



ENJOY KARATE

# Leadership Training Manual



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## **Session 1: Warm Up**

### **Session Aims:**

In this session you will learn about the basic principles of warming up, including why we warm up before each session and the aims and objectives behind the warm up. You will also learn how to structure, plan, and lead your own warm up.

### **Session Objective:**

By the end of the session, you should know how to structure and lead a warm up ready to complete your practical warm up assessment.

### **Assessment:**

Warm up plan and warm up assessment.

You are required to complete a written warm up plan using the sheet provided at the end of this section. Once completed, please submit this via email to [jason@eska.co.uk](mailto:jason@eska.co.uk) for written feedback. Once you have received your feedback, you will need to learn your plan ready to lead the warm up for your practical assessment.

Once passed, you will be able to lead warm ups at your regular leadership session.



## **The Elements of a Warm Up:**

A correct warm up is run in the following order:

### **PULSE RAISE – 5 minutes**

This is to begin increasing the blood flow to the major muscles and raise the heart rate slowly increasing the intensity. It will also raise the core muscle temperature making the muscles more pliable, allowing them to be stretched safely without damage to muscles, tendons or ligaments. This part of the warm up should last for 5 minutes depending on ability, with the greater amount of time as well as intensity given to non-beginners or fitter students.

### **MOBILISATION – 2 minutes**

This is a set of movements to loosen and lubricate all the major joints of the body.

### **MAINTENANCE STRETCH – 8 minutes**

This is a complex set of stretches designed (sports specific) to maintain the length of the muscles used in Karate. Each stretch is held for 6 to 10 seconds. There should be no real discomfort with maintenance stretching; only a feeling of the appropriate muscle group being stretched under tension.



## **Warming up - Principles**

### AIM

To prepare the body, both mentally and physically for the more vigorous demands of the karate training to follow.

### OBJECTIVE

- To raise the pulse rate
- To mobilise the major joints
- Stretch major muscles used in karate

The main function of the warm up is to raise the body temperature through using all the major muscle groups in a controlled activity, therefore increasing blood flow and elasticity of muscle tissue and allowing more oxygen to be carried to the working muscles. The movements chosen should work the muscle groups that are going to be stretched in preparation for the activity to follow. Specific karate style exercises can be used to ensure the appropriate muscles are warmed up and it also provides a rehearsal effect.

### WHY DO WE WARM UP?

Warm up activities, by raising the body temperature gradually, provide various physiological benefits:

- Raising core body temperature causes vasodilatation, increasing the blood supply and therefore providing more oxygen to the tissue and working muscles.
- Muscles and other connective tissues contract, relax and stretch more readily when warm.





- Metabolic activity in muscle tissue is stimulated.
- Viscosity within the muscles is reduced allowing smoother and more efficient contractions with less resistance.
- When warmed up, muscles are able to exert greater power under sub maximal loads.
- Slow, gradual warm up reduced lactic acid build up in the early part of exercising.
- Nervous impulses travel more rapidly. This applies to motor and sensory nervous pathways, improving general proprioceptive activity.
- Mental preparation is an important factor in the warm-up - rehearsal effect.
- The energy which is necessary for a number of important chemical reactions in the body is lowered, and the energy releasing reactions that require oxygen occur more readily.
- The response of the heart to more strenuous exercise is improved significantly.
- Warming up before intense exercise should therefore reduce the risk of injury to the soft tissue structures.
- Lubricates the joints

Although research relating to the effectiveness of a warm-up in injury prevention is equivocal, it can be seen that there are a number of favourable aspects to do a well-constructed warm up sequence.

Muscle elasticity depends upon blood saturation hence, "warmed up" muscles should be less susceptible to injury than "cold" muscles. A very small degree of flexibility of tendons and ligaments is also a favourably influenced with a warm –up.

From the above, it would seem to make sense to engage in the stretching and flexibility aspect of the karate class once the body temperature has substantially increased.

The three phases of the warm-up (1<sup>st</sup> pulse raise, mobility, and 2<sup>nd</sup> pulse raise) are often interwoven and are only usually separately in a



beginners first few sessions where a beginner has difficulty with complexity or the intensity of the moves.

## TYPES OF WARM UP

Three types of warm-up may be identified as the following:

- Passive Warm-Up

Simply using some form of external heating, for example taking a warm shower, hot bath, using heat lamps, warm clothing (over gi) or pre-exercise massage. Heart rate can increase together with blood pressure and increased circulation but skeletal muscle will be relatively unaffected. Blood will be diverted towards the skin rather than the muscles.

- Active General Warm-Up

This method increases body temperature as the individual engages in activities involving large muscle groups, e.g. callisthenics, jogging, jump jacks etc. this type of warm up increases muscle temperature more effectively than the passive method.

- Active Specific Warm-Up

Specific warm-ups involve the individual going through basic movement patterns and using the same muscle groups as will be later used in the



activity, only at reduced intensity. This is an effective physiological and mental rehearsal of a performance skill (Kihon, Kata and Kumite drills).

### **Note:**

A combination of both the non-specific and specific warm-ups can be used with the non-specific method applied first. There is no hard and fast rules laid down regarding the intensity or duration of a warm-up programme and will vary on an individual's fitness and ability. The onset of sweating is generally indicative of the effectiveness of a warm up sequence. The warm up should be adjusted according to the environment, regarding air temperature, humidity, space etc.



## **Types of Warm Up**

### **ON THE SPOT**

On-the-spot warm ups consist of a series of aerobic exercises performed in one area, approximately 1 metre square. This is the most common type of warm up for Karate and is ideal for large numbers of students where there is not a great deal of space. It is also easy to monitor as all students are performing the same routine and poor technique can be spotted with ease. This can also be the most uninteresting warm up, so it can be made more appealing by changing the students' body direction (rotating them through 360° at 90° intervals). Be aware of possible damage to the knee and hip joints as on-the-spot warm-ups have the most impact.

#### **Pulse Raise 1<sup>st</sup> part** (3 minutes keeping the intensity fairly low)

1. Start by jumping up and down on the spot at a fairly low intensity (no more than 6 inches off the floor), keeping the upper body relaxed and making sure you bend your knees when landing to prevent injury to knee joints. This warms up the calves, hamstrings and quadriceps, also mobilising the ankle joint.
2. Feet together and apart (jump jack without arms) warming up abductors and adductors also mobilising the hip joint.
3. Legs forward and back in the opposite direction to number 2; this will warm up hip flexors and gluteus also mobilising the hip joint.
4. Jump to the corners of an imaginary square on the floor, warming the outer gluteus, adductors and abductors also mobilising the hip joint.
5. Jogging on the spot whilst kicking your heels back half way, warming the hamstrings, also mobilising the knee joint.
6. Jogging on the spot whilst lifting your knees up half way, warming the quadriceps and hip flexors, also mobilising the hip joint.
7. Begin mobilisation section of warm up.

#### **Pulse Raise 2<sup>nd</sup> part** (5 minutes adjusting the intensity according to the students' ability)



- 1.** Start with jump jacks with the arms being raised half way, increasing to all the way after a short period; this will warm up deltoids, calves, adductors and abductors.
- 2.** Continue with the arms but change the directions of the legs so they are going forward and back, warming up calves, hip flexors, gluteus and deltoids.
- 3.** Continue with the arms but change the directions of the legs so they are going to the corners of an imaginary square on the floor, warming the outer gluteus, calves, adductors, abductors and deltoids.
- 4.** Jogging on the spot whilst kicking your heels back, trying to make contact with the gluteus, warming the hamstrings and calves.
- 5.** Jogging on the spot whilst lifting your knees up, as high as you can, warming the calves, quadriceps and hip flexors.
- 6.** Kick your heels inwards towards your groin warming up your hip flexors, outer gluteus and erector spinae.
- 7.** Twist on the spot with your knees together warming up calves, abdominals and erector spinae.
- 8.** Stationary squats ensuring your knees bend over your feet but less than 90°, whilst keeping your back straight, warming your calves, quadriceps, hamstrings and gluteus.
- 9.** Begin maintenance stretch.



## **Running**

Running warm-ups consist of a series of aerobic exercises performed with the class running around the Dojo in a circle. This is also ideal for large numbers of students where there is not a great deal of space although the Dojo must be free of dangerous objects around the edge. It is also easy to monitor this type of warm-up as all students are performing the same routine and poor technique can be spotted easily. Instruction should be given from the centre of the circle or running inside the circle in the opposite direction to the class. In this way, good visual contact will be kept at all times. The warm up can be made more interesting by changing the direction of the circle. Be aware of possible damage to the knee and hip joints as running is a high-impact exercise.

### **Pulse Raise** (3 minutes keeping the intensity fairly low)

1. Start by walking around at a fairly brisk pace keeping the upper body relaxed, warming up the calves, hamstrings and quadriceps, also mobilising the ankle joint.
2. Start to jog gently and kick your heels back half way, warming up the hamstrings, also mobilising the knee joint.
3. Keep jogging whilst lifting your knees up half way, warming the quadriceps and hip flexors, also mobilising the hip joint.
4. Side skip, ensuring that students keep the intensity low, warming the outer gluteus, adductors and abductors, also mobilising the hip joint. Repeat facing inwards and outwards.
5. Slow down to a brisk walk and mobilise all joints, where possible whilst walking, and stop on the spot to complete the mobilisation section of the warm-up.

### **Continue Pulse Raise** (5 minutes adjusting the intensity according to the students' ability)

1. Repeat as the 1<sup>st</sup> pulse raise but increase the movement, speed, duration and intensity of the exercises (kicking heels back all the way, lifting knees up as high as possible etc.).
2. Add a section of fast and slow running to increase the heart rate.



3. Add a series of upper body exercises to warm this area (press-ups, sit-ups, dorsal raises).
4. Begin maintenance stretch.



## **REHEARSAL (SPECIFIC)**

Rehearsal warm ups are what is known as sports specific warm ups and consist of karate elements (usually Kihon or Kata) practised at a controlled, less intense manner. This will warm up the very muscles being used during the main lesson as well as a good mental rehearsal of techniques (almost an extended lesson. It is ideal for any sized group, but should be kept to non-members who have a good grasp of the techniques to be used in the warm up. It is very difficult to monitor this type of warm up as students are performing specific Karate techniques which need individual attention and instructors must not concentrate on technique or the student will not warm up adequately. This can therefore have a detrimental effect to a student's karate as good form and technical ability are the main building blocks of ones Karate. Ensure the class understands that they are warming up so techniques must be done at a moderate intensity with care taken to keep kicks low to avoid muscular injury. Karate is a fairly anaerobic sport, however warm ups must contain sections of aerobic conditioning. Low grade Kata are a good element to perform when warming up, with not too much thought has to be given to technique and more can be given to warming up.

**Pulse Raise** (8 minutes adjusting the intensity according to the students ability)

- 1. UPPER BODY** – Basic punches, blocks and strikes either in a stationary position or on the move (pectorals, triceps, deltoids, latts).
- 2. LOWER BODY** – Stance training travelling, kicking on the spot or travelling, ensuring that kicks are no higher than stomach height as no stretching has been done (quads, gluteus, hamstrings, calves).
- 3. WHOLE BODY** – Kata training, getting the class to go through lower grade Kata at a medium pace. This type of warm up is only suitable for non-beginner students. Freestyle training, getting the class to perform techniques from freestyle Kamae on the bounce.
- 4. Begin maintenance stretch.**





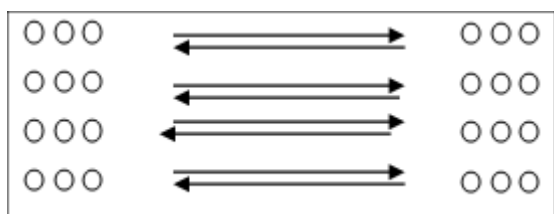
## Interval

Interval warm ups consists of an exercising and resting at intervals of time. This is a very competitive and fun way of warming a class up. It is ideal for medium sized group where there is a decent sized Dojo. Interval warm up is an anaerobic (without oxygen) style of warm up, simulating the type of dynamic speed and power required when performing Karate techniques. It is quite difficult to monitor this type of warm up as students are performing different exercises at different times at a fairly fast pace, and due to the competitive nature of this warm up, technique is often sacrificed for speed. You must be aware of students over exerting themselves and putting themselves at risk of injury. Also the competitive nature of this warm up can have a detrimental effect on a team or individual that may be a bit slow or weak. This can be avoided by regular changes between the team members so an even result can be reached. Interval warming up must only be performed for a 2<sup>nd</sup> pulse raise and can follow any 1<sup>st</sup> pulse raise.

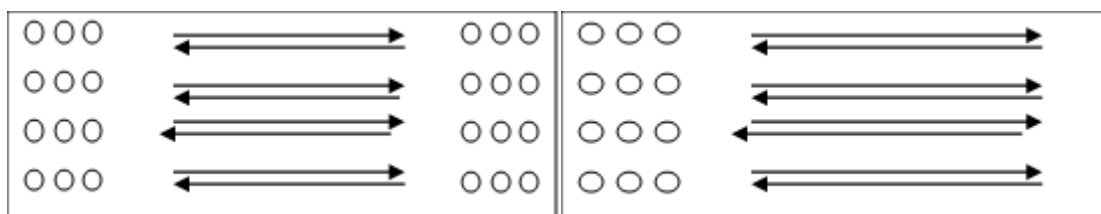
**Pulse Raise** (8 minutes adjusting the intensity according to the students ability)

Divide the class into even sized groups, no more than 4 and no less than 2 people per team (any more than 4 per team will allow any one member of the group resting for too long a period). If there are a lot of people in the class you can arrange the teams like example 2 if not stick to the format of example 1. Please see the example diagram below.

EXAMPLE 1



EXAMPLE 2





Get the teams to race against each other in a relay format, from one end of the dojo to the other. Exercises can be given at the one end to warm up the upper body (press ups, sit ups dorsal raises, tricep dips) and also so adductor and abductor exercises (jump jacks) as the running element only warms the thigh, gluteus, calf, hamstrings and hip flexors. One of the problems with interval warm ups is slowing the student down at relay changeover to avoid crashing into people or the wall, so it is suggested that an item (a ball, weight or belt) is handed to the next runner before departing for their set.

Begin maintenance stretch.



## **CIRCUIT 1 WARM UP**

Circuit warm-ups consist of exercising in groups (1 – 20 people) performing a set of exercises for a measured period of time (approximately 30 seconds) per exercise. Once one exercise set is over the group moves to the next set and begins the new set. This is a good way for the group to workout encouraging each member to sustain the group's exercise rate, as well as being a fun way of warming-up. It is ideal for medium- to large-sized groups where the Dojo space allows. A circuit warm-up is an aerobic (with oxygen) and anaerobic (without oxygen) style of warm-up, simulating the type of dynamic speed, power and endurance required when performing Karate techniques. It is quite difficult to monitor as students are performing different exercises at different times at a fairly fast pace. Due to its nature, ensure groups are made up of students with similar ability and fitness or it may have a detrimental effect on an individual who may be a bit slow or weak. You must be aware of students over-exerting themselves, risking injury or overloading one muscle group. This can be avoided by regular changes between the body parts exercised (upper body/midsection/lower body).

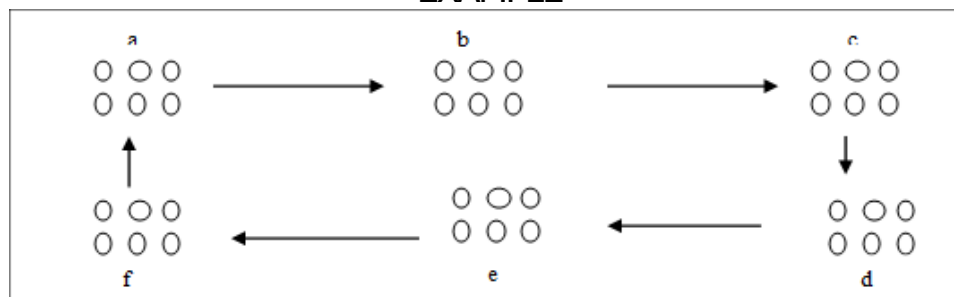
**Pulse Raise** (5 minutes keeping the intensity suitable for group)

- 1)** Arrange the group into 6 – 8 even-sized groups and space the groups evenly around the Dojo.
- 2)** Give each group one of the following exercises and get the class to perform the exercises for 30 seconds before moving them on to the next set.
  - a)** Jogging on the spot or between two set marks, kicking heels half way, warming the hamstrings, also mobilising the knee joint.
  - b)** Feet together and apart (jump-jack without arms) warming up abductors and adductors, also mobilising the hip joint.
  - c)** Legs forward and back the opposite direction to (b); this will warm up hip flexors and gluteus, also mobilising the hip joint.
  - d)** Jogging on the spot or between two set marks, whilst lifting up your knees half way, warming the quadriceps and hip flexors, also mobilising the hip joint.



- e) Jump to the corners of an imaginary square on the floor, warming the outer gluteus, adductors and abductors, also mobilising the hip joint.
  - f) Stationary squats ensuring that your knees bend over your feet but less than 90°, whilst keeping your back straight, warming your calves, quadriceps, hamstrings and gluteus.
- 3) Begin mobilisation section of warm-up.

### EXAMPLE



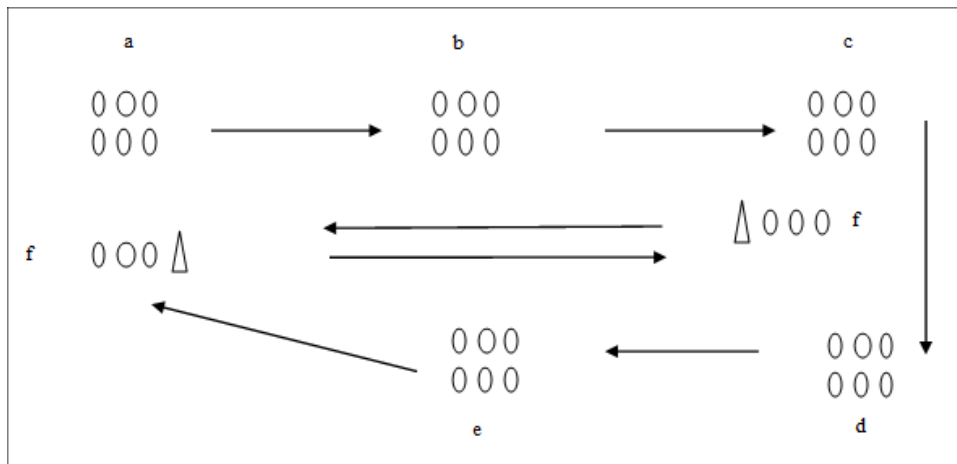


## **CIRCUIT 2 WARM UP**

**Pulse Raise** (5 minutes adjusting the intensity according to the students' ability, 30 seconds per station)

- 1)** Keep the class in their original groups and give each group one of the following exercises. The class to perform each exercise for 30 seconds before moving on to the next set. If need be, repeat the circuit twice to ensure the class has warmed up for the recommended period of time.
  - a) UPPER BODY ANAEROBIC EXERCISE**
    - i)** Press-ups (pectorals, triceps, deltoids); tricep dips (triceps, deltoids).
  - b) UPPER BODY AEROBIC EXERCISE**
    - i)** Jump jacks with the arms being raised all the way; (deltoids, calves, adductors and abductors).
  - c) MID SECTION ANAEROBIC EXERCISE**
    - i)** Sit ups (abdominals); dorsal raises (erector spinae).
  - d) MID SECTION ANAEROBIC EXERCISE**
    - i)** Change the direction of the legs so they are going forward and back and the arms doing the same but moving in an opposite direction to the legs(calves, hip flexors, gluteus and deltoids).
  - e) LOWER BODY ANAEROBIC EXERCISE**
    - i)** Squats (quadriceps, hamstrings, gluteus, calves, hip flexors); lunges (quadriceps, hamstrings, gluteus and calves).
  - f) LOWER BODY ANAEROBIC EXERCISE**
    - i)** Speed shuttle running between two fixed marks (calves, hip flexors and gluteus).
- 2)** Begin maintenance stretch.

EXAMPLE





## **MOBILISATION**

After 1<sup>st</sup> pulse raise it is important to mobilise all the major joints in the body to enable them to move more freely. Controlled movement of each joint assists in the production of a slippery fluid in the joint, which helps reduce wear and tear.

### **The Neck**

Head over, ear to shoulder. Twist side to side looking over each shoulder. Up and down looking to the ceiling and floor. Half neck roll, rolling the chin from shoulder to shoulder in a downward direction (do not roll the neck in an upward direction as it can cause injury to the neck). Neck mobilisation should be done in a slow and controlled motion.



## **THE SHOULDER GIRDLE**

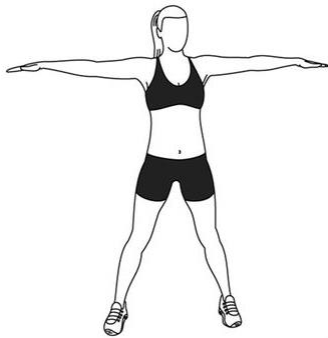
Start by rolling the shoulder girdle forwards and backwards. Circle the arms forwards and backwards, individually, together or in alternate directions at different speeds depending on level of ability (increase speed and co-ordination for non-beginners).





## **The Upper Spine**

To mobilise the upper spine twist hips from left to right allowing the arms to wrap around the body, with the arms moving in the same direction as the hips. The rotation should be initiated from the hips. Ensure knees are kept soft at all times.



## **The Lower Spine**

To mobilise the lower spine, place hands on hips and rotate them clockwise and anticlockwise. Ensure the back is kept upright at all times and only the hip girdle is rotated.







## **The Hip Joint**

To mobilise the hip joint, circle the knee in a clockwise and anticlockwise direction. Ensure the supporting leg is kept soft. Increase circumference of the knee according to the level of ability. Repeat for other leg.



## **The Knee and Ankle Joint**

To mobilise the knee and ankle joint, place knees together and bend with both hands cupping the kneecaps. Circle the knees in a clockwise and anticlockwise direction. Ensure the knees are not bent more than 90°



## Warm Up Assessment:

Warm up element	Time allocated for each element	Exercises (please name the exercise/stretch and include a teaching point for each such as which muscle it is targeting or how to perform the stretch)	Other notes (for example, how long you will hold the stretch for)	Feedback (for assessor use only)
Example: Pulse raise	5 minutes	Press ups – to develop muscular strength on the pectorals and triceps. Hands placed just beyond shoulder-width apart, fingers pointing forwards and back straight. Bend elbows until nose touches the floor then straighten arms. Can bring hands in so elbows next to body for added difficulty and more emphasis on the triceps.	10 repetitions.	

## **Session 2: Being a Leader**

### **Session Aims:**

In this session you will learn about the commitments required from you in your role as an ESKA Leader. We will focus on your role of welcoming and registering students and disseminating your knowledge by answering questions and how these relate to leadership skills.

### **Session Objective:**

By the end of the session, you should know your responsibilities and commitments as a leader, including how to use the IT systems and what the ESKA instructors expect from you at each session.

### **Assessment:**

Written grading requirements assessment. You will find a mock assessment at the end of this section that you are welcome to attempt in your own time.



## **Your Personal Commitment**

# Leadership

### **Objective**

- To offer ESKA black belts a programme of personal development after black belt in addition to the association usual offering.
- To provide support for the senior instructor support during classes.
- To develop future instructors for ESKA in a cost affective manner.

### **The programme aims to provide;**

- Empowerment and empowering others

Empowerment - Something that is empowering makes you more confident and makes you feel that you are in control of your karate development.

Empowering others - To provide students with the means or opportunities to improve their karate skills and development.

- Influencer

A karate leadership influencer is an black belt who has, through a proven track record, triumphed in karate and now motivates and inspires others to create similar success through the sharing of knowledge, attitude, philosophy and strategy.

- Support

Supportive leadership involves building trust, inspiration, and helping students overcome the challenges they encounter. Leaders looking to be more supportive of their lower grade students should try to encourage teamwork, pay attention to members' relationships, and also show commitment.

- Role model

"A good leadership role model sets high standards of accountability for themselves and their behaviours. Before motivating other students, be sure to motivate yourself. Be the sort of person others can get behind and support."



- Attention to detail

Attention to detail is a crucial skill for leaders because it is a source of insight. Observation and paying attention to small details is paramount if we are to read someone correctly and it is critical for a leader to be able to understand the mood of other students.

- Accountability

Accountable leaders lay a path for other students to follow and are defined by being held answerable for accomplishing a goal or assignment. Accountable does not mean blaming people. It means we all as leaders own what we need to do and what we need to get other people to do.

- Self-aware

By becoming more self-aware, and subsequently recognising their strengths, weaknesses and hidden biases, leaders gain the trust of other members — and increase their own credibility. In addition to helping leaders develop professionally, self-awareness also helps them have a positive impact on the student body”

- Goal setting

Goal-setting is a good way to get things done either by yourself or with your students: When people see that they can achieve targeted results, they become more confident in their ability to pursue and achieve future results.

- Collaboration

Teamwork with senior instructors, sharing and implementation of ideas and training concepts.

- Communicator

Leadership communications consists of messages related to ESKA’s culture and core values. These messages are of a significant importance to the students and their parents.

- Charisma

Charismatic leadership is defined by a leader who uses his or her communication skills, persuasiveness, and charm to influence students. Charismatic leaders, given their ability to connect with students on a deep level.

- Assertiveness

Assertive Leaders respect themselves, require respect from others, and respect everyone they work with and teach at all levels. Those who use an Assertive Leadership style know that productive relationships entail give and take. Assertive instructors seek win-win solutions.

- Ambitious



Ambitious leaders are focused on performance because they continuously want to reach higher levels for themselves and their fellow students.

- Integrity / honest

Integrity in leaders refers to being honest, trustworthy, and reliable. Leaders with integrity act in accordance with their words (i.e. they practice what they preach) and own up to their mistakes, as opposed to hiding them, blaming others, or making excuses.

- Altruism / empathy

Altruistic Leadership is defined as the guiding of others with the goal of improving their well-being or emotional state.

- Happy

A happy leader is more inclined to look for ways to enable his or her students to find their own happiness in what they do, to achieve personal satisfaction in their efforts, and in turn contribute to team success.

- Approachable

An approachable leader makes students feel comfortable and at ease. People at ease can work together, connect, and communicate without fear of retribution. Listen intensively. Approachable leaders listen more than they speak. As a leader, you don't always have to fix things.

- Reliable

Committed to the leadership programme and it's goals.

## **Why are we introducing the programme**

- We will no longer be running the instructor training programme as our business model can no longer support this scheme.
- We do however understand some of the important life skills and development benefits that the instructor training programme provided.
- To enable the development of future instructors.
- As a support network to the senior instructors and that we have some influence over.

## **The ESKA leadership programme requirements**

This programme will be available for all our members who are blackbelt, 1st Dan, and above.

Joining the leadership programme will be by invitation only and candidates will need to fulfil the

following requirements.



- Be at least a black belt in karate.
- Train regularly, minimum once a week.
- Demonstrate without error all the Heian kata and Tekki Shodan.
- Have a good understanding of the Senta kata , Bassai dai, Jion, Kanku Dai, Empi.
- Attend a skills assessment, at least once a year.
- Try to attend all ESKA and TSKUK events – these events will be free to leadership members,
- Continue self development and progression in Karate.
- Actively engage with all Information Technology aspects of the association.

### **Leadership member requirements**

- All leadership students will play a supportive role between the ESKA instructors and students.
- Support the instructor with preparation of the dojo prior to and after class.
- Liaise with the senior instructor before and after all sessions for feedback and development support the senior instructor with the IT requirements at each class.
- Make themselves available to speak to students prior to and after each session and offer support, guidance and information where required or requested.

### **What students will receive on the leadership programme.**

- recognition of their achievement and status in the organisation.
- Direct development and feedback from senior instructor.
- Merchandise for leadership programme.
- Access to ESKA IT information and development.
- Free access to all ESKA / TSKUK events.
- Support and guidance for external awards, Duke of Edinburgh, sports leadership awards.
- mentoring and development of leadership skills from senior instructors.
- The potential to become a paid ESKA Instructor.



## **Before the Class: Greeting Students**

Greeting our students as they arrive to class is one of the most important parts of any class, regardless of whether they are new or existing members.

For new students, a friendly face will help them feel at ease and comfortable in the class environment, especially if they feel nervous. For existing students, a warm greeting will help make them feel valued and respected as a member of the group.

It is important to create a sense of friendliness and warmth with your greeting that does not become overbearing. Smile, make eye contact, stand up straight and keep your arms relaxed by your side, rather than (for example) standing with arms folded leaning against a wall.

For new members, introduce yourself first and then ask their name, ask how they are and try to start a conversation with them. You can ask if they have ever done martial arts before, or are feeling excited about the class, or you can always look for something you can relate to them, such as a superhero on their t-shirt or water bottle.

For existing members, try to learn the student's names and start a conversation with them where possible. This builds good rapport with the students and will encourage them to talk to you or ask you questions in future should they ever need to.

To be able to greet students properly, you will need to be able to use the register, be aware of ESKA's upcoming events and be available both before and after the class. This is part of your role and responsibility as an ESKA Leader.





## **ESKA Information Technology**

You will be given a demonstration of how to use the ESKA IT system to register students, allocate the relevant instructors, and add students who have failed to book into the class.



## **During the Class:**

You will be expected to know proper Dojo etiquette so you can both lead by example in demonstrating this to the students. You will also be expected to support students during the parts of the class they are expected to lead (such as the bowing at the start and end of the class).

## **Entering the dojo:**

Whenever entering (or exiting the dojo), turn to face the front of the dojo and bow.

## **The opening sequence:**

Once you hear "line up!", students are expected to form a line in grade order (highest grade to the right) shoulder to shoulder. As a Leader, you are expected to help manage the line. Once ready, the instructor will say "musubi-dachi" (standing to attention with heels touching and toes pointing to the corners in a 'V') and then "seiza". Seiza means to kneel. The left knee should be placed on the floor first, followed by the right knee. You should then sit on your feet which are flat with your big toes overlapping (either one on top). Your back should be straight, and shoulders relaxed with your hands placed open on the corresponding thigh.

The highest grade will then announce "shoumen ni rei" which is the silent bow to Karate itself and the instructors that passed Karate down to your instructor.



Bowing is completed by sliding the left hand from the thigh to the floor immediately in front of the left knee and then followed by the right hand. Both palms should be flat on the floor and elbows should not touch the floor. The bow is then done from the waist until the head nearly touches the floor. Then return to the original position with the right hand leading the left.

The instructors will then turn to face the group. The highest grade will then announce "sensei ni rei". Everyone will bow and say "oss".

### **The closing sequence:**

The group will return to one line. The instructor will say "musubi-dachi" and then "seiza". The highest grade will then announce "mokusou". Then, after a short amount of time, "mokusou yame". Then "shoumen ni rei", the instructors will turn and then, "sensei ni rei" and "otagai ni rei".

As a Leader, you are expected to be familiar with this sequence so you can guide students and provide the pronunciations and meanings to them.



## The Dojo Kun:

In some classes, the senior grade may include the Dojo Kun in the closing sequence after “mokusou yame” and before “shoumou ni rei”. This Dojo Kun is the morals of karate and is recited by traditional clubs at the end of each training session as a reminder to everyone present how important karate is to your development as a person.

一血気の勇を戒むること

*Guard against  
impetuous courage*

一礼儀を重んずること

*Honour the principles  
of etiquette*

一努力の精神を養うこと

*Cultivate the spirit of  
perseverance*

一誠の道を守ることに

*Defend your path of  
truthfulness and sincerity*

一人格完成に努むること

*Strive for a full and  
complete character*

One – Strive for full and complete character

One – Defend your path of truthfulness and sincerity



One – Cultivate the spirit of perseverance

One – Honour the principles of etiquette

One – Guard against impetuous courage

Ref: <https://youtu.be/AkUJM2HuxyA>



## **Answering Questions**

Students often ask questions after the class, such as how many lessons they have done, or what they need to do to be eligible for their next belt or any upcoming ESKA events.

As they may ask you, it is important you are aware of the time and lesson requirements to be eligible for gradings. You will have been told how members can access their training and grading history as part of the IT induction which you can pass onto students in your response to their questions.

The grading requirement information can always be found on our website at: [ESKA – Norfolk's Premier Karate Club | Grading Syllabus.](#)

Please also see the table below for a brief overview.

### **Tiny Tigers:**

Grading for T-shirt colour:	Time period	Lessons
Red	N/A	10
Orange	3 months	12
Yellow	3 months	12
Green	3 months	12
Purple	3 months	12
Brown	3 months	12
Black	3 months	24 (7 of which must be at Junior or Family classes)



## **Shotokan Karate:**

Grading for belt colour:	Time period	Lessons	TSKUK Stamps
Red (9 <sup>th</sup> Kyu)	N/A	10	0
Orange (8 <sup>th</sup> Kyu)	3 months	12	0
Yellow (7 <sup>th</sup> Kyu)	3 months	16	0
Green (6 <sup>th</sup> Kyu)	3 months	16	0
Purple (5 <sup>th</sup> Kyu)	3 months	24	0
Purple & White (4 <sup>th</sup> Kyu)	3 months	24	1 (advisory)
Brown (3 <sup>rd</sup> Kyu)	3 months	24	2 (advisory)
Brown & White (2 <sup>nd</sup> Kyu)	6 months	48	3 (advisory)
Brown & Double White (1 <sup>st</sup> Kyu)	6 months	48	4 (advisory)
Black (1 <sup>st</sup> Dan)	10 months	80	10 (compulsory with 3 obtained in the 10 months before the grading)

## **Events:**

Our upcoming events can always be found here, [Upcoming Events – ESKA – Eastern Shotokan Karate Association](#). You are expected to familiarise yourself with the calendar. You will also hear the instructors give out notices on upcoming events at the end of each class.



## **Mock Grading Requirement Assessment**

1. What is the minimum number of lessons a white belt needs to grade to red belt 9<sup>th</sup> Kyu? \_\_\_\_\_(1)
2. At what grade do TSKUK stamps become advisory?  
\_\_\_\_\_(1)
3. What is the minimum lesson requirement for a Red T-shirt going for Orange T-shirt? \_\_\_\_\_(1)
4. A what grade does the time requirement between grades increase from 3 months to 6 months in Shotokan Karate? \_\_\_\_\_(1)
5. How many TSKUK stamps are advised for a brown belt going for brown and white belt? \_\_\_\_\_ (1)

Total \_\_\_\_\_/5





## **Session 3: Kihon Syllabus**

### **Session Aims:**

In this session you will recap the Kihon Syllabus from White to Purple and White Belt. You learn the key teaching points for each grade and how to develop these with a student or group. You will also learn the assessment criteria for each grade.

### **Session Objective:**

By the end of the session you should know the Kihon Syllabus from 10<sup>th</sup> to 4<sup>rd</sup> Kyu and the key teaching points and be familiar with the assessment criteria.

### **Assessment:**

No assessment this session. This session is part of a group of sessions gearing you up for a practical and written syllabus assessment on all three 'Ks' from White to Purple and White belt.



## **Kihon Syllabus and Assessment Criteria**

The Kihon Syllabus and Assessment Criteria for Tiny Tigers and Kyu grades can all be found on our website here, [ESKA – Norfolk's Premier Karate Club | Grading Syllabus](#). You are expected to be familiar with this in your role as a Leader. This will both help you answer any questions your students may ask and tailor your support in classes.



## **Session 4: Heian Kata and Tekki Shodan**

### **Session Aims:**

In this session you will recap the Heian Kata (1-5) and Tekki Shodan. You learn the key teaching points for each Kata and how to develop these with a student or group. You will also learn the assessment criteria for each grade.

### **Session Objective:**

By the end of the session, you should know the Heian Kata (1-5) and Tekki Shodan and the key teaching points and be familiar with the assessment criteria.

### **Assessment:**

No assessment this session. This session is part of a group of sessions gearing you up for a practical and written syllabus assessment on all three 'Ks' from White to Purple and White belt.



## **Heian Kata and Assessment Criteria**

The Kata and relevant Assessment Criteria for Kyu grades can all be found on our website here, [ESKA – Norfolk's Premier Karate Club | Grading Syllabus](#). Students will also find video tutorials on each Heian Kata included on the website. You are expected to be familiar with this in your role as a Leader. This will both help you answer any questions your students may ask and tailor your support in classes.



## **Session 5: Sentei Kata**

### **Session Aims:**

In this session you will recap the Sentei Kata (Bassai Dai, Jion, Kanku Dai and Empi/Enpi). You learn the key teaching points for each Kata to ensure you own Karate is up to standard to fulfil your role as a leader.

### **Session Objective:**

By the end of the session, you should know the Sentei Kata and the key teaching points.

### **Assessment:**

No assessment this session. This session is to assist your own personal Karate development.



## **Session 6: Kumite**

### **Session Aims:**

In this session you will recap the grading Kumite from White to Purple and White Belt You learn the key teaching points for each grade and how to develop these with a student or group. You will also learn the assessment criteria for each grade.

### **Session Objective:**

By the end of the session you should know the grading Kumite from White to Purple and White Belt and the key teaching points and be familiar with the assessment criteria for these grading sparring.

### **Assessment:**

No assessment this session. This session is part of a group of sessions gearing you up for a practical and written syllabus assessment on all three 'Ks' from White to Purple and White belt.



## **Kumite and Assessment Criteria**

The Kumite and relevant Assessment Criteria for Kyu grades can all be found on our website here, [ESKA – Norfolk's Premier Karate Club | Grading Syllabus](#). You are expected to be familiar with this in your role as a Leader. This will both help you answer any questions your students may ask and tailor your support in classes.



## **Session 7: Kyu Grading Syllabus**

### **Session Aims:**

In this session you will recap the three 'Ks' of Karate covered in the previous sessions ready to complete a practical and written syllabus assessment. You will have the chance to ask questions in a Q&A before you complete the assessment. You will also learn how the syllabus is structured and delivered to students during the gradings.

### **Session Objective:**

By the end of the session, you should know the grading syllabus from White to Purple and White Belt and be aware of how the gradings are structured and delivered to students.

### **Assessment:**

Practical syllabus assessment and written syllabus assessment.

For the practical assessment, you will be asked to perform one aspect of any syllabus from white to purple and white belt and be expected to answer questions on relevant technical and teaching points.

You will find a mock syllabus assessment at the end of this section that you are welcome to attempt in your own time.





## **Mock Syllabus Assessment**

1. What is the first blocking technique in the basics section for a White Belt going for Red Belt? \_\_\_\_\_(1)
2. What is the Orange Belt Kata? \_\_\_\_\_  
(1)
3. How many attacks must a Green Belt perform on each leg in their sparring?  
\_\_\_\_\_(1)
4. How many times must a Yellow Belt complete each Kihon technique?  
\_\_\_\_\_(1)
5. At which grade is Heian Godan performed? \_\_\_\_\_ (1)

Total \_\_\_\_\_/5



## **Session 8: Teaching Skills**

### **Session Aims:**

In this session you will learn general teaching skills such as communication, teaching position and engaging with students. You will also learn the basic Japanese terminology used within lessons and when to include such terminology within the session.

### **Session Objective:**

By the end of the session, you should have an understanding of basic teaching skills and Japanese terminology and know when to include this within the session.

### **Assessment:**

Oral assessment on counting in Japanese (1-10) and written Japanese terminology assessment. You will find a mock terminology assessment at the end of this section you are welcome to complete in your own time.



## **Teaching Skills**

### **Communication:**

Communication with your students is vitally important to disseminate information and ensure they understand the instructions you are giving them.

Communication is done both verbally and non-verbally.

When talking to students, keep your eyes up, look around the group and adopt open, positive body language (arms by your sides, open-handed gestures, and smile). When talking, moderate your content and delivery to the age and ability of the group. No instructor will talk to a group of Tiny Tigers beginners and Dan Grade Adults in the same manner.

For Tiny Tigers, you may be more exaggerated in your movements and speak in similes. You may also use simpler words and short phrases to keep the lesson moving. For adults, you may use more Japanese terminology and adopt a more measured pace to your lessons. You may also introduce more complex ideas sooner.

### **Teaching Position:**

Being able to see your group or student is important to spot any errors. It is also important that your students can see and hear you.

When working with a student individually, if you are watching them perform, stand a few metres away so you can see all of them without having to move your head or eyes. When working with the student (for example during sparring), perform the relevant section, and then quickly glance to make sure they are on the correct arm/leg before they return to Yame.

Teach position is also important when leading a group. When counting them through, stand at the front and face the group so you can see everyone and so your voice projects to everyone. When demonstrating, move yourself into a position where all can see you without having to



turn their heads. When allowing a group to perform independently, move to a corner so you can see the whole group in your peripheral vision and so your voice will still project to the whole group. This also means if you want to say anything to the group, you can do so clear in vision before they move on.

### **Engagement:**

When leading a session, it is important to keep your students engaged. This will help them retain what you are saying but also encourage them to enjoy Karate training and return for more lessons.

Try and ensure students spend as much time as possible doing Karate, rather than listening to instruction. Also, always try and involve all the group at any one time rather than have half their group standing around.

Think about your lesson content, rather than explaining a point verbally or just counting students up and down the hall, is there a training drill or exercise that could emphasise the point just as effectively. Using drills keeps the class moving and caters for students who may learn by doing, rather than listening. When using drills, it is always important to demonstrate the drill and explain why you are doing it first to provide context and cater for those who learn by listening, rather than doing.



## Japanese Terminology:

### Glossary of Terms:

#### **Block (Uke – pronounced “oo-kay”)**

- **Age-uke** (ah-geh-oo-kay): Upper block (Raising)
- **Shuto-uke** (shoe-toe oo-kay): Knife-hand block
- **Uchi-uke** (oo-chee oo-kay): Inside center block
- **Gedan-barai** (Geh-dahn bah-rye): Down block
- **Soto-uke** (so-toh oo-kay): Outside center block
- **Haishu-uke** (hey-sho oo-kay): Back hand block
- **Tate shuto-uke** (ta-tey shoe-toe oo-kay) Vertical knife hand block
- **Juji-uke** (jew-gee oo-kay): X-block
- **Morote-uke** (moe-row-te oo-kay): Augmented block
- **Nagashi-uke** (nah-gah-she oo-kay) Sweeping block
- **Teisho-uke** (tay-sho oo-kay): Palm-heel block

#### **Punch (Zuki – pronounced “zoo-key”)**

- **Age-zuki** (ah-geh zoo-key): Rising punch
- **Awase-zuki** (ah-wah-say zoo-key): U-punch
- **Choku-zuki** (cho-koo zoo-key): Straight punch
- **Gyaku-zuki** (gya-koo zoo-key): Reverse punch
- **Ura-ken** (oo-rah ken): Back fist
- **Kagi-zuki** (ka-gee zoo-key): Hook punch
- **Morote-zuki** (moe-row-the- zoo-key): Double “U” punch
- **Oi-zuki** (oh-ee zoo-key): Lunge punch
- **Tate-zuki** (tah-the zoo-key): Vertical punch
- **Ura-zuki** (oo-rah zoo-key): Close punch
- **Yama-zuki** (yaa- maa zoo-key): two level double punch

#### **Kick (Geri – pronounced “geh-ree”)**

- **Ashi-Barai** (ah-she bah-rye): Foot sweep
- **Fumikomi** (foo-me-koh-me): Stamping kick
- **Keage** (key-ah-geh): Snap kick
- **Kekomi** (kay-koh-me): Thrust kick
- **Mae-geri** (mah-eh geh-ree): Front kick
- **Ura-mawashi-geri** (ora- mah-wa-she geh-ree): Reverse Round kick
- **Yoko-geri** (yoh-koh geh-ree): Side kick
- **Nidan-geri** (nee-dan geh-ree): double level jumping kick
- **Tobi-geri** (toe-be geh-ree): Jumping kick
- **Mawashi-geri** (mah-wa-she geh-ree): Round kick
- **Ushiro-geri** (oo-she row geh-ree): Back kick
- **Gyaku-mawashi-geri** (gya-koo mah-wa-she geh-rhee): Outside round kick
- **Kansetsu-geri** (can-set-sue geh-ree): Joint Kick
- **Mikazuki-geri** (mica zoo-key geh-ree): Crescent kick



## Strike (Uchi – pronounced “oo-chee”)

- **Empi-uchi** (en-pee oo-chee): Elbow strike
- **Haishu-uchi** (hi-shoo oo-chee): Back hand strike
- **Haito-uchi** (hi-toe oo-chee): Ridge-hand strike
- **Ippon-ken** (eep-pon ken): One-knuckle fist
- **Nukite** (noo-key-teh): Spear hand
- **Tettsui-uchi** (tet-tsue-ee oo-chee): Hammer fist strike
- **Shuto-uchi** (shoe-toe oo-chee): Knife hand strike
- **Teisho-uchi** (tay-sho oo-chee): Palm hand strike
- **Uraken-uchi** (oo-rah-ken oo-chee): Back fist strike

## Stance (Dachi – pronounced “dah-chee”)

- **Fudo-dachi** (foo-dough dah-chee) Rooted stance
- **Hachiji-dachi** (hah-chee-gee dah-chee): Open leg stance
- **Hangetsu-dachi** (hahn-geh-tsue dah-chee): Half-moon stance
- **Heiko-dachi** (hay-koh dah-chee): Parallel stance
- **Kiba-dachi** (key-bah dah-chee): Side stance (horse stance)
- **Kokutsu-dachi** (koe-koo-tsu dah-chee): Back stance
- **Kosa-dachi** (koe-sah dah-chee): Crossed legged stance
- **Heisoku Dachi** (hey-so-koh dah-chee): Closed foot stance
- **Musubi Dachi** (ma-sue-bee dah-chee): Open foot stance
- **Neko-ashi-dachi** (neh-koh ah-she-dah-chee): Cat stance
- **Sanchin-dachi** (san-chin dah-chee): Hour-glass stance
- **Shizentai** (she-zen dah-chee): Natural position
- **Sochin-dachi** (so-chin dah-chee): Diagonal straddle-leg stance
- **Teiji-dachi** (the-gee dah-chee): T stance
- **Renoji Dachi** (ren-o-gee dah-chee): Japanese Character "Re" Stance (L-stance)
- **Zenkutsu-dachi** (zen-koo-tsue dah-chee): Front stance

# Numbers

1	ICHI	26	NIJYU ROKU	51	GOJYU ICHI	76	SHICHIJYU ROKU
2	NI	27	NIJYU SHICHI	52	GOJYU NI	77	SHICHIJYU SHICHI
3	SAN	28	NIJYU HACHI	53	GOJYU SAN	78	SHICHIJYU HACHI
4	SHI	29	NIJYU KU	54	GOJYU SHI	79	SHICHIJYU KU
5	GO	30	SANJYU	55	GOJYU GO	80	HACHIJYU
6	ROKU	31	SANJYU ICHI	56	GOJYU ROKU	81	HACHIJYU ICHI
7	SHICHI	32	SANJYU NI	57	GOJYU SHICHI	82	HACHIJYU NI
8	HACHI	33	SANJYU SAN	58	GOJYU HACHI	83	HACHIJYU SAN
9	KU	34	SANJYU SHI	59	GOJYU KU	84	HACHIJYU SHI
10	JYU	35	SANJYU GO	60	ROKUJYU	85	HACHIJYU GO
11	JYU ICHI	36	SANJYU ROKU	61	ROKUJYU ICHI	86	HACHIJYU ROKU
12	JYU NI	37	SANJYU SHICHI	62	ROKUJYU NI	87	HACHIJYU SHICHI
13	JYU SAN	38	SANJYU HACHI	63	ROKUJYU SAN	88	HACHIJYU HACHI
14	JYU SHI	39	SANJYU KU	64	ROKUJYU SHI	89	HACHIJYU KU
15	JYU GO	40	YONJYU	65	ROKUJYU GO	90	KYUJYU
16	JYU ROKU	41	YONJYU ICHI	66	ROKUJYU ROKU	91	KYUJYU ICHI
17	JYU SHICHI	42	YONJYU NI	67	ROKUJYU SHICHI	92	KYUJYU NI
18	JYU HACHI	43	YONJYU SAN	68	ROKUJYU HACHI	93	KYUJYU SAN
19	JYU KU	44	YONJYU SHI	69	ROKUJYU KU	94	KYUJYU SHI
20	NIJYU	45	YONJYU GO	70	SHICHIJYU	95	KYUJYU GO
21	NIJYU ICHI	46	YONJYU ROKU	71	SHICHIJYU ICHI	96	KYUJYU ROKU
22	NIJYU NI	47	YONJYU SHICHI	72	SHICHIJYU NI	97	KYUJYU SHICHI
23	NIJYU SAN	48	YONJYU HACHI	73	SHICHIJYU SAN	98	KYUJYU HACHI
24	NIJYU SHI	49	YONJYU KU	74	SHICHIJYU SHI	99	KYUJYU KU
25	NIJYU GO	50	GOJYU	75	SHICHIJYU GO	100	HYAKU

## Kata

<b>Taikyoku Shodan</b>	Kihon Kata (first cause)	<b>Kanku Sho</b>	to view the sky – small
<b>Heian Shodan</b>	peaceful mind, first level	<b>Jiin</b>	love and shadow
<b>Heian Nidan</b>	peaceful mind, second level	<b>Jitte</b>	ten hands
<b>Heian Sandan</b>	peaceful mind, third level	<b>Hangetsu</b>	half moon
<b>Heian Yondan</b>	peaceful mind, fourth level	<b>Meikyo</b>	bright mirror
<b>Heian Godan</b>	peaceful mind, fifth level	<b>Niju Shi Ho</b>	twenty-four steps
<b>Tekki Shodan</b>	iron horse riding, first level	<b>Wankan</b>	king and crown
<b>Tekki Nidan</b>	iron horse riding second level	<b>Gankaku</b>	crane on a rock
<b>Tekki Sandan</b>	iron horse riding, third level	<b>Sochin</b>	strength and calm
<b>Bassai Dai</b>	to penetrate a fortress – big	<b>Chinte</b>	Rare / unusual hand
<b>Jion</b>	love and goodness – also named after a Chinese Temple	<b>Unsu</b>	cloud hands
<b>Kanku Dai</b>	to view the sky – big	<b>Goju Shi Ho Sho</b>	fifty four steps – small
<b>Enpi</b>	flying swallow	<b>Goju Shi Ho Dai</b>	fifty four steps – big
<b>Bassai Sho</b>	to penetrate a fortress – small		





## **Mock Terminology Assessment**

1. What is the Japanese name for punch? \_\_\_\_\_(1)
2. Please name the 5 main blocks in the purple and white belt kihon blocking combination?  
\_\_\_\_\_ (1)
3. What is the name for front kick? \_\_\_\_\_(1)
4. What does Tekki mean? \_\_\_\_\_(1)
5. What is the name of front stance? \_\_\_\_\_ (1)

Total \_\_\_\_\_/5



## **Session 9: Managing Individuals and Small Groups**

### **Session Aims:**

In this session you will learn how to teach individuals and lead small groups through the three 'Ks' of Karate. You will also learn how to provide post-training feedback to both the student and their parent as well as how to work alongside another instructor.

### **Session Objective:**

By the end of the session you should have an understanding of how to manage individuals and small groups as you lead them through the three 'Ks' of Karate. You will also be aware of the importance of post-training feedback and be able to provide this. You will be able to work alongside another instructor.

### **Assessment:**

Assessment catch-up for any missed assessments.



## **The importance of, and how to deliver, post-training feedback:**

Post-training feedback is a valuable tool for students as it guides their continued development. It also gives an indication to parents (who may not understand Karate) as to how their child is progressing and what they can do to support their child's progress.

Post-training feedback must always be framed positively, start by explaining what the student is doing well before suggesting any areas that may need further development and what they can do to access this development (further classes, PTs etc.). Never say a student is bad in any area.

In the build up to gradings, it is important to keep an eye on all grading students especially. If they are ready for grading in that week's element it is important to tell them as it will build their confidence. If they are not ready to grade, you must let the senior instructor know and you must tell them what area they need to develop. The senior instructor will then speak to the student and their parents.



## **Session 10: Leading Large Groups**

### **Session Aims:**

In this session you will learn how to lead large groups independently for 5 minutes, by counting them through their Kihon, Kata and Kumite, or allowing them to perform their movements unassisted. You will also learn how to lead a group when you have to work in as part of the group (such as providing a sparring partner for Kumite).

### **Session Objective:**

By the end of the session, you should have an understanding of how to lead large groups independently for short periods of time.

### **Assessment:**

Lesson plan and independent teaching assessment.

For next session you are required to complete a written lesson plan (with enough content for only 5 minutes of unassisted teaching) using the sheet at the end of this section. For this task, assume the class has already been warmed up and you have been asked to teach a 5 minute 'mini-lesson' that is completely self-contained (it does not lead onto another class or exercise). Once completed, please submit this via email to [jason@eska.co.uk](mailto:jason@eska.co.uk) for written feedback. You will then need to learn this plan ready to lead it at your next leadership session for your practical assessment.

Once passed, you will be able to lead groups independently for 5-minute periods.



## Independent Teaching Assessment:

Teaching aim/lesson focus:		
Lesson content, please include what you will ask the students to do in the order you will ask them to do it in (note: one movement/exercise/drill per box).	Reason for including that content, please explain your reasoning for asking the student to complete the movement/exercise/drill	Time/repetitions allocated for each exercise



## **Session 11: ESKA's Extra-Curricular Activities**

### **Session Aims:**

In this session you will learn about ESKA's additional offerings aside from our usual classes, such as courses and competitions. You will be reminded that you are expected to attend as many of these as possible in order to meet your leadership requirements as a role model and influencer. You will also be given an introduction into the running and refereeing of competitions.

### **Session Objective:**

By the end of the session, you should know what additional activities ESKA offers its students. You should know where to look for the relevant information on this and be able to officiate a competitive Karate bout, both Kata (with flags and scorecards) and Kumite (flags).

### **Assessment:**

No assessment for this session.



## **Session 12: Recap Session**

### **Session Aims:**

In this session you will recap everything covered in the ESKA Leadership Training course. You will get the chance to ask any questions or go over missed content or assessments.

### **Session Objective:**

By the end of the session, you should have completed the ESKA Leadership Training course and have been awarded your completion and competence diploma.

### **Assessment:**

Any missed assessment.