

# Instructor Competencies

Instructor Level (required for)	1	2	3	4	5
<b>Leader (Shodan)</b>	Meet and Greet	Warm up	Mirroring	Kata	
<b>Assist Instructor (Nidan)</b>	Basic Self Defence	Moving in Kihon	Kumite Dachi combo's	Basic focus mitt combo's	Basics on bags / pads
<b>Instructor (Sandan)</b>	Basic Class Structure	Kihon Kumite	Kiba Dachi Combinations	Yakosoku Kumite	Knife Defense
<b>Senior Instructor (Yondan)</b>	Basic Self Def Variations	Bo	Kata Application	Black belt Self Defence	Lower grades grading.

**Note:** To obtain the instructor level you must have the competencies listed next to that level. Before grading to a dan grade you must also have the competencies listed next to the rank. The minimum grade at which you can be tested for these is Green Belt.

Black belt is a prerequisite for obtaining Instructor Level. You can complete the competencies listed at instructor level prior to black belt but can not be awarded the level until black belt is obtained.

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## Competencies Overview

The instructor competencies are designed to be a break down of the tasks that are involved in being an instructor. They give instructors, assistant instructors and those wanting to assist a clear framework to work within. Having this framework takes a lot of the guess work from instructing and ensures a consistent experience for the students coming to class. The goal is for all instructors and assistants to be consistently delivering a great training experience to those they are instructing.

### *Testing individual competencies.*

Those in the leadership team, instructors or those wanting to become instructors can ask to be tested on the competencies. Prior to this they should have performed the task the competency relates to at least 10 times.

### *Grading level tests*

Prior to grading to Senior Shodan (junior Nidan) level or higher you must be assessed on the relevant competencies. Part of being a black belt is being able to assist the kyu grades and other black belts as you progress through the ranks.

### *Paid assistants / Taking classes*

To be able to work as a paid class assistant you must have all the 'Leader' and 'Assistant Instructor' competencies checked off including 'Meet and Greet'.

To regularly take classes independent of a supervising instructor you must have all the 'Leader' and 'Assistant Instructor' competencies as well as the 'Basic class structure' competency checked off.

### *Assessments*

Once a student feels they are competent to be assessed they can request to be assessed in the competency. Shihan Malcolm will either assess them or assign someone to. The person performing the assessment will mark off the appropriate assessment sheet commenting on how each aspect was performed. Shihan Malcolm will then make the final assessment as to if they have passed or not yet passed this competency.

Where someone is not yet competent in certain tasks they can ask to be reassessed at any time.

## Leader

This set of competencies is essential to be able to effectively help out with classes. For those in the leadership team this is the first set of skills they need to obtain. You do not have to be assessed as competent in these competencies prior to assisting with class or taking a warmup. Performing these roles is part of the development of these skills.

Meet and Greet, this is important for everyone to do and is one of the core things that those working as assistant instructors must be doing however those being checked off on this competency level will not be formally assessed in this component (unless wanting to work as an assistant instructor).

**Juniors** completing these requirements will get a 'Junior Leader' badge.

**Seniors** need to have these competencies prior to receiving their Shodan grade.

**Assistant Instructors:** to work as an assistant instructor you must have these competencies all checked off including the meet and greet component.

### 1. Meet and Greet

#### Overview:

Before the class starts students must be ready to begin. There may be things new students are not aware of or that they need help with, it is the responsibility of those in the leadership group to be talking with them before class to help with this.

This is also a chance to build a rapport with the students before training begins. This will also help to develop the trust and respect that is needed in the senpai, kohai (teacher, student) relationship.

#### Procedure:

##### 1. Greet.

- a. Bow and say Osu.
- b. If you don't know them tell them your name (and title if appropriate) 'Hi, I'm Senpai John'
- c. Ask their name if they don't respond with it. 'What's your name', 'Sorry, I've forgotten your name'
- d. Find out how long they have been training if you don't know. 'how long have you been training', 'how many classes have you done'

##### 2. Check belts.

- a. Look to see if their belt is done up correctly.
- b. If it's not tell them it's not correct. 'I can see your belts not tied up correctly'.
- c. For young children in the dragons class do it up for them.
- d. For others ask them to take their belt off then have them do it up correctly at the same time as you.
- e. If they are having a lot of difficulty with this, do it up for them explaining how to do it.
- f. Check students for jewellery and watches. Must be removed, taped or covered.

- 3. Check people recording class on computer.**
  - a. Watch to see that people enter their class in the computer.
  - b. If they don't ask if they know what their student number is then show them how.
  - c. If they don't know their number get them to use their date of birth to find number.
  - d. If they have trouble with this then they will need to see desk, their date of birth may have been incorrectly entered.
- 4. Ask about training.**
  - a. Ask how their training is going, how long since they graded, how long since they started.
  - b. Ask if there is anything they are having particular problems with.
  - c. You can then pass this information onto the person running the class. Or if it's something simple like a white belt that just can't get lower block, show them how. Or if there is the opportunity spend a couple of minutes helping them before class.
- 5. Explain proper etiquette**
  - a. When greeting black belts they should be addressed 'Osu Senpai / Sensei / Shihan' if people are not doing this explain this to them. 'the proper way to say hi to black belts is Osu Senpai'
  - b. When people are bowing on or off let them know that they should let the higher belts bow on first.
  - c. If they are not bowing on / off explain how we bow. This includes kids that might be 'playing', if they are going on / off the training floor they should bow.
  - d. If someone is late to class explain to them how to bow on. 'Just kneel in Seiza, facing away from the Shinzen and wait to be asked to bow on.'

## Check List:

1. Be relaxed and friendly.
2. Be aware that taking class / assisting begins before you go on the floor.
3. Aim to make people feel included and welcome. If you see someone alone make an effort to speak with them and make them feel welcome.
4. Learn people's names.
5. Depending on your age and the role you are performing this task in it may also be appropriate to speak with parents about how their children are performing.

## 2. Taking Warm up

### Overview:

At the start of class the warm up is important for several reasons. It prepares the body for the training we are about to do, raising the heart rate slightly and gets the blood pumping. It also provides some stretching that when performed regularly over time will make participants more flexible. For young children and some older ones it provides routine that gets them into the correct frame of mind for training. For the very young children this is a chance to get them calm and focused.

Some parts of the warmup are fixed and every instructor should do these every time. Other parts are optional and may be included as deemed fit.

### Procedure:

#### 1. Initial warm up.

- a. Begin by running on the spot for 10 – 15 seconds, then add in punches to the front and up in the air alternating (10 each). Total time for this around 1 minute.
- b. Optional: sprinting on the spot 5 seconds, 5 second slow repeat.
- c. Optional: two steps forward and squat 10 times
- d. Optional: lift knees to touch hands.
- e. Optional: cross over hands to opposite feet (in front and behind alternating).
- f. Optional: running across or around the dojo.

#### 2. Rotate knees.

- a. Rotate knees 5 times one way then 5 times other way.
- b. Optional: 10 times squat down on ball of foot, come up on heel.
- c. Optional: foot rotations, lift foot rotate each foot 5 times each way.

#### 3. Side lunges

- a. Side to side quickly 10 times
- b. **SUBSTITUTE:** Windmills 10 times (for kids not adults).
- c. Three count, side, ball of foot heel. Three times each side.
- d. Optional: 4th count taking elbows to ground.

#### 4. Groin stretch

- a. Push out on knees with elbows relax then do again with feet parallel.
- b. Optional, hands to ground from knees stretch through hamstring.

#### 5. Sitting static stretches

- a. Sitting on ground stretch to right, then left, then front. Repeat.
- b. Optional: legs wide standing: right side split, left side split, front split coming onto heels (option for those who can to do instead of a, still finish 1 rep a so total 3).
- c. Bring feet together and push knees to ground with elbows, relax repeat.
- d. Optional: Take foot to outside opposite knee and stretch behind. Then with foot on knee press raised knee to floor. Then lift leg to chest / behind head.
- e. Optional: Front stretch three times with legs straight seated on floor
- f. **SUBSTITUTE:** instead of any of the above, 10 front high up kicks each leg, 10 side high up kids each leg, 10 back high up kicks each leg.
- g. Optional: standing stretch knee to chest, knee to side, knee to knee, hold side kick for 10 counts each leg.

#### 6. Loosen up body and shoulders.

- a. Rotate hips 5 times one way, 5 times other way.
- b. Rotate arms forward 5 times, backwards 5 times.
- c. Swing arms side to side 10 times (5 each side)

**7. Stretch arms**

- a. Stretch right arm across chest, behind head, then hold wrist and tense, repeat for left.
- b. Optional: Hands press together, pull down, pull in from front, pull up, and press fingers.
- c. Optional: rotate wrist one way 5 time other 5 times, stretch forward, stretch back, both hands.

**8. Head and neck**

- a. Up and down (6 to 10 count)
- b. Turn side to side (6 to 10 counts)
- c. Tilt side to side (6 to 10 counts)

**9. If class instructor not ready to take over**

- a. 10 push ups
- b. 10 sit ups
- c. 10 star jumps
- d. Kiba dachi punches with Kiai

**10. Hand over class to instructor**

- a. Have class bow shomen
- b. Have class bow to instructor
- c. Return to place in class (or assist)

## Check List:

1. Warm up should take 5 minutes minimum, 10 minutes maximum
2. Give instructions with a loud clear voice.
3. Count out loud in Japanese.
4. Encourage / Give feedback to at least 5 people by name.
5. Set a good example for each exercise.
6. Stay focused on the task.
7. If more than one person doing warmup, one not counting can give feedback.
8. Remind people to say Osu, "everyone set a good example for those behind you", "whose trying really hard, let me know loud osu."

### 3. Mirroring

#### Overview:

Almost all the basics are initially taught with the instructor facing the class mirroring what is required. This is a simple, core part of teaching / learning karate, so it's critical that it must be done well.

#### Procedure:

- 1. Organise the class.**
  - a. Condense lines if needed (moving different belts into same lines)
  - b. Make sure those at the back can see (by staggering lines if required)
  - c. In a larger class you may also have the senior student's line up at the back so those just starting can see.
- 2. Move into stance.**
  - a. If doing basics from ready stance skip this step.
  - b. Often you will do basics from Kiba Dachi, however they can also be done from Sanchin Dachi or Zenkutsu Dachi.
  - c. Announce what stance you would like people to move into in a clear, loud voice, then Yoi. Eg. 'Kiba Dachi, Yoi'.
- 3. Get ready.**
  - a. Tell them what technique you are going to be doing in both English and Japanese. If you go blank just use the English. 'Were going to do Upper block, Jodan Uke'
  - b. Then explain the starting position. 'Everyone Left hand up right hand back', 'Both hands up head height' etc. at the same time moving into this position. You will be mirroring so if you say left hand up you will put your right hand up.
  - c. Quickly scan to make sure everyone has it correct. If anyone doesn't advise them to adjust. 'John, other hand up.'
- 4. Break down for beginners.**
  - a. If you are doing techniques that people are not familiar with begin by breaking it down into individual movements so they can follow. This will not be required if they are already competent in the technique. Where only some people need this extra help still break it down.
  - b. Demonstrate and explain at the same time. 'Cover your face, other arm on the outside, arm on the outside blocks up.'
  - c. If everyone is following easily only do this a couple of times, if they are struggling do this up to 6 times.
- 5. Slowly.**
  - a. Go through the whole movement slowly (class should be doing right side first so you will be starting left Side).
  - b. Provide feedback as you go. 'That's great John', 'Hand up bit higher Jane' you should do this quickly and continue.
- 6. Fast time.**
  - a. You will normally be doing this with Kiai on the 10<sup>th</sup> technique, so let them know. 'Fast time, 10<sup>th</sup> one Kiai'
  - b. Make sure count then do technique.
  - c. Observe the class slow down if people are having problems. Pace yourself to the slowest person.

**7. Finish**

- a. If you are doing other techniques from the same stance then repeat from point 3 for the next technique.
- b. When you finish all techniques instruct 'Noarae, come back', remember to still do mirror image as you come back.
- c. At this point people should be still standing in ready stance.
- d. Let them know to relax, 'Shake it out' or just 'Relax'

**Check List:**

1. Counting when doing fast time should always be in Japanese.
2. At other times, slowly or when breaking it down English or Japanese is fine.
3. Speak clearly and loud enough for everyone to hear easily.
4. Keep scanning the class to ensure you notice if anyone is having problems.
5. If you are correcting people or otherwise engaged and lose track of where you were up to just start again.
6. Keep moving without rushing.
7. There needs to be a balance between explaining and doing, both are important.

## 4. Kata

### Overview:

Almost all kata will be taught by a 'follow the leader' style of instruction, kata is best learned when a student can see and follow along with their instructor. Kata is also difficult for beginner students to grasp, so making sure beginner students are confident with moving in kihon first is critical and that your instructions are loud and clear.

### Procedure:

- 1. Make sure student is ready to learn Kata.**
  - a. Students should have done at least a few classes and be able to move in Kihon before learning the first Kata. Ask how many classes they have done.
  - b. You shouldn't begin a class with kata, so you will often be able to observe if the person is competent moving in kihon before teaching kata. If they are not ready to learn and you need to teach others kata have them watch, letting them know they will be starting to learn this in a couple of lessons.
  - c. If you start doing kata and see they are totally lost you may need to reassess if they are ready to start learning it.
- 2. Get ready (mokusō katas skip a.)**
  - a. Tell them what kata they are doing, and "Yoi", continue on to step 3.
  - b. If a mokusō kata is being taught explain to the student the new way to prepare, "mokusō!" 'musubi dachi' heels touching toes apart 45° angle, left hand over right with thumbs intertwined and hands not too close to the body, eyes closed.
  - c. Name the kata, eg. "Gekisai Dai" and explain to the student that when they hear the name of the kata to open their eyes and "OSU"
  - d. "Yoi!" and explain the new 'Yoi' that is performed at a slow, but strong pace with muscles tensed and ibuki breathing.
- 3. Breakdown the kata**
  - a. Explain to the student the first movement and demonstrate, eg. 90° turn to the left, Zenkutsu dachi, gedan barai
  - b. Now return to ready position and have student follow along with you
  - c. Explaining each count first, and move at a slow pace keeping with the slowest students pace, with minor corrections to ensure students have the correct legs forward, or correct arms out.
  - d. Critical kata detailing here is not necessary and will overwhelm.
- 4. Slowly – learning 'pattern'**
  - a. Practice the kata to a count, making only minor adjustments, no critical detailing
  - b. Repeat step a. until student has a basic understanding of how the kata flows and can perform all the basic movements to a count with the correct footwork and arm work you may now begin to refine and polish a student's kata
- 5. Refinement**
  - a. When refining a kata pick one aspect at a time to get students of focus on, Eg, 'to turn their head and look in the appropriate direction first then move into the next count' or 'sink down into a deeper stance'
  - b. Be sure not to identify too many aspects at once, pick one or two where a student may need to improve on and have them perform the kata focusing on improving that specific part.

- c. Have student perform kata to a count repeatedly, reminding and correcting highlighted aspect
- d. When the student has improved and polished highlighted aspect, you may now highlight a new aspect to improve.
- e. Continue repeating part c. and d. until students kata is refined and polished

**6. Group practice**

Often you will be taking a group of people through a kata, some of which may have different levels of competence or may have multiple people in the group doing different kata. The following relate specifically to these times as opposed to when you may have one or more people all at the same or similar level learning the same kata.

- a. Make sure everyone is clear what kata they are doing. Try and be clear and specific with your instruction.
- b. Check after the first move that everyone is doing the kata they are supposed to be doing.
- c. Move around and watch what everyone is doing. Sometimes you will find someone has completely lost where they are at, either help them join back in or just have them stop and wait for everyone to finish the kata.
- d. Look for basic errors in technique and move around quickly correcting these between counts.
- e. Give general encouragement and adjustments between counts as well.

**Check List:**

- 1. Watch what everyone is doing.
- 2. Demonstrate and explain clearly.
- 3. Speak clearly and loud enough for everyone to hear easily.
- 4. Keep scanning the class to ensure you notice if anyone is having problems.
- 5. Be enthusiastic and energetic to motivate the same in the class.
- 6. There needs to be a balance between explaining and doing, both are important.

## Assistant Instructor

This set of competencies is essential to be able to effectively manage a class. An assistant instructor should be able to take a group of people through an entire class. Normally they will be assisting an instructor but may be taking a group for the entire class or a basics or white belt class.

**Juniors** completing these requirements will get an 'Assistant Instructor' badge.

**Seniors** need to have these competencies prior to receiving their Nidan grade.

### 5. Basic Self Defence

#### Overview:

The Shiryodo Karate Self Defence drills provide the link between basic techniques and their application in a self defense situation.

These start off simple with various belt levels up to green belt learning 10 basic combinations then at higher belts extensions to these which include take downs are learnt then at black belt counters to these combinations. These are also performed against various attacks and combinations of attacks however initially the basic defense combinations are learnt against a middle punch. Some simple variations of these can be used at all levels (eg. Push then punch)

#### Procedure:

##### 1. Move into position

- a. Get students to line up with a partner (in rank order). If there are both juniors and seniors often it will be better to have the two group's partner off separately. Students should be facing each other (arm's length apart) and have enough room between pairs to be able to effectively do their technique
- b. Students should bow and introduce themselves to their partner if they do not know their name

##### 2. Demonstrate what they will be doing.

- a. Tell students which basic self defense combinations they are going to do (eg: straight punch, kick, chokes etc.) if people are just learning or beginners should only do middle punch.
- b. Have a member of class or assistant instructor perform attack while you demonstrate defense. (If all are confident with what they will be doing this can be skipped).

##### 3. Get ready

Let students know which side will be doing attack. "People facing clock wall Fighting Stance, Yoi, Hajime."

##### 4. Practice self defense combinations

- a. To count: count and have them do attack / defense to the count. Normally do this once or twice slowly then once fast time with kiai.
- b. Own Time: tell them how many times each side is to do it then have them begin.
- c. Practice: Have them practice until you tell them to stop.

Which of these options you use will depend on the level of experience they have with the drill they are performing. Less experience, provide more structure. Were you are needing to give individuals more assistance having people practice in their own time also means they are not just standing around waiting.

### 5. People having problems.

- If many people are struggling or confused, demonstrate again for them.
- If someone is having problems then talk them through it or demonstrate again with their partner, this way you will be facing the same way they will be performing it.
- Younger children often have trouble knowing which arm to block or strike with, touching the arm and telling them to “block with this one” will often help them to get it.
- Facing another person, having them punch toward you, being taken down, and feeling not in control, all these can lead to someone feeling uncomfortable, intimidated or scared. Be aware of who may be new, just learning or training with people they don’t normally train with and ensure people are working well together so everyone is comfortable and learning.

### 6. Stages of learning

- a. Basic pattern: initially they need to learn the basic pattern, which way to step, how to block which hand strikes... and so on. At this stage don’t be too concerned with correct technique, distancing and timing.
- b. Correct technique: once they have the basic pattern adjust any basic errors with stances, strikes and so on. This includes adding details like turning the hips and striking to the correct target.
- c. Correct distancing: next work on getting them to use effective distancing in relation to their training partner to improve technique and power.
- d. Timing: lastly the correct timing and increasing the speed of execution.

Different people will progress at different speeds and it takes quite a bit of practice to be able to perform these combinations effectively. With continued practice and guidance along these lines over time people will develop the required skills. Often however these messages need to be repeated a number of times before people will be able to get it.

### 7. Rotate & Repeat

Performing self defense combinations with various partners gives people a greater understanding of how they work so have the class rotating around. At the same time also however be aware of people with different strength, size and experience.

Continue to repeat until everyone has practiced all the numbers they need to know.

### Check List:

1. Instructor (with assistance from a student) to demonstrate technique so everyone can see clearly what they need to do
2. Give instructions with a loud clear voice
3. Count out loud in Japanese
4. Encourage / Give feedback
5. Set a good example for each technique
6. Use students names
7. Look at what elements they can focus on to improve.
8. Be aware of how people are reacting.

## 6. Moving in Kihon

### Overview:

Practicing basics moving in stance is one way we develop basic technique. The first stance people will practice in is forward leaning stance (white belt), then back leaning stance (blue belt). At more senior levels (green and above) combinations of stances.

### Procedure:

- 1. Have students lined up appropriately.**
  - a. Ensure students have enough space to perform techniques, keeping in mind how much distance they will need to move forward and back. Adjust lines as appropriate.
  - b. In a small class / group you can have everyone in one line, in large classes or groups you will need multiple lines and possibly have people stagger lines.
- 2. Move into stance**
  - a. Tell them what stance in English and Japanese.
  - b. “Yoi”, get ready, then hajime to move into stance.
- 3. Explain technique to be performed**
  - a. Explain in English / Japanese
  - b. Demonstrate or ask a student to demonstrate.
- 4. Perform 5 times moving forward**
  - a. Count in English or Japanese moving forward.
  - b. Scan for those who might be having problems.
  - c. Check and correct basic technique.
  - d. Provide positive feedback.
- 5. Turn and repeat.**
  - a. Generally perform first 5 slowly.
  - b. Turn with lower block.
  - c. Do 5 fast times.

Levels and drills:

White belt: basic strikes and kicks forward leaning stance.

Blue belt: back leaning stance, knife hand strikes.

### Check List:

1. Watch what everyone is doing.
2. Demonstrate and explain clearly.
3. Speak clearly and loud enough for everyone to hear easily.
4. Keep scanning the class to ensure you notice if anyone is having problems.
5. Be enthusiastic and energetic to motivate the same in the class.
6. There needs to be a balance between explaining and doing, both are important.
7. Remember the goal is for people to improve over time, they don't have to get it today.

## 7. Kumite Dachi combo's

### Overview:

When sparring we are almost always starting from 'Kumite Dachi' fighting stance. Introducing basics combinations from this stance right from white belt aids not only in sparring but also in learning the Kihon Kumite and Yakosoku Kumite combinations which are further bridges to developing effective sparring. Here are three effective drills for combinations from this stance, keep in mind the level of your students when doing these.

### Procedure:

**1. Line up.**

As these are performed from a fighting stance a reasonable amount of space is needed so as to be able to execute them freely. Make sure lines are not too close.

**2. Move into stance**

- a. Tell them what stance in English and Japanese "Fighting stance, Kumite Dachi".
- b. "Yoi", get heady, then "Hajime" to move into stance.

**3. Explain technique to be performed**

- a. Explain in English / Japanese
- b. Demonstrate or ask a student to demonstrate.

**Format 1: execute and return.**

- a. This is the most basic format, perform the combination then move back to starting position ready to do again.
- b. Start with front kick 2 punches then opposite leg round house.
- c. Alter the kicks / hand techniques or both: eg. Front leg side kick, two punches hook kick; Round house, hook, uppercut, rear knee kick.
- d. Do slowly the repeat fast time.

**Format 2: execute and switch.**

- a. In this format you're moving forward the same as kihon rather than returning.
- b. Start with front kick 2 punches then opposite leg round house but do not return leave the finishing leg in front.
- c. Can vary combinations be aim to finish with the opposite leg in front to that which you started, this keeps a familiar format for people to follow.
- d. Do 5 slowly the turn and repeat fast time.

**Format 3: Execute from a moving stance.**

- a. Once in fighting stance have everyone start moving forward and back with weight on the balls of the feet, like when sparring.
- b. Start simple, step jab, come back, keep moving.
- c. Build combinations technique by technique.
- d. Can switch sides and repeat each combo.
- e. Add in switching techniques to change it to alternating sides.

### Check List:

1. Watch what everyone is doing.
2. Demonstrate and explain clearly.
3. Speak clearly and loud enough for everyone to hear easily.
4. Keep scanning the class to ensure you notice if anyone is having problems.
5. Be enthusiastic and energetic to motivate the same in the class.

## 8. Basic focus mitt combos

### Overview:

Performing basics against a target enables students to work on power, focus and control. It's good to have students of similar strength working together with partner work. With focus mitts you are best to keep juniors and senior separate due to height and strength differences.

### Procedure:

#### 1. Partner up.

- a. Two lines facing each other have higher belts one side lower other, this gets the more experienced students partnering less experienced to begin with.
- b. Have lower belts side get a pair of focus mitts each. Check they are holding them correctly.

#### 2. Demonstrate

- a. Demonstrate slowly then fast with power. Have one of the more experienced students hold focus mitts while you demonstrate.
- b. Check everyone knows what to do, ask if they need to see it again.

#### Drill 1: basic strikes (with cover).

- a. From a fighting stance start with lunge, reverse punch.
- b. Add a weave / duck to avoid as the focus mitt is swung head height.
- c. Option after duck add roundhouse.
- d. Same for upper cut/ rib cover / knee kick.
- e. Same for hook punch / head cover / hook or roundhouse kick.
- f. Emphasise power development or targeting or body structure through drills.  
Can perform drills set number of times, to a count or for a time period.

#### Drill 2: knife hand strikes.

- a. Go through all basic knife hand strikes / ridge hand strike 6 slowly 10 fast times.
- b. Order: Gammen Uchi, Sokotsu Uchi, Hizo Uchi, Uchi Uchi, Haito
- c. Add in combo at end eg. Gammen uchi, same hand uchi uchi, opposite haito.
- d. Have students focus on correct technique, speed and power.

### Check List:

1. Watch what everyone is doing.
2. Demonstrate and explain clearly.
3. Speak clearly and loud enough for everyone to hear easily.
4. Keep scanning the class to ensure you notice if anyone is having problems.
5. Be enthusiastic and energetic to motivate the same in the class.
6. Be aware of anyone who may be looking uncomfortable. This can be the case especially where there are people of different strengths.

## 9. Basics on pads / bags

### Overview:

Performing basics against a target enables students to work on power, focus and control. The same drills can generally be done on bags or pads. It's often good to utilize the bags so more people can practice at once rather than just watching.

### Procedure:

#### 1. Partner up.

- a. Two lines facing each other have higher belts one side lower other, this gets the more experienced students partnering less experienced to begin with.
- b. Have lower belts side get a kick shield. Check they are holding them correctly.
- c. If using bags depending on drill / numbers you may have 2 people or 1 on each bag. You may also have some people on bags some using kick shields. If you had 18 people for example you could have groups of 3 with 1 on the bag while 2 uses kick shield or could have 2 on each bag and 3 pairs using kick shields.

#### 2. Demonstrate

- a. Demonstrate slowly then fast with power. Have one of the more experienced students hold the shield while you demonstrate or use a bag.
- b. Emphasise what aspects you want students to work on: foot position, power, speed...
- c. Check everyone knows what to do, ask if they need to see it again.

#### Drill 1: basic kicks.

- a. For Beginners stick to single kicks, more advanced students may work on combination or double kicks.
- b. Perform each kick / kick combination slowly several times.
- c. Have them perform 10 or for 30 seconds in their own time with power / Kiai.

#### Drill 2: combinations.

- a. For beginners keep combinations simple two punches round house for example.
- b. Have them practice combination slowly in their own time while you move around and check technique.
- c. Have them do with speed and power for fixed time. Length of time will be partly dependant on complexity of combination, simple combo 30 sec, long 1 min.

#### Drill 3: Any technique.

- a. In this drill there are no fixed combinations; students can do any technique they like. This can be a good drill to finish off class.
- b. Demonstrate first for beginners who may not be sure what is expected.
- c. Start hand / arm techniques only, this can include punches, elbows and knife hand strikes. Depending on the time available do fixed time slowly, then next round fast with power.
- d. Next Legs only, including kicks and knees. Again do a round slower, and then fast with power if time permits.
- e. Finally any techniques, bringing punches and kicks together. Same as previously if time permitting do a round slowly then fast.
- f. This can be used to fill 5 minutes at end of class: Hands 30 sec slow + 30 sec fast; Legs 30 sec slow + 30 sec fast; combined 30 sec slow + 1 min fast. Allowing for 15 sec break between each round is exactly 5 minutes.

## Check List:

1. Watch what everyone is doing.
2. Demonstrate and explain clearly.
3. Speak clearly and loud enough for everyone to hear easily.
4. Keep scanning the class to ensure you notice if anyone is having problems.
5. Be enthusiastic and energetic to motivate the same in the class.
6. Be aware of anyone who may be looking uncomfortable. This can be the case especially where there are people of different strengths.
7. Be especially aware that kicks against the kick shields generate a lot of force and some people will be very uncomfortable with that level of force.

## Instructor

To understand how to manage a class and ensure people are getting the proper training in all aspects of the Shiryodo syllabus from white through to yellow belt these competencies are essential. An instructor should be able to manage a class on a week to week basis and have students attending this class develop all aspects of their training in Shiryodo Karate.

**Juniors** completing these requirements will get an 'Instructor' badge.

**Seniors** need to have these competencies prior to receiving their Sandan grade.

**Senior black belts and Junior nidans** also eligible to wear **Blue Jacket / Gi top**.

## 10. Basic Class Structure

### Overview:

The Shiryodo Karate syllabus has a number of different elements that all come together to provide a student with a balanced training environment where they develop both physically and mentally while also developing practical skills for both self defense and sparring.

As an instructor it's critical to recognize that different people come to the martial arts for different reasons and so may feel certain aspects of their training or development are more important than others. At shiryodo karate we want to provide an environment where everyone can develop to the best of their ability, so we must ensure we provide a coverage of the various aspects of what we offer in our classes, especially at the lower levels so people can gain what it is they are looking for and also gain an appreciation for elements they might not have initially been after.

We are teaching skills as part of the development of these skills people will gain physically and mentally, becoming more focused, more resilient, more confident, more flexible, stronger, fitter... but this doesn't happen overnight they must be gently guided through the process, that's the job of the instructor, to be the guide. Inspire them to believe in themselves and be the best they can be.

The class structure for different age groups and levels may seem different but essentially, it's following the same process.

**This is a critical competency for all those who are running classes. This competency is at instructor level by which time you will have been assessed on the components needed that fall within this framework. For assistant instructors who are regularly taking classes this competency is a required. It is core to being able to successfully deliver a class consistent with what is expected of those in this role.**

### Procedure:

Following a set format provides both the ability to ensure all students are developing in all aspects of their training while also providing a predictable training regime that makes people more confident and comfortable in their training.

#### 1. Warmup (5-7 min)

The warmup should follow the basic warmup competency. This is also a chance for the instructor to think about who is in the class and what they are going to cover and how they may need to break the class up.

If you have someone taking the warmup this also gives you a chance to check the computer to see who is in the class and how long they have been training.

#### 2. Basics (5-8 min)

Think of this as a continuation of the warmup. We are now going from getting the body ready to train to getting the mind into training mode. This should be simple training relative to the level of the person training.

**Beginners:** Start with everyone in lines doing basics kicks or punches. At white belt this should be covered every class.

**Blue Yellow:** Start with moving in stance, forward learning stance, back leaning stance or 180 degree horse stance. Doing combinations appropriate for their level. Where there are differing levels / belts have some students doing more difficult combinations while others stick with simpler ones.

**Dragons:** Start in a circle with kicks or punches. Higher belts can perform more complex movements (knee kick back kick, round house kick hook kick). If multiple instructors higher belts (blue and above) might start with blocks or knife hand strikes).

### 3. Solo practice syllabus (7-20 min)

Now move onto the critical elements of the syllabus that students need to be working on.

**Beginners:** Basic blocks, knife hand strikes, moving in forward leaning stance doing kicks or punches. Do some of these elements every class before moving onto Taikyoku 1 & 2 (if they are ready to do so).

**Blue Yellow:** Basic fighting stance combos and kihon kumite 1 and 2. Blue / yellow belt kata's.

**Dragons white / orange:** Basic blocks (can also now change from circle to running / animal walks across dojo. Orange belts also practice Sanbon tsuki kata (white belts can watch if all in same group).

**Dragon's blue+:** Kata for their level, yellow belts kihon kumite for their level, blue belts can do basic fighting stance combo while they do this.

### 4. Partner practice (7-20 min)

The progression from solo practice is to partner practice, think of each class as a miniature of the larger structure they are training in.

**Beginners:** Basic self defense, basic blocks with partners (similar to those in tsuki waza drill). Focus mitt drills for punches or knife hand strikes.

**Blue Yellow:** Basic self defense, Yakosoku kumite, tsuki waza and knife defense drills.

**Dragons white / orange:** This group won't always do partner work drills, you can get them using focus mitts or kick paddles or punching bags but often continuing with solo practice is appropriate.

**Dragons blue+:** Self defense combinations, focus mitt, kick paddle or kick shield practice or bag work. This can be more difficult if larger group and different levels. Important to have them feel like they are progressing not just doing same as when they first started.

### 5. Finish on a high (5 min)

We want the class to conclude last 5 minutes on a high note.

**Beginners:** Bag or pad work, lifting intensity. Simple partner balance challenges. Basic break falls.

**Blue Yellow:** Bag or pad work, lifting intensity. Increasing level of application in self defense or knife defense drills. Basic break falls or rolls.

**Juniors:** Any of above or game / poison ball.

**Dragons:** Game / poison ball.

## Check List:

1. Don't spend too long on one thing.
2. Make sure assistants are also working through different elements.
3. Be enthusiastic and energetic to motivate the same in the class.
4. Inspire them to believe in themselves.

## 11. Kihon Kumite

### Overview:

The Kihon Kumite combinations are aimed at developing fluid movement and power in technique from a fighting stance so that it translates directly to sparring. These are done without a partner so that the technical movement can be focused on. For this reason these will be more formal than partner based exercises.

### Procedure:

1. **Get ready.**
  - a. Students should line up with a reasonable amount of space between lines so that they are not restricted by those in front of them when doing combinations.
  - b. Black belts do these opposite side so if there are black belts in class they can either be out in front facing other students to do opposite side or facing the same way doing alternating sides.
  - c. The instructor should face the class and do opposite side so that class can follow and they can see how students are performing combinations.
2. **Students Learning**
  - a. Were students are just learning combinations demonstrate entire combination first then go through at the same time as them.
  - b. For combinations 4 & 7 it is easier for students to follow if you face the same way as them initially as the back turns are difficult to follow if mirroring.
3. **Repetitions**
  - a. If black belts are doing both sides generally do 4 times, twice slowly, twice fast time with Kiai.
  - b. If everyone is doing single side then do 3 times, slowly, faster and with Kiai.
  - c. More repetitions can be performed if learning or correction of technique is required.
  - d. If people are competent with these you may finish having them go through all combinations without count, this can be starting at 1 going up or highest down.
4. **Specific elements to focus on**
  - a. Keep hands up (when blocking as well as punching).
  - b. Turn feet in as punching / blocking. It is getting the idea of punching from the hip and turning the feet to facilitate this that is one of the primary goals of these exercises.
  - c. Shuffling forward, shuffling back, feet not coming together.

### Check List:

1. Watch what everyone is doing.
2. Demonstrate and explain clearly.
3. Speak clearly and loud enough for everyone to hear easily.
4. Keep scanning the class to ensure you notice if anyone is having problems.
5. Be enthusiastic and energetic to motivate the same in the class.
6. First focus on getting combinations right.
7. Second focus on correct technique in specific elements.

## 12. Kiba Dachi combinations

### Overview:

Moving in Kiba Dachi, horse and straddle stance, requires the body moving through a 180-degree change in orientation (or 90-degree for 45-degree kiba dachi). This change of body direction allows the practice of simultaneous movement of the body with strikes or blocks to develop power through hip rotation. It is developing this hip rotation, and the foot movements to facilitate it that are quite difficult, and this is the main purpose of these exercises.

### Procedure:

1. **Get ready.**
  - a. Students should line up with a reasonable amount of space between lines so that they are not restricted by those in front of them when doing combinations.
  - b. Check people go into kiba dachi with feet parallel, when first learning people will often get confused with forward leaning stance.
  - c. Generally only green belts and above will do 45 degree kiba dachi. You can have some people doing 45 and some 90 at the same time.
2. **90 degree combinations**
  - a. Blue belts: 1/ Jun Tsuki; 2/ Mae Geri, Jun Tsuki; 3/ Hiji Mawashi, tetsui Uchi Uchi; 4/ Mawashi Geri, Hiji Mawashi tetsui Uchi Uchi.
  - b. Yellow belts: 1/ Three Jun Tsuki; 2/ Hiji Mawashi, 2 Jun Tsuki, Tetsui Uchi unchi.
3. **45 degree combinations**
  - a. As per syllabus for Green and above.
  - b. Adv Yellow can start learning first combination
  - c. When teaching senior class can do 1<sup>st</sup> count, 1<sup>st</sup> combo, 2<sup>nd</sup> count, 2<sup>nd</sup> combo...
4. **Repetitions**
  - a. 3 or 5 and turn other way then repeat for each combination is the general format.
  - b. Green belts and above can also practice these in Ura (back turn).
5. **Specific elements to focus on**
  - a. As back leg comes up feet should be parallel
  - b. Weight on balls of the feet as you step, feet facing forward.
  - c. Turn feet to parallel as punching / blocking. It is getting the idea of punching from the hip and turning the feet to facilitate this that is one of the primary goals of these exercises.
  - d. Movement of feet / hips / strike should all start together and finish together.

### Check List:

1. Watch what everyone is doing.
2. Demonstrate and explain clearly.
3. Speak clearly and loud enough for everyone to hear easily.
4. Keep scanning the class to ensure you notice if anyone is having problems.
5. Be enthusiastic and energetic to motivate the same in the class.
6. First focus on getting combinations right.
7. Second focus on correct technique in specific elements.

## 13. Yakasoku Kumite combinations

### Overview:

Sparring requires a specific way of moving, this is similar in some ways to self-defense but requires constant adjusting of distance, primarily using shuffling, doing multiple techniques while changing distance as well as maintaining a strong defense throughout this process. It is developing this movement that is the main purpose of these exercises.

### Procedure:

1. **Get ready.**
  - a. Students should partner off in one of two ways.
    - a. Rank order, this allows people of similar rank to work at their level.
    - b. Higher ranks one side lower other side, higher ranks help lower,
  - b. If you have a number of people who are learning new combinations then B will generally work better, if most people know what they are doing A.
  - c. If there is an odd number person without a partner can practice combinations solo.
2. **Help those learning combo's.**
  - a. Generally start helping the lower(est) belt first if they are unsure of combination they are learning.
  - b. On subsequent rotations help others just learning, these can do a combo they already know until you are able to help or get help from a senior partner.
3. **Refine technique**
  - a. Once people know the basic combinations there are a lot of elements to work on, look for those who need to work on these.
  - b. Distancing: are they covering distance as they perform combinations or static.
  - c. Shuffling, not stepping; this is especially relevant when learning number 2.
  - d. Hands up; are they dropping hands or bringing back to chamber when punching and blocking.
  - e. Fluid with power; are they moving quickly tensing at the end of movement.
4. **Repetitions**
  - a. If most at same level, do to count once slow then fast and rotate.
  - b. If various levels allow time for senior students to complete then rotate.

### Check List:

1. Watch what everyone is doing.
2. Demonstrate and explain clearly.
3. Speak clearly and loud enough for everyone to hear easily.
4. Keep scanning the class to ensure you notice if anyone is having problems.
5. Be enthusiastic and energetic to motivate the same in the class.
6. First focus on getting combinations right.
7. Second focus on correct technique in specific elements.

## 14. Knife Defense

### Overview:

When facing an armed attacker, it is a life and death situation, knowing strategies and techniques to deal with this effectively can make a huge difference in the outcome. The primary goal of the knife defense combinations is to teach effective strategies and the techniques to support them. Bringing it back to the underlying strategies when teaching will help people understand this.

### Procedure:

1. **Get ready.**
  - a. Students partner off, if there are a reasonable number of both senior and junior students make two groups, one for seniors (older juniors as well), one juniors.
  - b. If there are odd numbers in a group then end three can work together, when there are three students have them work in a triangle.
2. **Create distance and diminish**
  - a. The first 3 combinations are only focused on this.
  - b. Performing a parry, pushing to create distance. This alone may be enough to enable escape, if not it still gives more time to respond to attacks.
  - c. Diminish using arm hits. With practice arm hits are simple however it's only lots of practice that will give the confidence to perform these in a life or death scenario.
3. **Jam Finish.**
  - a. Reversing direction to 'Jam' in number 4 provides both a finish or a possible entry to perform other finishing techniques.
  - b. This may also be enough to provide opportunity to escape.
4. **Disarm**
  - a. Number 5 introduces disarms. It's still important however to emphasise that these are difficult under pressure and will likely fail if the person isn't already diminished.
  - b. Black belt levels build further on these strategies.
5. **Improvised weapons**
  - a. The knife defense combinations up to 5 can all be performed with various improvised weapons.
  - b. The use of improvised weapons as a means of dealing with any attack, not only weapons attacks is a critical self defense strategy.

### Check List:

1. Watch what everyone is doing.
2. Demonstrate and explain clearly.
3. Speak clearly and loud enough for everyone to hear easily.
4. Keep scanning the class to ensure you notice if anyone is having problems.
5. Be enthusiastic and energetic to motivate the same in the class.
6. Check side on stance and arms shielding body.
7. Distancing, distancing is critical to not be cut.

## Senior Instructor

The Senior instructor competencies are designed to ensure those at the highest levels have an in-depth understanding that will flow down to those below and keep a high standard across the senior levels. A Senior instructor should be able to deal with all aspects of the syllabus taught not only at kyu grade levels but also Shodan and Nidan.

By this level you will already have very well-developed skills for managing a class and teaching effectively. These competencies at this level are therefore a demonstration of the knowledge and skill required to teach the specific elements. All the tools to do this effectively will have already been developed and demonstrated prior.

**Juniors** can not complete competencies at this level.

**Seniors** need to be Nidan or above to complete these competencies. Must be Sandan to complete final grading competency. Must have these competencies prior to receiving Yondan grade.

**Sandans and above who have completed this level are eligible to wear Red Jacket / Gi top.**

## 15. Self Defense Variations

### Overview:

Knowing and being able to teach the different variations of the self defense syllabus requires confidence in all the different variations. This is especially true for senior levels. This does not include being able to teach the self defense counters or 4 entry variations.

### Requirements:

1. **9 weeks of variations.**
  - a. Demonstrate a complete knowledge of variations across the 9 weeks of the variations being practiced, must demonstrate this with the extensions so needs to be class(es) with senior Adv Green students or higher attending.
  - b. If there is a gap in knowledge then that must be demonstrated at another class in that week or the following rotation when covering that variation.
2. **10<sup>th</sup> week**
  - a. The 10<sup>th</sup> week in the rotation is open. In this week you will need to teach an advanced level variation, not covered in standard 9 week variations. Self defense against multiple attackers, self defense not knowing the attack that is coming or combining improvised weapons with self defense are all options that would be acceptable to full fill this requirement.

## 16. Bo

### Overview:

Bo is taught to both Junior and Seniors from Shodan. As a senior instructor you need to be able to teach all the Shodan and Nidan level bo requirements.

### Requirements:

1. **Bo Kihon / Kata.**
  - a. Instruct basic combinations moving in Kihon. Adjusting for those just learning and those with high level of competence. Use standard combo's.
  - b. Instruct correct execution of first 2 Bo kata.
2. **Bo Jitsu**
  - a. Instruct basic elements of spinning bo: Spin; figure 8 front; figure 8 back; front + back figure 8; turn forward; turn Backwards; catch behind shoulder.
  - b. Link these together into combination to teach.
3. **Bo kihon dosa**
  - a. Instruct 1 to 4 as solo exercise.
  - b. Instruct 1 to 4 as partner exercise.
4. **Bo kihon kumite / Kumite**
  - a. Instruct 1 to 2 as partner exercise.
  - b. Instruct in basic bo sparring exercises.

## 17. Kata & Application

### Overview:

Kata is a core part of what we teach and practice, as a senior instructor you need to be confident with being able to teach all kata's and answer questions and demonstrate applications for kata. Developing and demonstrating kata application is a Sandan requirement.

### Requirements:

1. **Run Kata class.**
  - a. Run a regular kata class, going through all the Shiryodo kata within the 45 minute class.
  - b. Ensure people are doing kata correctly, have people doing kata at their level, utilise other black belts where appropriate.
2. **Your Kata application**
  - a. Take class through 15 minute kata application of kata you prepared for Sandan grading.
  - b. You can get others to help demonstrate but should be managing all aspects of class.
  - c. For most kata you should be able to complete this in 15 minutes, doing whole kata. If the kata / application is longer / more difficult this may be extended.
3. **Other kata application**
  - a. Assist Nidan instructing kata class in application of kata they are / have prepared.
  - b. Take classes through 15 minute kata application of a kata other than one you have prepared. Can get assistance from person who prepared this kata.

## 18. Black belt Self Defence

### Overview:

At all levels the self defence syllabus builds upon prior levels, Senior black belts need to be able to teach black belt level self defences.

### Requirements:

1. **Counters.**
  - a. Instruct / demonstrate counters for self defence combinations using basic straight punch format during black belt class.
  - b. Instruct / demonstrate counters in non black belt class for variation other than straight punch. This may be done as an assistant while someone is teaching kyu grades or as instructor with someone assisting with kyu grades or on your own teaching everyone (which is more difficult).
2. **Black belt level knife**
  - a. Take black belt class through shodan knife reflex training drills
  - b. Teach / assist nidans with applying knife to standard 1-10 self defense
3. **4 entry self defense.**
  - a. Instruct Nidans in 4 entries of standard 1-10 self defense combinations.

## 19. Lower Grades Grading

### Overview:

The final part of being a senior instructor is actually running the lower grades grading. This is normally for those 10 years + and attempting blue through yellow belt (adv yellow for youth).

### Requirements:

- 1. Run lower grades grading.**
  - a. Run this section of grading, approximately 1 hour.
  - b. You should know what people are needing to know at various levels without having to refer to other materials.
- 2. Basics**
  - a. Cover basics at level appropriate for those participating.
  - b. Ensure more advanced grades including higher grades are doing more difficult variations of some elements.
- 3. Kata.**
  - a. Cover Kata up to senior yellow belt kata's.
  - b. Ensuring everyone is doing all kata's they are required to do.
- 4. Self defence.**
  - a. Cover self defence for all grades, including those required to do extensions.
- 5. Kihon Kumite / Yakosoku kumite.**
  - a. Cover one of these elements of syllabus. Not repeating whichever may have been covered in earlier part of grading for more senior belts.
  - b. If doing Yakosoku have white belts sit down. If Kihon Kumite have them do a basic combination from fighting stance.
- 6. Fitness elements.**
  - a. Include push ups / situps as per regular grading format.
  - b. Finish with basics as is standard for gradings.