grandmother, who will be on sight during class sessions, and she will separate with her grandmother until she is ready to return to class.

So now, any instructor in contact with Jean has a written plan on how to handle a situation when Jean is getting upset. When the situation occurs, now the instructor has actions they can take and everyone— including Jean—knows what to expect.

Another example:

Tony is a high functioning autistic student with social anxiety. When Tony gets into a stressful social situation, he struggles with sensory overload and stemming, often running uncontrollably as he flaps his hands and yells.

A Behavior Plan is needed. It could look like this:

When breaking up into groups, Tony will be with a small group of known peers to help settle his social anxiety. If Tony starts to stem or feels the need to stem, he will ask permission from an instructor to stem. When the timing is appropriate, an instructor will give him a safe, sensory conscious place to stem that will be identified before class time.

So now, we have a plan to help Tony overcome his anxiety and should he need to stem, we have an actionable plan in place.

## **Class Modifications**

When you have Special Needs, At-Risk and Handicap Students in the classroom, modifications are key to help them succeed, but that does not mean their peers cannot benefit from Modified Exercises and Drills as well. Structuring the class with modifications can change things up for the students and make class more interesting.

Example Class Modifications:

- Floor Kick Exercise
  - Students lay on the floor and practice different kicks.
  - Focus on correcting form, chamber, body positioning and foot contact points.
  - Allows for nuanced correction without worry of balancing issues and uncoordination. Isolates parts of a kick that are harder when standing, like hip movement. Strengthens leg muscles used when kicking.
- 4 Direction Form Teaching
  - Break down early forms (especially Teageuk Il jang) into smaller sections.
    - Low block in walking stance, step, punch in walking stance
    - Reverse inside block in walking stance, step, reverse punch in walking stance
    - High block in walking stance, front snap kick, step, punch in walking stance
      - Low block in deep stance, step, punch in deep stance
  - Focus on teaching the basic moves and developing muscle memory.
  - Allows students to pick up Forms in more “bite-sized” portions.
- Beginning and End
  - Break up the Form into the first moves to the Left and Right and the last moves to the Back.
  - Focus on the names of the forms and perfecting the first few moves and the last moves.
  - Concentrate on learning the first moves will help students remember which form they are doing. Concentrating on learning the last moves will help students further distinguish between the forms.
  - Helps students learn the forms and identify them quickly.
- Exercise Bar
  - Great for stretching to improve reach of kicks. And allows teachers to focus on different parts of kicks and difficult moves without worrying about fatigue and balance.
  - Focus on teaching correct leg and foot angle and chamber technique.
  - Great for increasing the reach of kicks, strengthen leg muscles, improve leg muscle stamina and overall balance.
- Slowdown Form
  - Slow the form down to half speed. Count out the moves together one at a time to help everyone keep time and stay together.

- Focus on doing the correct move, doing the move correctly, using the correct stance and *staying together*.
  - Great for teaching the form and teaching the importance of *staying together*.
- other

## **Conclusion**

TKD is for everyone. No one should be excluded because of physical, mental or emotional difficulties. As masters and instructors, we can meet the challenges of having Special Needs, at risk and handicap students in our Dojang and help them reach their fullest potential. To do this, we must have clear guidelines on how to handle and execute these situations. With these in place, anyone can succeed in TKD.



## Sharon DeShaw

Age: 16

Current Belt: White with Yellow Stripe

Next Belt: White with Orange

Stripe Diagnosis: Non-verbal Autism, Cognitive Disorder and Seizure Disorder: non-specified

### Promotion Goal 1:

Sharon will line up in her belt order when instructed and participate in class opening, stretches and exercises with a 60% participation rate.

#### Basic Goal 1:

Sharon will line up in her belt order to start class and stay in her place without wondering with 60% accuracy.

##### Objective 1:

Sharon will be placed on a sticker on the floor where she lines up in belt order and she will stand on the sticker when instructed to line up with 60% accuracy.

##### Objective 2:

Sharon will remain standing on her sticker during all opening activities, including stretches without wondering with 40% accuracy.

##### Objective 3:

When lined up for class opening, Sharon will stand at attention when instructed with 60% accuracy.

#### Basic Goal 2:

Sharon will participate in stretching and exercises with a 40% participation rate.

##### Objective 1:

Sharon will attempt 25% of leg stretching exercises during class opening.

##### Objective 2:

Sharon will participate in Jumping Jacks exercises with a 60% participation rate.

##### Objective 3:

Sharon will participate in Stretch Kick exercises with a 50% participation rate.

### Behavior Plan:

If Sharon starts to stem, she will be given a Visual Cue and be Redirected by an instructor to return to activities. If she continues stemming, she will be given a safe, sensory conscious space to stem that will be identified before class. If needed, a parent will be on site during class time.

## Colored Tape Award System

#### White—Attendance

- Indicates student has attended 4 classes in a row without missing.
- Attendance is important and can often get overlooked. Rewarding it will help encourage all students to attend regularly.

#### Yellow—Stances and Movements

- Indicates student has master the different stances and movements to advance to the next belt.
- Footwork is important as it is the foundation of every other skill.

#### Orange—Blocks

- Indicates student has master the different blocks to advance to the next belt.

#### Green—Strikes

- Indicates student has mastered the different strikes to advance to the next belt.

#### Blue—Kicks

- Indicates student has mastered the different kicks to advance to the next belt.

#### Red—Forms

- Indicates student has mastered the Form to advance to the next belt.
- For more complex forms, this can be broken up into a Red 1 and Red 2. Red 1 for mastering the first part of the form and Red 2 for mastering the full form.
- Forms can be difficult to learn and master. Receive a reward for progress can go a long way into reinforcing working on tedious Forms.

#### Purple—Learn Language (Learn Calls, Korean Numbers, Korean Name, or etc.)

- This is an example of an extra requirement we place on our students. We are trying to get our students to learn the calls and the Korean Numbering System. This could really be anything and any color you choose.

#### Black—Award of Excellence (Award for a special and unique act)

- Anytime a student really goes above and beyond, it should be rewarded.
- This acknowledges and students has exceeded expectations in some extraordinary way. Maybe they were taking extra time to help another student learn a Form or difficult kick when no one was watching, or they helped

class by putting out floor pads before class while everyone else was visiting, or so forth.

## **Seminar Guide**

### Introduction

- Introduce myself, Jannie, Sharon and Nick (Possibly others)
- Explain their situations and give background on their TKD experiences ○  
Tell story of Nick, include how he wanted to join TKD, how he tested out of physical therapy
- Other

### Explaining Modifications

- Quickly explain Class Modifications and Benefits
- Have everyone Laydown and do Floor Kick Exercises
- Have everyone do Exercise Bar Exercises
- Time permitting, do Slowdown Form Exercises
- Other

### Explaining Goals

- Hand out Sharon's Goals
- Quickly walk through the goals and explain how they would work
- Explain the Adaptation, Adjustment and Modification Approach
- Explain how the students meet the goals or how to adjust them as needed
- Other

### Advancements

- Discuss the difficulties of advancing Special Needs Students
- Introduce the idea of using White Striped belts and Intermediate Belts
- Introduce the Colored Tape Award System
- Other

### Close out

- Crash land the plane

- Answer any questions
- Other

# Philosophy

## Taekwondo as a Community Service – David Dampier 5<sup>th</sup> Dan Thesis - 2003

### **Taekwondo as a Community Service**

Dr. David A. Dampier

A Thesis Submitted in Partial Fulfillment Of the Requirements for Promotion to 5<sup>th</sup> Dan  
Black Belt Under the Authority of the World Taekwondo Federation

October 2003

#### **Introduction**

The martial arts are a part of many cultures throughout the world. Shaolin priests have been practicing forms of Kung Fu or Wu Shu for thousands of years. Necessity for self-defense across the Far East has produced many different styles of martial arts including Karate in Okinawa and Japan and Taekwondo in Korea. Many students ask, “What is the difference between Karate and Taekwondo?” The exact answer is difficult to find, but the obvious difference is the extensive use of foot techniques in Taekwondo. Japanese styles of Karate practice many of the same kicks as does Taekwondo, but their reliance on those kicking techniques is much less extensive. Another significant difference is the popularity enjoyed outside of their native country. Karate is also widespread, but doesn’t enjoy the popularity of Taekwondo in countries all over the world.

The result of this popularity is that Taekwondo is available in almost every city in the world, but at what cost? Commercial Taekwondo schools have been started in many places, but the cost of maintaining those schools forces the owners to charge higher prices for tuition. This sometimes prevents a significant portion of the potential students from participating in them and gaining the benefits associated with martial arts practice. This thesis will explore this issue deeper, and argue the need for community based Taekwondo clubs that can provide the benefits of martial arts education at a cost that everyone can afford.

#### **History of Taekwondo**

The earliest known records of Martial Arts being practiced in Korea date back to before the birth of Christ. The earliest forms of Korean martial arts are known as *Tae Kyon*. The evidence most often used to support the notion that martial arts were being practiced at that time are wall-paintings in ancient tombs that show two men in fighting-stance. At that time, Korea was ruled by three dynasties: Koguryo (37 B.C. - 668 A.D.), Paekje (18

B.C. - 600 A.D.), and Silla (57 B.C. - 935 A.D.). The Silla unified the dynasties in 668 A.D. The Hwa Rang Do played an important role in this unification. The Hwa Rang Do was a group of young noble men, devoted to mind and body who served the Silla Dynasty. The Hwa Rang Do had an honor-code and practiced various forms of martial arts, including Tae Kyon and Soo Bakh Do. The old honor-code of the HwaRang is the philosophical background of modern Taekwondo.

In 936 A.D. the Koryo dynasty began and the modern name of Korea is derived from Koryo. During the Koryo Dynasty, the sport Soo Bakh Do, which was then used as a military training method, became popular. During the Joseon dynasty (1392 A.D. - 1910 A.D.) the emphasis on military training disappeared. In the Joseon dynasty Confucianism was the state religion, and according to Confucianism, the higher classes should study poetry and play music. Fighting was for commoners.

Modern Taekwondo has been influenced by many other Martial Arts. Probably the most evident of these is Karate. Japan occupied Korea from around 1910 until the end of World War II. During the occupation of Korea, the Japanese tried to erase all traces of the Korean culture, including the traditional martial arts. During the war, lots of Koreans were trained as soldiers in Japan, thus giving many Koreans the opportunity to learn Karate.

After World War II, when Korea once again gained its independence, a move was made to recapture the martial arts traditions of the past. Martial arts gyms or “kwans” were formed around the country and martial arts training began. These gyms are known today as:

- Chung Do Kwan
- Moo Duk Kwan
- Yun Moo Kwan
- Chang Moo Kwan
- Oh Do Kwan
- Ji Do Kwan
- Chi Do Kwan
- Song Moo Kwan

The author is familiar with several of these kwans, as his first training in Taekwondo was a Master of Oh Do Kwan Taekwondo named Chu Kyo Il, and currently the NPS Taekwondo Association is affiliated with the Ji Do Kwan, through Master Kang’s teacher, Master Jin Sukh Byun of Los Angeles. In 1955 the Kwans came together to form the style Tae Soo Do. Around 1957, the name Taekwondo was adopted for its similarity to the name Tae Kyon.

General Choi Hong Hi was one of those soldiers trained by the Japanese during World War II, and when he was placed in charge of the Army, he required them to learn Taekwondo, so the very first Taekwondo students were Korean soldiers. At that time, Taekwondo was heavily influenced by Shotokan Karate, reflecting General Choi's training in Japan. Around 1962, the Korean Amateur Sports Association recognized the Korean Taekwondo Union, and in 1965 the name was changed to Korean Taekwondo Association (K.T.A.). General Choi was made the first president of the K.T.A. in 1965, but it didn't last long. In 1966, General Choi visited North Korea to introduce Taekwondo, but the South Korean government frowned upon his efforts. He was forced to leave Korea in disgrace. General Choi left for America and established the I.T.F. (International Taekwondo Federation) as a separate organization, two years later.

In 1973, since Korea was where Taekwondo started, the World Taekwondo Federation (W.T.F.) was established in Seoul to provide an international arm for the Korean Taekwondo Association. At the first inaugural meeting, Dr. Un Yong Kim was elected as president of the WTF and drafted a charter for the federation. The WTF is the only official organization recognized by the Korean government as an international regulating body for Taekwondo. The World Taekwondo Federation has since made a major effort to standardize tournament rules and organize world-class competitions. After the 2nd World TKD Championships in Seoul, the WTF became an affiliate of the General Assembly of International Sports Federation (GAISF), which has ties to the International Olympic Committee (IOC). The IOC recognized and admitted the WTF in July 1980. In 1982 the General Session of the IOC designated Taekwondo as an official Demonstration Sport for the 1988 Olympic Games in Seoul, Korea. Taekwondo then became an official Olympic Sport in the 2000 Olympic Games in Sydney, Australia.

Since Modern-day Taekwondo's official birth in 1955, its development as a sport has been rapid. Over 30 million people practice Taekwondo today in more than 156 countries.

### **Taekwondo as a commercial enterprise**

Taekwondo is arguably the most popular martial art in the world. Although the author does not know all of the reasons that this is true, it appears from the Taekwondo establishment in North America that many Taekwondo practitioners left Korea and migrated around the world during the 1960s, 1970s and the 1980s and established commercial Taekwondo academies and schools. Most Taekwondo schools in the U.S. are operated as commercial establishments. Martial arts instruction can be a profitable business, if it is run as a business. This business-centric approach is necessary to ensure the viability of the school. Successful martial arts businesses are generally operated in high rent districts to ensure that the school gets the visibility required to make it successful. The high cost of space and facilities for running a successful commercial school can be extensive.

There is a need, therefore, in these commercial establishments to be as, or more, concerned about the cash flow of the business as about the integrity of the instruction given. This need to ensure proper cash flow generally means that tuition is high, and contracts are required to ensure that the business gets a steady flow of needed cash to keep the business open. The effect of this type of approach is diametrically opposed to increasing the number

of students in the school. To ensure that enough students register for the classes, there are usually incentives to make the class more attractive in the beginning, if not for the students themselves, for the parents. Incentives include free lessons, or startup packages that include uniforms, equipment, or the promise of guaranteed rank promotions. Black belt clubs are very common among commercial schools. There is an expectation among students who join the black belt club that they will attain a black belt if they only stay the appropriate amount of time.

These techniques to ensure the viability of commercial martial arts schools are not always successful. Unfortunately, very few commercial martial arts schools actually achieve what they would consider success. Most are doomed to failure, from a business perspective, and many end up costing the owner/instructor their martial arts career. This thesis is not intended to debate the right or wrong of this approach, but to propose an alternative approach.

## **Hypothesis**

There is a large segment of the population who are not able to participate in these commercial schools. Usually, this is due to the high cost of membership, but sometimes it can be the result of not having a martial arts school available within a reasonable distance. This thesis is concerned with the availability of affordable Taekwondo instruction without the burdens of viability that plague commercial school owners. The hypothesis of this thesis is:

*Taekwondo as a community service provides a valuable alternative to commercial instruction and adds significant value to the lives of the people involved.*

Value is a term sometimes not well defined. What constitutes value? This thesis will consider value to be a quality that is positive in nature and enhances the quality of life the recipient. The remainder of this thesis is intended to support this hypothesis, and convince the reader of its validity.

## **Community Service Value of Taekwondo**

Taekwondo as an all-around physical fitness activity is well known in Korea. In Korea, school children have one day each week that they wear their Doboks to school. Presumably, since they wear their Doboks to school, they are expected to participate in Taekwondo instruction. The author can only presume that this instruction is their physical fitness activity in school. It is a fact that Taekwondo is practiced in the Korean military as a regular part of physical training exercises. Although this instruction is institutionalized in the education system, it does not mean that all children practice for life. Many Korean children do it only because they have to, and quit as soon as they are able. Even those that quit have gained an immeasurable amount of discipline and health benefit that serves them for the rest of their lives.

In the U.S., there are many examples of community service martial arts programs that have been very successful. One such program is the one initiated by Chuck Norris to “kick drugs out of America,” which now touches 4200 kids at 30 different schools. [1] These programs serve to focus the attention of the child on something constructive as



opposed to the destructive activities that are more readily available to children today. Still others have started successful community service-based martial arts programs with tremendous success. Reverend Ken Fizer at Otterbein United Methodist Church in Martinsburg, WV has such a program running in his church. Fizer says, “The classes teach kids self-defense in a safe, Christian environment and instill discipline, self-control, respect and integrity.” [2] Taekwondo also teaches self-confidence. This is a trait that more kids and adults need in today’s competitive society.

### **Absence of year round athletic programs**

One of the reasons that community based athletic programs are so popular is that there is a lack of year-round athletic programs in our society. Most sports that offer community based programs are short-lived, lasting no more than three months. Football or soccer in the fall, basketball in the spring, and baseball in the summer is about the best that parents can hope for. Even swimming is not available year-round unless the family has access to an indoor pool. All of these activities are also available either for children or their parents, but not usually both. Taekwondo is a skill that can be learned by parents and children side-by-side in the same class. Much of the success of the NPS Taekwondo Association through the years has been gained from parents being active with their kids and their spouses.

### **Value of Discipline gained from martial arts**

Most martial arts schools cite discipline as a key attribute of a martial arts education. For some, this discipline is harsh, and for others, it is not so harsh. The requirements to stand in line, listen to the instructor, stay quiet and do what you are told are essential ingredients in Taekwondo training. Students who do not learn discipline not only disrupt the class, they do not learn the essential skills necessary to progress. They also do not endear themselves to the instructor, losing opportunities to get the positive attention that might help them to progress.

Harsh discipline is also unnecessary. Students should pay attention and do what they are told because they respect the instructor, not because they fear them. In community based Taekwondo programs, this is especially important, as people seem to see value in what they pay for, even those who don’t have much to spend. If they believe that the instructor does not respect the students, and treats them too harshly, they may decide it is not worth the hassle, and decide the instructor is not the kind they want their children exposed to. Kindness and respect work much better and make students loyal to the program and their instructors.

### **History of NPS Taekwondo Association**

The NPS Taekwondo Association finds its roots in the Naval Postgraduate School Taekwondo Club, but really started in August 1990 in a military gymnasium in Tongduchon, Korea. The author, then a Captain in the U.S. Army was transferred from Monterey, California to the Second Infantry Division at Camp Casey, Korea. He had just left his family thousands of miles away in El Paso, Texas and was sent to Korea for a year of “unaccompanied service”. Before he left El Paso, his wife, Caryn, and son, David, had started studying Taekwondo at a local commercial martial arts school in El Paso. Caryn

had reported that they really loved it and were doing well. It wasn't long before the author discovered that no matter how much time he spent at work, there would always be more work to do, and was looking for an excuse to get out of the office at closing time.

He discovered that there was an active Taekwondo class at the gymnasium close to his barracks. He decided to study Taekwondo as a surprise to his family so that when he returned to the U.S., they would have something they could do together. Little did he know how much it would mean to his life and marriage in the years to come.

### **Naval Postgraduate School Taekwondo Club**

In August 1991, the author returned to Monterey, California after a year in Korea, invigorated for growth as a new Doctoral Student in Computer Science and also as a brand new 1<sup>st</sup> Dan Black Belt. Almost immediately, the author began searching for a martial arts class that would enable him to continue his growth in his new love, as well as the martial arts growth of his wife and son, both of whom had made significant progress in their study of Taekwondo during his absence. Unfortunately, there were none to be found, at least none that the author felt comfortable taking his family to. With the help of a fellow soldier, the author decided to start a club of his own, just for the opportunity to train and practice. Thus, the Naval Postgraduate School Taekwondo Club was born.

### **Humble Beginnings**

The club had its first meeting on October 1<sup>st</sup>, 1991, in a racquetball court in the Navy gymnasium at the Naval Postgraduate School. That first class had seven members, five students and two instructors. It was difficult teaching class in a racquetball court, but at least it was a place to work out. The class grew steadily, and by the end of May 1992, the group had grown to over 20 members. Also, there was almost always an audience, and many of those watching became members of the class. Along the way, the author also met someone very important to the association. Walking along the road in his dobok one afternoon on his way to class, the author was stopped by a gentleman and asked about the class. It seems that this gentleman played racquetball, and had observed the class on occasion. The author invited the gentleman to join the club, but he declined.

Ever since his return from Korea, the author had searched for another instructor that he could train with, and could sponsor his promotion to 2<sup>nd</sup> Degree Black Belt. He had visited masters as far away as 75 miles in San Jose, but could not find anyone that he felt comfortable with. One day, as he was walking through one of the buildings on campus, he ran into the gentleman that he had met on the street that afternoon. He turned out to be a Professor at the school. The author stopped to talk to the professor out of courtesy, and while in his office, caught a glimpse of a plaque from a Taekwondo organization on his wall that said "Master Keebom Kang." He was dumbfounded and excited all at once. He asked the gentleman if he would consider training him, so that he could be a better instructor for the club. The master agreed, and what started as a one on one arrangement between Master Keebom Kang and the author, has turned into a 12 year long association and friendship.

### **Youth Program**

Shortly after the author's family arrived back in Monterey, the kids started attending school and going to the La Mesa Youth Center for their after school program. One day, the author thought that perhaps he could help the youth center by offering one class per week for the kids in the after school program. The director was accepting, but somewhat skeptical about the one-hour class. After just a little while, she was appreciative of the program. The first youth class started with 12 kids, ages 5 to 10. The class was offered for free, but the children were instructed that they could participate only if they obeyed some simple rules. Those simple rules have evolved into the following five regular rules for youth members of the association:

1. **Homework First:** Children are instructed that they can only participate in the class if they have completed all of their homework, any chores that their parents require of them at home, and their grades remain high. This rule is intended to teach the children that Taekwondo instruction should never take the place of the more important things in life like school and family responsibility.
2. **Be Nice to Someone Every Day:** Children are also instructed to pick one person every day to be nice to. It is not necessary for them to do something tangible for someone. Sometimes being nice is as simple as smiling at someone who is having a bad day. It is hoped that learning to be nice to one person every day will help them learn develop habits of courtesy and kindness.
3. **Take Care of Your Own Uniform:** When the children get a uniform, which they usually want to do very quickly, they are instructed that it is their uniform and not their parents'. It is their responsibility to know where it is at all times, to put it in the laundry so their parents can wash it, and to take it after it is clean, fold it and put it away so they know where it is for class the next time. This is to teach them personal responsibility.
4. **Never Use Taekwondo at the Playground or at School:** Children are told that what they learn in the class is to remain in the class, and learning these skills is not a way to gain superiority over their playmates. This is intended to prevent the kids from feeling that they are now "better" than others. It also helps prevent members of the community from feeling that the class is teaching the kids to be bullies.
5. **Practice Something Every Day:** Since the class originally only met once per week for an hour, it was nearly impossible for the kids to remember from one week to another, what they had learned in the previous class. Even today, most classes only meet a couple of times per week. This rule is intended to keep the skills they learn in their mind, so they can retain as much as possible.

These rules are enforced very strictly, especially rules 1 and 4. Breaking either of these rules is grounds for not being allowed to come to the class again. It only takes one or two breaking a rule and being told not to come back for the kids to pay very close attention to the rules. That youth class eventually grew to over 50 children. It was enough that the author had to break the group into two different classes and recruit help to run the class.

### **Outgrowing the Racquetball Court**

Not only the kid's class was growing bigger all of the time. Eventually, the class in the racquetball court grew to over 30 people, and would no longer fit in a racquetball court. There was an aerobics room across from the gymnasium in another building, and a time slot finally opened up in the schedule for that room to allow the class to move to the bigger room. The room was ideal for a martial arts class. It was large enough for everyone, had raised floors, so jumping was cushioned some, and it had mirrors to help the students see themselves while they practiced. It also had some cabinets for our equipment. The class continued to grow, eventually growing to almost 50. In those first three years, the class grew in numbers, but also in experience. By June 1994, when the author and his family left Monterey, the club had produced over 10 black belts, and had started something that would turn out to be unstoppable. The Naval Postgraduate School Taekwondo Club is still going strong today under the direction of Master Keebom Kang and many talented black belt instructors.

### **Expanding beyond Monterey**

In June 1994, the author graduated from the Naval Postgraduate School with a Ph.D. in Computer Science (with a minor in Taekwondo)[1]. Upon leaving Monterey, California, the author's family was transferred to Atlanta, Georgia where the author was assigned to the Army Research Laboratory on the campus of Georgia Institute of Technology. It quickly became clear that the author would not be able to live without regular training in Taekwondo, so he and Caryn started a lunchtime class on campus. This class never really blossomed into a big class, but there were a few dedicated students in that class that are still active with our association. It is not clear exactly why the university campus was not a good place to build an active Taekwondo class, but it seems most likely to be due to a lack of a sense of community on a university campus. Students don't really feel like a part of the campus. It is only a place where they go temporarily to get an education and then move on. Students' schedules also change from semester to semester and they cannot always be available at the same time for class.

When it became clear that the lunchtime class was never going to blossom, the author and his wife, Caryn, had the notion that they should find a place closer to home to start an evening class. After talking with a neighbor, they discovered that there was a church around the corner with a large gymnasium that was sometimes rented out to groups for outside activities. After a few negotiations, the Zoar United Methodist Church Taekwondo class was started in 1995. About this time, the author consulted with his master, and decided to form an association to maintain the roots of these new clubs with the original club in Monterey. Thus, the first three clubs of the NPS Taekwondo Association were established.

The beginning of the Zoar class was different than the author had experienced in Monterey. It was clear from the beginning that this class was going to be more of a family activity for its members. Out of the 20 or so students that started with the class,  $\frac{3}{4}$  of them were part of one family or another taking the class. Of those original students, over half are still with the association. One of those original members is now the Chief Instructor of that club.

It was at the Zoar class that the author started to experience the spiritual aspects of the class. Although the author had been a Christian for more than 20 years, he had fallen away from the church. Through interaction with some of the people at Zoar United Methodist Church, he began to develop an interest in renewing his relationship with God. This change of heart was due almost exclusively to the sense of family that existed in the Zoar club.

One of the students that started in the Monterey Club and received his black belt through the Monterey Club was LCdr Victor Diramio, U.S. Navy. When Vic graduated from the Naval Postgraduate School, he was transferred to the Washington, DC area. Vic was a dedicated Taekwondo student and had maintained his personal practice through lunchtime practice and the occasional visit by the author to DC. He came to the Zoar club for a promotion test in November 1996, and was promoted to 2<sup>nd</sup> Dan. He was so moved by the club at Zoar UMC that upon his return to Washington, he approached the principal at his children's school and asked about starting a class in the evening at the school. That class at Rockledge Elementary School in Woodbridge, VA became the fourth club in the association.

In April 1997, the author was notified that once again, the Army would transfer him and his family. He would have to transfer to Washington, DC that summer. When he was notified, he contacted LCdr Diramio to inquire about places to live and discovered that the Navy had just notified Vic that he was to transfer to Hawaii in June that summer. It was arranged that the author and his family would rent the Diramio's house for the time they lived in the DC area, and take over leadership of the Rockledge Elementary School Taekwondo Club.

Now, the question that had to be answered was "what would happen to the Zoar UMC class?" There were only two students who had achieved the rank of black belt at this time, and neither of them was capable of leading the club. One was a 16-year-old girl, and the other was a contractor that did not have the time to lead the club. There were three students who had achieved the rank of Deputy Black Belt, and one of those, Yvonne Gulley, had the temperament and time to lead the class. She took over the class, and has since grown the Zoar Club into one of, if not the strongest clubs in the association. The relationship of the NPS Taekwondo Association with churches had begun, and it has only grown stronger through the years. Taekwondo is a very spiritual activity, and the community provided by a church is the perfect place for a club to grow.

The next club to join the association was also at a church. Major Jon Walter, a student in the Georgia Tech class had earned his black belt and wanted to start a club at his church, Calvary Baptist Church in Lilburn, Georgia. He started the club with another of the black belts from Georgia Tech, Brian Rivera. One of their first students was the pastor of the church, and the club thrived. Members of the church joined the club and the club grew and had a good relationship with the church. Unfortunately, it was not long before Jon Walter was also transferred away from the area. One of the students that had joined the club at Calvary was Major Roger Dixon. He had transferred into the Army Research Lab to replace the author. He and his daughters had studied Taekwondo at West Point, and they joined the club at Calvary. When Jon Walter left, Roger had just received his black belt, so he took over as Chief Instructor of the club. He and his daughters did a superb job

of running that club, but unfortunately, the church stopped supporting the club after Jon Walter left and the pastor stopped participating. The author believes that they began to resent nonmembers using their facilities. The Dixon's moved to Bethany Baptist Church in Snellville, Georgia, and started another club. This one has thrived and is still going strong. This is the club that introduced prayer before and after class, and several of the church clubs have adopted this practice.

Meanwhile in Virginia, the Rockledge Elementary School Taekwondo Club was growing under the leadership of the Dampier's. The first opportunity to take over the class was when school started in August 1997. The principal was very supportive. Due to budget limitations, she was unable to provide physical education classes to the students of the school, so she was interested in the Taekwondo class filling that gap. For three school years, the Dampier's taught Taekwondo classes at Rockledge. From that club, two additional school clubs started in Northern Virginia area, one more in Woodbridge, and one in Stafford, VA just outside of Quantico Marine Base.

In March 2000, upon retirement from the Army, the author and his family moved from Woodbridge, VA to Starkville, MS, where the author took a job as a professor of computer science at Mississippi State University. In May 2000, the Dampier's started a Taekwondo club at First United Methodist Church in Starkville. The club and the church have grown to appreciate one another, and now the club is considered an active ministry of the church.

### **Current State of NPS Taekwondo Association**

The association has grown very rapidly and very strong. Most commercial martial arts clubs last only a couple of years because they are so expensive to run. In the NPS Taekwondo Association, we have only had three clubs close down, and in two cases, it was because the Chief Instructor was military and was transferred out of the area before a replacement could be trained. The author is convinced that the clubs are popular because they provide a valuable service that satisfies a need in the lives of the students they attract.

### **Organization**

The NPS Taekwondo Association is organized as a loose federation of independent clubs with a centralized testing standard that must be adhered to by all clubs. Finances, schedule, leadership, and administration of the local clubs are completely up to the local club. Some clubs operate free, and others charge a nominal fee to cover rent expenses. One of the goals of the Association has always been to provide martial arts training for as little as possible, and that is a goal that every club has to strive for. The association specifies testing standards, and clubs are not allowed to vary from that. The reason for this is to ensure that any student in the association can go to any club and participate without having to worry about not knowing the curriculum. Some of the clubs teach additional material, and that is not only acceptable, but also encouraged in some cases. Every club is required to test only to the standard.

### **Leadership**

Leadership of the association has until very recently been exercised by a very small group of people. Master Keebom Kang has been the director of the association, while the author and his wife Caryn have handled the every day operations. This worked well as long as the association remained small, but as the number of students has grown, it has become more and more difficult to manage. With the anticipated promotion of the next three members to 4<sup>th</sup> Dan, a Board of Director's has been established with Master Kang as the Chairman of the Board, and each of the 4<sup>th</sup> Dans and above as directors. Policy decisions will now be made by the board and implemented by the Chief Instructors in their individual clubs. Conformance to centralized standards and policies has never been difficult to achieve as black belt promotions are centrally managed, and clubs that do not follow the rules do not get black belt tests.

### **Current Clubs**

The NPS Taekwondo Association now enjoys the membership of 12 active clubs, with the most recent club opened in Baghdad, Iraq, for American Servicemen currently engaged in combat operations in that country. The oldest club still in existence is in Monterey, California. The largest club is currently the club in Snellville at Zoar United Methodist Church. Other clubs include: Woodbridge, VA; Stafford, VA; Lake Mary, FL; Starkville, MS; Mississippi State, MS; Snellville, GA (Bethany); Snellville, GA (Trinity); Grayson, GA; and Auburn, AL.

### **Association Members**

There have been many people associated with the NPS Taekwondo Association over the years. In addition to students, there have been many parents and family members that have supported the activities associated with the individual clubs. These supporters have been instrumental in making the association a viable enterprise. Some of these non-participating supporters have been rewarded over the years with Honorary Black Belts. Most have served loyally without any reward at all.

### **Black Belt**

The most influential members of the association have been those students that have achieved the black belt. During the last 12 years, the association has enjoyed over 150 black belt certifications. These range in rank from 1<sup>st</sup> Dan/Poom to 4<sup>th</sup> Dan, and almost all of the 2<sup>nd</sup> Dan and above certifications have been students who got their 1<sup>st</sup> Dan with the association. On October 18, 2003, the association anticipates celebrating its 100<sup>th</sup> 1<sup>st</sup> Dan promotion. All others are members who have earned their promotions through dedicated service and adoption of the association philosophy and goals.

Most members of the association who have achieved the black belt end up helping to instruct at local clubs or starting clubs of their own. The association supports black belts who are interested in starting local clubs, as long as they adopt the philosophy of the association, and support the notion of Taekwondo as a community service. Black belt instructors also spend their time supporting and helping to grow the clubs they "grew up" in.

Another trait of black belt members of the association is that they continue to be students. All adopt the truth that Taekwondo is a life-long activity and only through continued study and growth can the member gain all of the benefits of Taekwondo.

### **Future of NPS Taekwondo Association**

The future of the NPS Taekwondo Association is not completely known at this point, but looks to be very positive. The association has experienced growth beyond the author's wildest expectations. From those seven people working out in a racquetball court to over 500 active members in 12 different clubs, the association has become a force for community service unrivaled by very few.

The association's growth has to date been from within. All clubs are started by members who have earned their black belts in the association. It is possible that the association will begin to get inquiries about entire clubs joining. As long as those clubs are willing to operate within the guidelines established by the NPS Taekwondo Association, this will probably be acceptable. Those situations will have to be considered on a case-by-case basis. One thing is for sure, as the number of black belts continues to grow, the potential for new clubs increases. What is the limit? Who knows and does it matter?

### **Creating a covenant relationship between association and member**

One of the ways that the association can ensure its continued growth is by encouraging the black belts to undertake activities that will aid growth. At the inaugural Board of Director's meeting in the summer of 2003, this issue was discussed. One of the board members, Soonho Jeong, suggested that if the black belt member of the association felt they had an obligation to assist in the maintenance and growth of the association, they would be more likely to help. It was decided that the association would establish a system of covenants with its members. Upon promotion to a Dan grade, every member would be required to detail a plan of activities that they would engage in to earn their next promotion. The leaders of the association would review this plan and if it were sufficient, a covenant would be established that would enable the member to earn the right to their next promotion test by fulfilling their promises outlined in the covenant, in addition to the normal requirements for promotion. The Board of Director's at the next meeting on October 18, 2003 will review a draft document outlining this new policy.

### **Conclusion**

Taekwondo is a martial art, and students learn how to defend themselves. Taekwondo is also a sport, and students can learn how to fight in tournaments. Taekwondo is exercise for those that take its practice seriously and put in the required amount of effort. Taekwondo is also a social activity that when practiced can improve the quality of life of its practitioners. The bottom line is that Taekwondo provides a positive influence on most people who practice it. Whether the student is young or old, fat or thin, tall or short, smart or "not so smart", Taekwondo provides an activity for all of them. When practiced regularly, the young will grow up strong and mature, the old will feel better physically and stay younger longer, the fat will get thin, the thin will get stronger and bigger, the tall will learn that begin big does not necessarily make you better



and the short will learn how to use their skills to overcome their shortness, the “not so smart” will learn and get smarter, and the smart will learn to be tolerant of those that aren’t as smart. The NPS Taekwondo Association is an organization committed to providing Taekwondo instruction to those that cannot afford to pay high commercial tuition rates, and this thesis has tried to show that it is valuable to do so.

## References

1. <http://www.chucknorris.com/html/kick.html>
2. Fizer, Ken, “Evangelism: Pastor Combines Martial Arts and Ministry”, Interpreter, Volume 47, Number 3, April 2003, pp. 12.

[Text Wrapping Break]

---

[1] Master Kang often claimed that the author was at the Naval Postgraduate School studying Taekwondo, and along the way, he managed to get a Ph.D. in Computer Science.

## The De-Evolution of WTF Sparring – Jon Walter 5<sup>th</sup> Dan Thesis -

### **The De-evolution of WTF sparring**

*Taking the Kwon out of Tae Kwon Do*

Jon Walter

When the Japanese were defeated in World War II, the long occupation of Korea ended and several different martial arts schools, called kwans, were established by different masters who had previously practiced in Japan. Naturally, the arts became an aggregation of Japan's Karate and Korea's Taekkyon, the historical martial art of Korea, but each kwan studied their own slightly unique style.

By the mid 1950s, there was pressure to blend the different kwans into a single unified martial art of Korea. An early name for this new art was Tae Soo Do, Tae - "to kick or smash with the foot", Soo - "to strike with the hand" and Do - "the way". Soo was replaced by the late 1950s with Kwon - "to punch or destroy with the fist", becoming Tae Kwon Do. Our NPSTKD manual calls it "the art of kicking and punching".

Tae Kwon Do, its predecessor Taekkyon, and its influencer Karate, are all composed of straight and sweeping strikes with both the feet and hands. Thus, to effectively use Tae Kwon Do as a complete self-defense system, the student must practice and become confident using everything in his arsenal of kicks and hand strikes in a threatening situation.

Although we practice both kicking and punching, it is my contention, having practiced Tae Kwon Do for over 20 years and instructed for nearly as long, that we tend to stress kicks over the hand techniques, especially in free sparring, which is the closest to a realistic threat situation that a student has the opportunity to practice.

### **Where's the Kwon?**

I have heard several statements through the years of why kicks are stressed over hand techniques in Tae Kwon Do:

- Kicks keep your opponent at a distance
- Kicks are more powerful and debilitating than strikes
- Kicks are harder to block

These are all good reasons, but:

- Keeping an opponent at long range is not always practical
- Hand strikes are less powerful, but definitely quicker
- Kicks are slower and easier to predict, thus avoidance rather than blocking is easier

Probably the biggest influence on de-emphasizing hand techniques has been the ever evolving rules of competition sparring, mainly since World Tae Kwon Do Federation

(WTF) sparring became a Pan American Games medal sport, followed by a demonstration sport for the Olympics in 1988, and finally a full medal sport in the Olympics in 2000.

Prior to Tae Kwon Do's presence at the Olympic Games, sparring matches were judged manually on paper. Much like boxing, judging was more subjective and was scored after each round. Individual punches and kicks were not scored at all. If a judge thought you had won the round, you were awarded a point. If that judge thought you completely prevailed over the round, you might be awarded two points. At the end of the round, the scores were totaled and a winner of the round was announced. The best 2 out of 3 rounds would determine the winner of the match. Unlike today, the opponents could not see the point tally as they progressed during the round. Because of this, they fought harder, with less pauses, and with multiple hand and kicking techniques, trying to persuade the judge to score them higher. For this same reason, kicks and punches to the torso were very powerful at this time, both in the offense and counters. Controlled hand techniques to the head area, away from the face, were permitted.

Shortly after the time Tae Kwon Do was first demonstrated at the Olympics, manual scoring gave way to electronic scoring. This was done to eliminate the subjectivity of the judges and make the scoring more fair. Instead of pencil and paper, each judge now had blue and red hand triggers that were hooked to a computer program. If two out of three judges pressed the same colored trigger within a second of each other, that fighter immediately received a point. Because the system was run on a computer, the points for blue and red could be displayed on a monitor, giving the referee, opponents, and the crowd real-time scores as the match progressed. The pace of the fighting slowed down as a side effect of always knowing the score. There were many pauses as opponents looked for opportunities to sneak in and out very fast. The object was to throw as many multiple kicks as possible, hoping to make contact with as many as possible for points. Another side effect was that the kicks became much less powerful. Speed was the advantage – making contact and quickly retreating was the key.

Also about this time, hand strikes of any kind delivered above the neck of your opponent were banned. Likewise, punches to the torso were rarely awarded points. A fighter would have to literally knock his opponent back or down to get a point with a punch. This changed WTF sparring and the training thereof more than anything to this point, and not necessarily for the good. Suddenly, there was no need to constantly guard your face in a normal fighting stance. Fighters knew a punch or back fist to the face was not coming, so why waste the energy holding your hands up when you could mostly avoid kicks by moving rather than blocking. It was also easier to keep your balance for high and turning kicks with your hands lower. All at once, free sparring, if practiced by clubs for AAU tournaments became all about kicking and nothing about punching, which defeated the purpose of using it for realistic training.

Much like manual scoring was replaced by electronic scoring for more objectivity, electronic scoring by judges has recently given way to chest protectors fitted with electronic sensors to attempt to factor out human errors. These electronic chest protectors are even adjusted to account for the weight category of the opponents. For example, the heavyweight division has to kick harder than the lightweight division to score a point. Because the chest protectors are matched to special foot gear, the kicks must be extremely accurate to ensure a sensor picks it up. For head kicks and torso punches, judges still score those electronically with triggers. Punches still cannot be to the head, which means opponents remain fighting with their hands down.

Because of many of the reasons I have mentioned above, at the 2012 Olympic Games, most observers thought the sparring was very boring. Because of this, the rules have changed once again in just the last couple of years to attempt to make it more exciting. In the past, body kicks

have always been one point and head kicks have been two points. Now body kicks remain one point, but head kicks are awarded three points and a spinning kick to the head is awarded four points. If anyone thought punches could ever be effective in Olympic free sparring, this last rule put the nail in the coffin. Not only that, it has decidedly favored the taller or longer-legged opponent. Head kicks are not judged based on power, just simply by contact. A simple glancing blow by a couple of toes warrants three points or four if barely contacted by a spinning heel kick. It would take four strong and very accurate kicks to the torso to match that.

## **Putting the Kwon Back in Tae Kwon Do**

I am not suggesting that our clubs are not teaching effective hand techniques and selfdefense techniques, in fact I know that we are. However, maybe there is room for improvement in practicing and demonstrating in realistic scenarios.

Back in the 1990s, when I received my 1<sup>st</sup> Dan degree, all the candidates had to demonstrate several one-step sparring drills and self-defense techniques – both those required and those of our own choosing, and I am pretty sure we demonstrated some of the higher level hand techniques. I am not certain when this part of the test disappeared, but maybe it is time to reevaluate. It is human nature to only practice what is being evaluated. Sure, we make certain at every belt promotion that each candidate knows their requirements in every area. But, when I am getting black belt candidates ready, I focus on perfecting their kicks, forms, and conditioning them for sparring. If time is an issue, then maybe breaking boards and team form demonstrations could make way.

Free sparring presents some difficulties, because I feel that our separate clubs should try to standardize their sparring rules as much as possible since we require free sparring as part of the black belt requirements.

Since 2010, I have been mainly in charge of the sparring at the black belt tests, including the 20<sup>th</sup> and 25<sup>th</sup> anniversary tournaments. At these annual events, we have always made sure that everyone is following the WTF official sparring rules for uniformity. Inevitably, I get complaints from one or two asking why we do not allow strikes to the head, which I can only answer by saying we are following the standard rules, but maybe this is the time to make some changes.

Of course, for those schools that have students wishing to participate in AAU sanctioned events, we will need to continue training and observing the WTF rules. But for NPSTKD sanctioned events and black belt tests, some changes could be instituted to make sparring more realistic and increase the use of hand techniques:

1. **Return to a modified version of manual scoring from judges.** I have found that allowing the fighters to see the progressive score on a monitor is distracting. Instead of concentrating on their opponent, they are constantly averting their eyes to the monitor to check their score after each kick and also watching the elapsed time. However, instead of the early subjective version of awarding a point or two per round, each judge should keep a running tally of points for blue and red. These scorecards will be turned in after each round the current points for each contestant will be announced. After the second round, the points will be added again, and a winner announced. Any ties will be broken by the referee.
2. **Keep the same headgear and chest guards, but change the foot gear and hand gear to “point sparring” style.** Point sparring allows both kicks and punches to the head,

but has the huge disadvantage of breaking the action after every point by the referee, who then brings the contestants back to the center of the ring and starts them again. We can take the advantage of their gear, but use it more like Olympic sparring with no breaks. Point sparring has foam, padded gear that is better suited to kick and punch to the face with less injury. It also protects the person wearing the gear because it covers the entire foot and hand area.



3. **Allow predetermined set of strikes to specific areas above the head.** As described in #2 above, the padded hand gear will make strikes to the head less dangerous, but some strikes should still probably be avoided, such as palm heel, for example. Also, strikes to uncovered areas of the face and neck should be avoided. If this is allowed, I think the board should set the standards to follow.
4. **Do not count kicks to the head higher than kicks to the body.** Any technique that is counted higher than other valid techniques only make the lower valued technique less important.

## **Suggested Sparring Rules for NPSTKD Sanctioned Events**

Competition shall be divided by Age, Belt, Weight, and Gender as closely as possible.

### **Age Divisions**

Youth – 8 to 11  
Cadet – 12 to 14  
Junior – 15 to 17  
Senior – 18 to 32  
Executive – 33 to 42  
Ultra – 43 and up

### **Belt Divisions**

Novice – White, Yellow, Orange  
Intermediate – Green, Blue  
Advanced – Red, Red1, Red 2  
Black Belts – Dan Bo, All Poom and Black

### **Weight / Gender Divisions**

	M (18 and up)	F (18 & up)	M (15-17)	F (15-17)
Fly	Under 128	Under 109	Under 106	Under 97
Feather	128 – 150	109 – 126	106 – 121	97 – 108
Welter	151 – 176	127 – 147	122 – 138	109 – 121
Middle	177 – 191	148 – 161	139 – 161	122 – 139
Heavy	Over 191	Over 161	Over 161	Over 139

	M (12-14)	F (12-14)	M (8-11)	F (8-11)
Fly	Under 81	Under 72	Under 65	Under 65
Feather	81 – 99	72 – 90	66 – 78	66 – 78
Welter	100 – 116	91 – 103	90 – 102	90 – 102
Middle	117 – 134	104 – 121	102 – 115	102 – 115
Heavy	Over 134	Over 121	Over 115	Over 115

### **Competitors Equipment / Personal Requirements**

- Clean white dobok, black neck trim ok for dan-bo's and above
- Olympic style chest protector (hogu)
- Headgear (any color ok)
- Full hand protectors (any color ok) - foam dipped/vinyl only
- Full foot protectors (any color ok) - foam dipped/vinyl only
- Shin / Instep protectors worn under dobok – (any color ok)
- Forearm protectors worn under dobok – (any color ok)
- Mouthpiece
- Males must wear groin protection inside dobok – female optional
- No jewelry or hard metallic objects
- No eyeglasses, not even sports glasses
- No rolled up sleeves / pants
- Must wear belt with knot in front
- Maximum of 2 layers of medical tape
- Long hair must be tied back
- Finger nails must be kept short

### **Duration of Match**

Colored Belts – two, 90-second rounds with a 30 second break

Dan Bo's & Black Belts – two, two-minute rounds with a 30 second break

### **Scoring Implements**

Closed first (forefist and backfist). The only open hand technique allowed will be the ridgehand.

Foot. Any part of the foot below the ankle

### **Scoring Areas**

Head Area. Only that area of the head protected by the headgear shall be considered a legal target area including that area of the forehead covered by the gear. The face area shall **NOT** be a target area!

Trunk Area. Entire trunk covered by the hogu between armpits and pelvis. This includes the back, except for the spine.

Both valid hand and foot techniques are allowed to all scoring areas.

### **Warnings**

- 1 warning per infraction, per round, per competitor, then automatic penalty (1/2 pt).

### **Example Infractions**

- Intentionally Falling down
- Avoiding the match
- Grabbing, holding or pushing the opponent
- Attacking below the waist
- Pretending injury
- Butting or attacking with the knee
- Hitting the opponent's face with the hand
- Crossing the boundary line with both feet
- Attacking the opponent after "Kal-yeo"
  - Attacking the fallen opponent

### **Competition Area**

- Referee stands at center
- Blue coach / competitor are always on right of referee as facing the head table - Three judges are placed in triangle, 2 at front corners and 1 at rear in middle.
  - Ringmaster and Time Keeper/Score Keeper is at head table

### **Duties of Officials**

#### **Referee**

- Physically inspect the competitors before the match
- Control competition, declare beginning and end, give warnings, penalties, & commands
- Ensure safety of competitors
- Collect scorecards and give to Score Keeper at end of each round
  - Awards winners after each group is completed

#### **Judges**

- Record points and penalties on the scorecard for each match

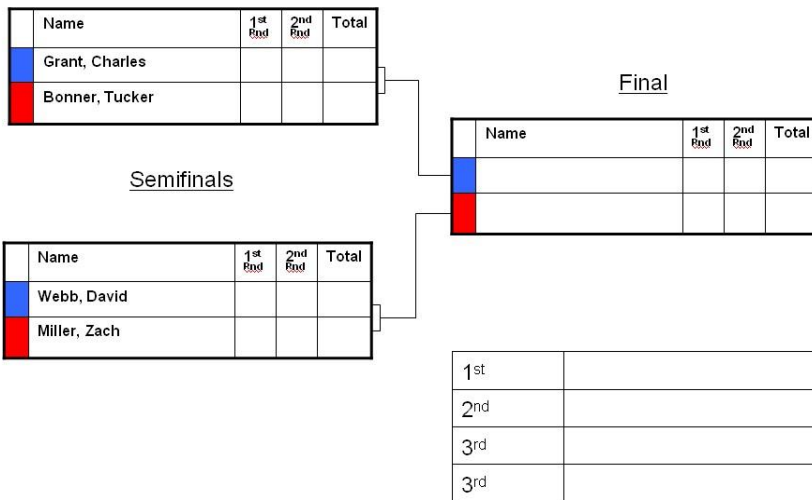
Judge Name: _____			
Penalties		Penalties	
Total Red:		Total Blue:	

**Sample Judge Scorecard**

**Time Keeper / Score Keeper**

- Keep time, start/stop clock per referee
- Tally the score cards after each match, divide by 3, then deduct any penalties - Keep record of results of each contest (win, loss)

RING 2 – GROUP 5



**Sample Score Keeper Card**

**Ringmaster**

- Announces current group names and on-deck group names, and ensures they are dressed and wearing the correct color (red/blue)
- Double-check scorecards for accuracy after each match
- Announces score prior to beginning second round
- Confirms 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> places prior to referee awarding the winners of that group

**Other Definitions / Rules**



### **Knock Down / Knock Out**

- When a part of the body other than the sole of the foot touches the floor due to the force of the opponent's technique or competitor is staggered and appears he cannot continue - Referee starts counting to 10. If competitor is able to continue at count of 8, continue match. If referee gets to 10, match is over by Knock out.

**Tie** – In the event of a tie, the referee will determine the winner.

**Seven Point Gap** – We **WILL NOT** observe, all matches will go the full time limit.

**Injury Timeout** – 60 seconds. One injury timeout per match per injury.

### **Referee Actions (review hand signals)**

#### **Before the Match**

- Call the competitors (“Chung”, “Hong”)
- Bow in the competitors (“Char-yeot”, “Kyeong-rye”)
- Examine the competitors

#### **Start the Match**

- Ready (“Joon-bi”)
- Begin (“Shi-Jak”)

#### **Give Warning**

- Break the competitors (“Kal-yeo”)
- Tell Timekeeper to stop clock (“Shi-gan”)
- Issue Warning (“Chung or Hong, Joo-eui”)
- Continue (“Key-sok”)

#### **Give Half-point deduction**

- Break the competitors (“Kal-yeo”)
- Tell Timekeeper to stop clock (“Shi-gan”)
- Issue Penalty (“Chung or Hong, Kyung-go”)
- Continue (“Key-sok”)

#### **Injury Timeout**

- Break the competitors (“Kal-yeo”) - Tell timekeeper to stop clock & start injury time out – 60 seconds (“Kye-shi”) - Continue if able (“Key-sok”)
- Declare winner if unable to continue

#### **Knockdown / Knockout**

- Break the competitors (“Kal-yeo”)
- Count to 10

- If able to continue by 8 (“Key-sok”)
- Declare winner if unable to continue

#### **End of Round**

- Stop (“Keu-man”)
- Return players to their coaches

#### **Start Next Round**

- Call the competitors (“Chung”, “Hong”)
- Ready (“Joon-bi”)
- Begin (“Shi-Jak”)

#### **End of Match**

- Stop (“Keu-man”)
- Return players to starting center position
- Determine winner
- Bow out the competitors (“Char-yeot”, “Kyeong-rye”)
- Instruct athletes to remove their headgear
- Declare winner (“Chung Sung” or “Hong Sung”)

## Conclusion

Although Tae Kwon Do is officially only about 60 years old at this point, its roots extend thousands of years back to ancient Korean and Japanese martial arts forms, both composed of a series of foot and hand strikes. In fact, when officially founded in the 1950s, Tae Kwon Do took its name from that composition – “the art of kicking and punching”.

In only the past 30 years with the advent of becoming an Olympic sport, Tae Kwon Do has split into practitioners of a “Martial Art” and those of a “Martial Sport”. Those who practice the sporting aspect, rely heavily on kicks with fancy kicks given much higher priority. Hand strikes have gone to the wayside.

As students of NPS Tae Kwon Do, our history and teaching methods are more aligned with the art of Tae Kwon Do, rather than the sport. However, when it comes to free sparring, we have traditionally followed the path dictated by the WTF and AAU Olympic style sparring rules.

Those clubs that have students wishing to participate in AAU sanctioned events will still need to prepare them accordingly. However, with this thesis, I propose that we make some changes to our free sparring requirements to put the “Kwon” back into Tae Kwon Do.

## A Well-Rounded Martial Artist – Adam Easley - 2020

When one looks across a dojang, there are many students with many very different goals. There are students who want to do “advanced” moves, such as a tornado kick, as soon as possible, while students who are older or have physical limitations may wish they could avoid doing jumps and spins forever, and only ever want to do forms. Even still, there are students that wish to blow past all of this and get straight in the sparring ring so they can start fighting. While none of these desires are bad (they make up our very requirements lists), having any one of these desires solely, without striving for the others, makes for a martial artist that is not at all well-rounded. At its core, NPS Taekwondo should not strive to create Olympic sparring champions or the best forms demonstration teams in the world, but well-rounded martial artists.

So, first, let’s define what a well-rounded martial artist even is. For the purposes of this paper, we will define a well-rounded martial artist as one who strives to embody the five tenets of Taekwondo: Courtesy, Perseverance, Integrity, Self-Control, and an Indomitable Spirit.

Courtesy may seem like an obvious thing that everyone should practice, but sadly this is not the case. Almost everyone agrees that being courteous is a good thing, but the importance of actively striving to live this out is often overlooked. Courtesy is not only important from a moral standpoint, but it is important for us as instructors if we want our students to listen to and respect us. If we are constantly cold or short tempered with the students in our clubs, they will quickly think we don’t care about them and stop taking what we say seriously.

Perseverance must be at the center of any well-rounded martial artist. The journey from an incoming white belt to black belt is a long and painful one, and for the overwhelming majority of individuals it will require literal blood, sweat, and tears. A well-rounded martial artist learns to persevere when they are told they cannot promote at the next belt test. They learn to persevere when they first get injured in a sparring match. They learn to persevere by being pushed to their limit during warmup. Persevering becomes natural to them, and eventually the *discomfort* of “failure” becomes what drives them to be better.

Integrity is important for many of the same reasons as courtesy, in that if you don’t practice integrity, other people, including your students, will stop respecting you. Integrity is not just about not lying, but about admitting your mistakes up front and being willing to admit you are fallible.

Self-control is the foundation of all of taekwondo and is one of the most valuable things that an individual can learn from his or her training. To quote Proverbs 25:28, “A man without self-control is like a city broken into and without walls.” If one looks back on their greatest mistakes, many of them will be rooted in a lack of self-control. The application of this to taekwondo is vast, including controlling one’s temper, mood, and physical reaction to a situation. But controlling oneself is only the beginning. As a student’s control of their own self

increases, so does their control of others. This learned skill of control over their environment can make all the difference in a fight, as well as in their daily life outside the dojang.

Finally, we have indomitable spirit. This can be a hard tenant for many people to grasp because it isn't a phrase used in our day to day vocabulary. Having an indomitable spirit means you never give up, and never accept defeat. This is very similar to perseverance, but while persevering is an action, indomitable spirit is a mindset. Someone could decide that today they are going to persevere though a very tough warmup, but that doesn't mean they have a mindset of never giving up. Someone with an indomitable spirit doesn't *decide* not to give up; the thought of giving up would never cross their mind. Following this principle should change every part of an individual's life, and will not change just how they act, but who they are as a person.

So, we have a sense of what makes up a well-rounded martial artist, but why is this important? While each of these five aspects on their own are valuable, when combined the whole is greater than the sum of its parts. We are training students not only to be well-rounded martial artists, but well-rounded citizens, and this is something that is beneficial on a societal level. If martial arts were only useful for self-defense, it would still have value, but the fact that it reaches so far beyond that is one thing that attracts so many people to the sport.

The final point to be raised is also the most difficult to answer. If creating well-rounded martial artists is so important, how do we train students in these five tenets and show them the values of all the aspects of taekwondo that they may not initially find all that interesting? There are countless ways to get them to see the importance of and grasp these tenets, but the three we will be looking at are early introduction, repeated exposure, and teaching by example.

Early introduction is a pretty straightforward concept, and something we already use with teaching the physical aspects of taekwondo. The earlier a concept is introduced, the more likely it is to be introduced to a student's psyche. Think back to the moves a student learns as a white belt; these moves are remembered forever and are the fundamentals of the rest of their martial arts career. In the same way, if we start teaching the values of being a well-rounded martial artist at the start of a student's time in our class, the student will remember this as a fundamental part of their taekwondo training.

Repeated exposure is another tool used to solidify a skill in a student's mind, and it works to make them well-rounded as well. If we introduced a student to a new form once, and then didn't continue to work with them on that form, we could never expect them to grow in that skill. The same is true for creating well-rounded students. We can't just talk to them once or twice about the importance of perseverance or self-control and expect them to just hold that concept forever. We need to go back to these important concepts again and again, reinforcing the values we want them to take on.

Finally, and most importantly, if we want students to become well-rounded and live up to the tenets we teach them, we must be an example ourselves and strive for excellence in not

only our kicks and forms, but in our attitudes and demeanor. To put it simply, we have to practice what we preach. If we as instructors do not follow the principles we set for our students, we could never expect them to live up to those principles themselves.

So, when we look across the Dojang, what should we instructors hope to see? We shouldn't be looking for who has the strongest kick or can speak the best Korean (if that was what mattered I wouldn't have been considered for this promotion). We should hope we see students following our lead as we strive to become better, more well-rounded martial artists, not to mention better, more well-rounded people. We should hope to see our students demonstrating courtesy to one another, perseverance when things get hard, integrity to do the right thing, self-control in their moves and their actions, and an indomitable spirit to never, ever give up.

## Balance- The Taeguk – Maggie Burnett - 2022

*Introduce the seminar with a demonstration on one of the taegueks.*

Balance is one of the corner stones of Taekwondo and is the most prolific motif throughout martial arts whether you are doing a simple front stance to *Taebaek*. It is an inconsequential part of martial arts and Eastern Asian philosophy. Balance is defined as “a condition in which different elements are equal or in correct proportions.” We as martial artists should understand the importance of this idea for it is the very philosophy we strive to accomplish. We must have a balance between our spiritual, mental, and physical being. When we accomplish this, we are able to come to a greater understanding of ourselves and the implication of Taekwondo in our lives. If we lose the ability to understand Taekwondo on a mental level, then we fail to accomplish it on a physical level. These techniques simply become random movements with no purpose. If we fail to recognize the spiritual implications of Taekwondo then we fail to understand it mentally. Instead, we become incompetent and emotional instead of controlled and decisive. These two sides of Taekwondo come together to create techniques that are sound not only on a physical level but also on a philosophical level.

Balance is one of the oldest philosophies out there, and Taekwondo in and of itself is a philosophy by showing us a more fulfilling way to live our lives and by enriching understanding of our strengths and weaknesses physically and mentally. It is a way of life centered on balance and self-control. In ancient Korean philosophy, there is a symbol known as *The Taeguk* (same principle as the Yin and Yang of China.) The *Taeguk* demonstrates opposing sides of nature much like the forms that are named after it and is at the center of all Korean philosophy. All of the *taeguk* forms represent like and opposing sides of nature. When the forms are examined in a philosophical light, we can better understand the implications of each form in a new light and even in greater importance. (See list of forms on page 2). When the *taegueks* are understood through this philosophical aspect, we can start to understand one of the greatest and most fascinating parts of martial arts philosophy known as the *Taegueki*. The *Taegueki* takes all of the aspects of the *taegueks* and combines them into an intricate and complex understanding of balance of not only martial arts but also the universe itself. The term *taegueki* in and over itself means “the supreme ultimate”. The dichotomy of the *Taegueki* describes opposing sides of martial arts and nature coming together to create a complete balance. The upper part of the circle (the blue swirl) is known as *yang* and the downward part of the circle (the red swirl) is known as *um*. *Yang* and *Um* form two complete opposite and supreme forces; however, when *yang* ends, *um* begins. Another fascinating part of the *Taegueki* are the four opposing lines known as the *geongongamri* each representing different aspects of nature. The three unbroken lines known as the *geon* represent heaven. The three broken lines known as the *gon* represent earth. The bottom right unbroken-broken-unbroken lines known as *ri* represent fire. Finally, the broken-unbroken-broken lines known as *gam* represent water. The *Taegueki* is so important to Taekwondo and Korean culture that it is the main symbol and even the Korean flag. The *taeguk* and *Taegueki* are at the center of all Taekwondo philosophy and techniques.



For instance, I cannot hope to execute a kick with both feet either up in the air or on the ground. Instead, one leg stabilizes my body and the other attacks my target- creating within me a balance that creates power and speed. I am not a martial artist because of my physical capabilities, but rather I am a martial artist from my reactions. When we allow ourselves to see the philosophy of balance Taekwondo, we can understand that all of these techniques are only a small part of a great whole. These parts fit like pieces of a puzzle into the picture of what martial art truly is- a philosophy. A blackbelt's skill is not determined solely on the physical manifestation of Taekwondo, but also each student's Taekwondo philosophy. The *Taeguek* creates within us an understanding of ourselves and nature. If we lose this understanding, then we lose the point of even doing this. It has been said that Taekwondo is 10% physical and 90% mental. Frankly, I used to ignore this mantra instead relying on my physical capabilities to carry me through, but your body can fail you so what then will you do? If we do not strive for balance and tranquility, then we strive for nothing. A black belt must strive to demonstrate all five tenants of Taekwondo. If he fails to do this, then he fails himself as a martial artist by failing to reach his greater potential. When we strive to broaden our mental and physical capabilities, we can come to a balance. The founders of Taekwondo knew this which is why the *Taeguek* was at the center of most of their teachings. If we are to carry on this martial art, then we are to understand the properties of the balance. It is one of the most important concepts for any martial artist because balance encapsulates everything we strive to become as martial artists- as black belts. The way we must view balance is not immediate perfection but daily steps of improvement.

#### **List of the Taeguek Forms:**

1. Taeguek Il Jang: *Keon* representation of heaven and light (beginning)
2. Taeguek Ee jang: *Tae* representation of lake (gentleness and firmness)
3. Taeguek Sam jang: *Ra* representation of fire (energy and passion)
4. Taeguek Sah jang: *Jin* representation of thunder (power and dignity)
5. Taeguek Oh jang: *Son* representation of wind (gentleness and forcefulness)
6. Taeguek Yook Jang: *Kam* representing water (stagnant and freedom)
7. Taeguek Chil Jang: *Kan* representing mountain (power and firmness)
8. Taeguek Pal Jang: *Kon* representing earth (end of the beginning)

## Bibliographies

Dr. Dave Dampier, 6<sup>th</sup> Dan  
Caryn Dampier, 6<sup>th</sup> Dan  
Dr. Keebom Kang, X Dan  
Allen McBroom, 5<sup>th</sup> Dan  
Jon Walters, 5<sup>th</sup> Dan  
Yvonne Gully, 5<sup>th</sup> Dan  
Stephen Horstemeyer, 5<sup>th</sup> Dan  
Susan McKenzie, 4<sup>th</sup> Dan  
Bill Burnett, 4<sup>th</sup> Dan  
Adam Easley, 4<sup>th</sup> Dan  
Melanie Jennings, 3<sup>rd</sup> Dan  
Maggie Burnett, 3<sup>rd</sup> Dan  
Shana Easley, 2<sup>nd</sup> Dan