

The T.K.D. Flash

A Publication of the Association of Academies of Martial Arts

Volume XV, Number 1. The Flash is published by the Academy of Martial Arts, Inc. Your letters, contributions and articles are welcome. Offices at 752 Lake Shore Road, Grafton WI 53024. E-Mail: fmvh@execpc.com. Check out our website <http://geocities.com/amatkd/>.

There will be a test in Mooresville January 18.

It's time to subscribed to The Flash! The Flash is published monthly and a subscription is \$5.00 per year. Let's see, 12 x 37¢ =

A Black Belt test is planned for Huntersville February 23.

On March 8 2003 USTF Nationals will be held at Jacksonville FL. Those with questions can inquire of either Mr. VH or Mr. Kempka.

On December 5 at West Bend, Mr. DuKatz, Mrs. Oestreich, and Mr. VH presided over a test cornered by Mr. Manresa. A total of eighteen students tested, four for Decided grades.

CONGRATULATIONS on their promotions to First Dan, U.S.T.F., I.T.F.: **Mr. James Pals** and **Mr. Mitchel Pals**.

At the Sixth World I.T.F. Junior Cup competition in Puerto Rico, **Mr. John Barnes**, won a Bronze in Team Patterns and a Gold in Team Breaking for the U.S. and **Ms. Stacey Mariotis**, a Bronze in Power Breaking for the U.S. Ladies' Team.

Congratulations to Mr. Anthony Yodice and Mrs. Jamie Yodice on the birth of an early Christmas gift, Miss Amelia Yodice.

On December 14 a Referee's Seminar was conducted by Mr. Paul Metz at the Academy of Martial Arts-West Bend. The purpose was discussion of a new tournament circuit in Wisconsin, the Martial Arts Tournament Association. Mr. Metz and an eager group of practitioners from different schools and disciplines had a lively and informative discussion. It's time, and it's needed.

Congratulations to **Mr. Luke Mattias** on his promotion to Second Dan, U.S.T.F.-I.T.F.

The United States TaeKwon-Do Federation starts another membership year. Membership renewal is \$25.00, new membership is \$35.00. Support that national organization which best carries on true TaeKwon-Do!

On January 25 at 1:00 p.m. at the Academy of Martial Arts in West Bend, Mr. Paul Metz will conduct a Level One Certification Judges Seminar for the M.A.T.A. Circuit. R.S.V.P. to Mr. Paul DuKatz, 262-335-8020.

A Good Teacher

by Luke Mattias, 2d Dan

(Note: The biggest change in my role within TaeKwon-Do upon receiving my Black Belt was that of me becoming a teacher. It is a very rewarding and joyful experience. My experiences doing it have lead to my decision to major in education and hopefully become a school teacher. I think I,ve learned a lot about teaching in the last two and one half years, so I thought it would be a good topic for my Second Dan essay. I credit my Instructors, peers, and students in TaeKwon-Do, my school teachers, religion teachers, friends, relatives, and the best teachers I have, my parents, for the knowledge and insight I've gained on this topic.)

Teaching, whether in school, the home, sports, or the martial arts is done well using many of the same principles. A good teacher must view his students as individuals. He must know how to motivate his students. He must exhibit good knowledge of the subject matter. He must accept the responsibility of being a role model for his students. In addition to these attributes, he must keep an open mind and have the ability to see another's perspective without immediately being critical of it. He must have a unique personality and remain true to himself, while encouraging each of his students to do the same.

A good teacher must

The T.K.D. Flash

A Publication of the Association of Academies of Martial Arts

Page Two

remember that each of his students is an individual person, with individual strengths, weaknesses, personalities, goals, living conditions, and levels of self-confidence and self-esteem. Therefore, a teacher must not view his students as some type of machine which he is building to carry out certain tasks, such as breaking a board, passing a test, or catching a ball. He must not see them only as customers from whom he is to make money. Although these desires may be reasons for teaching, they should not be the main reason. This must be the desire for the overall improvement of each student as a person. This is the ultimate goal of a good teacher. If he thinks of his students as all the same he will not only miss the joy and satisfaction of working with all different types of people. He will also fail to help them grow to reach their personal potential. If he uses only one method of presentation for everyone, there will definitely be a student who misses out and could have gotten more from another approach to the same lesson. Each type of student: boys, girls, adults, senior citizens, small children, teenagers, and people with special needs, etc., as well as each individual, has different learning styles, intellectual abilities, and interests, which must be taken into account when one is

searching for a teaching method which will „click“ for a student. For example, a student with ADHD or similar types of disabilities will probably be a better visual learner than he is an auditory learner. This type of person might do better if his teacher demonstrates a technique or provides illustrations of it, rather than attempting to explain it to him with words. Another student might like a word explanation of specific aspects or steps of a technique, and achieve greater understanding about how to use it than he would from just a demonstration or picture. Usually, some type of combination of visual and auditory techniques will work best for a student. Keeping explanations simple without losing necessary description is usually a successful tactic. In TaeKwon-Do for example, when giving commands for floor drills, using short, specific directions will usually help the student execute better, as he won't have to „think“ about what he should do because he already knows exactly what is expected from the clarity of the directions. The teacher should find the combination of methods that works best for each student and use this knowledge when working with a particular student. One way to gain some useful knowledge for determining teaching method, and to form a closer relationship and greater respect between the teacher and student

is to get to know him or her as a person. Having some type of personal connection with the teacher will help him or her to maintain interest in learning from the teacher. Knowledge about their interests (T.V. shows, music, hobbies, etc.) can serve as a connection. For example, learning that one boy likes cowboys, one girl is a dancer, or one kid loves Sponge Bob will help the teacher by providing him with info about the student's personality which can be beneficial in determining teaching technique. Also, treating the students as friends and not giving them the impression that he's high and mighty will usually help. This will get the students to loosen up and have fun, rather than worrying about failing in front of their teacher. It will result in the student learning and performing the material better. This is a great way to get a student focused on trying to improve, rather than fearing failure and what others will think of him.

There are two methods of motivating students to perform better. One is the „negative approach“ which involves trying to stamp out all mistakes. This is done by punishing the student or scolding him immediately after he makes a mistake. This type of action will discourage the student. Often, especially when young, he will believe that his teacher dislikes or is unhappy with him as a person,

The T.K.D. Flash

A Publication of the Association of Academies of Martial Arts

Page Three

and not just his performance. He may have been trying very hard and upon being punished or scolded he may begin to think that putting forth effort isn't worth it. The „positive approach%, by contrast involves the teacher encouraging the student to focus on continuously trying to improve, rather than on whether or not he will fail. Instead of immediately criticizing a mistake, the teacher tries to help the student learn from it. He points out the things that are done well and tries to help the student build on that to be more „complete%. He must have patience with the student and point out improvement when it is made. The student will respond to this praise and continue to work hard, building on his skills. The teacher must have faith in his students, and allow them time to improve and grow. He should remind his students to go where the going is tough to accomplish their goals even though it may be difficult. They will never know what they can accomplish, if they don't try their best and challenge themselves.

A good teacher must have a clear understanding of what he is teaching, what it is used for and how it is properly used. He should encourage students to ask questions when they don't understand. He then must be able to explain it to them so they understand it. As mentioned, this is most easily done by keeping

explanations and directions as simple as possible. Again, he must consider the students, different learning styles. He must convince his students that he knows the material well and is teaching it to them correctly. Therefore, he should do all he can to avoid teaching something incorrectly, as it will not only confuse the students, but lead them to question his ability and knowledge as a teacher. Furthermore, once a student is practicing something incorrectly, it is hard to reverse and correct the mistake. A student who learns something incorrectly may even share this bad info with someone else and now another will have false information. If the teacher discovers that he has taught something incorrectly, he must make sure it is corrected as soon as possible to prevent future confusion. He should openly admit his mistake and go on from there instead of trying to play it off like it wasn't his fault. He must remember that he too is a student of the subject that he is teaching. He doesn't have to convince his students that he knows everything there is to know about it. He should remind them that he is also a student, still learning about the subject from his teachers and superiors. That said, if he doesn't know an answer to a question posed by a student, he should tell him that he isn't sure and will get the answer from one of his superiors and get back to him soon. He should then follow through and

get the answer for the student. Students will usually respect a teacher more when they can relate to him, remembering that he is still a student who is putting forth his best effort to learn, improve, and be the best he can be. He is doing the same things that he asks of them.

The teacher must remember that his students will pattern themselves after him. They look up to their teacher as a role model for what they think they should be. In other words, they will often follow in their teacher,s footsteps. The teacher,s attitude, gentleness, work ethic, respectfulness, and values will oftentimes be emulated by their students. In the case of a TaeKwon-Do Instructor, the seriousness or lack thereof he has about living by the tenets of TaeKwon-Do: courtesy, integrity, perseverance, self-control, and indomitable spirit will be imitated by his students. The importance of his acceptance of this role model responsibility is clear. He could either have very considerate, hard-working, honest students who contribute to positively to humanity , or he could have inconsiderate, lazy, and unruly students who are a hindrance more than a help to others and to the world. On this topic, General Choi Hong Hi, father of TaeKwon-Do said, teach with action, not words.

The T.K.D. Flash

A Publication of the Association of Academies of Martial Arts

Page Four

Above all, a good teacher must care about his students' success, and be willing and ready to do whatever he can to help them achieve their goals. He must be willing to go above and beyond the mandatory duties of his job and must do so without expecting anything in return. A high school social studies teacher, who holds twenty-four hours worth of review sessions on the weekends leading up to his students, advanced placement test, to make sure they have as good of a chance as possible of passing and receiving college credit is a great example.

Writing college recommendation letters, coming into the dojang on a non-class night to do step-sparring, or giving one student special recognition in front of others for their outstanding effort in class are other examples of going the extra mile as a teacher, which will be noticed and appreciated by peers and students alike. Right from the beginning, a teacher should do his best to convince his students that he cares about them and will put forth his best effort to teach them if they will in turn put forth their best effort to learn from him. They will respect their teacher more when they realize that they will learn quicker, easier, and better when this mutual effort is made.

If the students are convinced that their teacher has been there and knows what it takes to get where they want to go, they will more readily and consistently strive to learn from him. If he can convince them to trust his knowledge of the subject, sport, or art he is teaching them, and his words and demonstrations of how to practice it, they will improve their own knowledge and skills. If he can have fun and allow his students to have fun while helping them grow as people and allowing himself to grow as well, he will ultimately improve humanity and thus achieve certain victory, accomplishing his task.



Attention all Black Belts and soon to be Black Belts:

The new Martial Arts Tournament Association (M.A.T.A.) is hosting LEVEL 1 of a three Level series, in becoming a certified judge for the M.A.T.A. circuit. No other circuit in this area offers the opportunity for this type of training. Even though you will be trained in the rules for M.A.T.A. you should be comfortable enough to step forward at any competition and judge. This class will be taught by Mr. Paul Metz of Metz's Martial arts in Manitowoc. You will need to have gone through each level of certification before moving on to the next.

Certification Levels

LEVEL ONE - Time/Score keeping

LEVEL TWO - Judging

LEVEL THREE - Corner Referee

This level 1 class will be held Saturday January 25th at 1:00p.m.

Location for class:

Academy Of Martial Arts 445 N. Main St. West Bend WI 53090

Please RSVP by phone if you or any one at your school will be attending. (262) 335 - 8020

See you at the class!

Paul A. Dukacz