



Pro-MAC National Section #2

MAT Mastery

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TOPIC 1 – 4 STEPS TO MORE EFFECTIVE SPEECH

Pay attention to timing. Most people talk too fast when they are nervous. They are afraid to let any silent spaces into their speech. But pausing to let an idea sink in is one of the best ways to get people to remember it. Practice conversing with a partner or talk into a tape recorder. When you want to emphasize a point or focus people's attention, pause for a full four seconds.

How did it feel when you were pausing? How did it sound when you listened to yourself on tape? (Be careful not to pause too often. Keep your talk interesting by varying the tempo.)

Avoid non-words. Some people fill the silent spaces in their speech with non-words such as "ya know," "okay?" and "well." Or they will use non-verbal sounds such as "uh" or "er." Using qualifiers such as "sort of," "like" and "basically" is a way of being indirect.

Use plain jargon. Jargon is okay for groups that use the same language. Otherwise, don't use it. Avoid using big words for simple concepts. Here are some examples: what do they really mean? Add a few of your own favorites.

Speak from the heart. Allow your feelings and convictions to come through in your tone of voice. Don't try to hide your real self. Your voice will sound more natural and animated when you let your natural enthusiasm show. People often forget to do this when they are reading a speech they have written. Avoid reading speeches unless you can make it sound fresh and spontaneous.



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TOPIC 2 – TRAINING YOUR VOICE

Try this: Tape record your voice, talking about something you enjoy, or an idea you think is very important. Then listen to the recording.

Is your voice:
High and nasal?
Low and resonant?
Somewhere in between?

Do you speak:
In a varying pitch?
In a monotone?

Does your voice project well?

Do you put a “smile” in your voice?

Do you speak:
Too fast?
Too slow?
At a comfortable speed?

What do you like about your voice?
What would you like to change?



Try these voice exercises:

- 1. Practice breathing from the diaphragm.** Place your hands on your midriff, just below your ribcage. Inhale deeply through your nose, letting the area touching your hands expand as your lungs fill with air. Exhale slowly through your mouth, forcing the air out from below your rib cage. The idea is to breathe with your diaphragm, not your rib muscles. Repeat three times, and then let your breathing relax to a natural rhythm. Using the diaphragm makes your voice more resonant.
- 2. Stretch your vocal cords.** Inhale as above. As you exhale, open your mouth and throat wide and relax your jaw. Exhale through your vocal cords, starting with a high pitched sound and gradually dropping to a low pitch, as in a loud, satisfying yawn.
- 3. Relax your head and shoulder muscles.** Tilt your head to one side, as if to touch your ear to your shoulder. Repeat on the other side. Shrug your shoulders then relax them. Tighten and loosen your facial muscles. Open your mouth wide and let your jaw go slack.
- 4. Vary your pitch.** Read something out loud, making your voice go up and down like a roller coaster.
- 5. Experiment with emphasis.** Read this sentence several times, each time emphasizing a different word: "Are you coming with me now?"

Record your voice periodically or ask for feedback from friends who listen to you. It's the best way to improve your speaking voice.

TOPIC 3 – NUTRITIONAL SELF-DEFENSE

Water: An Essential Nutrient

Water is essential to life; humans cannot live without it for more than a few days. It is made up of hydrogen and oxygen and contains no calories. In fact, our bodies contain about one-half to two-thirds water. You should consume 6 to 8 glasses of fluids each day. Why? The body needs water to transport nutrients and oxygen to all parts of the body and through the lymphatic systems; to assist in maintaining body temperature; to remove metabolic waste by way of urine and sweat; to lubricate the joints; to give form to the cells, and to serve as the medium for thousands of life supporting chemical reactions that constantly take place in our bodies.

We mostly consume water through beverages such as: juice, milk, soft drinks, coffee, and tea, but drinking plain water is an excellent choice. Although coffee, tea, and soda supply water, they are diuretics and increase the loss of water through the kidneys at the same time.

Thirst does not always indicate when we need water. Therefore, as a rule we should consume at least 6 to 8 glasses of fluids each day. It is highly unlikely that you could drink too much water because the body will efficiently eliminate what it does not need. Martial Artists should get plenty of water to replenish the fluid lost by excessive sweating during training. Also, you may want to increase your water intake during those hot summer days because your body loses water when you perspire.

TOPIC 4 – 5 BASIC TRAITS OF A CONFIDENT PERSON

A confident person always...

1. Looks people in the eye, especially when first meeting someone.
2. Keep their shoulders back and chin up.
3. Walks with purpose, like they know where they are going.
4. Speaks clearly and confidently, but not arrogantly.
5. Appear alert and aware of their surroundings.



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TOPIC 5 – GENERAL DRILLS USING TRAINING AIDS

The purpose of bag training is to teach focus, accuracy, and timing. Bag training can test the amount of power that can be generated from various strikes. It also teaches us how to make hard contact while avoiding injury to the hands or feet.

Basic Body Shield Training (B.S.T.) – One partner holds a body shield firmly against his body. The other partner practices one strike in repetitions of ten per side. A variety of techniques should be used (i.e. back punch, front kick, side kick, etc.).

B.S.T. (advancing) – The bag holder moves slowly away from the striker, who follows the bag back with fluid combinations of kicks, punches, or both.

B.S.T. (advancing and retreating) – The bag holder moves slowly forward or backward, changing directions randomly. The striker adjusts to the movement of the bag and strikes accordingly.

B.S.T. (advancing, retreating, angling) – The bag holder moves slowly forward, backward, or side-to-side, while changing the angle and direction of the body shield. This allows the striker a wider variety of strikes.

B.S.T. (one-strike defense) – The bag holder and striker line up sparring range apart. The bag holder quickly advances. The striker attempts to stop the forward momentum with a hard defensive technique (i.e. side kick, back punch, step away spin kick, etc.).

B.S.T. (one-strike offense) – The bag holder and striker line up sparring range apart. The striker quickly executes an offensive strike on the bag. The bag holder tries to step out of range before the striker can make contact with the bag.

B.S.T. (quick reaction drill) – The bag holder holds the bag firmly against his chest with one hand, and places the other hand over the front of the bag. Quickly, the bag holder takes his hand from the front of the bag and places it in a position of support behind the bag. This is the striker's cue to hit at the bag. After contact has been made, the bag holder places his hand over the front of the bag again and then repeats the process.

Multiple Bag Drill – Three to six people surround one person. Each of the people in the circle holds a body shield or focus glove at various angles toward the person in the center. The center person strikes randomly at any target. After any bag has been struck, the angle of that bag should then be changed.

Bag and Staff Timing Drill – This is a three-person drill. One person holds a body shield. The second stands off to the side with a staff. The third stands in front ready to strike the bag. The stick holder waves the stick about six inches in front of the bag in a quick, consistent pattern. The striker strikes at the bag in between the passes of the stick. In the first round, the striker just punches. In the second round, he just kicks. The third round should be a combination of kicks and punches.

Basic Focus Glove Training – One partner holds up a focus glove while the second partner practices one strike, in repetitions of ten, per side. A variety of techniques can be used.

Focus Glove Reaction Training – One partner holds a focus glove against his body and out of range of the striker. After a particular strike is selected, the glove holder quickly and randomly extends the glove to the appropriate position for the strike. The striker quickly fires off the appropriate strike whenever the pad moves into position. After a series of repetitions, the strikes should be changed.

Focus Glove Reaction Training With Movement - One partner holds a focus glove against his body and out of range of the striker. The holder then randomly extends the glove out at various positions, moving forward and back, and from side to side.

Focus Glove and Body Shield Combinations – One person holds a body shield with one hand, and a focus glove in the other. After a two-strike combination has been decided upon, the bag holder holds the bag in an appropriate fashion while the striker attacks accordingly.

Magazine Drops – One person holds up a taped-up magazine or piece of cardboard. The other person waits in a guarding stance for the magazine to drop, then fires out a front or back punch before it hits the ground. (Note: The drill works much smoother if three or four magazines are used; this way not as much time is spent picking them up).



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TOPIC 6 – FUN FOLLOWS FOCUS

Have you ever taught a class where everyone seems completely focused, the energy level is high and at the end of the class you know that everyone is leaving stronger, healthier, and in a better state of mind than when they arrived? Wouldn't it be great if every class was like this? Remember the phrase: *Focus Follows Fun*. It is the first step in making every class a great class a reality.

When people are bored they tend to lose focus. The trick is to keep them mentally, physically, and emotionally stimulated throughout the entire class. This is not a new concept; it is just one that we often forget. AS you consider how to energize and focus your class by making it fun, remember, there's a difference between having fun and being funny. Having fun doesn't mean people are laughing and giggling. It doesn't mean your class has to be filled with games. It just means that you have to structure a class and provide leadership that is enjoyable. This concept is true for students of all ages, not just children. Although the drills might vary with age and skill the concept remains the same: making each and every class unforgettable! While this sounds great in theory, how can you make it a reality?

Let's review some steps that will help you in the process of making your classes more enjoyable for all.

Step one

Before Class---Always have a plan

It is far too common for an instructor to step out onto the floor, bow in the students, and start the warm-up without having a clue as to what he or she is going to teach the class. Once in awhile, one might end up teaching a fun energizing and focused class. More often than not, however, the instructor

will tend to fall back on old standbys drills that the students now know as well as the instructor. The result is most always an average class, at best.

On the other hand, if you plan the class beforehand, your energy and enthusiasm is very high because you're excited about delivering your well planned material to your students! We all agree that energy and enthusiasm is infectious. Your focus on your plan, your energy, and enthusiasm is transferred to your students resulting in a great class where everyone finished focused and energized. This sets the stage for the desire to return for another similar experience, and reduces attrition!

Step two

During Class---Have the right mental attitude

While it is important to preparing beforehand, it is also important to have the right mental attitude during class. It is absolutely critical to remember that the moment you step on the mat you're ENTIRE focus and energy needs to be directed to your students. Whatever else is going on in your life, whatever concerns you have, whatever challenges you're overcoming, are irrelevant to that paying student. That student relies on you for energy, focus and enthusiasm; they do not want to hear about your problems. Evidenced in every action you take is that this is where you want to be; this is what you want to be doing. Reciting the instructors creed can help put you in the right mental state. *"I will teach this class; as if it is the most important class I will ever teach. I am patient and enthusiastic. I will lead by example."*

Step three

Don't let distractions change your focus

Inevitably, in every class there will be some distraction: an overactive student, a new prospect standing impatiently next to the mat, unhappy

parents, or some other situation. Whatever it is, don't let it reduce the focus, energy and enthusiasm in the classroom. Going back to step one, preparing for such an event (having a staff member who can intercede) can reduce or eliminate the distraction. Keep a clear vision of what you intended for the class. Make whatever adjustments are necessary, and keep the class energized and focused. Remember," the secret of true concentration lies in the acceptance of the endless distractions."

Step four

Deviate when necessary

Every now and then something happens during class that forces you to change the direction of your class. In other words, there are exceptions to the rule specified in Step Three. Use good judgment and determine when it is appropriate to make an exception. It might be a minor emergency that calls one of your assistants off the floor, or it may be that you see some aspect of your student's curriculum that needs extra work
Or, perhaps your class plan isn't going as you thought it would. In these instances, make exceptions and deviate, always remembering to keep the focus and energy of the students at its peak.

Step five

Track your progress

At the close of each day, make a note of how the classes went. What drills worked? What drills didn't? It is amazing how quickly a file of great class ideas and drills will build up. The more you track your progress the easier planning for great classes becomes
There's a great phrase that sums up the attitude you should have about teaching "Always be happy, but not satisfied. " You should be happy with your skill level. Happy with you're teaching skills. But you should never be



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fully satisfied with either. There is always room for improvement. Being satisfied implies that you don't care to improve.

"Happy, but not satisfied" refers to the importance of striving each day to become better while enjoying the process.

Focusing on these Five Steps will help ensure that each and every class that you teach is focused and energized.



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**TOPIC 7 – LEADERSHIP SCRIPTS 10-WEEK CYCLE
(7 QUALITIES OF A CHAMPION)**

Week #1

1. Adult Beginner Block Sheet – Block #3
2. Junior Beginner Message
 - a. Character Training – GOOD SELF-CONTROL
 - b. School Safe/Street Safe – USE YOUR MIND-CREATE SAFE HABITS
3. Class Agenda Handout (MESSAGE OF THE WEEK)
 - a. GOOD SELF-CONTROL
 - b. USE YOUR MIND-CREATE SAFE HABITS
4. White Belt Orientation
 - a. Huddle Discussion #1
 - b. Week #1 Parent Handout
5. Intermediate Block Sheet #11
6. Leadership – 7 Qualities of a Champion Week #1
7. Physical Curriculum for Cycle



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ADULT BEGINNER CLASS CURRICULUM ROTATION BLOCK #3 (WHITE & GOLD)

CONCEPT-SELF DISCIPLINE

Self-discipline is a foundational quality of Martial Arts. It refers to doing something, whether you want to or not. A disciplined person knows what to do and does it. An undisciplined person knows what to do, but they just don't do it.

BASIC BLOCKING SET COMBO #1

TERMINOLOGY

1. The Three Pieces of the Fitness Puzzle

- a. Strength, Flexibility, and Endurance make up the fitness puzzle. To be in truly good condition for Martial Arts, there has to be a balance between the three.

2. Quick Take Off

- a. The ability to attack in a non-telegraphic manner

SELF-DEFENSE TECHNIQUE-Circling Arms A (Front Attack) Headlock

SELF-DEFENSE TIP-Communicate With Confidence

A confident person carries them self in a different manner than someone who is not confident. Basic signs of a confident person are good posture, alertness, eye contact, and strong vocal tonality.

SELF DEFENSE TIP-Trust Your Gut

We have all had gut feelings about a person, place or event that we should have listened to but didn't. Fortunately, most of these incidents were probably not life threatening. Gavin De Backer, in his book "The Gift of Fear", says our intuition is always right in at least two important ways:

1. It is always in response to something
2. It always has you best interest at heart.

Keeping this in mind, if you ever find yourself saying, "I probably shouldn't"...Don't! Can you think of a time when your instincts didn't seem logical, but were absolutely correct?



SUCCESSFUL LIFE SKILLS FOR CHILDREN

Character Training & Development

GOOD SELF-CONTROL -Block #3 - Instructors Instructions

GOOD SELF CONTROL - A mighty person is one who has control over their emotions.

Who is a mighty person? One who has control over their emotions. Self-control is one of those things that is easy to talk about, but hard to demonstrate. The goal of this block is to teach kids practical ways to handle their emotions.

For the next four weeks, always start the lessons with these three questions:

What does it mean to have self-control? *To control your emotions and actions.*

Why is it important to have self-control? *Good self-control = good life. Bad self-control = bad life. You won't do something you will regret later.*

Can you give me an example of having self-control? *No temper tantrums, sitting with your legs crossed and posture straight, staying focused on the teacher.*

Then follow the appropriate week's Character Development & Training lesson.

Students, especially young students, learn more, faster and retain information longer by listening to a short story or lesson, then answering a few well-placed questions, followed by role-playing (all taking five minutes or less). Whenever you ask a question be sure to give the students time to answer.

Therefore, it is important that you solicit answers and **get feedback** from your students. You might have to ask the question again in order to draw out the answer you want. Remember, the important part isn't so much the lecture, as it is getting your students to reason through the problem presented until they draw the conclusion you want.

When a student gives you an incorrect or wrong answer, **keep your response positive**. You might say "good try" or "almost" or "you're getting close." If we make our students feel self-conscious or "dumb," they will stop participating and this teaching method becomes ineffective.

For the next four weeks, several times during each class, incorporate a success chant. At first you'll have to say the whole chant. As the students learn it, you say the first half and have them repeat the last half. You can do the chant during stretching, or use it as a pattern interrupt (Snap them to attention stance and then say the success chant.) The goal is to imprint the success chant in such a way that they can draw upon it for strength and direction outside of Martial Arts classes. The success chant for the next four weeks is:

A mighty person is one who has control over their emotions.



SUCCESSFUL LIFE SKILLS FOR CHILDREN
School Safe/Street Safe
Use Your Mind – Create Safe Habits

5 RULES OF PERSONAL SAFETY (BLOCK #3) – Week 1 – Instructor's Script

This month we will be talking about the **Five Rules of Personal Safety**. They are (repeat after me):

1. Use Your Mind
2. Use Your Words
3. Use Your Legs
4. Ask For Help
5. Defend Yourself

This week we will discuss **Step 1 – Use Your Mind**

Use Your Mind means thinking about all of the things that you can do to stay safe. It means to create safe habits. Tell me what safe habits you have?

(Get Feedback)

Tell me what safe habits should you have?

(Get Feedback)

(The following is a list of possible safe habits they should have.)

1. Always use your seat belt
2. Avoid bullies
3. Look both ways before you cross the street
4. Never dive into water until you know how deep it is
5. Think of ways to make friends with bullies

So, always try to use your mind to create safe habits and stay out of trouble. Your life will be a lot more enjoyable.



PARENT HANDOUT FOR SUCCESSFUL LIFE SKILLS TIP CYCLE – WEEK #1

This weeks Character Training & DevelopmentSM topic is the first week in a four part series concentrating on the value of having **GOOD SELF-CONTROL**.

Who is a mighty person? One who has control over their emotions. Self-control is one of those things that is easy to talk about, but hard to demonstrate.

In class we will discuss the following, “A mighty person is one who has control over their emotions.”

What does it mean to have self-control? *To control your emotions and actions.*

Why is it important to have self-control? *Good self-control = good life. Bad self-control = bad life. You won't do something you will regret later.*

Can you give me an example of having self-control? *No temper tantrums, sitting with your legs crossed and posture straight, staying focused on the teacher.*

Over the next five weeks we are going to be learning some ways we can develop better self-control. We will be learning about:

1. **Mind Over Emotion** – How we can use our mind to keep self-control.
2. **Body Over Emotion** – How we can change the way we use our body to keep self-control.
3. **Balance Over Emotion** – A simple balance drill we can do to help ourselves maintain our self-control.
4. **Words Over Emotion** – How to use words to change how we feel.

This weeks **School Safe/Street Safe**SM topic is the first week in a four part series concentrating on the **Five Rules of Personal Safety**. This week we will discuss how to **Use The Mind** – to think about all of the things that you can do to stay safe - To create safe habits.

1. Always use your seat belt
2. Avoid bullies
3. Look both ways before you cross the street
4. Never dive into water until you know how deep it is
5. Think of ways to make friends with bullies



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So, always try to use your mind to create safe habits and stay out of trouble and your life will be a lot more enjoyable.

We encourage you to discuss these themes with your child often. This will, of course, help to solidify these ideas into their memory bank (Imprinting) and allow them to more fully utilize these themes into their life.

Caution: Don't lecture – ask questions. Then logically reason with your child on the answers (by asking more questions) until he/she draws a healthy conclusion. This will do multiple things; Help them to deduce reasons that make sense to them, teaches them to think on their own, etc.



Session 10A, Section # 2

1st week, White Belt Successful Life Skills Huddle Discussion # 1
(To be done in the first group class the no belt attends)

I would like to talk to you about a really, really old karate bow and what it means. It has three parts to it and the first part looks like this. (Hold your hands in the “keegan” position). Everyone hold your hands like this. Good - This is called “keegan”. Everyone say Keegan.... Good. Keegan means that I hope for peace. I will do everything I can to find a peaceful solution. Is that a good thing to hope for? Everyone say, “I hope for peace”. Good!

The second part looks like this. (Hold your hands in the Kyushu position). This is called “Kyushu” – everyone say Kyushu... Good! Kyushu means that I am optimistic. That I will look for the good in all situations. Is that a good thing to look for? Everyone say, “I am optimistic” – good!

The third part looks like this (hold your hands in the “Hokin” position). Everyone hold your hands like this. Good - This is called “Hokin”. Everyone say Hokin.... Good. Hokin means that I practice humility, that I will not misuse my karate or threaten anyone. Can you all do that? Good! Everybody say, “I practice humility”... Good.

What this bow means is so important that we will do it at the beginning of every class!

Parent hand out # 1– Titled “Sho-see-go-buy” to be handed out personally by the main/lead instructor to the parents of the white belt (at the first group class or the first time the child hears this HD). After the student is awarded his/her white belt – at the conclusion of class.



WEEK #1 PARENT HANDOUT FOR WHITE BELTS

Here at Kovar's Satori Academy of Martial Arts we have two Successful Life Skills[®] "Huddle Discussions" in every class. The first one, "School Safe / Street Safe"[®], is dedicated to teaching safety. The second, "Character Training and Development"[®], is dedicated to reinforcing the values you teach at home. We do this by telling a little story and then asking the students some questions about the story. This causes the children to think through and process logical solutions in a safe and friendly environment. Eventually the students gain wisdom, strength, and maturity as they apply these scenarios to their own life.

Today's discussion is on a very old bow. We feel that it is such an important reminder that we will open every class with it. It has three parts. They look like this:

This is called "Keegan" it is pronounced like "key – gan". Loosely translated Keegan means, "I hope for peace. I will do everything I can to find a peaceful solution."

This is called "Kyushu" – it is pronounced like "Ky–u-shoe". Loosely translated, Kyushu means optimistic, to look for the good in all situations. There is an old saying "Both an optimist and a pessimist are right – The real difference is that one is more pleasant to be around".

This is called "Hokin" – it is pronounced like "Ho-Kin". Loosely translated Hokin means Humility, to not threaten or be a bragger. We stress to the students that Martial Arts is not to be misused or played with on the playground or around the house or neighborhood.

Finally, when our students bow to each other and when instructors and students bow it is really an act of courtesy, which also means three things. The first is that it is a sign of mutual respect. Secondly, they are making a silent promise to not hurt each other. Lastly it means that we have an attitude of gratitude, that we are grateful for each other.

At the end of class we will ask the students to "turn and bow to your parents" and parents bow to your children as a way of showing mutual Courtesy, Respect, and Gratitude. As a parent, you are not required to bow. If you feel uncomfortable in bowing, then simply don't bow.

The bows here at Kovar's Satori Academy of Martial Arts have nothing to do with subservience, value, or importance and everything to do with Courtesy, Respect, Safety, and Gratitude.

We, my brother Kyoshi (Chief Instructor) Dave Kovar and myself Meyoshihan (Chief of Administration) Tim Kovar on behalf of our entire staff of professional martial arts instructors, Bow to you and say "THANK YOU" for the opportunity to work with your most precious asset – your child.



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Session 10A, Section # 2

INTERMEDIATE CLASS CURRICULUM ROTATION BLOCK #11 (Orange, Green, Purple, Blue)

CONCEPT - FOLLOW THROUGH

Many of life's failures are people that did not realize how close they were to success when they gave up. Follow through means hanging in there until the job is finished.

STANCE - 30 SECOND HORSE

FORM—IRON HORSE

MEANING, DESCRIPTION, & HISTORY OF BUDO

Budo is a broad term encompassing the Japanese Martial Arts. The rough translation of Budo is "Martial Way" or "The Way of Martial Arts". Budo refers to a way of thinking more than an actual physical Martial Arts technique. Any Martial Artist who strives to live with the Student Creed and the Principles of Black Belt practices Budo.

Adults Only

TERMINOLOGY

Body Alignment—This involves the placing of angles into perspective. It is the coordination of body parts in order to harmonize the angles at which they travel. This principle, when followed, automatically triggers the principle of BACK-UP MASS where body weight enhances your action.

Back Up Mass—The use of body weight that is directly behind of the action that is taking place.

Examples:

1. A punch delivered when the elbow is directly behind the fist.
2. The bracing of one finger directly behind the other when delivering a two finger chop to the throat, etc.



BLACK BELT LEADERSHIP THE 7 QUALITIES OF A CHAMPION SCRIPT- WEEK #1

This next Black Belt Leadership topic is on the seven qualities of a champion. Grandmaster Jhoon Rhee, who is considered the father of Tae Kwon Do in America, was responsible for developing this concept. The seven qualities of a champion are:

SEVEN QUALITIES OF THE CHAMPION

MARTIAL ARTS

- 1. QUICKNESS**
- 2. ENDURANCE**
- 3. TIMING**
- 4. POWER**
- 5. BALANCE**
- 6. FLEXIBILITY**
- 7. POSTURE**

LIFE

- 1. ALERTNESS**
- 2. PERSISTENCE**
- 3. PUNCTUALITY**
- 4. KNOWLEDGE**
- 5. RATIONALITY**
- 6. GENTLENESS**
- 7. HONESTY**

Over the next ten weeks, we will be discussing, in detail, the parallel human qualities that are necessary to succeed in the game of Martial Arts, as well as in the game of life.

Let us get started with the Martial Arts quality of quickness. In Martial Arts, quickness is the ability to respond with out hesitation. The term "Thought in Action" describes a strike that is executed at the exact same moment of the decision to strike –strike with the mind and body in complete synchronization. Striking this way not only eliminates telegraphic motion, but it also generates the tremendous acceleration necessary for power. Let me demonstrate (Have a student try to block a jab or back-knuckle from close range).

The parallel human quality to quickness is alertness. Being alert allows you to respond quickly in any given situation. Thus, it teaches us the principle of no procrastination.

A procrastinator is a thief of his or her own time. Things to be done today should not be put off until tomorrow, or tomorrow may be too late. So, let us develop a sense of alertness in the daily game of life, just as we develop quickness in the game of Martial Arts.

Your assignment this week is two-fold. First, in Martial Art class, I want you to emphasize non-telegraphic striking in everything you do. Second, outside of class, I want you to concentrate on being present focused and aware in all that you do, and to not procrastinate. Don't put off tomorrow what you can do today. This week we are going to briefly review all seven habits. In future weeks, we will be discussing in detail each habit individually.



BLACK BELT LEADERSHIP THE 7 QUALITIES OF A CHAMPION HANDOUT - WEEK #1

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SEVEN QUALITIES OF THE CHAMPION

MARTIAL ARTS

- 1. QUICKNESS**
- 2. ENDURANCE**
- 3. TIMING**
- 4. POWER**
- 5. BALANCE**
- 6. FLEXIBILITY**
- 7. POSTURE**

LIFE

- 1. ALERTNESS**
- 2. PERSERVERANCE**
- 3. PUNCTUALITY**
- 4. KNOWLEDGE**
- 5. RATIONALITY**
- 6. GENTLENESS**
- 7. HONESTY**

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Physical Curriculum for Cycle

Junior Beginning

Basic Blocking Set
Circling Arms A (Front Attack)
Beginning Combo # 1

Junior Intermediate

30 second Horse
16-Count Stance Form
Iron Horse

Junior Advanced

Single Stick Skills
(Largo Mano)
Doce Pares Form # 1

Junior Black Belt

7 Swords
Snapping Branch A/B
Kung Fu Cross A/B/C
Terminator
Unarmed Thesis Moves

Little Dragons

Blocking Combo # 1(Inward, Outward)
Inward Defense, Run Away
Front Kick

Adult Beginning

Basic Blocking Set
Circling Arms A (Front Attack)
Headlock
Beginning Combo # 1

Adult Intermediate

30 Second Horse
16-Count Stance Form
Iron Horse
Kickboxing

Adult Advanced

Single Stick Skills
(Largo Mano)
Doce Pares Form # 1
Kickboxing

Adult Black Belt

Self Defense out of Stalking Tiger
Kickboxing

Kickboxing

14 Count

Junior Weekly Topic

	<u>Beginning</u>	<u>Intermediate</u>	<u>Advanced</u>
Week # 1	Tumbling Front Fall & Somersault	Bean Bag Drills	Evade, Counter, Meet, Counter Largo Mano
Week # 2	Tumbling Side Falls & Somersault	Saruchin	Evade, Counter, Meet, Counter Largo Mano
Week # 3	Tumbling Back Fall & Somersault	X-Ray Paper	Evade, Counter, Meet, Counter Largo Mano
Week # 4	Review All	Magazine Drop	Evade, Counter, Meet, Counter Largo Mano
Week # 5	Review All	Wavemaster Drills	Evade, Counter, Meet, Counter Largo Mano



Session 10A, Section # 2

Week #2

1. Beginner Message
 - a. Character Training – MIND OVER EMOTION
 - b. School Safe/Street Safe – USE YOUR WORDS (HOW TO TALK TO A BULLY)
2. Beginner Class Agenda Handout (MESSAGE OF THE WEEK)
 - a. MIND OVER EMOTION & USE YOUR WORDS (HOW TO TALK TO A BULLY)
3. White Belt Orientation
 - a. Huddle Discussion #2
 - b. Week #2 Parent Handout
4. Leadership- 7 Qualities of a Champion Week #2



SUCCESSFUL LIFE SKILLS FOR CHILDREN
Character Training & Development
Mind Over Emotion

GOOD SELF-CONTROL (BLOCK #3) – Week 2 – Instructor’s Script

Start the lesson by gathering your students into a tight huddle and ask these three questions:

What does it mean to have self-control? *To control your emotions and actions.*

Why is it important to have self-control? *Good self-control = good life. Bad self-control = bad life. You won’t do something you will regret later.*

Can you give me an example of having self-control? *No temper tantrums, sitting with your legs crossed and posture straight, staying focused on the teacher.*

Then share the following story or lesson and ask the questions listed.

This week we are going to talk about what we can do with our mind when we become angry or afraid.

Is anger good or bad?

It depends on if you control it, or it controls you.

Is being afraid good or bad?

Sometimes it is good; sometimes it is bad, depending on the situation.

Fear and Anger are two emotions that sometimes get us into trouble if we let them run wild and don’t control them. On the other hand, these two emotions can greatly benefit us if we use them the right way.

Can you think of a way that fear can help you? Let the kids participate in the discussion and conclude by saying, “Fear keeps you from doing foolish things like running across a busy street, climbing a tree on a windy day, or jumping off a cliff”.

Can you think of a way that anger can help you? Let the kids participate in the discussion and conclude it by saying, “Anger can get you to take action.” For example, you might say, “Darn it, I can’t stand this dirty room, I’m going to clean it right now.”... Or you might say, “This report card makes me mad, I am going to study harder.”

Some things we can do to improve our self-control are:



Session 10A, Section # 2

View poor self-control in yourself and others as a sign of weakness. You will see how people who get overly emotional usually make bad decisions compared to people who respond calmly. For example, do you think that another child is mature or childish when the child loses control and has a temper tantrum?

“Stop the monster when it’s young.” The next time that you feel you are starting to lose your temper, stop whatever you are thinking about and try to view things from someone else's viewpoint.

Example - Your friend just took a toy that you were playing with - right out of your hand!

Possible Response - Before you yell at him, think to yourself, “That toy isn’t worth fighting over. I’ll just calmly ask him to give it back and remind him to ask first next time.”

SUCCESSFUL LIFE SKILLS FOR CHILDREN
School Safe/Street Safe
Use Your Words (How to talk to a bully)

5 RULES OF PERSONAL SAFETY (BLOCK #3) – Week 2 – Instructor’s Script

Who can tell me what the **Five Rules of Personal Safety** are?

(Get Feedback)

Ok, everybody repeat after me.

1. Use Your Mind
2. Use Your Words
3. Use Your Legs
4. Ask For Help
5. Defend Yourself

This week we are going to discuss **Step 2 – Use Your Words**

Using your words means being able to talk your way out of trouble. Let’s imagine that a school bully came up to you and started teasing you. What could you say to get him to stop?

1. Look him in the eye and confidently ask him to stop.
2. Change the subject by asking him about his favorite sport.
3. Agree with him.

Let’s practice. I’ll be the school bully.

Bully – “Hey kid, you sure do have a stupid shirt.”

Student Response #1 – “I’d appreciate it if you didn’t make fun of my clothing. Thank you.”

Student Response #2 – “Isn’t your favorite sport baseball? You sure are a good player. Could you help me work on my catching some time?”

Student Response #3 – “I know it’s a stupid shirt, but what can I say? My mom makes me wear it”.

Ok, now it is someone else’s turn. Bring two kids up and have them role-play the previous scenario.

Will one of these approaches always work? Of course not. But it could work, so it is worth a try.



PARENT HANDOUT FOR SUCCESSFUL LIFE SKILLS TIP CYCLE – WEEK #2

This weeks Character Training & DevelopmentSM topic is the first week in a four part series concentrating on the value of having **GOOD SELF-CONTROL**.

This week we are going to talk about MIND OVER EMOTION. Emotion is a wonderfully powerful thing that can work for us or against. For example, is anger good or bad? It depends on if you control it or it controls you. Depending on your level of control, anger can get you to take positive or negative action. For example, once there were two boys, each got angry at how messy his room was. The first one said to him self “Darn it, I can’t stand this dirty room, I’m going to clean it right now.”...The other remembered that his little brother played with one of his toys & didn’t put it back so he went over and yelled at him and pushed him... Same emotion - two choices.

Is being afraid good or bad? Sometime it is good; sometimes it is bad, depending on the situation. Let’s that there was this girl who was afraid of speaking in public and she was afraid of growling dogs. Which fear was the good one? Which was the “bad” one? Why?

We will discuss what we can do with our mind when we become angry or afraid. Additionally we will discuss things we can do to improve our self-control like: View poor self-control in yourself and others as a sign of weakness. We will discuss how people who get overly emotional usually make bad decisions compared to someone who responds calmly.

Fear and Anger are two emotions that sometimes get us into trouble if we let them run wild and don’t control them. On the other hand, these two emotions can greatly benefit us if we use them the right way.

This weeks **School Safe/Street SafeSM** topic is the second week in a four part series concentrating on the **Five Rules of Personal Safety**. This week we will discuss how to **Use Your Words – How To Talk To A Bully**. Using words means being able to talk one’s way out of trouble. Let’s imagine that a school bully came up to your child started teasing him/her. What could he/she say to get the bully to stop?

1. Look him in the eye and confidently ask him to stop.
2. Change the subject by asking him about his favorite sport.
3. Agree with him.



Session 10A, Section # 2

Will one of these approaches always work? Of course not, but it could work, so it is worth a try.

We encourage you to discuss these themes with your child often. This will, of course, help to solidify these ideas into their memory bank (Imprinting) and allow them to more fully utilize these themes into their life.

Caution: Don't lecture – ask questions. Then logically reason with your child on the answers (by asking more questions) until he/she draws a healthy conclusion. This will do multiple things; Help them to deduce reasons that make sense to them, teach them to think on their own, etc.



2nd week, White Belt Successful Life Skills Huddle Discussion # 2

(To be done the second week of group classes attended)

Ok everybody, huddle up – come on in close - good. I am going to tell you a little story about George and his friend Bert.

George and Bert were taking karate lessons. They had a ton of fun doing all the karate moves and loved coming to class. Each of them secretly thought that it would be really cool to become a karate instructor when they grew up. Both George and Bert talked to their parents about it and each of their dads said that it would have been fun to work his way through college by being a karate instructor. Both George and Bert thought about what this meant and decided, “That’s what I’m going to do.”

George went home and wrote, “I’m going to be a Black Belt instructor and go to college,” and hung it on the wall in his bedroom. He then went out to play before dinner.

Bert thought about it and started to daydream about doing karate - like they do on TV. When he got home he went out and played with his friends.

Which child was more likely to get his goal? Why?

That’s right, when people write down their goals they become more powerful.

What are some of your goals?

Parent hand out # 2– Titled “Goal Setting” to be handed out personally by the main/lead instructor to the parents of the white belt - at the conclusion of class.



Session 10A, Section # 2

WEEK #2 PARENT HANDOUT FOR WHITE BELTS

GOAL SETTING

Here at Kovar's Satori Academy, we have two Successful Life Skills[®] "Huddle Discussions" in every class. The first one, "School Safe/Street Safe"[®], is dedicated to teaching safety. The second, "Character Training and Development"[®], is dedicated to reinforcing the values you teach at home. We do this by telling a little story and then asking the students some questions about the story. This causes the children to think through and process logical solutions in a safe and friendly environment. Eventually the students gain wisdom, strength, and maturity as they apply these scenarios to their own life.

Today's "Character Training and Development"[®] Huddle Discussion is on Goal Setting. I went to a success management seminar several years ago and was shocked to learn that most people spend more time planning their vacations than their lives.

I also learned that Harvard did a study on planning and goal setting. Of the entire graduating class of 1953, only 3% had written their goals down, 14% had specific but unwritten goals, and the rest (83%) only had general ideas. Twenty years later in 1973, the net worth of the 3% exceeded the combined net worth of the entire 97%!

So when I got back to Sacramento, I did an impromptu survey and asked several people where they wanted to be in 5 years. What kind of experiences do they want their children to have, what kind of people do they want them to become? Guess what? With a few exceptions, most people I questioned only had a vague idea of what they wanted. Almost no one had a written 5-year plan!

Allow me to quickly summarize a 3-day seminar in a few sentences. It is best to have a major goal (4 to 5 year goal) that is written down and posted where you will see it often (like on the bathroom mirror). Then take that goal and divide into annual segments, then into quarterly portions and finally into monthly, weekly, and even daily goals. Make a list - putting first things first – then work toward checking things off the list.

Sounds simple enough, yet it is amazing how many people don't do it. One of the obscure but major advantages to goal setting is not in reaching the goal... but in who one becomes because of reaching the goal. Success begets success... in other words, becoming successful in one area of one's life is often a metaphor for success in other areas of life.

There is no more awesome and yet demanding job than being a parent. It is up to us to set the tone, and provide those experiences that will have the greatest long-term effect for our children. It has been said, "What we teach our children will be taught to our grandchildren."

Here at Kovar's Satori Academy we feel that our main job is to be our student's success coach – to help them become more successful in life by being successful in the Martial Arts.

Sincerely,
Tim Kovar



BLACK BELT LEADERSHIP
THE 7 QUALITIES OF A CHAMPION SCRIPT – WEEK #2

Last week we talked about the Martial Arts quality of quickness and its parallel life quality of alertness. Your assignment was to practice non-telegraphic striking during class and to not procrastinate outside of class.

How did everyone do?

This week we are going to discuss the second Martial Arts quality of a champion, endurance and its parallel life quality, which is perseverance.

There is a phrase that says, "Poor endurance makes cowards of us all." What that means is when you get tired you just do not care as much.

Can anyone remember a time when they were so fatigued that they thought about giving up (Give a story from your own life when this happened to you. Preferably, make it a Martial Arts story)? ~If you want, have the class do pushups till failure so they can experience the feeling of wanting to give up~

Therefore, the solution is to train hard to increase your endurance and to get used to feeling fatigued but fighting through it.

The parallel human quality to endurance is perseverance. A great example of this is Thomas Edison.

Thomas Edison had over 5000 experiments, which led him to the final success of the historical invention of the light bulb. One day a young reporter came to interview Thomas Edison and asked him, "Aren't you wasting your time trying to invent the light bulb?" Edison replied, "I beg your pardon, I just successfully identified 5000 ways that do not work." Mr. Edison was absolutely determined to see the end result of his goal. So, let us develop perseverance in the daily game of life, just as we develop endurance to win in the game of Martial Arts.

Your assignment in class this week is to push yourself harder than normal. Outside the classroom, your assignment is to not give up easily on any jobs or projects that you are currently working on, but instead stay focused until the task is complete.



BLACK BELT LEADERSHIP
THE 7 QUALITIES OF A CHAMPION HANDOUT – WEEK #2

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Week #3

1. Beginner Message
 - a. Character Training – BODY OVER EMOTION
 - b. School Safe/Street Safe – USE YOUR LEGS
2. Beginner Class Agenda Handout (MESSAGE OF THE WEEK)
 - a. BODY OVER EMOTION & USE YOUR LEGS
3. White Belt Orientation
 - a. Huddle Discussion #3
 - b. Week #3 Parent Handout
4. Leadership – 7 Qualities of A Champion Week #3



SUCCESSFUL LIFE SKILLS FOR CHILDREN
Character Training & Development
Body Over Emotion

GOOD SELF-CONTROL (BLOCK #3) – Week 3 – Instructor’s Script

Start the lesson by gathering your students into a tight huddle and ask these three questions:

What does it mean to have self-control? *To control your emotions and actions.*

Why is it important to have self-control? *Good self-control = good life. Bad self-control = bad life. You won’t do something you will regret later.*

Can you give me an example of having self-control? *No temper tantrums, sitting with your legs crossed and posture straight, staying focused on the teacher.*

Then share the following story or lesson and ask the questions listed.

This week we are going to talk about what can we do with our body, when we become angry or afraid, to make us feel better?

Have you ever gotten mad at your mom or dad, or sister or brother, or friend and said or did something you regretted later on? We all have. Chances are, when we get angry we let our emotions get the best of us. Remember, there are two things a Martial Artist never does when they are angry. They never speak out of anger and they never strike out of anger.

Repeat after me, “Never speak out of anger and never strike out of anger.”

So, what can we do the next time we get angry to keep ourselves from doing something we will regret later?

First off, let’s see how someone stands when they are angry (have a child demonstrate to the rest of the class -- coach them by saying) ...usually their shoulders are shrugged, their head is forward, and they are scowling. How does someone who is angry breathe? Usually in quick, shallow breaths.

Now let’s see how someone stands when they are calm and confident... (have a different child demonstrate to the rest of the class -- coach them by saying) usually their shoulders are back, their head is up, and they have a slight smile on their face.



Session 10A, Section # 2

Next time you find yourself angry, bring your shoulders back, lift your chin up, smile, and take ten long, slow, deep breaths while saying "Relax" to yourself. It is almost impossible to stay mad when you stand and breathe in this fashion.

Let's practice: Have everyone get up and practice going from mad to confident.



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Session 10A, Section # 2

SUCCESSFUL LIFE SKILLS FOR CHILDREN **School Safe/Street Safe** **Use Your Legs**

5 RULES OF PERSONAL SAFETY (BLOCK #3) – Week 3 – Instructor's Script

Who can tell me what the **Five Rules of Personal Safety** are?

(Get Feedback)

Ok, everybody repeat after me.

1. Use Your Mind
2. Use Your Words
3. Use Your Legs
4. Ask For Help
5. Defend Yourself

This week we are going to discuss **Step 3 – Use Your Legs**

Sometimes you need to stand your ground. Sometimes the best thing to do to stay safe is run. We are going to talk about when to run.

Some people will tell you that running away makes you a chicken. Remember, it's okay to be a chicken... that just means you're afraid. Sometimes, the smartest thing you can do is be afraid and run. There is a difference between being a chicken and being a coward. A chicken just runs away from a dangerous situation. A coward is someone who won't stand up for what they believe in.

When should you run? Any time you are confronted by someone who is being mean to you, who you don't know, and who you will probably never see again. You could be at a park, mall, fair, sport field, etc.

Could you stand your ground and try to talk your way out of a situation? Certainly. And if you were going to see the person again, it would probably be a good idea. But it isn't necessary, because you're not going to see them again. So being safe and running away is a great choice.



Session 10A, Section # 2

Is there another good time to run? Yes! When using your words isn't working and you feel a fight coming on and you feel that you **can** get away, then get away- RUN if necessary!

Let's practice. I'll be the bad guy. You're at a park playing by yourself.

Bad Guy – "Hey twerp, get over here so I can knock your block off."
(Have the student practice running away.)

Remember, sometimes it is okay to be a chicken and run.



PARENT HANDOUT FOR SUCCESSFUL LIFE SKILLS TIP CYCLE – WEEK #3

This weeks Character Training & DevelopmentSM topic is the third week in a four part series concentrating on the value of having **GOOD SELF-CONTROL**.

This week we are going to talk about BODY OVER EMOTION. What can we do with our body, when we become angry or afraid, to make us feel better?

Have you ever gotten mad at your mom or dad, or sister or brother, or friend and said or did something you regretted later on? We all have. Chances are, when we get angry we let our emotions get the best of us. Remember, there are two things a Martial Artist never does when they are angry. They never speak out of anger and they never strike out of anger.

So, what can we do the next time we get angry to keep ourselves from doing something we will regret later?

Bring you shoulders back, lift your chin up, smile, and take ten long, slow, deep breaths while saying “Relax” to yourself. It is almost impossible to stay mad when you stand and breathe in this fashion.

This weeks **School Safe/Street Safe**SM topic is the third week in a four part series concentrating on the **Five Rules of Personal Safety**. This week we will discuss how to **Use Your Legs**. Sometimes you need to stand your ground. Sometimes the best thing to do to stay safe is run. We are going to talk about when to run.

Some people will tell you that running away makes you a chicken. Remember, it's okay to be a chicken... that just means you're afraid. Sometimes, the smartest thing you can do is be afraid and run. There is a difference between being a chicken and being a coward. A chicken just runs away from a dangerous situation. A coward is someone who won't stand up for what they believe in. When should you run? Any time you are confronted by someone who is being mean to you, who you don't know and you will probably never see again. You could be at a park, mall, fair, sport field, etc.

Is there another good time to run? Yes! When using your words isn't working and you feel a fight coming on and you feel that you **can** get away, then RUN!



Session 10A, Section # 2

We encourage you to discuss these themes with your child often. This will, of course, help to solidify these ideas into their memory bank (Imprinting) and allow them to more fully utilize these themes into their life.

Caution: Don't lecture – ask questions. Then logically reason with your child on the answers (by asking more questions) until he/she draws a healthy conclusion. This will do multiple things; Help them to deduce reasons that make sense to them, teach them to think on their own, etc.



3rd week, White Belt Successful Life Skills Huddle Discussion #3

(To be done the second week of group classes attended)

Home Practice Guidelines

Home practice is not required in the Basic Program. However, if you do decide that you want to practice with your child, here are some guidelines:

1. Be consistent – Have specific practice times and do your best to stick with them (i.e. right after homework, just before dinner). Two – three times per week is enough, we want to avoid burnout.
2. Keep practices short – Five to ten minutes is plenty.
3. Reward effort – Be as encouraging as possible.
4. Don't be too picky – that's our job. Slowly but surely form will improve, so don't expect too much too soon.
5. Make it fun – This is the single most important factor in long-term success.

One way is to have your child teach you what they've learned. Another thing that you can do is use training aids such as focus paddles, wave masters, etc.

1. Review Home practice

a. Attendance & Scheduling

Rank and age divide all classes at Kovar's Satori Academy. Children and adults train separately, this way everybody works with a peer close to their own skill level. There are two types of classes: "A" classes generally emphasize self-defense training and forms, and "B" classes generally emphasize reaction drills and bag work. It is important to make one "A" class and one "B" class every week; please refer to your schedule for your class times. We highly recommend that you attend class on consistent days and times each week to make your attendance with our school part of your weekly schedule. However, if your schedule changes and you wish to attend a different class time, please feel free to do so. Also, if you miss a class or two (maybe due to vacation or illness), please try to make them up by coming an extra day for a week or two. Remember, contrary to what one might believe, coming too often to class could be counter productive. The key is to be consistent and balanced; if you spend too much time at karate, other areas in your life will become unbalanced.



Session 10A, Section # 2

Students are expected to attend Kovar's just like they are expected to attend regular school or work. Remember; in order to realize the long-term benefits of Martial Arts training it is important to train consistently. Occasionally a student won't want to come to class. If this occurs more than once or twice, please notify an instructor so that we can re-motivate, educate, and reaffirm the goals of Black Belt Excellence.

b. Viewing Classes

Parents, visitors, friends and family are encouraged to watch classes. We only ask that you respect the class by remaining quiet and that if you are bringing younger children that you keep them quiet and under control. Parents: if you are unable to stay and watch classes, we ask that you drop your children off only a few minutes prior to the class and pick them up immediately following class. The school becomes very busy around class times and we cannot be responsible for watching unattended children who are not in class.



WEEK #3 PARENT HANDOUT FOR WHITE BELTS

Home Practice Guidelines

Home practice is not required in the Basic Program. However, if you do decide that you want to practice with your child, here are some guidelines:

1. Be consistent – Have specific practice times and do your best to stick with them (i.e. right after homework, just before dinner). Two – three times per week is enough, we want to avoid burnout.
2. Keep practices short – Five to ten minutes is plenty.
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4. Don't be too picky – that's our job. Slowly but surely form will improve, so don't expect too much too soon.
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One way is to have your child teach you what they've learned. Another thing that you can do is use training aids; such as focus paddles, wave masters, etc.

1. Review Home practice

b. Attendance & Scheduling

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Session 10A, Section # 2

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Session 10A, Section # 2

BLACK BELT LEADERSHIP THE 7 QUALITIES OF A CHAMPION SCRIPT – WEEK #3

Last week we discussed the Martial Arts quality of endurance and its parallel life quality of perseverance. Your assignment was to push yourself harder than normal in class and to follow through with any projects that you started until completion. How did all of you do?

This week we are going to discuss the third Martial Arts quality of a champion, timing and its parallel life quality, which is punctuation. In order to become a martial Arts champion in the ring, one must develop near-perfect timing. During sparring, there is no time to think. Every move has to be punches at the right targets at the right time. Even more difficult is having the right timing with defensive skills (demonstrate what happens if you strike at a target after it has disappeared or if you block at the wrong time).

By the same token, in order to become a champion of life, we must develop a habit of punctuality through daily discipline of keeping time. George Washington said, “Discipline is the soul of an army.” Discipline is the foundation for all success. So, let us develop a sense of punctuality in the daily game of life, just as we develop good timing in the game of Martial Arts.

This week your assignment in class is to just simply be aware of the concept of timing. Out side of class your assignment is to live by the motto, “I’d rather be a half and hour early that one minute late” and to be on time wherever you go.



Session 10A, Section # 2

BLACK BELT LEADERSHIP
THE 7 QUALITIES OF A CHAMPION HANDOUT – WEEK #3

This week we discussed the third Martial Arts quality of a champion, timing and its parallel life quality, which is punctuation. In order to become a martial Arts champion in the ring, one must develop near-perfect timing. During sparring, there is no time to think. Every move has to be punches at the right targets at the right time. Even more difficult is having the right timing with defensive skills.

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Session 10A, Section # 2

Week #4

1. Beginner Message
 - a. Character Training –BALANCE OVER EMOTION
 - b. School Safe/Street Safe – ASK FOR HELP
2. Beginner Class Agenda Handout (MESSAGE OF THE WEEK)
 - a. BALANCE OVER EMOTION
 - b. ASK FOR HELP
3. Huddle Discussion #4
 - a. Huddle Discussion Week #4
 - b. Week #4 Parent Handout
4. Leadership – 7 Qualities Of A Champion Week #4



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Session 10A, Section # 2

SUCCESSFUL LIFE SKILLS FOR CHILDREN **Character Training & Development** **Balance Over Emotion**

GOOD SELF-CONTROL (BLOCK #3) – Week 4 – Instructor’s Script

Start the lesson by gathering your students into a tight huddle and ask these three questions:

What does it mean to have self-control? *To control your emotions and actions.*

Why is it important to have self-control? *Good self-control = good life. Bad self-control = bad life. You won’t do something you will regret later.*

Can you give me an example of having self-control? *No temper tantrums, sitting with your legs crossed and posture straight, staying focused on the teacher.*

Then share the following story or lesson and ask the questions listed.

This week we are going to talk about ways to keep from getting in a bad mood. There is an old saying “Concentrate On Your Upset, Lose Your Balance. Concentrate On Your Balance, Lose Your Upset.”

Did you know that it is nearly impossible to be upset and keep your balance while standing on one foot?

Let’s try it!

Pretend you’re mad and then stand on one foot.

Now forget about being mad; only concentrate on balancing.

Which way could you stay balanced on one foot longer? Why?

What will happen is you will either quickly lose your balance and have to put your foot down, or you will concentrate on balancing on one foot and temporarily forget what you were upset about.

The next time you find yourself getting upset, try picking one foot up off the ground and balancing yourself. This won’t instantly change your mood, but it will help you change your focus until the upset has passed.



SUCCESSFUL LIFE SKILLS FOR CHILDREN

School Safe/Street Safe

Ask For Help

5 RULES OF PERSONAL SAFETY (BLOCK #3) – Week 4 – Instructor’s Script

Who can tell me what the **Five Rules of Personal Safety** are?
(Get Feedback)

Ok, everybody repeat after me.

1. Use Your Mind
2. Use Your Words
3. Use Your Legs
4. Ask For Help
5. Defend Yourself

This week we are going to discuss **Step 4 – Ask For Help**

Most kids don’t want to be a tattletale. They are afraid that if they tell a parent or teacher about a bully or troublemaker, other kids will make fun of them. Asking for help in advance might be the solution. Here is how it works.

Let’s pretend that there is someone who is constantly teasing you, or threatening to beat you up all the time. Ask to meet with your teacher or yard duty attendant at a time when other kids can’t see you. Ask if they can keep an eye out for you and the bully during recess. You can bet that they will keep a close eye on the situation. If they helped you, they did so because they saw what happened, and you don’t look like a tattletale.

Let’s try it. I’ll be the teacher and one of you can approach me and ask me for help. It will sound something like this:

Student – “Pardon me, Mr. Smith. Joey has been picking on me and says he is going to beat me up next recess. I don’t want to be a tattletale, but I am worried about my safety. Could you keep an eye out for me during recess?”

Remember, it is okay to ask for help. Your safety is important to your parents and teachers, so don’t be afraid to tell them what is going on.



PARENT HANDOUT FOR SUCCESSFUL LIFE SKILLS TIP CYCLE – WEEK #4

This weeks Character Training & Development sm topic is the forth week in a four part series concentrating on the value of having **GOOD SELF-CONTROL**.

This week we are going to concentrate on Balance Over Emotion. This week we are going to talk about ways to keep from getting in a bad mood. There is an old saying “Concentrate On Your Upset, Lose Your Balance. Concentrate On Your Balance, Lose Your Upset.” Did you know that it is nearly impossible to be upset and keep your balance while standing on one foot? Try it! Pretend you’re mad and then stand on one foot. Now forget about being mad; only concentrate on balancing.

What will happen is you will either quickly lose your balance and have to put your foot down, or you will concentrate on balancing on one foot and temporarily forget what you were upset about. The next time you find yourself getting upset, try picking one foot up off the ground and balancing yourself. This won’t instantly change your mood, but it will help you change your focus until the upset has passed.

This weeks **School Safe/Street Safe** sm topic is the forth week in a four part series concentrating on the **Five Rules of Personal Safety**. This week we will discuss how to **Ask For Help**. Most kids don’t want to be a tattletale. They are afraid that if they alert a parent or teacher about a bully or troublemaker, other kids will make fun of them. Asking for help in advance might be the solution. Here is how it works. Let’s pretend that there is someone who is constantly teasing you, or threatening to beat you up all the time. Ask to meet with your teacher or yard duty attendant out of the view of other kids. Ask if they can keep an eye out for you and the bully during recess. You can bet that they will keep a close eye on the situation. If they intervened, they did so because they saw what happened, then you don’t look like a tattletale.

The 5th rule is self-defense, which is to be used only as a last resort.

We encourage you to discuss these themes with your child often. This will, of course, help to solidify these ideas into their memory bank (Imprinting) and allow them to more fully utilize these themes into their life.

Caution: Don’t lecture – ask questions. Then logically reason with your child on the answers (by asking more questions) until he/she draws a healthy conclusion. This will do multiple things; Help them to deduce reasons that make sense to them, teach them to think on their own, etc.



Session 10A, Section # 2

4th week, White Belt Successful Life Skills Huddle Discussion #4
(To be done the second week of group classes attended)

see back side for meaning of the stars



WEEK #4 PARENT HANDOUT FOR WHITE BELTS

MEANING OF THE STARS

Kovar's Satori Academy awards students different colored stars for different achievements. For example:

Gold Star



The "Academic Achievement Star" is awarded to students who have about a "B" average on their report card from school. We strongly encourage all school age students to bring in a copy of their report card and show it to their instructor.

Dark Blue Star



The "Readers are Leaders" star is awarded to students who read 10 age appropriate books (little ones unable to read yet can earn their star if someone reads the books to them). Just pick up a book list at the front desk. When the list is complete, hand it in to the instructor to receive a dark blue star.

Light Blue Star



The "Community Service" star is awarded to students who do something to benefit the community (i.e. help clean up a park, visit and volunteer at a retirement home, etc). Blank community service forms are available at the front desk.

Red Star



The "School Service" star is awarded to students who go above and beyond to help Kovar's. (i.e. participates in a demonstration, assist in class, have a friend become a member, etc).

Silver Star



The "Attendance" star is awarded to students who attend class an average of twice a week during their time at a particular belt rank.



BLACK BELT LEADERSHIP THE 7 QUALITIES OF A CHAMPION SCRIPT – WEEK #4

Last week we discussed the third Martial Arts quality of a champion. Does anybody remember what it was? Timing. What was the parallel life quality to timing? Punctuality.

Your assignment in class was to simply be aware of your timing. How did you do? Outside of class your assignment was to live by what motto? “I’d rather a half an hour early than one minute late”. How did you do on that?

This week we are going to discuss the fourth quality of a Martial Arts champion, power, and its parallel life quality, which is knowledge.

In Martial Arts, as in most other physical endeavors, developing ones power to the highest level is crucial. Power is a combination of two things. Mass x acceleration, or to put it another way, strength x speed. In Martial Arts, we develop power through resistance training (calisthenics). Flexibility (stretching), speed drills and emphasizing proper body mechanics. With proper practice over time, you will develop an amazing amount of power. *Spend a few minutes practicing miscellaneous techniques on a bag at full power.*

The parallel human quality to power is knowledge. There are two categories of knowledge: knowledge of the laws of the human mind and the laws of matter. Knowledge of the laws of the human mind provides us with peace of mind and happiness in social harmony, while knowledge of the laws of matter shows us the way to attain material prosperity. As we generate our physical power through development of our muscles in daily exercise, we must also develop the muscles of wisdom and character through constant effort and study. A healthy body alone does not make us happy; it is a basic necessity for physical comfort. Honesty may bring one peace of mind, but not necessarily the happiness. An honest person may not harm anyone, but without the knowledge or skill to serve, he or she cannot contribute to society. True happiness comes from being physically free to do the things your mind desires. It is very interesting to know that neither muscle nor knowledge can be bought, nor can they be stolen. They must be earned only through constant effort and hard work. Keys to success are knowledge and personal power. So, let us accumulate as much knowledge as we can in the game of life, just as we develop power in the game of Martial Arts.

This week your assignment in class is to concentrate in developing power. Off the mat, your assignment is to try to increase your thirst for knowledge.



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Session 10A, Section # 2

BLACK BELT LEADERSHIP THE 7 QUALITIES OF A CHAMPION HANDOUT – WEEK #4

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Session 10A, Section # 2

Week #5

1. Beginner Message
 - a. Character Training – WORDS OVER EMOTION
 - b. School Safe/Street Safe – REVIEW WEEKS 1-4
2. Beginner Class Agenda Handout (MESSAGE OF THE WEEK)
 - a. WORDS OVER EMOTION & REVIEW WEEKS 1-4
3. White Belt Orientation
 - a. Huddle Discussion #5
 - b. Week #5 Parent Handout
4. Leadership – 7 Qualities Of A Champion Week #5



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Session 10A, Section # 2

SUCCESSFUL LIFE SKILLS FOR CHILDREN **Character Training & Development** **Words Over Emotion**

GOOD SELF-CONTROL (BLOCK #3) – Week 5 – Instructor’s Script

Start the lesson by gathering your students into a tight huddle and ask these three questions:

What does it mean to have self-control? *To control your emotions and actions.*

Why is it important to have self-control? *Good self-control = good life. Bad self-control = bad life. You won’t do something you will regret later.*

Can you give me an example of having self-control? *No temper tantrums, sitting with your legs crossed and posture straight, staying focused on the teacher.*

Then share the following story or lesson and ask the questions listed.

This week we are going to talk about how to use our words to change our emotions. We call this ‘Transformational Vocabulary’ and it’s about using words to make our life richer and more powerful.

When we are angry, we tend to use angry words. Using angry words usually makes us, and those around us, even angrier. Which only makes things worse. Most of the time we can change the way we feel by changing the words we use. When we do this it is called “Transformational Vocabulary” and it is very useful in helping us control our emotions.

You use Transformational Vocabulary by replacing strong, negative words and phrases with words that express a more positive emotion. What you say and how you say it can actually take you from being “extremely mad” to a “little irritated.” It works because what we say actually helps determine how we feel.

For example, you could say: “I am super mad at my brother,” or “I am a little annoyed with my brother.” Which way would it make it easier to gain control of your emotions?

What would happen if you said that you were:

Slightly Annoyed instead of Mad would it make you happier or sadder?

A Little Irritated instead of Ticked Off would it make you happier or sadder?

Disappointed instead of Heartbroken would it make you happier or sadder?



Session 10A, Section # 2

Fascinated instead of Frustrated would it make you happier or sadder?

You can also make Neutral or Positive Words even Stronger

What would happen if you said that you were:

Great instead of Okay would it make you happier or sadder?

Awesome instead of Pretty Good would it make you happier or sadder?

Getting Better instead of Alright would it make you happier or sadder?

This week I want you to concentrate on what you say and how you say it. Try to find a happier, stronger way to express your emotions. Watch what it does to your and other people's emotions

SUCCESSFUL LIFE SKILLS FOR CHILDREN
School Safe/Street Safe

FIVE RULES OF PERSONAL SAFETY - Block #3 - Instructors
Instructions

This block is designed for dealing with school and neighborhood scenarios. It covers many of the same topics as “The ABC’s of Conflict Avoidance,” but with a slightly different emphasis. The five steps allow for a lot of different circumstances and role-playing scenarios.

THE FIVE RULES OF PERSONAL SAFETY ARE AS FOLLOWS:

- Step #1** - Use Your Mind - Create Safe Habits
- Step #2** - Use Your Words - How to Talk to a Bully
- Step #3** - Use Your Legs - Chicken versus Coward
- Step #4** - Ask For Help - Tell a Teacher/Tell a Parent/Tell a Friend
- Step #5** – Defend Yourself (As a last resort)

Step 5 will not be discussed in much detail as it is most likely covered in your curriculum already.

Remember, students, especially young students, learn more, faster and retain information longer by listening to a short story or lesson, then answering a few well-placed questions, followed by role-playing (all taking five minutes or less). Whenever you ask a question, be sure to give the students time to answer

Again, it is important that you solicit answers and **get feedback** from your students. You might have to have some patience or ask the question again in order to draw out the answer you want. Remember the important part it isn’t so much the lecture, as it is getting your students to reason through the problem presented until they draw the conclusion you want.

When a student gives you an incorrect or wrong answer, **keep your response positive**. You might say “good try” or “almost” or “you’re getting close.” If we make our students feel self-conscious or “dumb,” they will stop participating and this teaching method becomes ineffective.



PARENT HANDOUT FOR SUCCESSFUL LIFE SKILLS TIP CYCLE – WEEK #5

This week we are going to talk about how to use our words to change our emotions. We call this 'Transformational Vocabulary' and it's about using words to make our life richer and more powerful.

When we are angry, we tend to use angry words. Using angry words usually makes us, and those around us, even angrier. Which only makes things worse.

Most of the time we can change the way we feel by changing the words we use.

When we do this it is called "Transformational Vocabulary" and it is very useful in helping us control our emotions.

You use Transformational Vocabulary by replacing strong, negative words and phrases with words that express a more positive emotion. What you say and how you say it can actually take you from being "extremely mad" to a "little irritated." It works because what we say actually helps determine how we feel.

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Step #1 - Use Your Mind - Create Safe Habits

Step #2 - Use Your Words - How To Talk To A Bully

Step #3 - Use Your Legs - Chicken versus Coward

Step #4 - Ask For Help - Tell A Teacher/Tell A Parent/Tell a Friend

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Whenever you ask a question be sure to give the students time to answer

Again, it is really important that you solicit answers and **get feedback** from your students. You might have to have some patience or ask the question again in order



Session 10A, Section # 2

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When a student gives you an incorrect or wrong answer, **keep your response positive**. You might say "good try" or "almost" or "you're getting close". If we make our students feel self-conscious or "dumb" they will stop participating and this teaching method becomes ineffective.

5th week, White Belt Successful Life Skills Huddle Discussion #5
(To be done the second week of group classes attended)



WEEK #5 PARENT HANDOUT FOR WHITE BELTS

PROMOTIONS AND PROGRESSION

At Kovar's Satori Academy a student's progress is measured by the awarding of tips and belt promotions.

A "Tip" is a stripe added to a student's belt that signifies that the student has successfully completed a specific portion of their current curriculum. It is used as a measurement of that student's progression at their current rank.

A "Promotion" to a new color of belt signifies a completion of an entire set of curriculum and therefore recognition of a student's increase in skill levels.

TIP AND BELT TESTING

Here at Kovar's Satori Academy, our curriculum is broken into segments (10 weeks at white and gold), (15 weeks at orange through blue), & (20 weeks at red through brown). Each one of these segments is broken into five-week periods.

Black Tip Testing

At the conclusion of each five-week period, each student will review his or her curriculum with the instructor. After displaying knowledge of the curriculum, the instructor will award a black stripe of tape onto the student's belt. Depending on age, it takes a minimum of one black stripe to become eligible for belt testing for the gold and orange belts. Thereafter a minimum of two black stripes will be required for adults through blue belt.

Red Tip Testing

Prior to testing for the next belt rank, each student will be individually pre-tested. If the student successfully pre-tests for the next belt rank, they will be awarded a red stripe of tape. Only those students who have passed the pre-test will be allowed to belt test. Here at Kovar's Satori Academy we do not believe in publicly failing a student. That runs contrary to our main goal, which is to enhance our students' self-esteem and sense of overall success. If a student does not successfully pass their red tip test, they may attempt another red tip test. Students who have successfully passed the red tip test are then given a test date and are encouraged to bring family and friends to view the belt promotion.

Gray Tips

Occasionally, when a student is not quite ready for a black tip, the instructor will award a gray tip. A gray tip is an "almost" tip, which means that generally students won't have to repeat a 5-week cycle. When an instructor sees a gray tip it is a red flag that a student needs extra help. Over the next week or two the student will be given extra help until they have the material down, at which point the instructor will cover up the gray tip with a black one.



Session 10A, Section # 2

FIVE AREAS OF TESTING

There are five areas in which students must perform competently in order to be ready for belt promotion:

KNOWLEDGE OF CURRICULUM
SPIRIT AND ENERGY
ATTENDANCE, ATTITUDE AND PROTOCOL
HEALTH AND FITNESS
BASICS AND APPLICATIONS

1. Knowledge of Curriculum

Students must know the entire curriculum necessary to progress to the next level. This curriculum is available at the front desk on a curriculum sheet for the student's particular belt level. Although effort is rewarded more so at beginning belt levels and greater technical proficiency is expected as students attain higher rank, students must still be able to perform all movements in their belt's curriculum in order to promote.

2. Spirit and Energy

Students are expected to perform their moves with high energy. "Kia's" and intensity of movement can demonstrate this.

3. Attendance, Attitude and Protocol

Students should demonstrate a positive and respectful attitude and follow the protocol of the school, such as bowing on and off the mat and remembering their "sirs" and "ma'ams". (Junior students are also required to get a school teacher's and parent's signature on their intent to promote letter showing that their behavior at home and at school is acceptable.)

4. Health and Fitness

Students are expected to improve their fitness as they progress. This can be demonstrated by doing good push-ups and calisthenics, as by well as by performing the movements required with good endurance (not being completely out of breath at the end of a form, etc.).

5. Basics and Application

Good basics are the foundation of a good Martial Artist; therefore we expect students to perform basics competently at all belt levels. Students should also be able to demonstrate an understanding of the application of the movements they are learning.

EXTRA HELP

If, for any reason, a student feels like they are falling behind and feels like they need some additional help, please see your instructor and make an appointment for a session to assist with curriculum. There is no charge for extra help sessions.



Session 10A, Section # 2

MOTIVATIONAL CHALLENGES

It is important to remember that almost everyone who earns a Black Belt at some point during his or her training considers quitting. It is normal to have peaks and valleys in our training, especially since Martial Arts are a year round activity whereas most other activities are seasonal. We sometimes hear that it is challenging for parents to get their children to class. As long as the student still has fun while they are here, then there is not too much to be concerned about. We find that children often have trouble switching gears from one activity to the next, but as long as karate is still enjoyable for them, then a little difficulty getting them to class now and then is not a major issue. However, if a student complains excessively about coming to class, or says they don't enjoy coming anymore, then you should tell their instructor immediately so that we can find out what needs to be done to re-motivate that student. We find that students may lose motivation simply because they have other activities (playing with friends or a favorite TV show) at the same time as karate class. Sometimes students just lose sight of their goals and need to re-affirm them. During periods of low motivation it is helpful to know that no one who has earned a Black Belt has regretted it, and that " a Black Belt is a white belt who never gave up!"

MAT CHATS

The real job satisfaction here at Kovar's is helping individuals to grow and develop. If a student needs some extra input, advice, mentoring, guidance, or just a little extra help, please talk to the student's instructor. For example, if a student is getting poor grades in school, is not respectful of others, or is not doing chores, our instructors would be happy to have a "Mat Chat" (talk with the student privately) to help the student find more empowering alternatives to their behavior or performance. Please understand that one of our main goals is to help our students become responsible and respectful people of integrity.



BLACK BELT LEADERSHIP THE 7 QUALITIES OF A CHAMPION SCRIPT - WEEK #5

Last week we discussed the fourth quality of a Martial Arts champion. Does anybody remember what it was? Power. What was the parallel life quality to power? Knowledge.

Your assignment last week was to concentrate on developing power in class and to re-cultivate your thirst for knowledge in life. How did you do?

This week we are going to discuss the fifth quality of a champion: balance and its parallel human quality, which is rationality.

In order to be a Martial Artist champion, we must have a good sense of balance. If we lose our balance in a fight, we could easily lose the fight.

Probably the most important key to keeping your balance is staying calm, centered and focused.

(Have your students stand on one foot and close their eyes. How is their balance? Remind them that their balance is bad because they do not have anything to center on. Next, have them keep their eyes open, but to look right, left and up and down quickly. How is their balance? It is not good because they are distracted and unfocused. Finally, have them keep their eyes open and concentrating on a point straight ahead of them. How is their balance now? It is good because they are calm, centered and focused).

The parallel human quality to balance is rationality. To be rational means to think logically and clearly without emotion. It means to make intelligent decisions based on wisdom and character.

Our wisdom and character have to be balanced. Thomas Jefferson said, "Material abundance without character is the surest way to destruction". Wisdom without character is the surest way to catastrophe. So let us cultivate rationality in our daily lives by listening to our conscious and reason, just as we place importance in achieving balance in the game of Martial Arts.

Your assignment this week is to make sure that when you are in class to stay calm, centered and focused. This will allow you to have great balance. Likewise, outside the classroom, your assignment is to stay calm, centered and focused so that you will make rational decisions.



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BLACK BELT LEADERSHIP THE 7 QUALITIES OF A CHAMPION HANDOUT – WEEK #5

This week we discussed the fifth quality of a champion: balance and its parallel human quality, which is rationality.

In order to be a Martial Artist champion, we must have a good sense of balance. If we lose our balance in a fight, we could easily lose the fight.

Probably the most important key to keeping your balance is staying calm, centered and focused.

The parallel human quality to balance is rationality. To be rational means to think logically and clearly without emotion. It means to make intelligent decisions based on wisdom and character.

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Your assignment this week is to make sure that when you are in class to stay calm, centered and focused. This will allow you to have great balance. Likewise, outside the classroom, your assignment is to stay calm, centered and focused so that you will make rational decisions.



Session 10A, Section # 2

Week #1

1. Adult Beginner Block Sheet – Block #4
2. Beginner Message
 - a. Character Training – GOOD MANNERS
 - b. School Safe/Street Safe – WHO TO ASK FOR HELP
3. Beginner Class Agenda Handout (MESSAGE OF THE WEEK)
 - a. GOOD MANNERS & WHO TO ASK FOR HELP
4. White Belt Orientation
 - a. Huddle Discussion #1
 - b. Week #1 Parent Handout
5. Intermediate Block Sheet #12
6. Leadership – 7 Qualities Of A Champion Week #6
7. Physical Curriculum For Cycle



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ADULT BEGINNER CLASS CURRICULUM ROTATION BLOCK #4 (WHITE & GOLD)

CONCEPT – RESPECT

To get respect, one must first give respect.

TARGETING SET #1

COMBO #2

TERMINOLOGY

1. **The Three Pieces of the Flexibility Puzzle** – In order to enhance your flexibility, you need to do three things:
 - a. Elevate the temperature of your body by warming up with light exercise.
 - b. Stretch until you feel **tension** on the muscle group that you are trying to stretch.
 - c. Each time you stretch should be for an extended period of time.
Remember, it takes time to gain flexibility, so be patient.
2. **F.A.S.T.** – To develop your Martial Arts skills to the highest level, always practice using the F.A.S.T. system. First off, emphasize good **FORM**. Secondly, concentrate on **ACCURACY** in striking. Next, work on developing **SPEED** through the movement. Finally, make sure you are working on proper **TIMING**.

SELF-DEFENSE TECHNIQUE –Circling Arms B (Rear Attack) Bear Hug

SELF-DEFENSE TIP – Take Action

This seems so simple, but it is not easy. It means that you might have to leave early from a concert, miss a party (because the guy who asked you to go gave you a funny feeling), or refuse a person's help when it would've been convenient, etc.

Although nothing is guaranteed, here are some principles to remember if you are ever confronted with a potentially dangerous situation.

1. My safety first...their feelings second. "NO" is not negotiable.
2. When in doubt...out.
3. Communicate Confidence...make eye contact, keep good posture, and use strong vocal tonality when talking. "STOP" is a powerful word because it causes a conditioned response.



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- a. Three stages of assault
- b. Take a defensive posture
- c. Attackers do not have an alternate plan
4. Don't put yourself in a worse situation. Crime Scene #1 vs. Crime Scene #2.
 - a. Bolt & run
 - b. Stun & run
 - c. Crash car if car-jacked
 - d. Refuse to be tied up
 - e. NO-GO-YELL-TELL
5. Create space. Keep as much distance between you and your opponent as possible.
6. If you must defend yourself, try to follow these rules:
 - a. It is always better to strike first. An attack delivered with S.L.A.P. (surprise, leverage, accuracy, and power) strength and speed is nearly impossible to defend. Also known as Hit Hard, Hit Fast, Hit First, or Hit Back First. Action is faster than reaction.
 - b. Know where to hit (Striking zones) – nose, neck eyes, ears, knees, groin, shins, & instep should be primary targets.
 - c. Expect to get hit; expect to get hurt. It may not happen, but if it does, you won't be freaked out about it.
 - d. Fight through it!! Do not quit until the opportunity to escape arises. When in doubt, keep hitting.
 - e. Show no fear! Looking frightened usually energizes the attacker.
 - f. Make as much noise as possible – scream, break a window, yell FIRE, call 911, etc. The last thing your attacker wants is attention.
 - g. Get away, get help, and report the incident immediately.

SELF-DEFENSE TIP – Learn From Experience

The best way to get the right answers is to ask the right questions. The best questions are empowering, self-oriented questions.

1. What can I learn from this?
2. How could I have handled this situation better?
3. What steps can I take to ensure that this will not happen to me again?

You may not always come up with clear and decisive answers to every question, but more often than not, you will pick up clear, useable distinctions that can help you to better respond to future situations.



SUCCESSFUL LIFE SKILLS FOR CHILDREN Character Training & Development

GOOD MANNERS - Block #4 – Instructor's Instructions

When someone demonstrates good manners, everybody wins.

The purpose of this “Manners” block is to teach the ABC’s of proper protocol, politeness, courtesy and respect. Being polite is not only the right thing to do, it is an important ingredient to success and happiness. With good manners, great first impressions are made, doors are opened, and favors are given. As the old phrase says, “You can catch more flies with honey than with vinegar”

We all know the value of good manners. Rarely, however, are manners taught in a specific format. Even the most well-intentioned parent generally teaches manners as a second thought.

For the next four weeks, always start the lessons with these three questions:
What does it mean to have good manners? *Being polite, courteous, and respectful.*
Why is it important for you to show good manners? *Great first impressions are made, doors will be opened, and favors are given.*
What is a good example of good manners? *Using the magic words: Please, Thank You, Excuse Me, May I, Yes Sir/Ma’am. Elbows off the dinner table, please pass the salt, cover your mouth when you sneeze or cough.*
Then follow the appropriate week’s Character Training & Development lesson.

Students, especially young students, learn more, faster and retain information longer by listening to a short story or lesson, then answering a few well-placed questions, followed by role-playing (all taking five minutes or less). Whenever you ask a question, be sure to give the students time to answer.

Therefore, it is important that you solicit answers and **get feedback** from your students. You might have to ask the question again in order to draw out the answer you want. Remember the important part it isn’t so much the lecture, as it is getting your students to reason through the problem presented until they draw the conclusion you want.

When a student gives you an incorrect or wrong answer, **keep your response positive**. You might say “good try” or “almost” or “you’re getting close”. If we make our students



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feel self-conscious or “dumb” they will stop participating and this teaching method becomes ineffective.

For the next four weeks, several times during each class, incorporate a success chant. At first you’ll have to say the whole chant. As the students learn it, you say the first half and have them repeat the last half. You can do the chant during stretching, or use it as a pattern interrupt (snap them to attention stance and then say the success chant.) The goal is to imprint the success chant in such a way that they can draw upon it for strength and direction outside of Martial Arts classes. The success chant for the next four weeks is:

Winners Have Good Manners



SUCCESSFUL LIFE SKILLS FOR CHILDREN

School Safe/Street Safe

What to do if You Are Lost (Who to Ask for Help)

TRUST YOUR INTUITION - BLOCK #4 – Week 1 – Instructor's Script

The thought of getting lost is scary. Most kids have been told to not talk to strangers and probably would not have any idea what to do if they were lost or separated from their family. This week we are going to talk about what to do if you get lost or need help. It will probably never happen, but it is good to have a plan just in case.

If you are lost or need help for some reason, should you wait for somebody to come up to you to see if you need help? **(Get Feedback)** Or should you ask someone for help? **(Get Feedback)** You should definitely ask someone for help. The question is who? Let's assume there are lots of grownups around, but you don't know any of them, and there are no policemen to be seen. Who should you ask? **(Get Feedback)**

The first choice would be a mom with kids.

The second choice should be someone that looks like a grandma.

The third choice would be someone in uniform (mailman, milkman, UPS driver, etc)

The fourth choice would be a person working.

Why do you think someone that looks like a grandma or mom with kids is our first choice? Because they have what is called "Maternal Intuition," which means moms and grandmas usually care lots about kids and would want to help.

A person in a uniform or a person working are good choices because they are probably pretty responsible and will most likely be willing to help.

If you are lost or need help, never go with someone who approaches you, especially if they make you feel scared or afraid

Let's review again who you would ask for help:

1. A mom with kids.
2. Someone that looks like a grandma.
3. A person in uniform (mailman, milkman, UPS driver, etc)
4. A person working.



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PARENT HANDOUT FOR SUCCESSFUL LIFE SKILLS TIP CYCLE – WEEK #1

This weeks Character Training & Development SM topic is the first week in a four part series concentrating on the value of having **GOOD MANNERS**.

The purpose of this “Manners” block is to teach the ABC’s of proper protocol, politeness, courtesy and respect. Being polite is not only the right thing to do; it is an important ingredient to success and happiness. With good manners, great first impressions are made, doors are opened, and favors are given. As the old phrase says, “You can catch more flies with honey than with vinegar”

This weeks **School Safe/Street Safe** SM topic is the first week in a four part series concentrating on the **TRUST YOUR INTUITION**.

This week we are going to talk about **WHO TO ASK FOR HELP**. The thought of getting lost is scary. Most kids have been told to not talk to strangers and probably would not have any idea what to do if they were lost or separated from their family. Therefore they tend to withdraw, become more frightened and confused. It is a known fact that predators look for lost, lonely, confused, weaker victims.

This week we are going to talk about what to do when lost or in need of help. We will reason with the kids... If you are lost or need help for some reason, should you wait for somebody to come up to you to see if you need help? Or should you ask someone for help? You should definitely ask someone else for help. The question is who? Let’s assume there are lots of grownups around, but you don’t know any and there are no policemen to be seen. Who should you ask?

The first choice should be someone that looks like a grandma.

The second choice would be a mom with kids.

The third choice would be a lady.

The fourth choice would be a man in uniform (mailman, milkman, UPS driver, etc)

The fifth choice would be a man working.

If you are lost or need help, never go with someone who approaches you, especially if they give you a funny feeling in your stomach.

We encourage you to discuss these themes with your child often. This will, of course, help to solidify these ideas into their memory bank (Imprinting) and allow them to more fully utilize these themes into their life.

Caution: Don’t lecture – ask questions. Then logically reason with your child on the answers (by asking more questions) until he/she draws a healthy conclusion. This will do multiple things; Help them to deduce reasons that make sense to them, teaches them to think on their own, etc.

1st week, White Belt Successful Life Skills Huddle Discussion # 1

(To be done in the first group class the no belt attends)

I would like to talk to you about a really, really old karate bow and what it means. It has three parts to it and the first part looks like this. (Hold your hands in the “keegan” position). Everyone hold your hands like this. Good - This is called “keegan”. Everyone say Keegan.... Good. Keegan means that I hope for peace. I will do everything I can to find a peaceful solution. Is that a good thing to hope for? Everyone say, “I hope for peace”. Good!

The second part looks like this. (Hold your hands in the Kyushu position). This is called “Kyushu” – everyone say Kyushu... Good! Kyushu means that I am optimistic. That I will look for the good in all situations. Is that a good thing to look for? Everyone say, “I am optimistic” – good!

The third part looks like this (hold your hands in the “Hokin” position). Everyone hold your hands like this. Good - This is called “Hokin”. Everyone say Hokin.... Good. Hokin means that I practice humility, that I will not misuse my karate or threaten anyone. Can you all do that? Good! Everybody say, “I practice humility”... Good.

What this bow means is so important that we will do it at the beginning of every class!

Parent hand out # 1– Titled “Sho-see-go-buy” to be handed out personally by the main/lead instructor to the parents of the white belt (at the first group class or the first time the child hears this HD). After the student is awarded his/her white belt – at the conclusion of class.



WEEK #1 PARENT HANDOUT FOR WHITE BELTS

Here at Kovar's Satori Academy we have two Successful Life Skills[®] "Huddle Discussions" in every class. The first one, "School Safe / Street Safe"[®], is dedicated to teaching safety. The second, "Character Training and Development"[®], is dedicated to reinforcing the values you teach at home. We do this by telling a little story and then asking the students some questions about the story. This causes the children to think through and process logical solutions in a safe and friendly environment. Eventually the students gain wisdom, strength, and maturity as they apply these scenarios to their own life.

Today's discussion is on a very old bow. We feel that it is such an important reminder that we will open every class with it. It has three parts. They look like this:

This is called "Keegan" it is pronounced like "key – gan". Loosely translated Keegan means, "I hope for peace. I will do everything I can to find a peaceful solution."

This is called "Kyushu" – it is pronounced like "Ky–u-shoe". Loosely translated, Kyushu means optimistic, to look for the good in all situations. There is an old saying "Both an optimist and a pessimist are right – The real difference is that one is more pleasant to be around".

This is called "Hokin" – it is pronounced like "Ho-Kin". Loosely translated Hokin means Humility, to not threaten or be a bragger. We stress to the students that Martial Arts is not to be misused or played with on the playground or around the house or neighborhood.

Finally, when our students bow to each other and when instructors and students bow it is really an act of courtesy, which also means three things. The first is that it is a sign of mutual respect. Secondly, they are making a silent promise to not hurt each other. Lastly it means that we have an attitude of gratitude, that we are grateful for each other.

At the end of class we will ask the students to "turn and bow to your parents" and parents bow to your children as a way of showing mutual Courtesy, Respect, and Gratitude. As a parent, you are not required to bow. If you feel uncomfortable in bowing, then simply don't bow.

The bows here at Kovar's Satori Academy have nothing to do with subservience, value, or importance and everything to do with Courtesy, Respect, Safety, and Gratitude.

We, my brother Kyoshi (Chief Instructor) Dave Kovar and myself Meyoshihan (Chief of Administration) Tim Kovar on behalf of our entire staff of professional martial arts instructors, Bow to you and say "THANK YOU" for the opportunity to work with your most precious asset – your child.



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INTERMEDIATE CLASS CURRICULUM ROTATION BLOCK #12 (Orange, Green, Purple, Blue)

CONCEPT - CONSISTENCY

In Martial Arts, consistency is coming to class on a regular basis, month in and month out, and putting forth an excellent effort in every class.

STANCE - 30 SECOND HIDDEN FOOT

COMBINATION - COMBO #6

Lead Leg Round Kick, Back Leg Round Kick

SELF-DEFENSE TECHNIQUE - 1. Whirling Thorn
2. Cutting the Pagoda

MEANING, DESCRIPTION, & HISTORY OF ARNIS

Arnis, also known as Kali and Escrima, is the most popular Martial Art in the Philippines. Arnis techniques are executed with two sticks, a stick and dagger, a single stick or dagger, or with empty hands. The famous Filipino Chieftain Lapo Lapo was said to have defeated the great explorer, Ferdinand Magellan and his men, using Arnis.

Arnis is considered one of the most practical forms of Martial Arts weaponry.

Adults Only

TERMINOLOGY

Marriage of Gravity - – The uniting of mind, breath, and strength while simultaneously dropping your body weight along with the execution of your natural weapon(s). Timing all of these factors with the dropping of your body weight greatly adds to the force of your strikes. This combined action literally causes a marriage of gravity.

Telegraphing - is a body language that often works against you. These movements warn your opponent of your intended action and help him prepare for his self-defense.



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BLACK BELT LEADERSHIP THE 7 QUALITIES OF A CHAMPION SCRIPT - WEEK #6

Last week, we discussed the fifth quality of a champion. Does anyone remember what it was? Balance! What was the parallel life quality to balance? Rationality.

Your assignment was to stay calm, centered and focused both on and off the mat. How did you do?

This week we are going to discuss the sixth Martial Arts quality of a champion, flexibility and its parallel human quality, which is gentleness.

Flexibility is one of the most important qualities for Martial Arts practitioners, especially when attempting to execute high kicks. Good flexibility helps to prevent muscle or ligament injuries. It also allows us to be more powerful because we can move faster when we are flexible, and with speed comes power.

So, let us test everyone's flexibility. (Have your students demonstrate front splits, side splits and so on. Then, set goals with them. Remember, it takes a long time to increase your flexibility, so do not let your students set too aggressive goals because you will set them up for injury or failure.

The parallel human quality to flexibility is gentleness. Gentleness is the ability to get along with others. It means to be easy going and not easily bent out of shape. Gentleness of human character is essential to being accepted by others and to succeed in life. Lao Tzu, one of the greatest ancient Chinese philosophers, put it this way: "a man is born gentle and weak. At death, he is hard and stiff. Green plants are tender and filled with sap. At death, they are withered and dry. Therefore, the stiff and unbending is the disciple of death, and the gentle and yielding is the disciple of life." So let us develop gentleness in the game of life, just as we develop flexibility in the game of Martial Arts.

Your assignment this week is to set aside some time that you can work on your flexibility. Off the mat, your assignment is to work on being as gentle and easy going as you can in an effort to get along with the most number of people.



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BLACK BELT LEADERSHIP THE 7 QUALITIES OF A CHAMPION HANDOUT – WEEK #6

This week we discussed the sixth Martial Arts quality of a champion, flexibility and its parallel human quality, which is gentleness.

Flexibility is one of the most important qualities for Martial Arts practitioners, especially when attempting to execute high kicks. Good flexibility helps to prevent muscle or ligament injuries. It also allows us to be more powerful because we can move faster when we are flexible, and with speed comes power.

So, let us test everyone's flexibility. (Have your students demonstrate front splits, side splits and so on. Then, set goals with them. Remember, it takes a long time to increase your flexibility, so do not let your students set too aggressive goals because you will set them up for injury or failure.

The parallel human quality to flexibility is gentleness. Gentleness is the ability to get along with others. It means to be easy going and not easily bent out of shape. Gentleness of human character is essential to being accepted by others and to succeed in life. Lao Tza, one of the greatest ancient Chinese philosophers, put it this way: "a man is born gentle and weak. At death, he is hard and stiff. Green plants are tender and filled with sap. At death, they are withered and dry. Therefore, the stiff and unbending is the disciple of death, and the gentle and yielding is the disciple of life." So let us develop gentleness in the game of life, just as we develop flexibility in the game of Martial Arts.

Your assignment this week is to set aside some time that you can work on your flexibility. Off the mat, your assignment is to work on being as gentle and easy going as you can in an effort to get along with the most number of people.



Session 10A, Section # 2

Physical Curriculum for Cycle

Junior Beginning

Basic Striking Set
Circling Arms B
Beg Combo # 2

Junior Intermediate

30 Second Hidden Foot
Whirling Thorn
Cutting the Pagoda
Intermediate Combo # 6

Junior Advanced *Review

2 Count Basics*
9 Count Blocking*
Retreating Dragon*
Snapping Branch*
Kung Fu Cross*
Intermediate Combo # 1*
Intermediate Combo # 2*
3 Count Padwork

Junior Black Belt

Star Block Set
Champion Set
3 Count Padwork

Little Dragons

Intermediate Combo # 4
Outward Defense (Run Away)
Emphasis on Side Kick

Adult Beginning

Targeting Set # 1
Circling Arms B
Bear Hug
Beginning Combo # 2

Adult Intermediate

30 Second Hidden Foot
Whirling Thorn
Cutting the Pagoda
Intermediate Combo # 6
Kickboxing

Adult Advanced *Review

2 Count Basics*
9 Count Blocking*
Retreating Dragon*
Snapping Branch A/B*
Kung Fu Cross A/B/C*
Intermediate Combo # 1*
Intermediate Combo # 2*
Falling Skills
Kickboxing

Adult Black Belt

Stalking Tiger
Kickboxing

Kickboxing

3 Count

Junior Weekly Topic

	<u>Beginning</u>	<u>Intermediate</u>	<u>Advanced</u>
Week # 1	Thai Pad Drills Palms, Elbows, Knees, Kicks	Heavy Hands	3 Count
Week # 2	Thai Pad Drills Palms, Elbows, Knees, Kicks	Alligator Drills	3 Count
Week # 3	Thai Pad Drills Palms, Elbows, Knees, Kicks	Evasion Drills	3 Count
Week # 4	Thai Pad Drills Palms, Elbows, Knees, Kicks	Post Kicks	3 Count
Week # 5	Thai Pad Drills Palms, Elbows, Knees, Kicks	Wavemaster Drills	3 Count



Session 10A, Section # 2

Week #2

1. Beginner Message
 - a. Character Training – POLITE GREETING
 - b. School Safe/Street Safe – BOUNDARY SETTING/BE AWARE, BUT NOT ON GUARD
2. Beginner Class Agenda Handout (MESSAGE OF THE WEEK)
POLITE GREETING AND BOUNDARY SETTING/BE AWARE, BUT NOT ON GUARD
3. White Belt Orientation
 - a. Huddle Discussion #2
 - b. Week #2 Parent Handout
4. Leadership – 7 Qualities Of A Champion Week #7



SUCCESSFUL LIFE SKILLS FOR CHILDREN
Character Training & Development
Polite Greeting

GOOD MANNERS (BLOCK #4) – Week 2 – Instructor’s Script

Start the lesson by gathering your students into a tight huddle and ask these three questions:

What does it mean to have good manners? *Being polite, courteous, and respectful.*
Why is it important for you to show good manners? *Great first impressions are made, doors will be opened, and favors are given.*

What is a good example of good manners? *Using the magic words: Please, Thank You, Excuse Me, May I, Yes Sir/Ma’am. Elbows off the dinner table, please pass the salt, cover your mouth when you sneeze or cough.*

Then share the following story or lesson and ask the questions listed.

This week we are going to talk about the value of a polite greeting. It was once said, “You never get a second chance to make a first impression.”

Often, the first impression is made when we are being introduced or are introducing ourselves to someone. Therefore, it is very important to deliberately go out of our way to make our greeting polite. Even if we have met them before, a polite greeting sets the tone for this meeting.

Do you want other people’s impression of you to be:

“That kid is a brat?”

“That kid is a wimp?”

“That kid is a liar and a cheat?”

A polite greeting is important, not only because it shows good manners, but when you look someone in the eye, give them a firm (but not too tight) hand shake and confidently say your name, your behavior says “I’m a nice, honest, trustworthy and confident person, and don’t pick on me.”

Let’s get two volunteers up to demonstrate. One will demonstrate a polite greeting and the other will demonstrate a not-so-polite greeting.



Session 10A, Section # 2

(After the demo, have everyone demonstrate a polite greeting on each other. Mix it up with an attention stance to make it an enjoyable drill.)

So let's practice how to do a polite greeting. Remember to look them straight in the eye, give them a firm handshake, and confidently say. "Hi my name is _____."

(For fun, you can have them introduce themselves as their favorite character, such as, "Hi, I'm Batman", or, "Hello, I'm Captain Crunch," etc.)

This week go out of your way to practice your polite greeting every chance you get. In fact, try to be the first one to offer your hand for a handshake!



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Session 10A, Section # 2

SUCCESSFUL LIFE SKILLS FOR CHILDREN **School Safe/Street Safe** **Boundary Setting**

TRUST YOUR INTUITION - BLOCK #4 – Week 2 – Instructor's Script

Boundary Setting/Be Aware But Not On Guard

This week we are going to discuss **Boundary Setting and Awareness**. How many of you feel that you should always be looking for bad guys and always be ready for trouble? **(Get Feedback)**

If you lived like this, you would be what we call “on guard.” Being on guard all the time would actually not be a good idea. First off, it would be no fun. But more importantly, it would work against you. Because when you're always on guard, your intuition won't work as well, so you wouldn't be able to tell the difference between real danger and imaginary danger.

Everybody say “Be Aware But Not On Guard.” This means we always try to be aware of what is going on around us, but not fearful. If you are aware, but not on guard, your intuition will tell you if there is danger.

If you ever feel danger, boundary setting is important. Boundary setting is about having a safety zone between you and whatever the danger is. Imagine a big, mean, barking dog. If it is behind a glass door, you probably aren't too afraid. If there is no door between you and the dog, you are probably going to be much more scared. The door represents a safety zone. Distance can also be a safety zone.

If someone who makes you uncomfortable ever approaches you, never let that person get closer than within three steps. That is your personal safety zone. Any closer than that and they can grab you or hit you. If they come closer than that, you step back and say “No, back off,” as you put your hands up.

Let's try it. I'll be the bad guy. When I come at you, what do you do? Say, “No, back off,” as you put your hands up.

Remember, the trick is to be aware, but not on guard.



**PARENT HANDOUT FOR SUCCESSFUL LIFE SKILLS
TIP CYCLE – WEEK #2**

This weeks Character Training & Development sm topic is the second week in a four part series concentrating on the value of having **GOOD MANNERS**.

This week we are going to talk about the value of a **POLITE GREETING**. It was once said, “You never get a second chance to make a first impression.”

Often, the first impression is made when we are being introduced or are introducing ourselves to someone. Therefore, it is very important to deliberately go out of our way to make our greeting polite. Even if we have met them before, a polite greeting sets the tone for this meeting.

Do you want other people’s impression of you to be:

“That kid is a brat?” or “That kid is a wimp?” or “That kid is a liar and a Cheat?”

A polite greeting is important, not only because it shows good manners, but when you look someone in the eye, give them a firm (but not too tight) hand shake and confidently say your name, your behavior says “I’m a nice, honest, trustworthy and confident person, and don’t pick on me.”

This weeks **School Safe/Street Safe** sm topic is the second week in a four part series concentrating on the **TRUST YOUR INTUITION**.

This week we are going to talk about **Boundary Setting and Awareness**.

“Be Aware But Not On Guard.” This means we always try to be aware of what is going on around us, but not fearful. If you are aware, but not on guard, your instincts will tell you when there is danger. If you ever feel danger, boundary setting is important. Boundary setting is about having a safety zone between you and whatever the danger is. Imagine a big, mean, barking dog. If it is behind a glass door, you probably aren’t too afraid. If there is no door between you and the dog, you are probably going to be much more scared. The door represents a safety zone. Distance can also be a safety zone.

If someone who made you uncomfortable ever approaches you, never let him or her get closer than within three steps. That is your personal safety zone. Any closer than



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that and they can grab you or hit you. If they come closer than that, you step back and say “Stop, back off,” as you put your hands up.

We encourage you to discuss these themes with your child often. This will, of course, help to solidify these ideas into their memory bank (Imprinting) and allow them to more fully utilize these themes into their life.

Caution: Don't lecture – ask questions. Then logically reason with your child on the answers (by asking more questions) until he/she draws a healthy conclusion. This will do multiple things; Help them to deduce reasons that make sense to them, teaches them to think on their own, etc.

2nd week, White Belt Successful Life Skills Huddle Discussion # 2 (To be done the second week of group classes attended)

Ok everybody, huddle up – come on in close - good. I am going to tell you a little story about George and his friend Bert.

George and Bert were taking karate lessons. They had a ton of fun doing all the karate moves and loved coming to class. Each of them secretly thought that it would be really cool to become a karate instructor when they grew up. Both George and Bert talked to their parents about it and each of their dads said that it would have been fun to work his way through college by being a karate instructor. Both George and Bert thought about what this meant and decided, “That’s what I’m going to do.”

George went home and wrote, “I’m going to be a Black Belt instructor and go to college,” and hung it on the wall in his bedroom. He then went out to play before dinner.

Bert thought about it and started to daydream about doing karate - like they do on TV. When he got home he went out and played with his friends.

Which child was more likely to get his goal? Why?
That’s right, when people write down their goals they become more powerful.

What are some of your goals?

Parent hand out # 2– Titled “Goal Setting” to be handed out personally by the main/lead instructor to the parents of the white belt - at the conclusion of class.



WEEK #2 PARENT HANDOUT FOR WHITE BELTS

Goal Setting

Here at Kovar's Satori Academy, we have two Successful Life Skills[®] "Huddle Discussions" in every class. The first one, "School Safe/Street Safe"[®], is dedicated to teaching safety. The second, "Character Training and Development"[®], is dedicated to reinforcing the values you teach at home. We do this by telling a little story and then asking the students some questions about the story. This causes the children to think through and process logical solutions in a safe and friendly environment. Eventually the students gain wisdom, strength, and maturity as they apply these scenarios to their own life.

Today's "Character Training and Development"[®] Huddle Discussion is on Goal Setting. I went to a success management seminar several years ago and was shocked to learn that most people spend more time planning their vacations than their lives.

I also learned that Harvard did a study on planning and goal setting. Of the entire graduating class of 1953, only 3% had written their goals down, 14% had specific but unwritten goals, and the rest (83%) only had general ideas. Twenty years later in 1973, the net worth of the 3% exceeded the combined net worth of the entire 97%!

So when I got back to Sacramento, I did an impromptu survey and asked several people where they wanted to be in 5 years. What kind of experiences do they want their children to have, what kind of people do they want them to become?

Guess what? With a few exceptions, most people I questioned only had a vague idea of what they wanted. Almost no one had a written 5-year plan!

Allow me to quickly summarize a 3-day seminar in a few sentences. It is best to have a major goal (4 to 5 year goal) that is written down and posted where you will see it often (like on the bathroom mirror). Then take that goal and divide into annual segments, then into quarterly portions and finally into monthly, weekly, and even daily goals. Make a list - putting first things first – then work toward checking things off the list.

Sounds simple enough, yet it is amazing how many people don't do it. One of the obscure but major advantages to goal setting is not in reaching the goal... but in who one becomes because of reaching the goal. Success begets success... in other words, becoming successful in one area of one's life is often a metaphor for success in other areas of life.

There is no more awesome and yet demanding job than being a parent. It is up to us to set the tone, and provide those experiences that will have the greatest long-term effect for our children. It has been said, "What we teach our children will be taught to our grandchildren."

Here at Kovar's Satori Academy we feel that our main job is to be our student's success coach – to help them become more successful in life by being successful in the Martial Arts.

Sincerely,

Tim Kovar



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BLACK BELT LEADERSHIP THE 7 QUALITIES OF A CHAMPION SCRIPT - WEEK #7

Last week we discussed the sixth Martial Arts quality of a champion. Does anyone remember what it was? Flexibility. What was the parallel human quality? Gentleness.

Your assignment on flexibility was to set aside some time to work on stretching. How did you do? Your assignment on gentleness was to try to be easy going and get along with the most number of people possible. How did you do on that?

This week we are going to discuss the seventh and final Martial Arts quality of a champion, posture and its parallel human quality of honesty.

In Martial Arts, posture is an important ingredient in improved balance and increased power (Have a student practice a back punch and a front kick while they are hunched over forward, backwards, or off to either side. How is their balance and power? Next, have them execute the same technique with excellent posture).

Good upright posture also lends a balanced beauty to the art. The beauty is appreciated not only by the Martial Artist but also by those who have never been in Martial Arts. The standard of beauty is universal.

The parallel human quality to posture is honesty. An honest person is a person with a straight posture in their heart. The standard of beauty is the heart is also universal.

This week, your assignment is to emphasize the best posture you can both in and out of class to maximize your balance, power and health. Also, remember to be honest with yourself and others. Remember, to be honest in the little things is no little thing.



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BLACK BELT LEADERSHIP
THE 7 QUALITIES OF A CHAMPION HANDOUT – WEEK #7

This week we discussed the seventh and final Martial Arts quality of a champion and its parallel human quality. Honesty.

In Martial Arts, posture is an important ingredient in improved balance and increased power.

Good upright posture also lends a balanced beauty to the art. The beauty is appreciated not only by the Martial Artist but also by those who have never been in Martial Arts. The standard of beauty is universal.

The parallel human quality to posture is honesty. An honest person is a person with a straight posture in their heart. The standard of beauty is the heart is also universal.

This week, your assignment is to emphasize the best posture you can both in and out of class to maximize your balance, power and health. Also, remember to be honest with yourself and others. Remember, to be honest in the little things is no little thing.



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Week #3

1. Beginner Message
 - a. Character Training – SHOWING RESPECT
 - b. School Safe/Street Safe – GOOD TOUCH/BAD TOUCH/NO SECRETS
2. Beginner Class Agenda Handout (MESSAGE OF THE WEEK)
 - c. SHOWING RESPECT
 - d. GOOD TOUCH/BAD TOUCH/NO SECRETS
3. Huddle Discussion #3
4. Parent Handout for White Belts Week #3
5. Leadership – 7 Qualities Of A Champion Week #8



SUCCESSFUL LIFE SKILLS FOR CHILDREN Character Training & Development Showing Respect

GOOD MANNERS (BLOCK #4) – Week 3 – Instructor’s Script

Start the lesson by gathering your students into a tight huddle and ask these three questions:

What does it mean to have good manners? *Being polite, courteous, and respectful.*

Why is it important for you to show good manners? *Great first impressions are made, doors will be opened, and favors are given.*

What is a good example of good manners? *Using the magic words: Please, Thank You, Excuse Me, May I, Yes Sir/Ma’am. Elbows off the dinner table, please pass the salt, cover your mouth when you sneeze or cough.*

Then share the following story or lesson and ask the questions listed.

This week we are going to talk about showing respect. Once there was a famous Martial Arts Grandmaster who noticed that one of his Black Belt students wasn’t showing respect to his teachers or classmates. So he asked the student why he wasn’t showing respect. The student said, “But I do have a lot of respect for my teachers and fellow students, only it’s on the inside of me, therefore I shouldn’t have to show it on the outside.” Then the Grandmaster told the student to close his eyes and hold his arms out to the side, and he replaced the student’s Black Belt with a white belt - and told him to open his eyes.

When the student looked down to the white belt on his waist he was shocked and almost started to cry. Then he said, “Grandmaster, I have worked so hard for the Black Belt and now you put a white belt on me - why?”

The Grandmaster asked the student, “Are you still a Black Belt on the inside?” The student said, “Yes.” Then the Grandmaster said, “Then it shouldn’t matter what is on the outside” and walked away.

What do you think the student learned? **(Get feedback)** Is showing respect on the outside important? Why?

In Martial Arts, we believe that it is not enough to have respect for people, we need to SHOW respect. Showing respect to people is a way of demonstrating good manners.

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To whom do you show respect first?

Of course, we need to have self-respect, but after that, on top of our list should be our parents.

How can we show respect towards parents? Obey cheerfully. This means do what they ask you to do with a smile on your face right away. Is this easy? Of course not, but we should try to do it anyway.

Here are some examples of showing respect to parents:

1. When asked by your mother to do a chore, respond, "Yes Mom, I'll be glad to." Then do it! (Role-play being a mom asking about a chore and the kids saying, "Yes Mom, I'll be glad to.")
2. If your Dad asks you to help with the lawn, respond, "Why certainly Dad, I'll get right on it." Then do it! (Role-play being a dad asking about a chore & the kids saying, "Yes Dad, I'll get right on it.")

Who else should you show respect to?

1. Teachers
2. Grandparents
3. Friends
4. Sisters and Brothers, etc.

By the way, the Grandmaster gave the student his Black Belt back at the end of the class. This week lets show respect on the outside by our good manners.

SUCCESSFUL LIFE SKILLS FOR CHILDREN
School Safe/Street Safe
Good Touch/Bad Touch - No Secrets

TRUST YOUR INTUITION - BLOCK #4 – Week 3 – Instructor’s Script

This week we are going to talk about **Good Touch/Bad Touch - No Secrets**

Who is the boss of your body? You! And no one has the right to touch you in a way that makes you feel funny or uncomfortable.

What is a good touch?

1. A hug from a parent.
2. A handshake from a friend.
3. A pat on the back from a teacher.

Everyone appreciates and needs contact with other people. Babies can literally get sick from not being held and loved. Good touch is any kind of contact that makes you feel good about yourself.

Don’t ask what bad touch is because you can’t control what students might say, and they might say something inappropriate.

Bad touch is when someone touches you in a way that makes you feel funny or uncomfortable. Bad touch can be anywhere on the body, but especially when someone touches you on parts of the body normally covered by your swimming suit.

Who is the boss of your body? You! And no one has the right to touch you in a way that makes you feel funny or uncomfortable. It will probably never happen to you, but if it ever does, what should you do? You look them in the eye and say, “Stop touching me right now.” Then tell another grownup what happened.

Everybody say “No Secrets.” No secrets means if someone touches you wrong, always tell another grownup what happened, even if you were told not to.

Remember, who is the boss of your body? YOU ARE!



PARENT HANDOUT FOR SUCCESSFUL LIFE SKILLS TIP CYCLE – WEEK #3

This weeks Character Training & DevelopmentSM topic is the third week in a four part series concentrating on the value of having **GOOD MANNERS**.

This week we are going to talk about **Showing Respect**.

In Martial Arts, we believe that it is not enough to have respect for people; we need to SHOW respect. Showing respect to people is a way of demonstrating good manners. To whom do you show respect first?

Of course, we need to have self-respect, but after that, on top of our list should be our parents.

How can we show respect towards parents? Obey cheerfully. This means do what they ask you to do with a smile on your face right away. Is this easy? Of course not, but we should try to do it anyway.

This weeks **School Safe/Street Safe**SM topic is the third week in a four part series concentrating on the **TRUST YOUR INTUITION**.

This week we are going to talk about **Good Touch/Bad Touch - No Secrets**. Who is the boss of your body? You! And no one has the right to touch you in a way that makes you feel funny or uncomfortable. What is a good touch?

1. A hug from a parent.
2. A handshake from a friend.
3. A pat on the back from a teacher.

Everyone appreciates and needs contact with other people. Babies can literally get sick from not being held and loved. Good touch is any kind of contact that makes you feel good about yourself and is connected with someone else.

Bad touch is when someone touches you in a way that makes you feel funny or uncomfortable. Bad touch can be anywhere on the body, but especially when someone touches you on parts of the body normally covered by your swimming suit.

Who is the boss of your body? You! And no one has the right to touch you in a way that makes you feel funny or uncomfortable. It will probably never happen to you, but if it ever does, what should you do? You look them in the eye and say, "Stop touching me right now." Then tell another grownup what happened.



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“No Secrets.” No secrets means if someone touches you wrong, always tell another grownup what happened, even if you were told not to. Remember, who is the boss of your body? YOU ARE!

We encourage you to discuss these themes with your child often. This will, of course, help to solidify these ideas into their memory bank (Imprinting) and allow them to more fully utilize these themes into their life.

Caution: Don't lecture – ask questions. Then logically reason with your child on the answers (by asking more questions) until he/she draws a healthy conclusion. This will do multiple things; Help them to deduce reasons that make sense to them, teaches them to think on their own, etc.



3rd week, White Belt Successful Life Skills Huddle Discussion #3 (To be done the second week of group classes attended)

Home Practice Guidelines

Home practice is not required in the Basic Program. However, if you do decide that you want to practice with your child, here are some guidelines:

6. Be consistent – Have specific practice times and do your best to stick with them (i.e. right after homework, just before dinner). Two – three times per week is enough, we want to avoid burnout.
7. Keep practices short – Five to ten minutes is plenty.
8. Reward effort – Be as encouraging as possible.
9. Don't be too picky – that's our job. Slowly but surely form will improve, so don't expect too much too soon.
10. Make it fun – This is the single most important factor in long-term success.

One way is to have your child teach you what they've learned. Another thing that you can do is use training aids such as focus paddles, wave masters, etc.

1. Review Home practice

a. Attendance & Scheduling

Rank and age divide all classes at Kovar's Satori Academy. Children and adults train separately, this way everybody works with a peer close to their own skill level. There are two types of classes: "A" classes generally emphasize self-defense training and forms, and "B" classes generally emphasize reaction drills and bag work. It is important to make one "A" class and one "B" class every week; please refer to your schedule for your class times. We highly recommend that you attend class on consistent days and times each week to make your attendance with our school part of your weekly schedule. However, if your schedule changes and you wish to attend a different class time, please feel free to do so. Also, if you miss a class or two (maybe due to vacation or illness), please try to make them up by coming an extra day for a week or two. Remember, contrary to what one might believe, coming too often to class could be counter productive. The key is to be consistent and balanced; if you spend too much time at karate, other areas in your life will become unbalanced.

Students are expected to attend Kovar's just like they are expected to attend regular school or work. Remember; in order to realize the long-term benefits of Martial Arts



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training it is important to train consistently. Occasionally a student won't want to come to class. If this occurs more than once or twice, please notify an instructor so that we can re-motivate, educate, and reaffirm the goals of Black Belt Excellence.

b. Viewing Classes

Parents, visitors, friends and family are encouraged to watch classes. We only ask that you respect the class by remaining quiet and that if you are bringing younger children that you keep them quiet and under control. Parents: if you are unable to stay and watch classes, we ask that you drop your children off only a few minutes prior to the class and pick them up immediately following class. The school becomes very busy around class times and we cannot be responsible for watching unattended children who are not in class.



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WEEK #3 PARENT HANDOUT FOR WHITE BELTS

Home Practice Guidelines

Home practice is not required in the Basic Program. However, if you do decide that you want to practice with your child, here are some guidelines:

11. Be consistent – Have specific practice times and do your best to stick with them (i.e. right after homework, just before dinner). Two – three times per week is enough, we want to avoid burnout.
12. Keep practices short – Five to ten minutes is plenty.
13. Reward effort – Be as encouraging as possible.
14. Don't be too picky – that's our job. Slowly but surely form will improve, so don't expect too much too soon.
15. Make it fun – This is the single most important factor in long-term success.

One way is to have your child teach you what they've learned. Another thing that you can do is use training aids; such as focus paddles, wave masters, etc.

1. Review Home practice

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Students are expected to attend Kovar's Satori Academy just like they are expected to attend regular school or work. Remember; in order to realize the long-term benefits of Martial Arts training it is important to train consistently. Occasionally a student won't want



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to come to class. If this occurs more than once or twice, please notify an instructor so that we can re-motivate, educate, and reaffirm the goals of Black Belt Excellence.

b. Viewing Classes

Parents, visitors, friends and family are encouraged to watch classes. We only ask that you respect the class by remaining quiet and that if you are bringing younger children that you keep them quiet and under control. Parents: if you are unable to stay and watch classes, we ask that you drop your children off only a few minutes prior to the class and pick them up immediately following class. The school becomes very busy around class times and we cannot be responsible for watching unattended children who are not in class.



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BLACK BELT LEADERSHIP THE 7 QUALITIES OF A CHAMPION SCRIPT - WEEK #8

Last week we discussed the seventh and final Martial Arts quality of a champion and its parallel human quality of honesty. What were they? Posture and honesty. Your assignment was to concentrate on developing great posture and to be honest with yourself and others. How did you do?

This week we are going to review the first three Martial Arts quality of a champion and their parallel human qualities. Does anyone remember the first Martial Arts quality of a champion? Quickness. Why is that important? What was the parallel human quality to quickness? Alertness! Why is that important?

Who can tell me what the second quality of a Martial Arts champion is? Endurance! Why is that important? What is its parallel human quality? Perseverance! Why is that important?

Who can tell me what the third Martial Arts quality of a champion is? Timing! Why is timing important? What is the parallel human quality? Punctuality! Why is punctuality important?

Have all of you been trying to improve on these qualities?

Next week we will discuss the last four qualities.



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BLACK BELT LEADERSHIP THE 7 QUALITIES OF A CHAMPION HANDOUT – WEEK #8

Last week we discussed the seventh and final Martial Arts quality of a champion and its parallel human quality. They were Posture and honesty.

This week we are going to review the first three Martial Arts quality of a champion and their parallel human qualities.

Week #1 Quickness and Alertness

Week #2 Endurance and Perseverance

Week #3 Timing & Punctuality

Your assignment this week is to review and try to improve on all three qualities

Next week we will discuss the last four qualities.



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Week #4

1. Beginner Message
 - a. Character Training – PLAYGROUND MANNERS
 - b. School Safe/Street Safe – IF IN DOUBT...OUT
2. Beginner Class Agenda Handout (MESSAGE OF THE WEEK)
 - a. PLAYGROUND MANNERS
 - b. IF IN DOUBT...OUT
3. Huddle Discussion #4
 - a. Huddle Discussion Week #4
 - b. Week #4 Parent Handout
4. Leadership – 7 Qualities Of A Champion Week #9



SUCCESSFUL LIFE SKILLS FOR CHILDREN
Character Training & Development
Playground Manners

GOOD MANNERS (BLOCK #4) – Week 4 – Instructor’s Script

Start the lesson by gathering your students into a tight huddle and ask these three questions:

What does it mean to have good manners? *Being polite, courteous, and respectful.*
Why is it important for you to show good manners? *Great first impressions are made, doors will be opened, and favors are given.*

What is a good example of good manners? *Using the magic words: Please, Thank You, Excuse Me, May I, Yes Sir/Ma’am. Elbows off the dinner table, please pass the salt, cover your mouth when you sneeze or cough.*

Then share the following story or lesson and ask the questions listed.

This week we are going to talk about being a good, strong on the inside leader. At recess or on the playground are you a leader or a follower? Are you a good guy or a mean person?

It takes someone who is strong on the inside to share or let others go first. It is a good leader who gives praise for a good effort, or who only says nice things about others. It is a mean person who talks bad, puts others down, or teases others when they mess up.

Once there were two kids. The first one always pushed to be the first one in line, he grabbed toys away from other kids, and didn’t share well. To make matters worse, he was always the first to laugh when someone else messed up. The second kid is good at sharing and would always invite someone who was left out to play in the game. He was quick to say, “Good try, I’m sure you’ll do better next time” when some one messed up.

Which one of these kids was the strongest on the inside? Why?

Which one of these kids would you like to be your friend?

Which one of these kids had more friends? Why?

At the end of the day, which one had more fun? Why?

Having good manners when playing with other children might be hard at first, but in the long run it brings you more friends and fun. When you grow up and become an



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adult, how do you want them to remember you, as someone who was selfish and mean, or as a strong on the inside leader?

Let's role-play asking some one to join us (break your class into groups of 3 or 4), then pretend that one person is left out. Now, take turns inviting that person into your group.

Let's role-play telling someone "good try" when they mess up (break your class into groups of 3 or 4), then pretend that one person just struck out in baseball. Now, take turns telling that person "good try" or "You'll get it next time."
This week, let's practice being a good, strong-on-the-inside leader.



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SUCCESSFUL LIFE SKILLS FOR CHILDREN
School Safe/Street Safe
If In Doubt – Get Out

TRUST YOUR INTUITION - BLOCK #4 – Week 4 – Instructor’s Script

For the past few weeks, we have been talking about how to ask for help. We have talked about boundary setting and awareness. Last week we talked about good touch/bad touch/no secrets.

This week we are going to talk about “**If In Doubt...Out.**”

Everybody say “If In Doubt...Out.” This means that you always trust your intuition. Intuition is a feeling that you have about places or people that you just can’t quite explain. It’s when someone gives you the creeps or when being somewhere makes you feel uncomfortable. Your intuition is there to help warn and protect you from danger. You should always listen to your intuition.

Everyone say, “My safety is more important than their feelings.” This means that if you ever feel uncomfortable with someone or someplace, you leave and find help. Even if this means hurting someone else’s feelings.

Once again, say “If In Doubt...Out.” Now say “My safety is more important than their feelings.”

Remember to always trust your intuition.



PARENT HANDOUT FOR SUCCESSFUL LIFE SKILLS TIP CYCLE – WEEK #4

This weeks Character Training & Development sm topic is the fourth week in a four part series concentrating on the value of having **GOOD MANNERS**.

This week we are going to talk about the value of PLAYGROUND MANNERS. (Being a good, strong on the inside leader.) **At recess or on the playground are you a leader or a follower? Are you a good guy or a mean person? It takes someone who is strong on the inside to share or let others go first. It is a good leader who gives praise for a good effort, or who only says nice things about others. It is a mean person who talks bad, puts others down, or teases others when they mess up.**

Having good manners when playing with other children might be hard at first, but in the long run it brings you more friends and fun. When these kids grow up and become adults, how do you want them to remember you, as someone who was selfish and mean, or as a strong on the inside leader?

This weeks **School Safe/Street Safe** sm topic is the forth week in a four part series concentrating on the **TRUST YOUR INTUITION**.

This week we are going to talk about “If In Doubt...Out.” **This means that you always trust your instincts. Instincts are feelings that you have about places or people that you just can’t quite explain. It’s when someone gives you the creeps or when being somewhere makes you feel uncomfortable. Your instincts are there to help warn and protect you from danger. You should always listen to them. “My safety first, their feelings second.” This means that if you ever feel uncomfortable with someone or someplace, you leave and find help. Even if this means hurting someone else’s feelings.**

Always trust your instincts “If In Doubt...Out.” “My safety first, their feelings second.”

We encourage you to discuss these themes with your child often. This will, of course, help to solidify these ideas into their memory bank (Imprinting) and allow them to more fully utilize these themes into their life.

Caution: Don’t lecture – ask questions. Then logically reason with your child on the answers (by asking more questions) until he/she draws a healthy conclusion. This will do multiple things; Help them to deduce reasons that make sense to them, teaches them to think on their own, etc.

4th week, White Belt Successful Life Skills Huddle Discussion #4

(To be done the second week of group classes attended)

see back side for meaning of the star



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WEEK #4 PARENT HANDOUT FOR WHITE BELTS

MEANING OF THE STARS

Kovar's Satori Academy awards students different colored stars for different achievements. For example:



Gold Star

The "Academic Achievement Star" is awarded to students who have about a "B" average on their report card from school. We strongly encourage all school age students to bring in a copy of their report card and show it to their instructor.



Dark Blue Star

The "Readers are Leaders" star is awarded to students who read 10 age appropriate books (little ones unable to read yet can earn their star if someone reads the books to them). Just pick up a book list at the front desk. When the list is complete, hand it in to the instructor to receive a dark blue star.



Light Blue Star

The "Community Service" star is awarded to students who do something to benefit the community (i.e. help clean up a park, visit and volunteer at a retirement home, etc). Blank community service forms are available at the front desk.



Red Star

The "School Service" star is awarded to students who go above and beyond to help Kovar's. (i.e. participates in a demonstration, assist in class, have a friend become a member, etc).



Silver Star

The "Attendance" star is awarded to students who attend class an average of twice a week during their time at a particular belt rank.



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Session 10A, Section # 2

BLACK BELT LEADERSHIP THE 7 QUALITIES OF A CHAMPION SCRIPT - WEEK #9

Last week we reviewed the first three Martial Arts qualities of a champion and their parallel human qualities. They were:

- 1. Quickness/Alertness**
- 2. Endurance/Perseverance**
- 3. Timing/Punctuality**

This week we are going to review the last four qualities of a Martial Arts champion and their parallel human qualities. Does anyone remember the fourth Martial Arts quality of a champion? Power! Why is that important? What is its parallel human quality? Knowledge! Why is that important?

Who can tell me what the fifth quality of a Martial Arts champion is? Balance! Why is that important? What is its parallel human quality? Rationality! Why is that important?

Does anyone remember the sixth quality of a Martial Arts champion? Flexibility! Why is that important? What is its parallel human quality? Gentleness! Why is that important?

What is the seventh and final quality of a Martial Arts champion? Posture! Why is that important? Who can tell me its parallel human quality? Honesty! Why is that important?



Session 10A, Section # 2

BLACK BELT LEADERSHIP
THE 7 QUALITIES OF A CHAMPION HANDOUT – WEEK #9

Last week we reviewed the first three Martial Arts qualities of a champion and their parallel human qualities. They were:

1. **Quickness/Alertness**
2. **Endurance/Perseverance**
3. **Timing/Punctuality**

This week we reviewed the last four qualities of a Martial Arts champion and their parallel human qualities.

4. **Power and Knowledge**
5. **Balance and Rationality**
6. **Flexibility and Gentleness**
7. **Posture and Honesty**

Your assignment this week is to review and try to improve on all four remaining qualities.

Week #5

1. Beginner Message
 - a. Character Training – THE MAGIC WORDS AND HOW TO SAY THEM
 - b. School Safe/Street Safe – REVIEW WEEKS 1-4
2. Beginner Class Agenda Handout (MESSAGE OF THE WEEK)
 - a. THE MAGIC WORDS AND HOW TO SAY THEM & REVIEW WEEKS 1-4
3. White Belt Orientation
 - a. Huddle Discussion #5
 - b. Week #5 Parent Handout
4. Leadership – 7 Qualities Of A Champion Week #10



Session 10A, Section # 2

SUCCESSFUL LIFE SKILLS FOR CHILDREN

Character Training & Development

Magic Words & How to Say Them

GOOD MANNERS (BLOCK #4) – Week 5 – Instructor’s Script

Start the lesson by gathering your students into a tight huddle and ask these three questions:

What does it mean to have good manners? *Being polite, courteous, and respectful.*

Why is it important for you to show good manners? *Great first impressions are made, doors will be opened, and favors are given.*

What is a good example of good manners? *Using the magic words: Please, Thank You, Excuse Me, May I, Yes Sir/Ma’am. Elbows off the dinner table, please pass the salt, cover your mouth when you sneeze or cough.*

Then share the following story or lesson and ask the questions listed.

This week we are going to talk about magic words and how to say them. The magic words of good manners are: Please, Thank You, May I, Excuse Me, etc. Having good manners isn’t just about using the right words. It is about saying them in the right way. More important than *what* you say is *how* you say it.

When I was a kid and my mom called my name, I could tell if she was mad or not. If she said (*insert your name*) using a happy voice, was she in a good mood or a bad mood? If she said (*insert your name*) using an angry voice, was she in a good mood or a bad mood?

What made it sound different is what we call “tonality.” It has to do with how we use our voice to change the meaning of a word.

Let’s try saying Please, Thank you, and Excuse Me, in these different ways:

1. Like you are mad
2. Like you are teasing
3. Like you are afraid
4. Like you are polite and friendly

Which one sounds better?

Which way would you like someone to talk to you?

Remember to always use the right tonality using the magic words.



Session 10A, Section # 2

SUCCESSFUL LIFE SKILLS FOR CHILDREN **School Safe/Street Safe**

TRUST YOUR INTUITION - Block #4 – Instructor’s Instructions

In this block, we are going to work with our students on the importance of listening to their intuition; how to train their intuition to better sense danger, and teach them practical strategies for staying safe.

The block will be broken into four weekly lessons:

Week #1 - What To Do If You Are Lost

Week #2 - Boundary Setting/Be Aware But Not On Guard

Week #3 - Good Touch/Bad Touch - No Secrets From Parents

Week #4 - If In Doubt...Out

Remember, students, especially young students, learn more, faster and retain information longer by listening to a short story or lesson, then answering a few well-placed questions, followed by role-playing (all taking five minutes or less). Whenever you ask a question, be sure to give the students time to answer

Therefore, it is important that you solicit answers and **get feedback** from your students. You might have to have some patience or ask the question again in order to draw out the answer you want. Remember the important part it isn't so much the lecture, as it is getting your students to reason through the problem presented until they draw the conclusion you want.

When a student gives you an incorrect or wrong answer, **keep your response positive**, you might say "good try" or "almost" or "you're getting close." If we make our students feel self-conscious or "dumb," they will stop participating and this teaching method becomes ineffective.



**PARENT HANDOUT FOR SUCCESSFUL LIFE SKILLS
TIP CYCLE – WEEK #5**

Our main mission is to help our students develop **Successful Life Skills**sm that will last a lifetime. The self-defense skills we teach develop confidence, discipline and respect. Taking this a step further we concentrate on **Character Training & Development**sm and **SchoolSafe/StreetSafe**sm during the huddle discussion portion of class. We have found that students, especially young students, learn more, faster and retain answers longer, by listening to a short story, answering a few well-placed questions followed by role-playing than lectures.

Character Training & Developmentsm is done by systematically using metaphor and Socratic style questioning, causing the students to think and reason. **SchoolSafe/StreetSafe**sm discusses methods on how to “Not Fight” at school and in the neighborhood, as well as a systematic way to teach skills that will help students stay away from potential predators. In the process the instructor is able to guide them into drawing some powerful conclusions.

This week we will be concluding a 4-week **Character Training & Development**sm block concentrating on the value of Good Manners. Next week we will be starting a 4-week **Character Training & Development**sm block concentrating on the value of having **GOOD ATTITUDE**.

Over the next month, your child will be asked repeatedly what it means to have a good attitude, why it is important, and what is an example of having a good attitude. We feel that success in life is determined by attitude more than anything else. Other ingredients such as intelligence and environment are important and can certainly help, and can easily be ruined by a bad attitude. Conversely, a wonderfully positive attitude can change even the worst situation for the better. Therefore, few things are more important than attitude. In the following lessons, we will be working with your child to help develop the requisite attitude for a great life. The underlying theme is:

Poor Attitude = Poor Results Good Attitude=Good Results Great Attitude=Best Result

Each week, we will be discussing a different aspect of what it means to have a good attitude.



Session 10A, Section # 2

This week we will be concluding a 4-week **School Safe/Street Safe**SM block concentrating on developing and trusting one's intuition. Next week we will be starting a 4-week **School Safe/Street Safe**SM block concentrating on the ABC's of conflict avoidance.

These are some simple, easy to remember guidelines that will help our students understand how to stay safe.

A = Avoid Potentially Dangerous Situations

B = Be Calm/Breathe

C = Communicate With Confidence

D = Don't Make The Situation Worse

5th week, White Belt Successful Life Skills Huddle Discussion #5

(To be done the second week of group classes attended)



WEEK #5 PARENT HANDOUT FOR WHITE BELTS

PROMOTIONS AND PROGRESSION

At Kovar's Satori Academy a student's progress is measured by the awarding of tips and belt promotions.

A "Tip" is a stripe added to a student's belt that signifies that the student has successfully completed a specific portion of their current curriculum. It is used as a measurement of that student's progression at their current rank.

A "Promotion" to a new color of belt signifies a completion of an entire set of curriculum and therefore recognition of a student's increase in skill levels.

TIP AND BELT TESTING

Here at Kovar's Satori Academy, our curriculum is broken into segments (10 weeks at white and gold), (15 weeks at orange through blue), & (20 weeks at red through brown). Each one of these segments is broken into five-week periods.

Black Tip Testing

At the conclusion of each five-week period, each student will review his or her curriculum with the instructor. After displaying knowledge of the curriculum, the instructor will award a black stripe of tape onto the student's belt. Depending on age, it takes a minimum of one black stripe to become eligible for belt testing for the gold and orange belts. Thereafter a minimum of two black stripes will be required for adults through blue belt.

Red Tip Testing

Prior to testing for the next belt rank, each student will be individually pre-tested. If the student successfully pre-tests for the next belt rank, they will be awarded a red stripe of tape. Only those students who have passed the pre-test will be allowed to belt test. Here at Kovar's Satori Academy we do not believe in publicly failing a student. That runs contrary to our main goal, which is to enhance our students' self-esteem and sense of overall success. If a student does not successfully pass their red tip test, they may attempt another red tip test. Students who have successfully passed the red tip test are then given a test date and are encouraged to bring family and friends to view the belt promotion.

Gray Tips

Occasionally, when a student is not quite ready for a black tip, the instructor will award a gray tip. A gray tip is an "almost" tip, which means that generally students won't have to repeat a 5-week cycle. When an instructor sees a gray tip it is a red flag that a student needs extra help. Over the next week or two the student will be given extra help until they have the material down, at which point the instructor will cover up the gray tip with a black one.

FIVE AREAS OF TESTING



Session 10A, Section # 2

There are five areas in which students must perform competently in order to be ready for belt promotion:

KNOWLEDGE OF CURRICULUM
SPIRIT AND ENERGY
ATTENDANCE, ATTITUDE AND PROTOCOL
HEALTH AND FITNESS
BASICS AND APPLICATIONS

1. Knowledge of Curriculum

Students must know the entire curriculum necessary to progress to the next level. This curriculum is available at the front desk on a curriculum sheet for the student's particular belt level. Although effort is rewarded more so at beginning belt levels and greater technical proficiency is expected as students attain higher rank, students must still be able to perform all movements in their belt's curriculum in order to promote.

2. Spirit and Energy

Students are expected to perform their moves with high energy. "Kia's" and intensity of movement can demonstrate this.

3. Attendance, Attitude and Protocol

Students should demonstrate a positive and respectful attitude and follow the protocol of the school, such as bowing on and off the mat and remembering their "sirs" and "ma'ams". (Junior students are also required to get a school teacher's and parent's signature on their intent to promote letter showing that their behavior at home and at school is acceptable.)

4. Health and Fitness

Students are expected to improve their fitness as they progress. This can be demonstrated by doing good push-ups and calisthenics, as by well as by performing the movements required with good endurance (not being completely out of breath at the end of a form, etc.).

5. Basics and Application

Good basics are the foundation of a good Martial Artist; therefore we expect students to perform basics competently at all belt levels. Students should also be able to demonstrate an understanding of the application of the movements they are learning.



Session 10A, Section # 2

EXTRA HELP

If, for any reason, a student feels like they are falling behind and feels like they need some additional help, please see your instructor and make an appointment for a session to assist with curriculum. There is no charge for extra help sessions.

MOTIVATIONAL CHALLENGES

It is important to remember that almost everyone who earns a Black Belt at some point during his or her training considers quitting. It is normal to have peaks and valleys in our training, especially since Martial Arts are a year round activity whereas most other activities are seasonal. We sometimes hear that it is challenging for parents to get their children to class. As long as the student still has fun while they are here, then there is not too much to be concerned about. We find that children often have trouble switching gears from one activity to the next, but as long as karate is still enjoyable for them, then a little difficulty getting them to class now and then is not a major issue. However, if a student complains excessively about coming to class, or says they don't enjoy coming anymore, then you should tell their instructor immediately so that we can find out what needs to be done to re-motivate that student. We find that students may lose motivation simply because they have other activities (playing with friends or a favorite TV show) at the same time as karate class. Sometimes students just lose sight of their goals and need to re-affirm them. During periods of low motivation it is helpful to know that no one who has earned a Black Belt has regretted it, and that " a Black Belt is a white belt who never gave up!"

MAT CHATS

The real job satisfaction here at Kovar's Satori Academy is helping individuals to grow and develop. If a student needs some extra input, advice, mentoring, guidance, or just a little extra help, please talk to the student's instructor. For example, if a student is getting poor grades in school, is not respectful of others, or is not doing chores, our instructors would be happy to have a "Mat Chat" (talk with the student privately) to help the student find more empowering alternatives to their behavior or performance. Please understand that one of our main goals is to help our students become responsible and respectful people of integrity.



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Session 10A, Section # 2

BLACK BELT LEADERSHIP THE 7 QUALITIES OF A CHAMPION SCRIPT - WEEK #10

Let's review all Seven Qualities of a Champion. They are:

SEVEN QUALITIES OF THE CHAMPION

MARTIAL ARTS

- 1. QUICKNESS**
- 2. ENDURANCE**
- 3. TIMING**
- 4. POWER**
- 5. BALANCE**
- 6. FLEXIBILITY**
- 7. POSTURE**

LIFE

- 1. ALERTNESS**
- 2. PERSERVERANCE**
- 3. PUNCTUALITY**
- 4. KNOWLEDGE**
- 5. RATIONALITY**
- 6. GENTLENESS**
- 7. HONESTY**

In closing, if you can constantly strive to improve in these seven areas, you will accomplish much in life and enjoy the process.



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Professional Martial Arts College

Session 10A, Section # 2

BLACK BELT LEADERSHIP THE 7 QUALITIES OF A CHAMPION HANDOUT – WEEK #10

This week we reviewed all Seven Qualities of a Champion. They are:

SEVEN QUALITIES OF THE CHAMPION

MARTIAL ARTS

- 1. QUICKNESS**
- 2. ENDURANCE**
- 3. TIMING**
- 4. POWER**
- 5. BALANCE**
- 6. FLEXIBILITY**
- 7. POSTURE**

LIFE

- 1. ALERTNESS**
- 2. PERSERVERANCE**
- 3. PUNCTUALITY**
- 4. KNOWLEDGE**
- 5. RATIONALITY**
- 6. GENTLENESS**
- 7. HONESTY**

If you can constantly strive to improve in these seven areas, you will accomplish much in life and enjoy the process.