

The T.K.D. Flash

A Publication of the Association of Academies of Martial Arts

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Coming to Region V. Master Mike Winegar, International Instructor, U.S.T.F. Director of Technique, 8th Dan, will teach a U.S.T.F. Instructors Course and Color Belt Seminar dealing with Fundamentals, Patterns and Philosophy on May 29 and 30 in Madison, Wisconsin. The focus will be on Chon-Ji through Choong-Moo. If you teach the Chang-Han forms, you should absolutely not miss this opportunity! Any U.S.T.F. Member of any rank may participate (and it may be worth the membership fee just to attend!) These seminars are reputed to be excellent, "in depth," and have never been offered in this area before. Priced at a reasonable \$10.00 per gup level for gup level students, \$175.00 for Black Belts of any rank, there is no comparable learning value. At no further expense and upon passing a written exam, Black Belt participants may be certified as Level C U.S.T.F. Instructors. All noncertifying participants would receive a participation certificate. We need 25 Black Belt participants to make it a "go" before March 20. Contact Mr. Van Hecke 414-963-8990 or fmvh@execpc.com. Sign up before March 30 to ensure this chance to learn. See application attached. Reserve your spot now.

Don't forget the AAMA Tournament in Waunakee, WI (Madison, WI Area) on March 6th. There will be over 70 divisions at the tournament, which will include, among other events, team patterns and team sparring, head-to-head bracketed Chang Hon Patterns and continuous I.T.F. rules free sparring. For information contact kevin.mcdaniel@amac-tkd.com.

The T.K.D. Flash goes Regional:

Mr. VH recently polled persons around Region Five of the U.S.T.F. (WI, IL, MN, MI, UP, IN) as to whether they'd like the Regional Newsletter electronically rather than in a mailed print format as before, and the opinion was pretty well universal: they'd like their U.S.T.F. news electronically.

He also sent an electronic sample of the Flash (omitting pictures, column format, headers, out-of-region Association of Academies of Martial Arts news and so on), and inquired if they regarded that as too much information or if they cared to receive it in the abbreviated electronic format. Opinion was again pretty well universal: we like the articles, the news, and want to get it every month. The implications for this publication are significant.

First of all, the Flash will carry more U.S.T.F. news and have a bit more of a U.S.T.F. focus, because it must also serve as a true regional conduit.

Secondly, we'll make ourselves available as information conduit from regional U.S.T.F.

schools who care to participate who are not A.A.M.A. member schools. That could result in more information total, more articles total, more listed events total.

Thirdly, I suspect that Region V persons who furnish me with their email addresses for inclusion in the electronic mailing list will feel less compelled to keep their print subscriptions. And I will be quicker to drop non-subscribers from the mailing list if I have their email addresses.

So will The Flash continue a regular print version via U.S. mail, in the old format, with pictures, etc.?

Absolutely. We will continue to send the regular mail version to all A.A.M.A. school owners wherever located--it's a bulletin board favorite. We will continue to send it to both in-region and out-of-region mail subscribers just as before. And for those in Region V who don't have email, or just prefer having the print version on hand, it will remain the same reliable, printed monthly publication it has been for the last decade and one-half.

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Renewals of your subscription to the (print version only--see above) T.K.D. Flash will cost \$5.00 for 2004 by March 15. Send your check, made out to the A.A.M.A. to 752 Lake Shore Road, Grafton WI 53024. (The electronic version, free, requires only that you inform us of your email address. Those who have previously paid for the Flash or who won the Attention Deficit Challenge (see below) and would like a refund (in short, to receive the Flash only electronically) need only ask.

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Here's a reminder that USTF maintenance fees are due for 2004 by March 15. Contact your State Director.

In the New Attention Deficit Challenge posed in the February issue, the first five persons claiming to have read that issue if there were five total so reporting by February 15, were to receive their subscriptions for 2004 free. Congratulations to the winners, Luke Mattias, Julie Berglund, Paul Schneider, Mike Van Pietersom, and Dan Schwerin.

On February 21 a gup level test was held at the University of North Carolina Charlotte Branch of the Association.

Effective March 1, the Albermarle Road location was closed and classes moved to the new facility. Congratulations to Jeremy & Lisa Kempka on a huge step forward.

On March 27 a small invitational tournament will be held at the UNCC location to "ramp up" for the tournament season.

The latest issue of the Tae Kwon Do Times refers (finally) to the Un Yong Kim disgrace. It now appears, in addition to the many malefactions previously outlined in this publication for many years, that there is a new wrinkle, a bribe of over a million dollars paid by Kim to Chang Ung, head of the North Korean faction of I.T.F. (We have previously made reference to the I.T.F. "split" in The Flash.) Funny, if it weren't so tragic.

On Sunday February 15 students and faculty of the Academy of Martial Arts--Grafton went to the the Marquette U. Golden Eagles Women's Basketball game against the St. Louis U. Billikens at the new Al McGuire Center in Milwaukee and had a ball. M.U. won decisively. Thanks to Yidan Erin Graff for organizing the event.

Miss Stacy Berman and Mr. Mike Love were bound together in matrimony on February 22. These are two happy excellent folks and we wish them the very best.

Reminder to school owners and administrators: publishing a newsletter is time consuming. Contributing information about your school or events to the Flash is not time-consuming, especially if you just send that info via e-mail. Let us help you out and publish information you can use or forward in the interests of your own school. It's a thrill to a student to know his school's events have importance beyond the four walls of his school, that his accomplishments can be made note of by others, that his essay or that of an instructor can actually be published.

Thanks for your help
Grafton Elementary School
Demonstration held on February
24, 2004

Mrs. Mary Lubner
Mr. Brian Nusslock
Harley Pals
Hasan AbuLoghod
Amirah AbuLoghod
Zeki AbuLoghod
Tony Mattias
Casey Sennott
Cathy Sennott
Caitlin Sennott

[Editor's Note: The following Essay was written by Yidan Mike Love (that is, the newly married Mike Love) in conjunction with his most recent test January 25 of this year. Mr. Love teaches at the American Martial Arts Center in Middleton WI. Oh, and did we mention he's newly married?]

Side Piercing Kick: A Review

By Michael C. Love

Introduction

The side piercing kick is a very effective martial arts tool. Properly executed it generates a great deal of power and is impressive to see (or be on the receiving end of!). This paper will discuss a number of aspects of the side piercing kick, including the dynamics of the kick, targets the kick may be used against and common mistakes students make and how instructors can help their students avoid these errors.

Side Piercing Kick Dynamics Breakdown

Initial Stance

The side piercing kick can be executed from a number of different stances that include the walking stance, the L-stance, the parallel stance and the fighting stance. The kick can be done with either the front leg or rear leg from those stances. It should be noted that in General Choi's encyclopedia L-stance and parallel stances are pictured, with most examples executed from the L-stance. These two stances allow the student to enter the kick with a minimum of pivoting, while execution of the kick from a walking stance requires more pivoting to enter the chambered

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position. Reach of the kick will vary between a front leg and rear leg kick due to the relative distance of the pivoting leg from the target. A rear leg side piercing kick will be able to reach a target that is further away due to the fact that the non-kicking leg is closer to the intended target as compared to a front leg kick. It should be noted that a front leg side piercing kick can be executed more quickly than the rear leg version. Variations of this kick include stepping, skipping, advancing, midair and flying side piercing kicks. This review will focus on only the standard side piercing kick.

Bending Stance/Foot Chamber

(NOTE: For the purposes of the remainder of this discussion the leg/foot that the student is pivoting on during the kick will be referred to as the stationary leg/foot. The kicking leg/foot will be referred to as the kicking leg/foot. It is also assumed that the basic forms diagram, D directly in front of the student, A to the right, B to the left and C behind him/her will be applicable.)

From the initial stance the student brings his/her kicking foot to the knee of the stationary leg with the arch of the foot located at the knee. The knee of the kicking leg is bent, pointed approximately forty-five degrees away from the target. The outer knife edge of the kicking foot is approximately parallel to the ground. As the kicking foot is brought into position the stationary foot is pivoted (if necessary based on its original position from the stance) on the ball of the foot approximately ninety degrees from the target. The stationary leg's

knee is slightly bent and the student's back is straight. The kicking foot is forged into the proper weapon, with the big toe pulled upward (relative to the instep of the foot) and the remaining toes pushed downward. This "tensions" the portion of the foot used to strike the target, the rear third outer knife-edge of the foot, for maximum concentration of force. Hands are positioned with the stationary leg's hand (eg, right leg stationary, right hand) located in a palm up fist at the sternum. The kicking leg's hand (eg, left leg kicking, left hand) is in a palm down fist extended slightly from the body in the direction of the target. This stance, the bending stance, is side facing. The student is looking in front of the shoulder at his/her intended target.

Teaching a student to execute a side piercing kick from a bending stance is very useful in helping him/her to understand the dynamics involved with the initial stages of the kick. Upper gups and black belts can make the chamber a more flowing portion of the technique. However, instructors should be on the lookout for those students, lower gups, upper gups and black belts, whom do not properly chamber or forge the weapon during the kick.

Leg Extension

Now that the kicking foot is in the proper position it is time to actually kick the target. The kicking foot is extended in a linear path to the target. At the same time as the kicking foot is extended to the target the stationary leg pivots on the ball of the foot. The toes of the stationary foot will point approximately one hundred seventy degrees away from the target

(which is located at D) as the kicking foot contacts the target. This simultaneous kicking leg extension and stationary leg pivot aids in generating maximum power by getting the hips, and therefore more body-mass, into the kick. The knee of the kicking leg straightens as the kicking foot extends. The knee of the stationary leg also straightens slightly as the kicking leg extends to add sine wave to the technique. At the moment of impact the kicking foot is angled with the toes pointed slightly downward maintaining the forging that was initiated during the bending stance portion of the kick. As previously stated, the rear third outer knife-edge of the foot is the striking surface. This ensures maximum power reaches the target because that portion of the foot then lines up with the large bones of the kicking leg, the major mass of the body and the pivoting leg's foot (for rooting). Breath control is used during the execution of the kick to maximize power, as the kick extends the student exhales. The student is still looking in front of his/her shoulder at the intended target (still located at D). The hand that was positioned fist toward the target extends at the same time the kicking leg is extended. This is a high punch that can be used to strike the target in the event that the side piercing kick is blocked. It should be noted that pivoting the stationary leg simultaneously to the extension of the kicking leg is critical to turning the hips over into the correct position to maximize power and position the kicking foot correctly. If the stationary leg is not pivoted at the same time the kicking leg extends the hips do not turn over correctly, the kicking foot does not move in a linear manner,

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and the toes of the kicking foot do not point slightly downward as the foot strikes the target.

Leg Retraction/Foot Re-Chamber

At this point the target has been obliterated and it is necessary to retract the kicking leg so that it can be used again for another technique or recovery to a stance. As with the extension of the kick, the retraction of the kicking foot is done in a linear manner. The forging of the kicking foot is maintained during retraction, as well. At the same time that the kicking foot is brought straight back to the stationary leg's knee it is necessary to re-pivot the stationary leg's foot back to its initial bending stance position. The stationary leg's pivot once again takes place on the ball of the foot. The fist that extended out as the kick was extended also moves back simultaneously to its original position as the kicking leg is retracted. The student should breathe during the retraction of the kick and the stationary leg's knee should once again be slightly bent as the bending stance is re-entered. As with the kick's extension, the simultaneous stationary foot pivot and kicking leg retraction are crucial to the linear movement of the foot back to its bending stance chamber. Once the retraction is completed, the student should be back in the same bending stance he/she assumed before the kick extended.

Again, higher gups and black belts may not be required to assume the bending stance, but instructors should be aware if these students are not properly executing the technique and correct any errors.

Instructors should emphasize to their students that the kick, breathing and the pivot should all take place simultaneously.

Recovery Stance

Once the student is back in the bending stance he/she can recover to any stance the instructor indicates. As with the initial stance, the L-stance or parallel stance offers the easiest recovery. A walking stance leaves the student in a full facing stance after the kick, which makes him/her a bigger target if he/she is sparring an opponent.

Power Generating aspects of the Side Piercing Kick

A number of aspects of the Theory of Power have been touched on, in this section they will be reviewed in further detail. Pivot is a crucial aspect of generating power in a side piercing kick. This adds body mass to the technique, and as a result significantly more power. Many new students either do not execute the pivot, or do so incorrectly, which results in less power. Slightly straightening the bent knee of the stationary leg during extension of the kick adds sine wave to the kick, which also adds additional power. It is also common for students to not execute the sine wave portion of the kick, which again reduces total power of the technique.

Concentration, or focusing the power from the kick into a small area, is achieved by correctly forging the weapon, big toe up/little toes down, and using the rear third knife-edge of the foot as the striking surface. Until a new student gains the muscle control necessary to correctly position the

toes of the kicking foot, the weapon will often not be tensioned properly. The student should keep muscles relaxed until the moment of impact, which will aid in increasing the speed of the kick. It is common for a student to tense his/her muscles during the kick, which slows the speed of the kick and reduces power. Breathing during the technique aids in helping the student to keep the muscles relaxed, and provides more oxygen to the muscles.

As they first learn the side piercing kick many students have trouble maintaining balance during execution of the kick. This is often due to the fact that students will lean backward a great deal in order to kick higher than their flexibility allows for as they try to imitate more experienced students. Students should be cautioned not to kick higher than they are capable of, and not to lean their bodies back too far during the execution of the kick. As balance improves students will generate additional power during the technique. Students should also be reminded that as their flexibility improves they will be able to kick higher without the need to lean backwards excessively.

Acceptable Targets

A number of targets are very acceptable for a side piercing kick. These include:

Primary Targets:

- Temple
- Armpit
- Floating Ribs
- Neck Artery

Secondary Targets:

- Philtrum
- Point of the Chin
- Solar Plexus

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Depending on the orientation of the target to the kick, other areas of the body may become suitable candidates as a target.

Common Student Mistakes

Several common student mistakes have been discussed thus far in the paper. At this point a review of the more common student errors will be covered.

Balance

Balance is critical during execution of the side piercing kick. New students often lose their balance as they lean their body too far back. Students should be instructed to keep their upper bodies as upright as possible to aid in improving balance. A symptom of poor balance is that students will fall into a stance after the kick is executed. This can happen when the kicking leg is at full extension, or when the kicking leg begins to retract. This not only makes students susceptible to injury, but also does not allow them to re-chamber the kicking tool for re-use when necessary. Balance drills are an important part of training that can help reduce these mistakes.

Poor Foot Chambering

Students learning the side-piercing kick often poorly chamber the kicking foot during the bending stance. They will hold the foot well below the stationary leg's knee or off to the side of the knee in an attempt to maintain balance. Instructors should remind students of the correct positioning of the kicking foot relative to the stationary leg's knee. This improper positioning can take place both during the beginning of the kick and as the kicking foot is re-

chambered as the kick is completed.

Poor Foot Forging

New students often look at the correct forging of the kicking foot as though a severe muscle cramp is taking place. With the big toe moved opposite to the remaining toes the foot looks somewhat misshapen. Beginning students will frequently move all toes in the same direction, either up or down, which results in improper foot forging and less power reaching the target. Instructors should work with students to help them gain the muscle control necessary to correctly forge the kicking foot.

Stationary Leg Pivot Problems during Kicking Leg Extension/Retraction

Students learning the side piercing kick often do not pivot the stationary leg simultaneously to the extension of the kicking leg. They may also not pivot the stationary leg enough or at all during execution of the kick. Students also have a tendency to pivot on the heel of the stationary leg's foot as opposed to the ball of the foot. When the pivot is done incorrectly the kicking foot is less likely to move in a linear motion and the motion often takes on a more side-turning kick arcing appearance. Another result of a poor pivot is that the kicking foot is not angled slightly downward as the kick reaches the target. This is due to the hips not being turned over sufficiently as a result of the lack of pivot. Instructors should be aware of this potential problem, demonstrating the correct pivot timing and movement to students.

Teaching the Side Piercing Kick

The side piercing kick is a challenging kick for students to learn. They must put together a number of components in order for the kick to be executed correctly, with frustration often the outcome of early attempts. This section will discuss methodologies for teaching the kick, including drills that help break the kick down into its basic parts.

Bending Stance

The bending stance is an important but often overlooked component of correctly executing the side piercing kick. Teaching students how to correctly assume the bending stance can be taught separately from the kick itself. Entering the stance should be broken down into several steps that include:

One: Pivot the stationary leg's foot on the ball of the foot to a ninety-degree angle from the target.

Two: Bring the kicking foot to the stationary leg's knee with the outer knife-edge of the foot approximately parallel to the ground, big toe up and little toes down. Exhale as the stance is executed.

Three: Maintain a slight bend in the stationary leg's knee.

Four: Position the kicking leg's hand in a fist extended slightly from the body, palm down towards the target.

Five: Position the stationary leg's hand in a fist palm up at the sternum.

The instructor can call out the count with the students executing the action associated with the step. Maintaining this stance is sometimes difficult for students given the balance it demands. To help students learn the stance and

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reduce their level of frustration the instructor may find it beneficial to allow them to practice near a wall and allow them to use the stationary leg's hand against the wall to hold themselves upright. As confidence and balance improve the wall can be used less and less.

Balance Drills

Excellent balance is very important to the successful execution of the side piercing kick. To help students improve their balance two drills are available. These not only aid in balance, but will also help strengthen their ankles and calves. The first drill is to have students raise one leg at a time, balancing on their other foot. It should be emphasized that their weight should be centered on the ball of their foot, not the heel. The instructor should have students alternate legs, gradually increasing the length of time they balance on each leg. As the students' balance improves, the instructor can raise the level of the challenge by having them raise their heel off the ground, assuring that the weight is centered on the ball of the foot. The students should keep their guards up, with elbows in close to the body while they perform this drill. They should not be allowed to wave their arms around in an attempt to maintain their balance.

A second balance drill involves having students roll around on the outer edges of both feet at the same time, having just the portion of the foot that is being rolled on in contact with the ground. For example, a student starts by having only the outer knife-edge of his/her feet in contact with the ground, then shifts the weight forward to the balls of the feet, then to the inner knife-edge, then to the heels of the feet. This motion can be repeated as needed, and the direction of 'rotation' reversed. As with the previous exercise, increase the time of the drill as

students become more proficient.

Side Piercing Kick

Teaching a student the side piercing kick is much like teaching the bending stance, it is broken down into its component parts and executed repeatedly until the student becomes comfortable with the steps of the kick. Letting the student once again use the wall to maintain balance in the initial stages of learning the kick will help him/her focus on the kick and not his/her level of frustration with falling over. Using a count system that associates each step of the kick with a number lets the instructor control the pace of the student's movements and allows the instructor to critique each movement in the kick. An example of this count system might be:

One: Assume an L-stance.

Two: Pivot the stationary leg on the ball of the foot ninety-degrees from the intended target.

Three: Chamber the kicking foot at the stationary leg's knee, big toe up, little toes down, approximately parallel to the ground. The kicking leg's hand should be extended in a fist palm out toward the target. Exhale as the stance is assumed. The stationary leg's hand can be used to hold the wall for balance. This is the bending stance the student has been practicing without the kick.

Four: Extend the kicking foot toward the target in a linear manner, simultaneously pivoting on the ball of the stationary leg's foot. The kicking foot should reach the target with the foot angled slightly downward at the same time as the stationary leg's foot reaches its maximum pivot pointed approximately one-hundred seventy degrees away from the target. The kicking leg's fist should also extend toward the target as the foot moves outward. Exhale as the kick is executed. Slightly straighten the stationary leg's knee to add sine wave to the technique and the student should be looking at the target

in front of his/her shoulder. The kick, pivot and breath must all take place at the same time.

Five: Retract the kicking foot in a linear motion, pivoting on the ball of the stationary leg's foot at the same time as the kicking foot retracts. Bring the foot back to the stationary leg's knee, still forged with big toe up, little toes down, outer knife-edge approximately parallel to the ground. The kicking leg's hand should retract to its original position at the same time. The stationary leg's knee should be slightly bent.

Six: Set the kicking leg down and assume an L-stance.

This count system can be modified as needed by an instructor. It can also be useful to repeat certain counts several times before returning to the starting stance. For example, an instructor might get to count three, then say, "four, five, four, five, four, five, six" to help get the dynamics of the kick extension and retraction down for the student.

Conclusion

The side piercing kick is a very effective weapon that can generate a significant amount of power. Properly executed it is an excellent sparring tool. To learn the technique correctly the student and instructor must focus on a number of different aspects of the kick. The Theory of Power plays a strong role in maximizing the side-piercing kick's capabilities. As with all techniques, understanding the dynamics of the kick in its smallest detail can aid in the student's execution, and spell the difference between a kick that is 'okay' and a kick that opens people's eyes.