



**TAEKWONDO AMERICA
INSTRUCTOR MANUAL
2017 VERSION**

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WELCOME AND CONGRATULATIONS

Congratulations on passing your Taekwondo America Level 1 Test! You are joining an elite group of proud, hard-working volunteers who are dedicated to training and mentoring our future leaders. Being an instructor is a great opportunity to make a positive and lasting change in people's lives. Remember, being an instructor is a place of honor and responsibility that cannot be taken lightly.

In order to provide the best possible training for our students, we hold our instructors to a high standard. This manual will outline the requirements and standards we expect from Taekwondo America instructors. This manual is not intended to provide you with everything you need to know to teach Taekwondo. Learning from your school owner and higher level instructors and your participation in regional and national tournaments, conferences, camps, seminars, and testing are going to be a large part of your development as an instructor. Bear in mind that your school owner may add requirements to the minimum standards listed in this manual.

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INSTRUCTOR DESIGNATIONS

Taekwondo America uses level designations to easily differentiate between the expectations and responsibilities of instructors with different levels of experience. The names for the instructor levels may be assigned at the school owner's discretion.

LEVEL 1 INSTRUCTOR

Level 1 Instructors are beginner instructors. It is important to watch and learn the ways to communicate and demonstrate Taekwondo effectively to students. These lessons cannot be learned from the student manual or curriculum videos. It must be learned from actual class experience. Those Level 1 Instructors who are at least 18 years old may teach autonomously; those under 18 years old require supervision of an adult instructor. Level 1 Instructors wear a 7/8" inch red collar on their uniform jacket.



LEVEL 2 INSTRUCTOR

The difference between Level 1 Instructor and Level 2 Instructors is experience. Level 2 Instructors are more qualified to teach, judge and lead students. These are the instructors who have shown a sincere desire to become a higher level instructor and have proven to be an asset to Taekwondo America and his/her school. Those Level 2 Instructors who are at least 18 years old may teach autonomously; those under 18 years old require supervision of an adult instructor. Level 2 Instructors have a 1.5" red trim around the collar of the uniform jacket.



LEVEL 3 INSTRUCTOR

Level 3 Instructors are the future leaders of the Taekwondo school. They are responsible for teaching, judging students at testing, and supervising lower-level instructors. Level 3 Instructors are qualified to teach autonomously and lead. Those Level 3 Instructors who are at least 18 years old may teach autonomously; those under 18 years old require supervision of an adult instructor. Level 3 Instructors have a 7/8" black trim around the collar of the uniform jacket.



LEVEL 4 INSTRUCTOR

Level 4 Instructors are the leaders at the Taekwondo school. Not only responsible for teaching and judging students, they are responsible for teaching and supervising lower-level instructors. Level 4 Instructors are qualified to operate a Taekwondo America program. Level 4 Instructors have a 1.5" black trim around the collar of the uniform jacket.



MASTER LEVEL INSTRUCTOR

Master Level Instructors are those Level 4 Instructors who have earned the rank of 6th Degree Black Belt. Master Level Instructors are the leaders of Taekwondo America. Many serve on the National Board of Examiners, who are responsible for certifying rank and judging at Taekwondo America's National Testing. Master Level Instructors have a 1.5" black trim around their uniform jacket and a 7/8" black stripe down the uniform sleeves.



INSTRUCTOR CHECKLISTS

When you earn your Level 1 Instructor certification, you will begin documenting your progress through the instructor program using level checklists. Each checklist contains goals that must be completed and teaching logs. The checklist should be filled out each and every time you assist with a class or attend a Taekwondo America event. Credits for events are listed below. A completed checklist must be turned in to advance to higher levels or maintain your current level.

TEACHING CREDITS

In addition to assisting with classes, attendance at regional and national events count toward completing your instructor checklists.

- Teaching or assisting with a class is 1 credit.
- Judging at a Taekwondo America National Tournament counts as 5 credits.
- Judging at a Taekwondo America Regional Tournament counts as 3 credits.
- Judging or assisting at a Taekwondo America National Testing counts as 3 credits.
- Judging or assisting at a regional or local testing counts as 3 credits.
- Assisting at an awards ceremony counts as 1 credit.
- Attending a regional camp counts as 3 credits per day.
- Instructor meetings and training sessions count as 1 credit per hour.

CLASS ASSISTING SCHEDULE

As an instructor, you must be available to assist in classes when and where you are needed. While consideration for outside activities and schedules may be granted, class schedules cannot be changed to suit every instructor. You should schedule to assist in a variety of class types, i.e. juniors, adults, and different ranks. Junior and teen instructors should not assist in adult classes. If you are unable to assist with your scheduled class, please provide at least 2 hours notice to your school owner or chief instructor.

UNIFORM REQUIREMENTS

Formal Uniform Requirements

Instructors are required to wear full Taekwondo America uniform including correct striping, all patches, embroidered with your name and city listed, and an embroidered belt while teaching or attending formal events such as testings, tournaments, or awards ceremonies. Uniforms must be clean, pressed, properly fit and in good repair. White or light colored shoes should be worn with the uniform. Females may wear a white t-shirt or tank top under the uniform jacket. Males should not wear anything under their uniform jacket. Remember that you are the role models for the students.

Professional Uniform Requirements

The “professional uniform attire” offers school owners and certain high rank students an alternative to the traditional Taekwondo uniform. Remember this attire is considered “professional” and should be treated as such. Any school owner or student who dresses outside the guidelines will be asked to dismiss themselves from the event. Setting this standard of professionalism should inspire students to obtain higher rank, instructor status, and one day, own their own school.

Students who hold the rank of 3rd Degree Black Belt or above and Level 4 Instructor status have the option of wearing business attire to Taekwondo America functions instead of the traditional white uniform. Students may wear a black blazer, khaki or tan pants or modest length skirt, white dress shirt or blouse with sleeves, black tie (optional for women), and dark, appropriate shoes. No athletic shoes may be worn.

School owners are encouraged to wear formal business attire to Taekwondo America functions instead of the traditional Taekwondo uniform. School owners may wear a dark suit, long sleeve dress shirt, tie (optional for women), and dark, appropriate shoes. No athletic shoes may be worn. School owners are encouraged to wear formal business attire to all Senior Member, Member, and school owner meetings.

IMPORTANT: Please note that the traditional Taekwondo uniform is required for all National Testings. Students and School Owners should still have their traditional uniform with them at National Events.

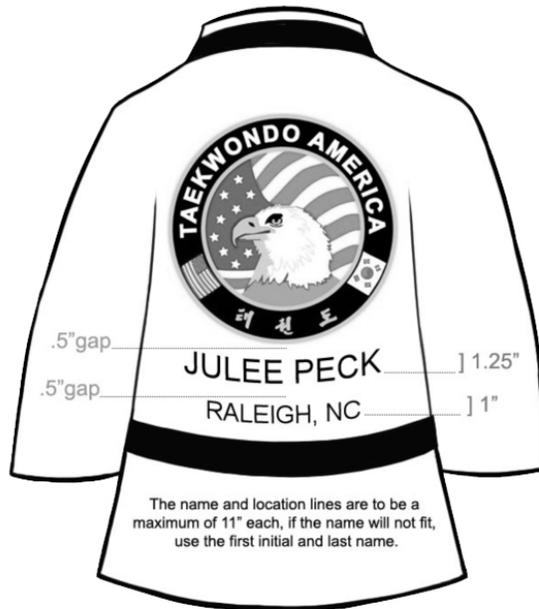
Collar, Embroidery, and Back Patch Placement

Instructor collars should be grosgrain ribbon sewn approximately .5 inch from the inside edge of the collar. Level 1 Instructors should have 7/8 inch red ribbon. Level 2 should have 1.5 inch red ribbon. Level 3 should have 7/8 inch black ribbon. And, Level 4 should have 1.5 inch black ribbon.

JACKET SIZES 000-2



JACKET SIZES 3-7



Uniform Size	In. from Top of Collar	Back Patch Size	Embroidered Name
000	2 Inches	7 Inch	Size 000 to 2 Uniforms will have 3/4 inch embroidery, Helvetica or Arial font, all caps with a maximum length of 8 inches.
00	2 Inches	7 Inch	
0	2 Inches	7 Inch	
1	2.5 Inches	7 Inch	
2	3 Inches	7 Inch	
3	3.5 Inches	10 Inch	Size 3 to 6 Uniforms will have 1 inch embroidery, Helvetica or Arial font, all caps with a maximum length of 10 inches.
4	4 Inches	10 Inch	
5	4.5 Inches	10 Inch	
6	5 Inches	10 Inch	

INSTRUCTOR REVIEW

Every Instructor should undergo a review every 12 months. This review requires the instructor to perform all forms, one-steps, and combinations in front of the school owner or a Level 4 Instructor. It is suggested that instructor reviews be formal events. The instructor review should be documented on the appropriate checklist.

DAILY RESPONSIBILITIES

While your school owner may have different expectations, this is a basic list of daily instructor responsibilities at your school:

- Arrive at least 5 minutes prior to your scheduled class and plan on staying 5 minutes after each class. This time should be used to build relationships with each individual student. Ask how he/she is doing. Talk about upcoming events such as testing, tournaments, picture day, and camp. Check students' uniforms. Are they clean? Does it meet your school's dress code? Is their belt tied correctly?
- Check in with your school owner and/ or higher level instructors present. Ask the instructor leading the class what you can do to help today. What is the class focusing on?
- Keep watch over students who are early for class. Provide guidance and structure to keep students quiet, safe, and well behaved.
- Monitor attendance documentation procedures such as a Kicksite check-in or marking attendance cards.
- Assist with the previous class if needed such as playing dodgeball, testing for stripes, or holding boards.
- Check and see if there are any new students in class. Your job is to make new students feel welcome and to help orient them. Introduce them to other students.
- Make sure the class starts on time. If the school owner is tied up, begin lining up students and leading the warmup. Remember, part of your job is to act as a substitute teacher when needed.
- Set a good example for students. Your appearance, your enthusiasm, your answering, your focus, and your hustle as constantly being watched by parents and students.
- You can be a great help if, when you see that a student is struggling, you take him/her aside before or after class and work with him/her.
- Your job may also include things like: tying belts when they fall off, comforting crying students, keeping the lobby quiet and clean, supplying band-aids, and straightening target pads.

TA PERSONAL CONDUCT POLICY

All instructors shall conduct themselves in a manner consistent with the laws of society both in their professional and personal life. Any conduct resulting in the arrest of an instructor for any crime, regardless of the dispensation of any charges or where the arrest may occur, may be grounds for removal from Taekwondo America (TA) and Elite Taekwondo Systems (ETS).

- TA and ETS may, at its sole discretion, revoke the license of any member whose pattern of behavior, even if not illegal, reflects poorly on the national organization or could, in any way, interfere with the proper operation of the organization.
- All instructors shall review and adhere to the following Sexual Harassment/Inappropriate Sexual Behavior policy. These policies apply equally to all instructors of any rank, professional or volunteer. While the term student is used throughout, remember that even instructors are students. The term student applies to both children and adults. Also note that the policies below apply equally to both sexes, regardless of the sex of the instructor.
- Sexual Harassment is a crime of perception, not of intent. Remember, it is not your intent that matters. It is the perception of how your words or actions are interpreted by the student that matters. There should be no jokes, comments or gestures of any type of a sexual or demeaning manner to make a student feel uncomfortable. Every instructor should conduct him/her self in a professional manner at all times.
- An instructor should not date any student or the parent of a student. An instructor is absolutely prohibited from dating or being romantically involved with anyone 18 years old or younger. Spouses or girl/boyfriends that begin class after the relationship has already begun are exempted. However, instructors should never spar, teach or otherwise instruct spouses or girl/boyfriends even should the relationship end.
- Teaching students outside of the school is strictly forbidden. All instruction should take place at the school or one of the satellite locations during normal class times.
- At no time should an instructor be alone with a student. Private lessons at times separate from the normal class times should have a minimum of 3 people in the school or classroom whenever a student is receiving instruction.
- Strictly obey the uniform requirements of the school. Be sure to insist that all students do the same to prevent inappropriate attire from creating problems.
- Always discuss disciplinary and motivational matters with minors in the presence of the parent or another adult.
- Instructors should never be alone with a student, even during normal class times, in a locker room or bathroom. Children or students needing assistance with clothing, uniforms or belts should be taken care of on the floor in clear view of everyone in class. A parent, not an instructor, should assist children in the bathroom should the need arise.
- Instructors shall not offer or accept rides from students or parents of the opposite sex by themselves.
- Always remember that your actions reflect the entire organization. Should you violate this policy, you membership in TA may be revoked.
- In short, never be alone with a student.

It is the responsibility of the Chief Instructor of the member school or licensee to remove any instructor within their program should a violation of this policy occur by one of their subordinate instructors. Should a member or licensee violate this policy or fail to remove a subordinate instructor who has violated this policy, the President may, if it is considered an immediate necessity, remove the member or licensee immediately from TA and ETS.

INSTRUCTOR CERTIFICATION

Black Belt students who wish to become Level 1 Instructors must:

- Be at least 8 years old.
- Be at least a 1st Degree Decided Black Belt.
- Pass the Level 1 Test (to be completed in school):
- Demonstrate every other form up to and including his/her own, starting with either Ki-Bon or Dan-Gun.
 - Demonstrate all one-steps and sparring combinations (1-3 for juniors, 1-5 for adults).
 - Demonstrate any other technique or skills the judges deem relevant.
- Have signed the Taekwondo America Instructor Agreement.
- Have instructor approval.

At least one Level 4 Instructor (who is a higher rank than the student) must judge the Level 1 Test. As with all Black Belt testings, the student receives two (2) chances to successfully perform the patterns, one-steps and sparring combinations. In order to pass the Level 1 Test, the student cannot repeat more than three (3) forms and three (3) combinations.

The Level 1 Test may be attempted at any time during the testing cycle and may be reattempted, if need be, every 7 days.

Remember, these are the minimum requirements for earning a Level 1 Instructor certification. School owners may add additional requirements.

TAEKWONDO AMERICA INSTRUCTOR AGREEMENT

I understand that being an Instructor of Taekwondo America is an honor. I understand that instructors represent the most dedicated and hardest-working students, and I commit to the following:

- I have earned at least a 1st Degree Decided Black Belt and have a sincere desire to achieve higher ranks.
- I am at least 8 years old.
- I will attend at least 2 classes per week. I will be a role model to other students. This means I will have excellent conduct during class, I will be kind to lower-ranking students and those of my belt rank and instructor Level and I will respect senior ranking students and instructors. I know that I must “lead by example.”
- I will assist with classes 2 times per week. I understand that assisting with classes is very important to my training because I will learn leadership skills and gain an advanced understanding of my techniques.
- I know and can demonstrate all patterns and one-steps and sparring combinations.
- I will attend and judge at every testing.
- I will attend all awards ceremonies and special clinics.
- I will attend at least 1 regional or national tournament per calendar year.
- I will respect my school and help keep it neat and clean.
- I will have a positive, “can-do” attitude in my life and I will live the tenets of Taekwondo:
 - Courtesy,
 - Integrity,
 - Perseverance,
 - Self-control, and
 - Indomitable Spirit.

Remember, the instructor program is an elite team. It is more than barking orders on the floor; it is akin to travel and select sports. As such, it is very selective. Even if all requirements are met, you may still need to prove yourself to your instructor. Additionally, there are many events that require additional cost that you will be required to attend. There are much higher expectations for instructors. You must conduct yourself with honor at all times: in class, in the lobby, while teaching and while in public. You represent not only yourself but your instructor and your school.

All the above requirements have been met (or will be within 3 months). I have read and understand all the requirements for obtaining and maintaining higher instructor levels and will adhere to them.

Student Signature

Date

Parent Signature (if student is under 18 years old)

Date

Instructor Signature

Date

LEVEL 1 INSTRUCTOR

Level 1 Instructors are beginner instructors. It is important to watch and learn the ways to communicate and demonstrate Taekwondo effectively to students. These lessons cannot be learned from the student manual or curriculum videos. It must be learned from actual class experience. Those Level 1 Instructors who are at least 18 years old may teach autonomously; those under 18 years old require supervision of an adult instructor.

Minimum requirements for maintaining Level 1 Instructor Status:

- Attend 2 classes per week.
- Teach 2 classes per week.
- Attend and judge at every testing.
- Attend all awards ceremonies.
- Attend all special clinics.
- Judge at 1 Regional Tournament or National Tournament per calendar year.

In order to advance to Level 2 you must:

- Be at least 10 years old.
- Be at least a 1st Degree Senior Black Belt.
- Be at Level 1 for at least 6 months.
- Have earned at least 50 class credits at Level 1.
- Have attended 1 Regional Tournament or National Tournament at Level 1.
- Have Instructor Approval.
- Pass the Level 2 Oral and Written Tests (to be completed in school):
 - The oral questions require the instructor to present a topic in a thoughtful manner and be able to communicate the important aspects of the topic concisely and thoroughly (i.e. how to execute a side kick, leading a warm-up, etc.).
 - The written test is a closed book test given to the instructor and covers anything presented in the student manual and the instructor manual. Level 1 Instructors must score at least 80% to pass the written test.

The oral and written tests can be attempted at any time during the testing cycle once the above listed requirements are completed. The tests may be re-attempted, if need be, every 7 days.

The oral exam is to be scheduled by the Chief Instructor.

Remember, these are the minimum requirements for earning a Level 2 Instructor certification. School owners may add additional requirements.

Level 1 Instructors should use the Level 1 Checklist to track their progress towards Level 2.



LEVEL 1 CHECKLIST

Student's Name: _____

Date of Certification: _____

To advance to Level 2 you must:

- Be at least 10 years old
- Be at least a 1st Degree Senior Black Belt

Date of Rank: _____

- Be at Level 1 for at least 6 months
- 50 Class Credits at Level 1

- Attend 1 Regional or National Tournament at Level 1

Date and Location of the Tournament: _____

- Passed the Level 2 Oral and Written Tests

Date of Oral Questions and Score: _____

Date of Written Test and Score: _____

- Have Instructor Approval

Instructor Signature: _____

Date: _____

LEVEL 2 INSTRUCTOR

The difference between Level 1 Instructor and Level 2 Instructors is experience. Level 2 Instructors are more qualified to teach, judge and lead students. These are the instructors who have shown a sincere desire to become a higher level instructor and have proven to be an asset to Taekwondo America and his/her school. Those Level 2 Instructors who are at least 18 years old may teach autonomously; those under 18 years old require supervision of an adult instructor.

Minimum requirements for maintaining Level 2 Instructor Status:

- Attend 2 classes per week.
- Teach 2 classes per week.
- Attend and judge at every testing.
- Attend all awards ceremonies.
- Attend all special clinics.
- Judge 1 Regional Tournament or National Tournament per calendar year.
- Attend 1 Regional or National Camp or Conference per every two years.

In order to advance to Level 3 you must:

- Be at least 13 years old.
- Be at least a 2nd Degree Black Belt.
- Be at Level 2 for at least 6 months.
- Have accumulated at least 50 class credits at Level 2.
- Have attended 1 Regional Tournament or National Tournament at Level 2.
- Have attended 1 Regional or National Camp or Conference within the last 2 years.
- Pass the Level 3 Test: The Level 3 Test is similar to the Level 1 Test but requires the instructor to complete every form up to his/her own and every one-step and sparring-combination. The Level 3 Test can only be attempted at a Local Testing and can only be attempted every 2 months.
- Have Instructor Approval.

Remember, these are the minimum requirements for earning a Level 3 Instructor certification. School owners may add additional requirements.

Level 2 Instructors should use the Level 2 Checklist to track their progress towards Level 3.



LEVEL 2 CHECKLIST

Student's Name: _____

Date of Certification: _____

To advance to Level 3 you must:

- Be at least 13 years old
- Be at least a 2nd Degree Black Belt

Date of Rank: _____

- Be at Level 2 for at least 6 months
- 50 Class credits at Level 2

- Attend 1 Regional or National Tournament at Level 2

Date and Location of the Tournament: _____

- Attend 1 Regional or National Camp or Conference at Level 2.

Date and Location of the Camp or Conference: _____

- Pass the Level 3 Test (Every Form and Combination)

Date of Level 3: _____

- Have Instructor Approval

Instructor Signature: _____

Date: _____

LEVEL 3 INSTRUCTOR

Level 3 Instructors are the future leaders of the Taekwondo school. They are responsible for teaching and judging students and supervising lower-level instructors. Level 3 instructors are qualified to teach autonomously and lead. Those Level 3 Instructors who are at least 18 years old may teach autonomously; those under 18 years old require supervision of an adult instructor.

Minimum requirements for maintaining Level 3 Instructor status:

- Attend 2 classes per week.
- Teach 2 classes per week.
- Attend and judge at every testing.
- Attend all awards ceremonies.
- Attend all special clinics.
- Judge at 1 Regional Tournament per calendar year.
- Judge at 1 National Tournament per calendar year.
- Attend 1 Regional or National Camp or Conference every two years.
- Obtain and maintain CPR and First-Aid certification.
- If the instructor is under 18 years old, he/she must attend 1 National Conference or Certification Seminar within 2 years of achieving Level 3.

In order to advance to Level 4 you must:

- Be at least 18 years old.
- Be at least a 2nd Degree Decided Black Belt.
- Be at Level 3 for at least 6 months.
- Have earned at least 100 class credits at Level 3.
- Have attended 1 Regional Tournament and 1 National Tournament at Level 3.
- Have attended 1 Regional Camp at Level 3.
- Have attended 1 National Conference, taking the Certification Curriculum at Level 3. The Certification Curriculum can be taken at any level as long as it is completed within the same calendar year as reaching Level 4.
- Be CPR and First-Aid Certified.
- Have Instructor Approval.

Remember, these are the minimum requirements for earning a Level 4 Instructor certification. School owners may add additional requirements.

Level 3 Instructors should use the Level 3 Checklist to track their progress towards Level 4.



LEVEL 3 CHECKLIST

Student's Name: _____

Date of Certification: _____

To advance to Level 4 you must:

- Be at least 18 years old
- Be at least a 2nd Degree Decided Black Belt. Date of Rank: _____
- Be at Level 3 for at least 6 months
- 100 Class credits at Level 3

- Attend 1 Regional and 1 National Tournament at Level 3
Date and Location of the Regional: _____
Date and Location of the National: _____
- Attend 1 Regional Camp at Level 3
Date and Location of the Regional Camp: _____
- Attend 1 National Conference within the same calendar year as achieving Level 4
Date and Location of the National Conference: _____
- Obtain and maintain CPR and First-Aid certification. Date of certification: _____
- Have Instructor Approval. Instructor: _____ Date: _____

LEVEL 4 INSTRUCTOR

Level 4 Instructors are the leaders at the Taekwondo school. Not only responsible for teaching and judging students, they are responsible for teaching lower-level Instructors. Level 4 Instructors are qualified to operate a Taekwondo America program.

Minimum requirements for maintaining Level 4 Instructor status:

- Attend 2 classes per week.
- Teach 2 classes per week.
- Attend and judge at every testing.
- Attend all awards ceremonies.
- Attend all special clinics.
- Judge at 1 Regional Tournament per calendar year.
- Judge at 1 National Tournament per calendar year.
- Attend 1 Regional or National Camp or Conference every two years.
- Obtain and maintain CPR and First-Aid certification.
- Attend 1 National Conference every 3 years.

To maintain their current level, Level 4 Instructors should use the Level 4 Checklist.

Remember, these are the minimum requirements for maintaining a Level 4 Instructor certification. School owners may add additional requirements.



LEVEL 4 CHECKLIST

Student's Name: _____

Date of Certification: _____

To maintain Level 4 you must:

- 100 Class credits per year

- Attend 1 Regional and 1 National Tournament per year

Date and Location of the Regional: _____

Date and Location of the National: _____

- Attend 1 Regional Camp or National Camp or Conference every 2 years

Date and Location of the Camp or Conference: _____

- Attend 1 National Conference or Recertification Seminar every 3 years

Date and Location of the National Conference: _____

- Obtain and maintain CPR and First-Aid certification

Date of certification: _____

MASTER LEVEL INSTRUCTOR

Master Level Instructors are those Level 4 Instructors who have attained the rank of 6th Degree Black Belt. Master Level Instructors are the leaders of Taekwondo America. Many serve on the National Board of Examiners, who are responsible for certifying rank and judging at Taekwondo America's National Testing.

Minimum requirements for maintaining Master Level Instructor status:

- Attend 2 classes per week.
- Teach 2 classes per week.
- Attend and judge at every testing.
- Attend all awards ceremonies.
- Attend all special clinics.
- Judge at 1 Regional Tournament per calendar year.
- Judge at 1 National Tournament per calendar year.
- Attend 1 Regional or National Camp or Conference every two years.
- Obtain and maintain CPR and First-Aid certification.
- Attend 1 National Conference every 3 years.

TEACHING BASICS

Make the other person feel IMPORTANT - and do it SINCERELY.

Dale Carnegie

This manual is designed to guide you through the Taekwondo America Instructor Program. Most of the material in this section will be covered more in-depth as you progress through the Instructor Program. Here are a couple things to keep in mind when teaching:

Be Engaged, Be Excited

Enthusiasm is contagious and, unfortunately, so is apathy. If you are prepared and passionate your students will be involved and excited to learn from you. They will listen and participate. Before you know it they are learning what you are teaching and they'll be back for more!

Begin Building Relationships

The reason most students stick with Taekwondo is the relationship they have with their peers and, more importantly, their instructors. These relationships make teaching and learning much easier. Make sure you learn and use students' names. Use high-fives and fist-bumps to reinforce positive behavior. Remember to communicate clearly and honestly.

You Are a Role Model

Students and parents are watching you, at all times. Do not appear lazy or disinterested, that will reflect in your students. Students and parents are expecting you to be able to demonstrate the material you are teaching. Whether it is a Tenet of Taekwondo or the form Joong- Gun, your students will try to recreate the material as you perform it. Make sure you are constantly working to review and improve your skills and techniques.

RELATIONSHIP BUILDING

Nothing is more important to success in Taekwondo than the relationships between an instructor and their students. Every class you should devote time to create and build lasting relationships with your students. We want to teach enthusiastic students and that comes from enthusiastic instructors.

While, there is no way to put in writing everything that helps build lasting relationships, here are the basics:

SMILE

Having a happy and welcoming demeanor is the easiest way to build a relationship with students. Seeing you smile relaxes students. It helps set the mood of class. Smiling lets students know you care about them and that you are happy that they came to class. On the other hand, instructors who walk around with a frown can make students nervous and uncomfortable.

KNOW EVERYONE'S NAME

Make it a point to learn every student's name and use it at least once per class. This doesn't sound like a big deal but it lets every student know that they are important to you and worthy of your attention.

TALK TO THE STUDENTS

Spend time every class getting to know your students. Personal attention is vital to growing the personal relationship with students. Welcome the students when they arrive at the school. Ask a student "How was your day?" or "How's school going? What are you working on right now?"

If a student hasn't been to class in a while, welcome them back. Be positive with them immediately and tell them that everything will be fine and you will get him/her caught up!

HIGH-FIVES AND FIST-BUMPS

High-fives and fist-bumps are a great way to non-verbally tell a student that you're paying attention. These can communicate to the student that they're doing a good job or that you're happy to see them.

STAND UP STRAIGHT AND MAKE EYE CONTACT

Body language and eye contact communicate an instructor's confidence. And a confident instructor leads to confident students. When leading a class or walking around the room, be sure to look students in the eye when you're communicating with them. This can be a simple smile of approval or shaking your head to let the students know you're watching them.

PRAISE IN FRONT OF THE WHOLE CLASS

When someone is doing a good job or has overcome obstacles in their training, ask them to demonstrate in front of the group. Let everyone know how proud you are of one student's effort or technique. This encourages students to do their best. For instance, "Jason is doing a great side kick. Everyone stop and watch Jason. See how he pivots his base foot and chambers his knee across his chest? Great job, Jason!"

This works well to correct bad behavior too. Instead of calling out the student that is misbehaving, call out a student who is doing the right thing, even if it is not exceptional. For instance, if everyone is talking before class, "Nice job Kimberly. You're doing a great job using courtesy and self-control by sitting quietly. Is anyone else sitting quietly?" You'll be surprised how many of the other students shape-up to try to earn your praise.

BE ENCOURAGING

Remember, as an instructor we don't expect perfection, we expect effort and improvement. Taekwondo often attracts students who are not naturally athletic or do not excel at other sports, That does not mean that they cannot be successful at Taekwondo. Try not to focus all of your attention on the superstar or on a student who is being distracting. Look for the quiet kid or the student having difficulty in class that is too shy to ask for help. By noticing and the helping that person, you show them that they are important to you. Watch students for improvement and be excited for them. Watch students who are trying their best and praise that effort. Let the student know that you are watching them and excited they are improving.

REWARD STUDENTS

Beyond high-fives and verbal praise, many schools end class with a game of dodgeball. This is a great way to reward kids for working hard in class and it get kids excited about coming back to Taekwondo. Other schools give out special stripes for good behavior or exceeding expectations. At Castle Hills Taekwondo America, Mr. Anderson gives out blue stripes for "being awesome." These blue stripes can be for answering the loudest, running the fastest, or being the first one with their gear on and its worth 10 bonus points at testing. These points are used to motivate the students and have no actual bearing on testing results.

HAVE FUN

Teaching Taekwondo shouldn't feel like a chore. You should teach because you are passionate about Taekwondo and you want to share that passion with your students!

DISCIPLINE

Discipline is an integral part of Taekwondo training. In order to have an efficient class, the instructor must maintain proper discipline. Remember to be age and rank specific with the discipline method you choose. You should not use the same discipline methods with a pre-school age class that you use with a teen class. Age-specific discipline will be explained further in the next section.

COMMUNICATION IS KEY

When handling discipline problems, remember to do so quickly, in order to maintain the flow of the class. Often a quick reminder of the rules is all that is needed to correct issues in class. Be clear and concise when disciplining students with an explanation that what they are doing is wrong and what needs to be corrected. Use key phrasing like “what you’re doing is unacceptable,” “show me that you are strong enough to be in class today.”

TIME OUT

When students are not responding to other methods and being disruptive, do not be afraid to sit them out of class. Sometimes a minute will do, but sometimes it will take a little more (just no more than 5 minutes). Be sure to explain why they are in time out, why that is unacceptable, and what they have to do to continue with class.

LEADERSHIP SKILLS

As an instructor, you are held to a higher standard than the average student. This is true when taking class, when teaching class, and in your personal life. Parents trust us with their children. That is not something to take lightly. We must always conduct ourselves in a manner that is consistent with the Tenets of Taekwondo and the Student Oath that we say before each and every class.

Winston Churchill once said: “You do not lead by hitting people over the head; that’s assault, not leadership.” As Taekwondo instructors we are bound by the first words that we say before each class: the Tenets of Taekwondo. Below are examples of how, as instructors, we can use the Tenets to become better leaders.

Courtesy

We must show courtesy to students as well as other instructors. We are to lead by example. Instructors should never be rude, mean, or insulting to students, or to each other, even in jest.

“It is better to have too much courtesy than too little, provided you are not equally courteous to all, for that would be injustice.” Baltasar Gracián

Integrity

If we are to be effective leaders, we must always adhere to the values of Taekwondo, as well as our own personal value system. We cannot, in good conscience, reprimand a student for not giving 100% if we are not doing the same. We cannot expect our students to adhere to higher standards that we expect from ourselves. As instructors, it is vital that we always conduct ourselves in a manner that represents our rank, position, and school in a positive light.

“Integrity is when what you say, what you do, what you think, and who you are all come from the same place.” Madelyn Griffith-Haynie

Perseverance

As instructors, we must not only continue to strive for our own goals, but for those of our students. We must continually work with the little child who struggles with board breaking, or the woman who is afraid to spar due to a traumatic event. We must never give up on the hope of success for our students, or decide that they will “never get it.”

“Our greatest glory is not in never failing, but in rising up every time we fail.” Ralph Waldo Emerson

Self-Control

As instructors, we are constantly being monitored by students, parents, and other instructors. Our speech, body language, and actions must be continually self-regulated to insure that we are a positive example to those around us.

“Hold yourself responsible for a higher standard than anybody else expects of you. Never excuse yourself. Never pity yourself. Be a hard master to yourself-and be lenient to everybody else.” Henry Ward Beecher

Indomitable Spirit

This tenet is very important for us as instructors and as higher ranking Black Belts. In order to progress, we must be self-guided. We must constantly set new, more challenging goals for ourselves. By doing so, we can be a better instructor and martial artist.

“Strength does not come from physical capacity. It comes from an indomitable will.” Gandhi

LEADING A GROUP

As a Level 1 Instructor you will probably not be asked to lead a class by yourself. But you may be asked to teach a particular technique or lead a small group. Mastering the ability to teach will take considerable time and dedication, below are some steps that can help you.

Decide what you are going to teach

What do you want your students to accomplish? Provide a goal and then determine the sequence of steps you will need to achieve it. If you are unclear about what you should be teaching, ask your instructor.

Determine the Best Way to Teach the Material

Many factors affect the way people learn, such as age and ability. Adults, typically, want to know the “why” of what we do, while kids tend to learn best by doing. An easy strategy to teach material is to explain and demonstrate the parts of a technique, give the students time to practice the technique, provide feedback for improving, then either review or proceed. Make sure you vary the way you present the material. Ask your instructor for ideas about how to present the material in a fun and effective way.

Vary the Way You Teach the Material

Just like you, your students can become bored by performing the same material in the way over and over. By changing the way you teach you can keep your students interested. Use different training aides like target pads, heavy bags, the rail or body shields to help you.

Pay Attention to Your Group

The instructor must pay close attention to what goes on in class. The primary concern is safety. The instructor needs to make sure everyone is able to practice in a safe environment. Paying attention will allow you to give individual feedback, whether praising good technique or fixing incorrect techniques. Moving around the floor ensures that you can watch each student in class and watch their techniques. Remember to call all students by name, regardless of how large the class you should make an effort to interact with every student each class.

TEACHING CURRICULUM

When leading a group you may be asked to teach one of the many parts of Taekwondo. Each one of these parts are connected. The focus, power, and precision you learn in forms can help you be successful in board breaking. The kicks and combinations you learn in One-Steps and Sparring Combinations can be used in free sparring. Here are some basics areas of focus when teaching each of these parts.

Teaching Forms

Teaching forms can be a daunting task. There are so many things to think about: preparations, chambering, weight distribution, target, foot shape, power, and timing. To help you learn to teach the forms, Taekwondo America has broken down the first nine forms into segments. Use these segments, especially at the beginning of the testing cycle, to through their new form. These segments will allow you to break down each form into manageable chunks. The segments should also allow you to spend more time emphasizing the basics of each technique.

Teaching One-Steps and Sparring Combinations

One-steps and sparring combinations are controlled methods of sparring that teach students how to hit critical target areas, encourage the use of a wide variety of techniques, develop physical control of these techniques, and teach the proper distance from a target that a technique should be executed. Teaching one-steps and sparring combinations is very similar to teaching forms. Keep your focus on correct and proper techniques.

Teaching Free Sparring

The number one priority when teaching free sparring is SAFETY. Make sure that the students who are sparring have enough room to spar. Encourage a good sparring stance: hands up, body sideways, and light on your feet. Remember, the higher the rank of the students the more difficult the techniques and combinations we expect them to perform. Be sure to keep an eye out for students who are not using good control or are hitting illegal target areas.

If you see someone is acting abnormally, stop their match immediately. While there will usually be a higher level instructor supervising the sparring group, it is a good idea for you to be familiar with how to deal with a suspected concussion. A concussion is a minor brain injury that can occur when you get hit in the head. It can affect how the brain works for a while. Many times, you can tell when a student is “not right” by their abnormal behavior. If you suspect a concussion, you should immediately have the student take off their gear and notify their parents and your school owner. **When in doubt, sit them out.**

Teaching Board Breaking

All students, Brown Belt or above, are required to break boards at their testing. Board breaking is the easiest way to measure the power and accuracy of a kick or strike. To break the board, the student must coordinate every muscle in the body for one purpose: building enough speed and power to break the board. This requires focus and concentration, and, more importantly, practice.

Board breaking is as much a mental exercise as it is a physical one. The thought of taking your hand or foot and hitting something hard can be terrifying. Start by using heavy bags and target pads before actual board breaking. Remind students to practice proper technique. For example, if you're practicing a sliding side kick, focus on: good step, pivoting the base leg, a long chamber, and, finally, striking with the outside edge of their heel.

TAEKWONDO CURRICULUM BY RANK

The following is a list of suggested techniques and material taught in Taekwondo America for each rank. Many schools have a different breakdown of techniques, but will give you a good idea of what each rank will be expected to demonstrate at testing.

WHITE BELT

BASICS & KICKS	FORM	ONE-STEPS
<p>#1, #2, and #3 Front Kick #1, #2, and #3 Side Kick #3 Outside Crescent Kick Ready Stance A Front Stance Back Stance Sitting Stance High Block Low Block Inner Forearm Block Lunge Punch Reverse Punch Backfist Knifehand Strike Horizontal Hammerfist</p>	<p>Ki-Bon (14 movements) <i>Beginning</i></p> <p><i>Ki-Bon is further explained in Forms Breakdown section.</i></p>	<p>#1 - #3 for juniors #1 - #5 for teens and adults</p>

YELLOW BELT

BASICS & KICKS	FORM	ONE-STEPS
<p>#1 and # 2 Round Kick Spin Side Kick Spin Crescent Kick Double Knifehand Block Square Block Outer Forearm Block Outside Block Reverse Ridgehand Strike</p>	<p>Dan-Gun (21 movements) <i>Is named after the Holy Dan Gun, legendary founder of Korea, in the year 2333 BC.</i></p> <p><i>Dan-Gun is further explained in Forms Breakdown section.</i></p>	<p>#1 - #3 for juniors #1 - #5 for teens and adults</p>

ORANGE AND SENIOR ORANGE BELT

BASICS & KICKS	FORM	SPARRING COMBINATIONS
<p>#1, #2, and #3 Jump Front Kick #1, #2, and #3 Jump Round Kick #1, #2, and #3 Jump Side Kick Twin Outer Forearm Block Spearhand Strike Spin Backfist</p>	<p>Do-San (24 movements) <i>Is the pseudonym of the patriot Ahn Chang Ho (1876-1938). The 24 movements represents his entire life which he devoted to furthering the education of Korea and its independence movement.</i></p>	<p>#1 - #3 for juniors #1 - #5 for teens and adults</p> <p><i>Do-San is further explained in Forms Breakdown section.</i></p>

GREEN AND SENIOR GREEN BELT

BASICS & KICKS	FORM	FREE SPARRING
#1, #2, and #3 Hook Kick Spin Hook Kick Spin Heel Kick Ready Stance B Fixed Stance Closed Stance Double Fist Block Reverse Inner Forearm Block Reverse Outside Knifehand Strike	Won-Hyo (27 movements) <i>Was the noted monk who introduced Buddhism to the Silla Dynasty in the year 686 AD.</i> <i>Won-Hyo is further explained in Forms Breakdown section.</i>	At least two 90 second rounds No or light contact Effective blocking and guarding Use of punches Use of basic kicks Some spin and jump kicks

PURPLE AND SENIOR PURPLE BELT

BASICS & KICKS	FORM	FREE SPARRING
Jump Spin Side Kick Jump Spin Hook Kick Jump Spin Crescent Kick X Stance Hooking Block Double Inner Forearm Block Knifehand Square Block Downward Backfist Reverse Elbow Strike (to palm)	Yul-Guk (36 movements) <i>Is the pseudonym of a great philosopher and scholar, Yi I (1536-1584) nicknamed the "Confucius of Korea". The diagram (+) represents scholar.</i> <i>Yul-Guk is further explained in Forms Breakdown section.</i>	At least two 90 second rounds Light contact Effective blocking and guarding Effective use of hand combinations More spinning and jumping kicks Double and triple kicks Using simple combinations of hands and feet

BLUE AND SENIOR BLUE BELT

BASICS & KICKS	FORM	FREE SPARRING
#1 and #2 Twist Kick Jump Spin Heel Kick 360° Inside Crescent Kick (Butterfly) Cat Stance Ridgehand Block X Block (high) Double Pressing Block C Block Palm Heel Strike Reverse Upset Elbow Strike Twin Punch High Twin Upset Punch Horizontal Punch	Joong-Gun (32 movements) <i>Is named after the patriot An Joong Gun, who assassinated Hiro Bumi Ito, the first Japanese governor-general of Korea, known as the man who played the leading part in the Korea-Japan merger. The 32 movements represent Mr. An's age when he was executed in Lui-Shin prison (1910).</i> <i>Joong-Gun is further explained in Forms Breakdown section.</i>	At least two 90 second rounds Light contact Effective blocking and guarding Effective use of hand combinations More spinning and jumping kicks Double and triple kicks Using simple combinations of hands and feet

BROWN AND SENIOR BROWN BELT

<p>BASICS & KICKS</p> <p>360° Front Kick 360° Round Kick 360° Side Kick Ready Stance C L Stance Parallel Stance (Open Stance) X Block (low) Inner Forearm/ Low Block Reverse Upset Punch Downward Knifehand Strike Reverse Elbow Strike Hand Grab</p>	<p>FORM</p> <p>Hwa-Rang (31 movements) <i>Named after the Hwa-Rang youth group which originated in the Silla Dynasty about 1,350 years ago. This group eventually became the driving force for the unification of the three kingdoms of Korea.</i></p> <p><i>Hwa-Rang is further explained in Forms Breakdown section.</i></p>	<p>FREE SPARRING</p> <p>At least two 90 second rounds Light to medium contact Effective blocking, guarding, and movement 4 to 5 movement combinations using both hands and feet Use of jump spin kicks</p> <p>BOARD BREAKING</p> <p>1 Approved Hand Technique Side Kick or Front Kick</p>
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RED AND SENIOR RED BELT

<p>BASICS & KICKS</p> <p>360° Crescent Kick 360° Hook Kick 360° Heel Kick Outside Knifehand Strike/ Reverse Knifehand High Block Twin Grab (high) Knifehand X Block Low Block/ Backfist Horizontal Spearhand Reverse Ridgehand Reverse Spearhand (low) Twin Palm Heel Upset Knee Strike</p>	<p>FORM</p> <p>Choong-Moo (31 movements) <i>Was the name given to the great Admiral Yi Sun-sin of the Yi Dynasty. He was reputed to have invented the first armored battleship (Kobukson) in 1592, which is said to be the precursor of the present day submarine. The reason for this form ending in a left hand attack is to symbolize his regrettable death. Checked by the forced reservation of his loyalty to the King, Yi Sun-Sin was given no chance in his lifetime to show his unrestrained potential.</i></p>	<p>FREE SPARRING</p> <p>At least three 2 minute rounds Light to medium contact Effective blocking, guarding, and movement 4 to 5 movement combinations using both hands and feet Use of jump spin and 360 kicks Senior Red Belts should spar a Black Belt for their last round</p> <p>BOARD BREAKING</p> <p>1 Approved Hand Technique Side Kick or Round Kick</p> <p><i>Choong Moo is further explained in Forms Breakdown section.</i></p>
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PROBATIONARY AND RECOMMENDED BLACK BELT

<p>BASICS & KICKS</p> <p>Double Knifehand Block Low Palm Heel Press Block Low Twin Downward Knifehand Strike Hammerfist</p> <p><i>Gwang-Gae is further explained in Forms Breakdown section.</i></p>	<p>FORM</p> <p>Gwang-Gae (42 movements) <i>Is named after the famous Gwan Gae To Wang, the 19th king of the Koguryo Dynasty, who regained all the lost territories including the greater part of Manchuria. The diagram (+) represents the expansion and recovery of lost territory.</i></p>	<p>FREE SPARRING</p> <p>At least four 2 minute rounds Light to medium contact Effective blocking, guarding, and movement with counter attacks Use of slides, jumps, spins in effective combinations</p> <p>BOARD BREAKING</p> <p>Front, Side or Round Kick Front, Side or Round Kick (different kick with each leg)</p>
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TEACHING BASED ON AGE GROUP

If a child can't learn the way we teach, maybe we should teach the way they learn.

Ignacio Estrada

How you teach your students is just as important as what you teach. If you make a group of black belt juniors do drills from the Lil' Dragons class they'll get bored of the "baby stuff" pretty quickly. If you fuss at a teenage in front of the whole class you're likely to embarrass them and make it much less likely that they will come back to class. If you make older adults do 360 kicks for 45 minutes without a proper warm-up you're risking them getting injured.

Most Taekwondo America schools split students up into three to four age groups, pre-school age (i.e. Little Dragons, Ninjas, and Superheroes), juniors, teens, and adults. In order to be an effective instructor, it is important to understand the physical, mental and emotional differences of each group.

TEACHING PRESCHOOLERS (AGE 3-6)

WHY ARE THEY HERE?

Most of the children in this age group are here for the social aspect and to help them prepare for preschool or Kindergarten. For many of them, this may be their first time participating in a group setting. They are still learning how to get along with others, separate from their parents, and follow simple instructions. They want to have fun and learn some "ninja moves" so they can show them off to their parents and friends. This age group develops at very different rates and many of them are just beginning to develop the large and fine motor skills necessary for sports and other activities. Some of the parents may actually be looking for activities that will help develop skills such as jumping, hopping, balance, and coordination.

MOTIVATION

Preschoolers have high levels of energy and very short attention spans and will become distracted very easily. They need constant praise and simple instructions with less focus on technique and more focus on having fun. They thrive on repetition and consistency throughout the class. Because they love games and make believe, these are essential to keeping them moving and learning without getting bored. Although they are developing their own sense of independence, they also want to please the teachers and adults around them. Rewards at the

end of every class are crucial. Stripes on their belts, stickers, dodgeball, and high fives from the instructors all will help them understand they did a good job.

DISCIPLINE

Redirection is the best way to discipline at this age. Because preschoolers are high energy, games and drills must be short and multiple ones should be used in each class. While you might spend 5 minutes going over blocks with juniors, preschoolers will only be able to focus for a couple of minutes and then they are ready for something else. Preschoolers also do not fully understand the concept of their own space. They need spots or tape on the floor to give them clear guidelines on where their space is. As they wiggle off, they should be redirected back to their spot. Warnings and natural consequences are a good way to discipline if needed. "Time out" work well with this group, but should be limited to no more than 1-2 minutes at a time and must be given as soon as the errant behavior strikes as preschoolers do not understand punishment at the end of class for something that happened 30 minutes ago. Because this age group is high energy, a little bit of wiggling and moving is to be expected and should be tolerated if it is not bothering the whole class.

GAMES

Preschoolers LOVE games and love playing the same games over and over. Everything can be turned into a game for them and they will have fun and do their best to succeed. Whether it's a "statue game" to practice standing still, "Red Light, Green Light" to practice following directions, or even the "silent game" where they copy moves without making a sound, they love games. At the end of class, if everyone has tried hard and had a good class, reward them with dodgeball or another fun game.

SUPERVISION

Because of the short attention spans and inability to understand the concept of their own space, preschoolers must be supervised at all times and will do best when the whole group is doing the same thing. Having several different groups working on different drills will overwhelm most of them at this age. If a large class does have to be divided into groups, no more than 2 to 3 groups should be used and each smaller group could still work on the same skill. If rotating stations are being used, clear boundaries between the groups and emphasis on the fact that each group will get to do each activity are important. Again, keep the rotations short to keep them engaged. They can hold targets for each other, practice kicks on bags with buddies, etc. but it should be done under the leadership of the instructor, not on their own. (Instead of having them find partners and each do 7 kicks, the instructor can say "kick" and they only kick on his

command.) This not only helps emphasize following directions, but also gives the instructor the ability to watch all of the students.

CONDITIONING

Preschoolers do not understand the term “conditioning” but will enjoy working on these skills in a fun manner. Games, relays and obstacle courses are great ways to utilize development of large and fine motor skills and work on some conditioning too. Preschoolers are still learning how to master many of these techniques and by practicing them in a fun way, they are developing skills necessary to be successful in school, taekwondo and other sports. They can bunny hop with two feet together and progress to hopping on 1 foot; jumping jacks, frog jumps and crab walks are great for large motor and coordination; windmills and yoga poses with silly names help them utilize both sides of their body; army crawls under noodles will help them with upper body strength.

COMMUNICATION

Communication with preschoolers must be concise and black and white. Because many of these children cannot yet follow multiple directions, keep instructions limited to no more than 3 commands at once. Using silly names for techniques will help them understand the move and better retain it. Communication with parents is crucial with this age group. Your expectations and goals for children in this age range must be clear and readily available to the parents. Parents need to understand the importance of bringing the children to class consistently, allowing them the opportunity to perform their Dragon testing, and rewarding them for doing their best in class. If behavior issues occur, instructors should communicate to the parents and emphasize the importance of consistency from all sides.

TEACHING CHILDREN (AGE 7-9)

The biggest problem at this age is that many times parental expectations are skewed from what reality will allow. Communication with the parents is a priority for this age group. Another special concern with this age group is many don't like physical contact when sparring and place an emotional component on the activity. This can be addressed by approaching sparring as a game. Equating sparring with a game of “tag” can reduce anxiety in younger children.

WHY ARE THEY HERE?

A child's primary motivation at this age is to have fun. The primary learning method for younger children is hands-on work. They learn social and motor skills through physical play.

MOTIVATION

To motivate younger children it is important to be dynamic and keep them moving. Simple drills to break up learning, like relay races and other physical games, do wonders for keeping their focus and removing their excess energy.

DISCIPLINE

Younger children want to please their teachers, parents and other authority figures. Unfortunately they just don't have complete control over their emotions or their bodies. So don't push it too far, sometimes letting them know that you are watching and expecting better behavior is enough to correct poor behavior.

- **Use of Praise/Correct/Praise or "The Praise Sandwich"** - Praise the student for what they are doing well, and then correct what they are doing wrong, and then praise them for their effort to fix it. This method should be used with both technical mistakes as well as disciplinary problems on the floor.
- **Use of physical methods (Push-ups, etc)** - NEVER touch ANY student for disciplinary purposes. However, push-ups and other calisthenics can be used in short duration as an attention getter.
- **Time outs** - When students are not responding to other methods, have students sit down at a designated section on the floor. Sometimes a minute will do, but sometimes it will take a little more (just no more than 5 minutes.)
- **Conferences with parents** - Still no resolution? Then it is time to sit down with the parents and talk it out.

GAMES

Children love games. If they try hard in class, play a game. No matter what else happened in class, playing that game will make the whole day worthwhile.

SUPERVISION

A lower student to instructor ratio should be used for classes with younger children, especially at lower ranks

CONDITIONING

Children need conditioning, but they don't want it. A great way to include conditioning into the class is to make it into a game. For example, instead of assigning squats, have the students do "frog hops" down the floor and back. They love it and you work the same muscle groups.

COMMUNICATION

Keep communication simple but direct. Children like things very black and white.

TEACHING OLDER CHILDREN/TWEENERS (AGES 10-12)

Emotionally and physically growing faster than they can keep up with, this student population doesn't fall neatly into the category of "junior" or "adult". They are under far more pressure at school with heavier class loads and the expectations are increasing daily. They are stressed out, but many times don't know how to handle it.

They are still kids and want to have fun, but at the same time they are starting to be more conscious of their appearance and how their peers feel about them. Many times, they will want to do something silly or fun but stop themselves because it isn't "cool." They are in constant self conflict between not wanting the responsibility of growing up and wanting the respect of a true teenager. This conflict is the essence of their life.

WHY ARE THEY HERE?

Children in this age range are highly motivated by their peers. The Taekwondo class has to be both fun and challenging to them, but also provide a social outlet.

MOTIVATION

This group is less motivated by the high dynamic class the little kids enjoy and are more motivated by the art itself. A pat on the back and a simple statement of how good they are getting does wonders. They still love to have fun and play games, but that is no longer the reason they are in class. What they are looking for more than anything else is approval. They are particularly motivated by approval from their peers and their instructors.

DISCIPLINE

A simple word will do, with an explanation that what they are doing is wrong and needs to be corrected. The Praise/Correct/Praise method works great as does an occasional push-up drill to get their attention, but they have outgrown many of the other methods.

SUPERVISION

This group of students can handle a higher instructor/student ratio. They are far more capable of following directions independently and actually prefer to operate more independently. They do not like people over their shoulder constantly.

CONDITIONING

Older children need conditioning and they are starting to see the need for it. While doing silly drills like the “frog hops” won’t work for them, they still do like making a game out of calisthenics, but the games need to be less silly and more competitive. They still want to have fun, but serious fun.

COMMUNICATION

When communicating with older children, it is important that you do not “talk down” to them. They want to be more independent and to be treated more like a teenager than a kid. Talking to the parents about problems is less effective now. However, the threat of talking to the parents is highly effective.

TEACHING TEENAGERS (AGES 13-17)

For most schools, this is the hardest group to retain. However, if you build a connection with them, they can become your finest instructors.

Remember, teenagers can easily succumb to peer-pressure and are very concerned about looking foolish in front of their peers. Many times the social pressures around them are more of an impediment to their training than anything happening on the floor.

WHY ARE THEY HERE?

Teenage students join our program for many different reasons. For some teenagers, they are becoming more aware of body image and want to get into better shape. For others, they may not excel in team sports and need the individual goals that Taekwondo provides. In any case, it

is important to remember that this is a diverse and complex group. It is important to be aware of that when dealing with teenagers.

MOTIVATION

Laughter and humor are great motivators. The more you make them laugh, the harder they will work and the more they will learn. While they want to be adults and try to act like adults, a part of them is still a kid. They still need a little play time to break up the stress in their lives.

DISCIPLINE

A simple word will do. DO NOT embarrass them in front of their peers. Just pull them aside and a whisper in the ear will usually do the trick.

SUPERVISION

One instructor can do the job, but it is always better to have more instructors on the floor.

CONDITIONING

More than any other group, this group needs strenuous conditioning to help develop their framework. Nearly all calisthenic drills, including some high impact ones, can be done with frequency.

COMMUNICATION

Talk to them like an adult. A little loosening of the traditional belt hierarchy is a good idea, but don't loosen it too much. This group needs a lot of positive reinforcement. They need to know what they are feeling is normal on the floor and that they are getting somewhere.

TEACHING ADULTS (AGES 18-30) & VIP (AGES 30+)

Everyone needs a work-out but for this age group, they have to seek it out. Gone are the recreational soccer games or the school sports. Unless this group seeks fitness, they won't find it. They all know that they NEED to work out, but finding a good plan and the time to do it is hard for them. After all, many are balancing work, home, and kids.

This group is very nervous about trying something like martial arts. Just the idea of wearing the uniform can be intimidating to them. They are independent people and many are professionals used to being in charge. Giving up control is hard for them and you have to win and keep their respect to maintain this program.

WHY ARE THEY HERE?

The primary motivator for the adult student is to have a fun, intense workout. If the class isn't fun, with a strong social element too, they have a tendency to give up.

MOTIVATION

This group is self motivated 90% of the time, but that 10% of the time, they need a little help from you. This is usually due to life getting in the way more than anything that happens on the floor.

DISCIPLINE

When discipline is needed, a word to the side done in the tone of a friend is all it takes. While a healthy hierarchy should be in place in the adult classes, they need to be treated with mutual respect. Be sure that your teenage instructors are taught to address them the same way they would a Black Belt, no matter what the adult student's rank.

SUPERVISION

One instructor, older and high in rank, is usually sufficient. They do not like to be taught by the teenagers on a regular basis. They are happy to listen to a teenager for a form or two, but they want leadership from adult instructors.

TEACHING DIFFERENCES

This group more than any other, wants to know the "why" of things. The more you explain the purpose of a technique or exercise, the better they will do it. They need the mental stimulation that goes with the training to remain focused.

Adults (Ages 18 – 30)

This group can still be pushed hard physically and can still do some higher impact drills. This is based on the fitness level of the individual. Be very careful during flexibility training as this group will tend to want to get more flexible too quickly, thus pulling muscles or doing higher risk stretching exercises that are not healthy.

VIP Students (Ages 30+)

This group may have pre-existing medical problems such as arthritis, or old joint injuries. They want to work out like they used to, but their bodies just do not recover the way they once did. Lower impact drills are essential for long term training. More than any other group, you have to teach them the art of training while rehabilitating an injury. Teach them to work around their aches and they can be successful and valuable to your program.

TEACHING STUDENTS WITH SPECIAL NEEDS

People study Taekwondo for many different reasons. Some of these reasons may include weight loss, stress reduction, flexibility, or self defense. In the recent years, pediatricians and occupational therapists have recommended Taekwondo training for some of their patients. Because of this, there has been an increase in special needs students in our Taekwondo programs. When teaching students with special needs or differing abilities, it is important to learn as much about the student as possible so you can better assess how to meet their needs.

ATTENTION DEFICIT HYPERACTIVITY DISORDER ADD/ADHD

ADHD is a common behavioral disorder that affects an estimated 4% to 8% of school-age children. Boys are about three times more likely than girls to be diagnosed with it, though it's not yet understood why. Children with ADHD act without thinking, are hyperactive, and have trouble focusing. They may understand what's expected of them, but have trouble following through because they can't sit still, pay attention, or attend to details.

Of course, all children (especially younger ones) act this way at times, particularly when they're anxious or excited, but the difference with ADHD is that symptoms are present over a longer period of time and occur in different settings. They impair a child's ability to function socially, academically, and at home. ADHD is broken down into two types: Inattentive Type & Hyperactive-Impulsive Type.

a. Inattentive type signs include:

- Inability to pay attention to details.
- Difficulty with sustained attention in tasks or play activities.
- Apparent listening problems.
- Difficulty following instructions.
- Problems with organization.
- Avoidance or dislike of tasks that require mental effort.

- Distractibility.
- Forgetfulness in daily activities.

When teaching the inattentive type student it important to maintain eye contact when speaking to the student whenever possible. It is also helpful to use verbal reminders such as having them repeat directions back to the instructor and break tasks down into smaller bits of information.

b. Hyperactive-impulsive type signs include:

- Fidgeting or squirming.
- Difficulty remaining seated.
- Excessive running or climbing.
- Difficulty playing quietly.
- Always seeming to be "on the go."
- Excessive talking.
- Blurting out answers before hearing the full question.
- Difficulty waiting for a turn or in line.
- Problems with interrupting or intruding.

Students who have the "hyperactive-impulsive type" ADHD have a hard time sitting still, so it is important to keep them moving in structured activities whenever possible. Positive feedback and praise for demonstrating self-control will also help to mold behaviors and raise the student's self-esteem.

AUTISM AND TAEKWONDO

During your teaching career in Taekwondo, you will undoubtedly encounter a student who is on the autism spectrum. For these students, Taekwondo is very exciting because it allows them to successfully participate in a sport for the first time while helping them develop self-control and focus. As an instructor, you can help these student flourish and grow, even if they are a challenge.

Autism is not a one-size-fits-all difference. You will need to learn what works for each student on the spectrum. However, there are several defining, yet broad, issues that nearly all students on the spectrum have:

- Many students on the spectrum have sensory input issues. For some, noise overwhelms them. For others, they have a very strong and overpowering sense of smell. Many have issues with touch, from someone touching them to the feel of clothing on their skin to a very low or nonexistent tolerance for pain.

- Most students on the spectrum do not have social skills. While neurotypical students can observe and infer social skills from family, friends, teachers and schoolmates, students on the spectrum cannot do this and must be taught social skills. This includes things like not making eye contact, not understanding others' feelings, not being able to read facial cues to determine a person's feelings, and even day-to-day conversation and small talk. The list could go on and on – the best way to summarize this difference is that students on the spectrum appear to be quirky, different, and seemingly don't have an interest in what the other person is saying.
- Many students on the spectrum, once they're overstimulated or over frustrated, will break down into a temper tantrum of sorts. These tantrums can range from anything from not speaking to curling into a fetal position and rocking back and forth.

HOW AUTISM AFFECTS LEARNING TAEKWONDO

Information processing problems

Delayed processing and a focus on detail, not context. Learning a form can take longer than a neurotypical student, and they focus on specific details such as wrist turns, stances or crosses instead of the overall form. Students can have mastery of a form at the end of one class and then completely forget everything for the next.

Rigid, inflexible thinking

Absolute vs. relative thinking - Black and white, either/or thinking. Students on the spectrum are rule followers. If you tell them they may not wear shoes on the mats, this will be an absolute to them and they will let anyone wearing shoes (including instructors) know they aren't following the rules. Or, a student can have a bad first experience at learning something new, like sparring for example, and then believe that emotion to be true every time they spar. Rigid thinking is difficult to change, so it takes a lot of repetition to replace the thought.

Executive Functioning Problems

Poor attention, planning, and organization and poor self-monitoring and impulse control. Executive functioning skills are things like a daily morning routine from getting out of bed, getting dressed, eating breakfast and morning hygiene. In Taekwondo, this can appear in things like getting on sparring gear quickly and correctly. Poor self-monitoring and impulse control can lead to a variety of issues, including, but not limited to, thoughts being said without any edit to them, excessive contact when sparring, touching others, doing things before being told to go, etc.

TEACHING STUDENTS ON THE AUTISM SPECTRUM

Again, there is no one-size-fits-all way to work with students who are on the spectrum. Some who are very high functioning may only need a list of “rules” given to them, and they’re good to go. Most will require knowing where their “break point” is and working with them before and during their break point so they can continue with class. Others will need to slowly work up to wearing gear, even one piece at a time. Many will need to test every four months instead of two.

Patience and creativity in working with their challenges are your best bet when working with students on the spectrum.

When teaching any new technique, try to break it down, slow it down, and make it clear:

- “Break it down!” Avoid providing multiple information simultaneously, and do not expect the person to multi-task several steps or jobs at one time. Break it down into sequential parts. Provide information sequentially, one step at a time, so they can process it and integrate it together. Break tasks down into simple steps, and lay out the sequence of actions. Lay the information out for them to “think it through.” A great example of this is breaking down a kick into each and every part. For example, when teaching a butterfly kick, teach it by showing the spin first. Then add the foot pick up. Then the hop. Then the inside crescent kick.
- “Slow it down!” Slow it down and give them time to process (think it through). Keep your verbal statement short. You may need to give the student 10-30 seconds to process and give you a response. Let them pace the learning as not to overwhelm them.
- “Make it clear!” Get to the point, and make it clear. Students on the spectrum think in concrete, detailed facts. They need very concrete, literal information that is factual, not filled with assumptions and inferences. Present information visually so they can see it.
- “Say what you mean, and mean what you say!” Do not beat around the bush, sugar coat things, or assume anything. Be factual, and be consistent. Nothing more and nothing less.

From The Autism Discussion Page

CLASS PLANNING

If you don't know where you're going, you'll end up somewhere else.

Yogi Berra

As an instructor, you have to have a plan. A good lesson plan will help you improve your teaching abilities. Lesson plans help keep you on track towards your teaching goals: help students learn their new forms, break boards, get ready for the tournament, or practice for testing.

So... how do you write a lesson plan? First, you need to figure out what you want to teach and who you are going to be teaching. A class plan for a junior White and Yellow Belt class will look very different from a class plan for an adult class with all ranks. Then break each class down into sections (warm up, forms, sparring, board breaking, etc.) and plan how long you want to spend in each section.

However, be ready to throw this plan out the window based on the needs of the students in your class. For example, if you want to focus on sparring and board breaking but no one knows their form, you will need to change your plan. Knowing your students and paying attention to their needs is important for initial planning and on-the-spot adjustments.

Now what? Save all of your lessons plans. Put them in a binder organized by theme. Eventually you'll have a binder full of class plans for all different ranks, ages, and sizes.

Taekwondo America schools feature open enrollment for new students, but our testings are scheduled based on an 8 or 9 week cycle. Each week of the cycle has a primary theme that we use to organize curriculum.

WEEK 1 - SPECIAL CLASSES

Before the awards ceremony, many schools may have special classes that aren't covered during the regular testing cycle such as having "fun days" for the kids or self-defense oriented classes for teens and adults.

After the awards ceremony, the focus should be on new techniques and new forms. When introducing new techniques, focus on the basics: power, stances, reaching, and timing. Don't go too fast, remember, for many, this will be the first time they have ever learned this technique. Floor drills can be especially helpful when teaching new techniques.

During the first week, your goal should be to introduce at least half of new forms, usually up to the end of the first half (or first yell). Remember to teach in segments. These segments break up the forms into more manageable chunks.

WEEK 2 - FORMS

The focus of week 2 is forms. The goal for the end of week 2 should be to get most students through the first half of their form or more. Emphasize chambers and stances by having students do forms with exaggerated stances (longer and lower), stopping at each technique to look at their stance, and then doing a complete chamber before they begin transition to a new stance.

This is also a good time to start using new, belt specific kicks on target pads or heavy bags. When teaching new kicks, don't leave anything out. Emphasis proper technique: hands up, chambering, pivoting, and striking with the proper part of the foot. Remember, you aren't looking for perfection, you're looking for improvement.

WEEK 3 - FINISH FORMS, INTRODUCE SPARRING

In week three you should be finishing forms and beginning to introduce sparring, one-steps, and combinations. When teaching forms, be sure to teach to the student who knows the least. Do not rush to the end of the form if the group is not ready. Reinforce the use of proper technique to keep the students who know the form the best engaged.

When you introduce sparring, one-steps, and combinations start with explaining the rules for engagement. For instance, before sparring, explain the proper sparring stance, legal and illegal target areas, and the importance of not hitting too hard.

WEEK 4 - 50/50 FORMS AND SPARRING

At this point in the testing cycle most students should be familiar with their forms so the focus begins to shift to sparring and combinations. It is not uncommon for lower level instructors to be asked to work one-on-one or in small groups with students who are struggling with their forms.

When teaching sparring be sure to complement good techniques and combinations and work to improve students who are struggling. Make sure the students are using the proper bow-in and bow-out procedures and treating their partners with courtesy. Ensure the students are not hitting too hard or hitting to illegal target areas. Watch that students are putting together 2-5 techniques that flow well together. Finally, make sure that the students are working on their defensive abilities as well. Everyone is going to get hit, make sure someone hasn't turned into a heavy bag. They should have a good sparring stance: hands up, body sideways, and eyes on their partner.

WEEK 5 - COMPETITION AND CARDIO

For most regions, tournaments are held either week 5 or week 6 during the testing cycle. Tournament preparation may include watching and scoring students individually and providing feedback designed to earn higher scores. Tournament preparation also means lots and lots of point sparring. When watching a continuous sparring match be sure to provide feedback about the students offense and defense. One little tip could be the difference between losing in the first round and winning a gold medal.

If there is no tournament to prepare for, many schools choose to focus on work-out heavy classes which may include: wind-sprints, jumping jacks, mountain-climbers, and lots and lots of push-ups and sit-ups.

WEEK 6 - BOARD BREAKING

For White through Senior Blue Belts, nothing changes between week 5 and week 6. The focus is on working hard with forms and one-step or combination practice as well.

For Brown Belts and above, board breaking is a required part of testing. Although you should be focused on proper technique throughout the testing cycle, it is especially important when practicing board breaking. Proper pivoting and chambering can mean the difference between breaking the board or not.

At its core, board breaking requires three skills: speed, power, and accuracy. A student missing one of these skills will have a difficult time breaking his/her boards.

WEEK 7 - TESTING PREPARATION

By week 7 of the testing cycle students should know their entire form and all of their one-steps or combinations. During week 7, students should be focused on earning their next belts by practicing their forms and combinations. Be sure to continue breaking boards for Brown Belts and above.

WEEK 8 - TESTING PRACTICE

Testing week is here! During week 8 classes should mostly consist of practicing the testing procedure. Many schools call week 8 "Dress Rehearsal Week" and require their students to wear their full, white uniform to class. This establishes a formal tone for the week and helps students, especially lower ranks, to understand the challenge that testing presents. It also gives school owners a chance to make sure everyone's uniforms are correct and in good repair.

CLASS STRUCTURE

In this section we'll discuss how to structure the class. We've also included a class planning template that will help you learn to manage your time, your students, and your instructors. We've also included 2 examples to help you learn to use the template. Ask your instructor if you have more questions.

PRE-CLASS MEETING

Just before class begins, it is a good idea to discuss what you will be teaching and what each instructor should be doing during class. This will cut down on confusion and give everyone, regardless of instructor level, a chance to contribute.

BOWING IN

Each class should begin with the Tenets of Taekwondo and Student Oath. This sets the tone and serves to remind students what principles we try to live up to in class and outside of class. Bowing in also establishes who is teaching class and who is taking it. Bowing in reminds both the students and instructors that for the next 30-50 minutes the only thing that matters is learning, practicing, and improving Taekwondo.

Procedure:

- Instructors should line up, by rank, in front of the class, facing the America and Korean flags.
- The lead instructor claps their hands twice.
- The senior student says "Charyot, Kyong Ye" (meaning "Attention, bow.") and everyone bows.
- The class responds with "sir" or "ma'am" depending on the gender of the lead instructor. Everyone bows towards the flags. The instructors turn 180° to face the class.
- The senior students says "Tenets, begin."
- Everyone responds "Sir/Ma'am, Courtesy, Integrity, Perseverance, Self-Control, Indomitable Spirit, sir/ma'am!"
- The senior student says " Student Oath, begin."
- Everyone responds "Sir/ma'am, I shall observe the tenets of Taekwondo. I shall respect instructors and senior students. I shall never misuse Taekwondo. I will be a champion of freedom and justice. I will build a more peaceful world, sir/ma'am!"
- The senior student says "Kyong Ye" and everyone bows.

WARM-UP

A short warm-up is essential for a safe class. For kids, the warm-up establishes the tone of class while reminding them to answer, hustle, and work hard. The warm-up also lets kids burn off extra energy and allow them to focus on the material being taught.

For adults, trying to perform high-kicks or over-exert themselves could lead to injury without a proper warm-up. Take the time to warm-up all major joints: shoulders, knees, hips, and the back.

FLOOR DRILLS

Floor drills are an extremely important tool in developing basic Taekwondo skill. They teach and reinforce proper technique, movement, weight transfer, changing direction, timing, hand and foot shape, stances, and hip rotation. During floor drills, the instructor should demonstrate and explain the technique and count as the student practice.

Floor drills are a great opportunity for you to motivate your students by challenging them to “kick higher” or “block faster”. As you watch the movements focus on hand-foot timing and keep an eye out for proper stances, chambering, and power. Be encouraging and energetic to keep the drills on a positive note.

TARGET PADS

Target pads work on two major keys of Taekwondo success: accuracy and focus. A target provides a physical goal for kicks and punches. We have all experienced the fact that we can kick higher when we have target to focus on and kick.

When starting a target pad drill, take the time to explain how to hold the target for beginners.

Then proceed to explain and demonstrate the kicks or strikes you are teaching. If needed, stop the drill to reinforce important or difficult concepts if you see that the students haven't grasped it.

Walk around the group giving individual feedback to students.

FORMS

Forms are the foundation of Taekwondo and should be a part of every class. Each form is a lesson for each rank and introduces many new techniques. Forms develop balance, power, and focus.

You should teach the forms in segments. This allows the students to learn the form in manageable pieces. Remember to spend a little extra time with students who are struggling. Once the students memorize their form, it is important to re-emphasize the basics of the

movements: crossing for blocks, reaching for strikes, and weight distribution and foot position of stances. Especially at higher ranks, the basics can get lost in long and complicated forms.

Encouraging students to re-learn and practice old forms could lead them to join the instructor program.

ONE-STEPS AND SPARRING COMBINATIONS

One-steps and sparring combinations teach control, distancing, timing, focus, balance, and effective blocking and counter-measures. They also prepare students for free sparring as Green Belts.

FREE SPARRING

Like forms, sparring is an essential part of Taekwondo. At its core free-sparring should teach two things: how to respond to getting hit and how to avoid getting hit. Kicking and punching is easy. Not getting hit is the hard part.

Sparring does not come naturally to everyone. The contact and the chaotic nature of a sparring match can be overwhelming, especially for Green Belts. Start by teaching the basics of defense and movement: hands up, elbows in, body turned sideways, light on your feet. Next talk about legal and illegal target areas and offensive techniques. Finally talk about the importance of good control. The golden rule is never spar faster or hit harder than your partner is comfortable with. This should encourage a safe, comfortable sparring environment.

BOARD BREAKING

All students, Brown Belt or above, are required to break boards at their testing. Board breaking is the easiest way to measure the power and accuracy of a kick or strike. To break the board, the student must coordinate every muscle in the body for one purpose: building enough speed and power to break the board. This requires focus and concentration, and, more importantly, practice.

Board breaking is as much a mental exercise as it is a physical one. The thought of taking your hand or foot and hitting something hard can be terrifying. Start by using heavy bags and target pads before actual board breaking. Remind students to practice proper technique. For example, if you're practicing a sliding side kick, focus on: good step, pivoting the base leg, a long chamber, and, finally, striking with the outside edge of their heel.

COOL DOWN

You should end each class with a cool down activity. For kids, this is often dodgeball. For teens and adults it may be simple stretching or a strength building exercise like push-ups, sit-ups, or piddles.

BOWING OUT

Each class should conclude with a formal bowing-out. This is a great opportunity to award stripes, recognize exceptional effort, and make announcements.

Procedure

- Instructors should line up, by rank, in front of the class, facing the America and Korean flags.
- The highest ranking instructor claps their hands twice.
- The senior student says “Charyot, Kyong Ye” (meaning “Attention, bow.”). The class responds with “sir” or “ma’am” depending on the gender of the lead instructor. Everyone bows towards the flags. And the instructors turn 180° to face the class.
- The senior students says “Kyong Ye.” Everyone responds “Sir/Ma’am” and bows to the instructors.
- The 2nd senior student says “Face senior student.” Everyone turns and faces the senior student.
- The 2nd senior students says “Kyong Ye” and everyone bows to the senior student.
- The 2nd senior students says “Face the front” and everyone turns back to the front of the room.
- The 2nd senior student says “Kyong Ye” and everyone bows.

CLASS PLANNING TEMPLATE

On the next page you’ll find a blank template for planning your classes. It is a good idea to have a written plan for all the classes you’ll be teaching, even if you are not leading it. You never know when you’ll be called upon to lead. This is a great tool. Ideally, you should make extra copies of the template and keep your old templates. They are great reminders of what worked, what didn’t, and what you can improve.

We’ve also included two examples about how to use the template.

CLASS PLANNING TEMPLATE

INSTRUCTOR NAME:		INSTRUCTOR LEVEL:	
STUDENT INFORMATION:		CLASS LENGTH:	
# of Students:	Rank Range:	Weekly Focus:	Age Group:
ACTIVITY:	NOTES:	TIME:	
BOW IN			
WARM-UP			
COOL DOWN			
BOW OUT			
ANNOUNCEMENTS:			

CLASS PLANNING TEMPLATE: EXAMPLE

INSTRUCTOR NAME:	Anderson	INSTRUCTOR LEVEL:	Level 4
STUDENT INFORMATION:		CLASS LENGTH:	45 mins.
# of Students: 22	Rank Range: Brown, Red, and Black	Weekly Focus: Testing Prep.	Age Group: Juniors
ACTIVITY:	NOTES:	TIME:	
BOW IN			
WARM-UP	Short, lots of jumping jacks and burpees!	5 mins.	
FORMS	I'll split the class into two groups. Group one will do forms and bag drills.	15 mins.	
HEAVY BAGS	Lots of practicing for board breaking. Hit the bag as hard and fast as you can!		
FREE SPARRING	The other instructors will take Group 2 to spar for 15 minutes. Then we'll switch groups.	15 mins.	
BOARD BREAKING	Testing req. 3 tries each and then one-on-one with Level 1 or 2's	10 mins.	
COOL DOWN	Dodgeball if time allows. Board breaking is more important.		
BOW OUT			
ANNOUNCEMENTS:	Get signed up for testing next weekend. Talk to Mrs. Anderson if you want to set up a private lesson.		

CLASS PLANNING TEMPLATE: EXAMPLE

INSTRUCTOR NAME:	Anderson	INSTRUCTOR LEVEL:	Level 4
STUDENT INFORMATION:		CLASS LENGTH:	45 mins.
# of Students: 20	Rank Range: White, Yellow, Orange	Weekly Focus: Forms & Combos	Age Group: Juniors
ACTIVITY:	NOTES:	TIME:	
BOW IN			
WARM-UP	Standard warm-up, talk about upcoming tournament	5 mins.	
FLOOR DRILLS	Low blocks front stance, Low block/ high block front, Low/ high block then rev. punch	7 mins.	
FORMS	I'll be teaching forms by rank. White Belts first.	15 mins.	
TARGET PAD DRILLS	While I teach forms, the other two groups will be working on their new kicks	Combine with forms	
ONE-STEPS/ COMBOS	We will be doing the one-steps and combos on the bags.	15 mins.	
COOL DOWN	DODGEBALL!	3 mins.	
BOW OUT			
ANNOUNCEMENTS:	Tournament is coming up in 3 weeks. Don't forget no classes over easter break.		

PROMOTIONAL TESTING

Never discourage anyone who continually makes progress, no matter how slow.

Plato

Why do we make our students go through testing? We've watched them learn and practice their forms, and combinations, and sparring, and they've broken their boards countless times. So, why do we make them go through it? And if we know they know the material, why is there a chance the students can fail?

Motivation. It's that simple. The moment testing starts, the students are taking a risk. They have to perform and if they don't perform well enough, then they don't pass. This risk makes the student come to more classes and work harder while they're there. This risk and the feeling of accomplishment when the students succeed gives meaning to their training.

The feeling of earning a new belt, learning a new form, taking one more step towards their goal of black belt, or 3rd degree, or 9th degree is what keeps students coming back to class. And earning that rank through testing is what gives those ranks meaning. Without that struggle, without that challenge, a belt is nothing more than fabric and thread.

Formal rank testings are held every two months or six times per year and are a fundamental part of the Taekwondo America program. In order to advance in rank, all Taekwondo America students must test, must perform at a specific level of proficiency, and must meet all advancement criteria. Instructors do not award rank. That is left to the school owners and, for 3rd degree and above, the National Board of Examiners. As an instructor, your primary job is to give your school owner all the information he/she needs to make a pass or fail decision about a given student. Please remember that instructors are required to be at all promotional testing, your attendance is essential to ensure that the testing runs smoothly and efficiently.

DUTIES AND RESPONSIBILITIES AT TESTING

- Arrive early for the judges' meeting. This meeting is important for establishing the expectations of testing and assigning responsibilities for testing before any students arrive.
- Help set up the judges' tables and chairs.
- Before any students arrive, be sure to be dressed in your full, clean white uniform with all appropriate stripes and patches.

- Keep watch over students who are early for testing. Provide guidance and structure to keep students quiet, safe, and well behaved.
- Check students' uniforms. Are they clean? Does the uniform have all the patches? Is their belt tied correctly? Is their jacket tied correctly?
- Interact with parents.
- Set a good example for students. Your appearance, your enthusiasm, your answering, your focus, and your hustle is constantly being watched by parents and students.
- You can be a great help if, when you see a student is struggling, you take him/her aside and watch their forms, combinations, or one-steps.
- Your job may also include things like: picking up debris off the testing floor, directing parents and spectators, and; setting up numbers to be judged.

ADVANCEMENT CONSIDERATION

Remember, as a judge your job and your input are critical to running a safe, positive testing. It is essential that the testing judge be alert, focused, and motivational. When judging a student during the promotional testing, there are many different criteria to consider.

OBJECTIVE VS. SUBJECTIVE EVALUATIONS OF PERFORMANCE

An objective review of a student's performance is simple: did the student perform the required skill correctly. Did they use the correct hand? Did they move the correct foot? Did they perform the technique in the correct stance? This element is easily defined in black or white terms. It is either correct or it is not.

Subjective evaluations of performance are much more difficult to judge. They are opinions. When judging subjective elements, you are looking for the quality of the technique and not just whether or not it was physically correct. Subjective elements include focus, power, poise, balance, and effort. It is usually the subjective elements that cause the most problems when judging. After all, when judging the subjective elements of a required skill you are dealing with shades of grey with no clear cut answer. Your subjective evaluation should take into account the student's rank, age, and personal ability.

RANK

Beginner: White, Yellow, and Orange Belts

Testing for White, Yellow, and Orange Belts happens primarily during classes. Attitude and effort during class contribute greatly to a beginner's testing. As a judge, your responsibility is to make sure the student knows the majority of the belt-specific curriculum. White, Yellow, and Orange

Belt students typically would not receive a no-change due to mistakes in his/her forms or one-steps; however, the student must demonstrate his/her form, one-steps, or combinations properly even if it requires being talked through on their third try. A no-change at this rank group would be exceptional and reserved for students with poor attitude or attendance.

Intermediate: Senior Orange through Senior Blue Belts

After a student has achieved the rank of Senior Orange Belt, the promotion is based on attitude and demonstration of the belt-specific physical skills. Senior belts are expected to perform as if they have had two additional months of training, showing more confidence and understanding of the required skills. Intermediate students are normally passed if they do their forms correctly and demonstrate at least average sparring ability.

Advanced: Brown Belts through Senior Red Belts

At the Senior Blue Belt level and above, proper technique and ability receive greater emphasis. Students with below average testing performances should receive no-changes and be given time to improve their forms, sparring, ability, or attitude. Remember that failure to break boards at Brown Belt or higher results in an automatic no-change.

Elite: First Degree Probationary Black Belts and Above

Taekwondo America recognizes a Black Belt as a “master of the basics.” Any student testing for Black Belt should be expected to perform the basics of Taekwondo properly, for instance: proper crossing and reaching; pivoting the base foot on kicks, and; proper weight distribution on stances. As an elite student, even average testing performances should result in a no-change.

AGE

When judging students it is important to take their age into consideration. This is true for much older and much younger students. Typically, children do not develop fine motor skills until at least six to eight years old. Because of this, younger students usually will not be able to perform techniques at the level of a student who is nine years old or older. The same concept applies to VIP students who are thirty-five years-old or older. As a person ages, they lose the balance, flexibility, and jumping ability that they had when they were younger.

PERSONAL ABILITY

Taekwondo is an individual sport. And, unlike most sports, athletic ability does not determine a student's success in Taekwondo. This is important to remember when judging students during

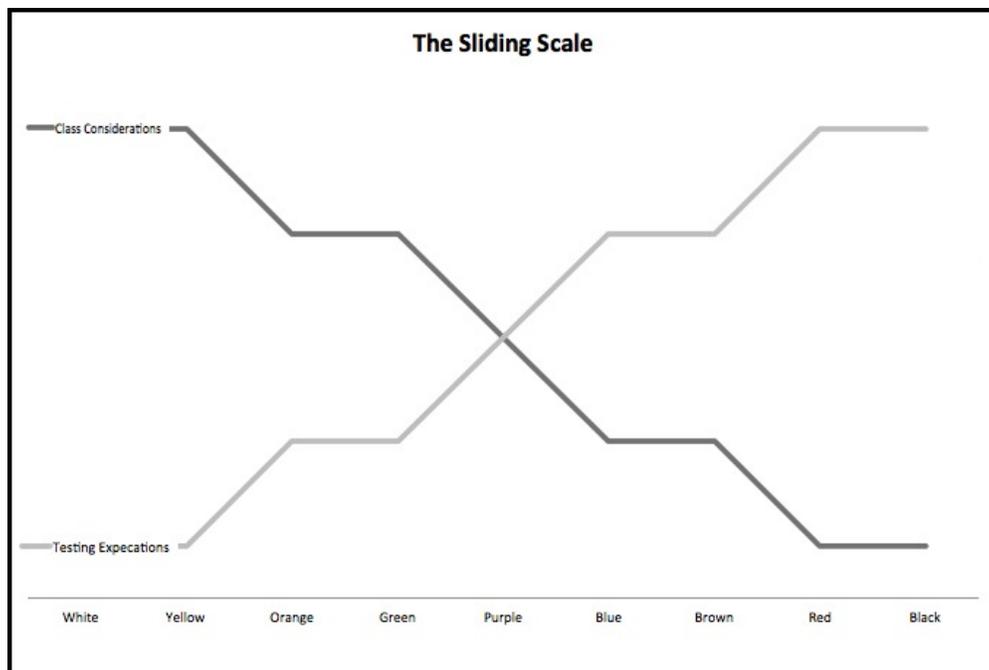
Promotional Testing. At the same time, students should be held to a standard of performing at their **personal best** as well as being able to perform the requirements of their rank.

THE SLIDING SCALE

The expectations we have for a Black Belt would be unrealistic for a White Belt. At lower ranks, class considerations like attendance, attitude, and effort should factor heavily into testing decisions. As a student progresses in rank, the expectations of their performance at testing increases. By the time a student tests Red Belt or higher, the students should be judged entirely on his/her performance on testing day.

For example, a White Belt that has earned all of their stripes and can perform Ki-Bon in class but freezes during their form at testing can still pass. A Green Belt, who knows their form but doesn't chamber his/her side kicks completely or doesn't reach properly for his/her double knifehand blocks should still pass testing. However, a Senior Red Belt who has done Choong-Moo a million times in class but crosses a Low Block incorrectly should not pass. Additionally, if a Senior Red Belt performs their pattern correctly but it lack effort and power, that Senior Red Belt should not pass.

The following chart illustrates how the importance of class considerations decreases and the importance of testing performance increases as the student progresses through the ranks.



JUDGING FORMS

When judging forms it is important to watch students individually and take notes. The first question to ask is “was it right?”. Then factor in age, rank and the expectations listed above. Remember, only ask a student to repeat their form if you believe their performance warrants a no-change. When in doubt, it is better to ask a student to repeat their form and take notes to discuss at the judges’ meeting.

No-change mistakes for forms are:

- Leaving out a technique.
- Adding a technique.
- Incorrect sequence of techniques.
- Turning the wrong direction.

Mistakes that do not necessarily result in a no-change are:

- Timing.
- Balance.
- Attitude.
- Power.
- Stances.
- Pace.

It is important to look at the totality of the form. Remember that different ages and ranks are going to have different ability levels. As rank increases, so does the expectations of technical skill. Mistakes that do not result in a no-change should be noted on the testing sheet and discussed with the school owner.

White through Senior Red Belt students should be given 3 chances to completely their form correctly. Black Belts only receive 2 chances to do the form correctly. Students should be judged on their final attempt.

JUDGING ONE-STEPS AND SPARRING COMBINATIONS

White, Yellow, and Orange Belts will perform their one-steps and sparring combinations with a partner as part of their testing. Just like forms, these one-steps and combinations should be demonstrated with the proper techniques, in the proper order, and using the proper side of the body. Students should receive 3 chances to perform each one-step or combination. Students

should be instructed to cycle through the one-steps or combinations one time and to repeat a particular one-step if a mistake was made.

JUDGING FREE SPARRING

When judging free sparring, watch students individually and take notes. Testing requirements vary depending on the rank and ability of the student. As a judge, you should be judging the students on the following criteria:

- **Offense:** Is the student doing the techniques associated with his/her rank? I.e. Green Belts doing hook kicks and Black Belts doing 360° jump spin kicks.
- **Defense:** Is the student displaying adequate defense? Obviously higher ranks should have better defense, but they are also sparring better partners. Are they able to move constantly, block, and counter attack, and keep their hands up.
- **Pace and conditioning:** How fast is he/she sparring? Is he/she able to keep up with his/her partners? Is the student displaying signs of fatigue at the end of his/her sparring?
- **Courtesy and Control:** Did he/she injure his/her partner? Is he/she hitting too hard or to illegal target areas?

No-change mistakes for free sparring are:

- Multiple warnings for excessive contact.
- Repeated contact to illegal target areas.
- Lack of combinations and rank-specific techniques.
- Lack of defensive skills.
- Loss of emotional control, such as losing their temper or being unable to maintain composure.

A note about safety: Remember, as a judge, safety is the number one priority. When leading a group, make sure your group has enough room to spar and is not bumping into other groups. Make sure no one is hitting too hard, using illegal techniques, or hitting illegal target areas. Be loud and commanding. You are in charge. All students, regardless of rank, should be answering and following your directions.

JUDGING BOARD BREAKING

Beginning at Brown Belt, board breaking is a testing requirement to advance to the next rank. Taekwondo America uses board breaking to test power, speed, techniques, and accuracy. As the student advances in rank, the difficulty level of the required breaks also increases.

A Level 3 or 4 Instructor should be in charge of running a breaking station. This judge is in charge of all activities with his/her station; ultimately, the student testing and the those holding the boards report to this judge.

While it is very cut and dry whether a student is able to break his/her boards or not within three attempts, running an effective board station is much more complicated. The judge running the station is responsible for knowing not only what techniques are required of each rank, but what size board or board color is required of different ages, genders, and ranks. Making sure that the students breaks the correct board with the correct techniques is the responsibility of the judge running that board station.

When a student is delivered to a board station, the judge must:

- Verify name, rank, age, and board size or color with the student.
- Instruct the student to set up their breaks and position the holders.
- Confirm with the student which breaks are going to be attempted and with which leg. This gives the judge the opportunity to verify that the correct techniques are being used.
- Once the boards are set up and ready to be broken, the judge will bow in the student, after which any movement toward the board will be counted as an attempt. The proper way to announce an attempt is "Student's name, first attempt, bow (or "kyung ye")".
- If the student fails to break their boards on his/her first attempt, the instructor will allow the student to reposition the board before the student bows in and attempt again.
- Each student, regardless of rank, receives 3 chances to break each station.
- Whether or not the student successfully breaks his or her boards after the third attempt, he/she should bow out and shake the hands of the judge and board holders.
- The judge will report the results to the school owner or instructor in charge of recording results.

END OF TESTING MEETING

After promotional testing, all instructors and school owners meet to discuss and finalize testing results as well as discuss observations and insights during testing. The end of testing meeting is required and the judges' observations can be very helpful to school owners.

The typical end of testing meeting involves:

- Brief discussion about belt testing trends, i.e., the Orange Belts looked great today or the Blue Belts did not do a good job answering.
- All no changes must be reviewed with the entire judges' panel.
- Short discussion of how to improve instruction based on testing results and observations.
- Positive feedback is also welcomed by the school owners so that they can share it with their individual students.

Whether a student should pass or fail is not black and white. Your job, as a judge, is to give the school owners your feedback about a student's performance at testing. Remember, that the school owner will make the final decision.

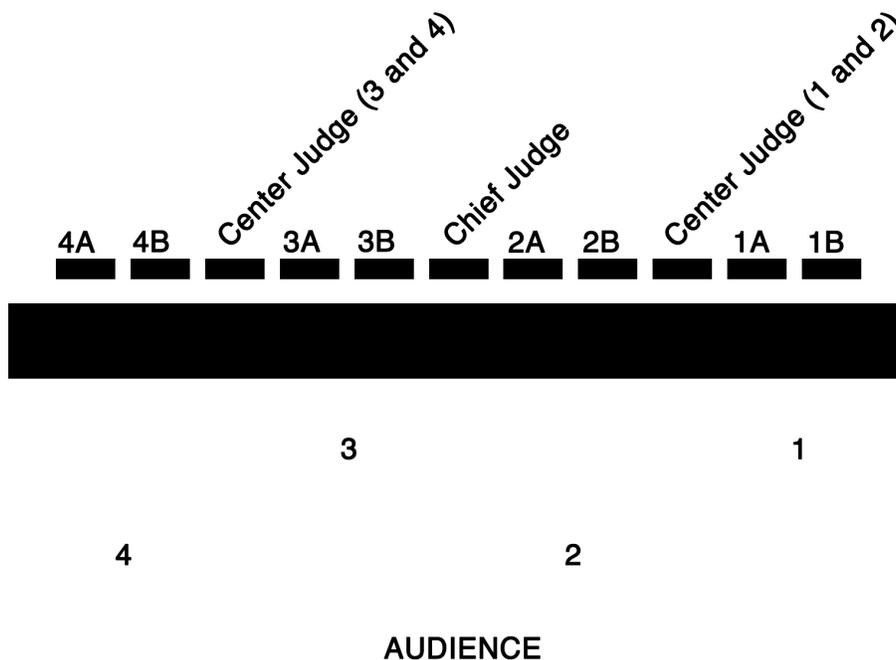
NATIONAL TESTING

Judged by the National Board of Examiners, all students testing to earn their 3rd Degree Black Belt or higher must test at the National Testing. For Taekwondo America the National Testing is our biggest event. National Testing is where the student is held to national standards, no longer the individual school owner. Black belts train for years to prepare for the National Testing. So, as judges, we need to make sure it is the fairest, most consistent testing possible. The goal is to have the same judges watching a student's form, sparring, and board breaking so that we can judge the totality of the testing. Remember, as judges we are looking for reasons to pass students but it is the student's job to show us those reasons. But, just like regular testing, there is a sliding scale. Testing for 3rd degree shouldn't be judged the same as testing for 4th, 5th, or 6th Degree Black Belt.

JUDGING ASSIGNMENTS AND RESPONSIBILITIES

All Level 4 Instructors who are at least a 4th Degree Black Belt are qualified to judge on Taekwondo America's National Board of Examiners. Judging assignments are determined by the National Testing Committee.

If you are looking at the table, the judges' seating arrangement would look like this:



NUMBER JUDGES

number judges are responsible for watching the entire testing (forms, 4 rounds of sparring, and board breaking) of the students on their respective numbers. Two judges will be assigned to watch each number.

For forms

- Two judges watch each tester, and, with the help of the center judge, will decide whether the form was good enough to pass or needs to be repeated.
- All five judges on that side of the table (4 number judges and 1 center judge) watch the second attempt.

For sparring

- One number judge must supervise or center every round of sparring for their testers. Only one number judge is needed to center sparring rounds. This leaves the other number judge to watch from the table.
- The number judges watch each round individually and, because they are much closer to the action, can judge the sparring based on conditioning, control, and attitude. The center judge is responsible for watching the overall quality of sparring across all four rounds.

CENTER JUDGES

Center judges supervise the number judges and communicate with the Chief Judge if there are any issues with the testers.

For forms

- The center judge watches both testers on their side of the table. Then lets the Chief Judge know if a testers needs to repeat their form.
- The center judge supervises all 4 number judges while watching the second attempt. They then become a 5th judge for the 2nd attempt at the form to avoid ties during the results meeting.

For sparring

- The center judge takes overall notes about the quality of the student's sparring.
- The center judge also makes sure that the correct judges are centering the sparring rounds.

For board breaking

- The center judges watch their testers and make decisions about questionable techniques, i.e. were they off the ground on a jump kick or did they stop their motion during a spin kick.

At the end of testing the center judges are responsible for filling out the entire Feedback Forms and recording results and notes for each criteria of testing: Forms, Sparring, Board Breaking, and Indomitable Spirit. center judges communicate no-change information to school owners.

CHIEF JUDGE

Usually reserved for Taekwondo America's highest ranks, the Chief Judge is in charge of the entire testing from start to finish. Tasked with ensuring a fair and consistent testing standard, the Chief Judge calls students for forms, pairs students for sparring and records results for board breaking. Additionally, the Chief Judge oversees the judges' meeting at the end of testing and ensures Taekwondo America's standards are being upheld. They also report all National Testing results to the National Office and may communicate no-change information to school owners.

TESTING PROCEDURE

FORMS

Four testers will demonstrate their forms at a time with two number judges watching their first attempt. Just like all Black Belt testings, students only have 2 chances to demonstrate their form correctly.

The center judge will communicate with the Chief Judge if a student needs to repeat their form. If a second attempt is needed only one tester from each side (1 and 2, 3 and 4) may go at a time so that all five judges on that side of the table can watch the 2nd attempt. For instance, if the students who are on numbers 1 and 2 both need to repeat their form then they will each perform one after the other.

SPARRING

Testers are paired up by the Chief Judge based on rank, age, and gender. Depending on availability, testers typically spar two round with other testers and 2 rounds with other black belts who are not testing. These round are designed to be challenging enough to test both the student's physical and mental toughness.

The same judges who watched forms are responsible for supervising or centering the sparring matches. Black belts who are not judging should not be centering sparring rounds.

Remember, safety is the number one priority. When centering a group, make sure your group has enough room to spar and is not bumping into other groups. Make sure no one is hitting too hard, using illegal techniques, or hitting illegal target areas. Be loud and commanding. You are in charge. All students, regardless of rank, should be answering and following your directions.

BOARD BREAKING

For 2nd Degree Senior Black Belts and above, adult men must break one 3-board kicking station. Adult females or 13 year old male or females must break one 2-board kicking station.

The judges running the board breaking stations should know which techniques are required for the student's rank. Remember, the Chief and center judges will make the final decision if the technique is questionable. The station runner is also responsible for reporting results to the Chief Judge.

RESULTS MEETING

After all the students have done their form, sparring rounds, and attempted their boards the judges meet to discuss the results. The Chief Judge leads this meeting going over all notes and feedback for each student. They are responsible for making sure Taekwondo America's standards are being fairly applied across the whole testing.

The number judges and their centers are responsible for making a pass or fail decision for all students on their numbers. The Center is responsible for filling out a feedback form for every person who tests on their numbers regardless of the results. The entire feedback form should be filled out for each section, pass or fail. This gives the tester the best possible feedback for improvement.

The Center is responsible for delivering results (positive or negative) to the tester's school owner. That way they can easily explain the results since they watched the tester every step of the way.

The Chief Judges are responsible for filling out the table feedback form and the official results.

NATIONAL TESTING FEEDBACK FORM

NAME:		CURRENT RANK:
FORMS PASS FAIL	Elements you did well:	
	Elements you need to improve:	
SPARRING PASS FAIL	Elements you did well:	
	Elements you need to improve:	
BOARD BREAKING PASS FAIL	If "FAIL", techniques missed:	
INDOMITABLE SPIRIT PASS FAIL	If "FAIL", elements you need to improve:	
CENTER JUDGE:		DATE:

The following is not meant to be the "be all; end all" list of criteria used to judge national testing. It is a basic list of elements that we, as judges, look for during the different parts of testing. **FORMS:** Correctness, Preparations (chambering, reaching, and crossing), Stances (foot placement and weight distribution), Power, Precision (timing), Focus, and Overall Performance. **SPARRING:** Defense (blocking, movement, and counter-attacking), Offense (efficiency, effectiveness, and variety), Control, Courtesy, Pace, Conditioning, and Overall Performance. **BOARD BREAKING:** Did you break your boards? This one is pretty easy. **INDOMITABLE SPIRIT:** Effort, Answering, Hustling, Attitude, Body Language, and Overall Performance.

MINIMUM JUDGING REQUIREMENTS

In order to test a student for higher rank or for an instructor level, the judges must be the following ranks:

Student Testing for Ranks: Judge's Minimum Instructor Level and Rank	
Colored belts	1 - Level 3 or Level 4 Instructor
1st Degree Black Belts	2 - Level 4 Instructors or 1 - 3rd Degree Level 4 Instructor
2nd Degree Black Belts	2 - 3rd Degree Level 4 Instructors or 1 - 4th Degree Level 4 Instructor
3rd through 6th Degree Black Belts	Must test before the National Board of Examiners at a National Testing.
Level 1 Test	1 - Level 4 Instructor
Level 3 Test	1 - Level 4 Instructor, it is recommended to have 2 Level 4 Instructors judge the Level 3 Test

COLORED BELT TESTING REQUIREMENTS

RANK	PATTERN	MIN. TIME	MIN. CLASS	BREAKING TECHNIQUES KICK	STRIKE	SPARRING
White	Ki Bon 14 moves			none	none	One-Steps
Yellow	Dan Gun 21 moves	2 months	11	none	none	One-Steps
Orange & Sr. Orange	Do San 24 moves	2 months at each rank	12	none	none	Sparring Combos
Green & Sr. Green	Won Hyo 27 moves	2 months at each rank	13	none	none	Free
Purple & Sr. Purple	Yul Guk 36 moves	2 months at each rank	14	none	none	Free
Blue & Sr. Blue	Joong Gun 32 moves	2 months at each rank	14	none	none	Free
Brown & Sr. Brown	Hwa Rang 31 moves	2 months at each rank	15	Side or Front Kick	1 Approved	Free
Red & Sr. Red	Choong Moo 31 moves	2 months at each rank	16	Side or Round Kick	1 Approved	Free

BLACK BELT TESTING REQUIREMENTS

RANK (MIN. AGE)	PATTERN	MIN. TIME	MIN. CLASS	BREAKING TECHNIQUES KICK	STRIKE	SPARRING
Probationary	Gwang Gae 42 moves	2 months	16	1: Front, Side, or Round 2: Front, Side, or Round (1 kick with each leg)	none	Free
Recommended	Gwang Gae 42 moves	2 months	16	1: Front, Side, or Round 2: Front, Side, or Round (different kick with each leg)	none	Free
1st Decided	Po Eun 36 moves	4 Months	32	1: Side Kick or Round Kick 2: Spin Kick	1 Approved	Free
1st Senior	Ge Baek 44 moves	6 Months	48	1: Side Kick or Round Kick 2: Jump Kick	1 Approved	Free
2nd Degree	Choong Jang 54 moves	8 Months	64	1: Spin Kick 2: Jump Kick	none	Free
2nd Decided	Yoo Sin 69 moves	8 Months	64	1: Spin Kick 2: Jump Kick	1 Approved	Free
2nd Senior	Ui Ji 42 moves	10 Months	80	1: Jump Spin Kick 2: Spin Kick	1 Approved	Free
3rd Degree (13)	Yon Gae 51 moves	1 Year	96	1: Jump Spin Kick 2: Jump Kick	1 Approved	Free
3rd Decided (15)	Juche	1 Year	96	1: Jump Spin Kick 2: Jump or Spin Kick 3: Basic Kick	1 Approved	Free
3rd Senior (18)	Ko Dang 55 moves	1 Year	96	1: Jump Spin Kick 2: Jump or Spin Kick 3: Basic Kick	2 Approved	Free
4th Decided (21)	Choi Yong 50 moves	2 Years	192	1: 360° Jump Spin Kick 2: Jump Spin Kick 3: Spin Kick 4: Basic Kick	1 Approved	Free
4th Senior (23)	Tong Il 67 moves	2 Years	192	1: 360° Jump Spin Kick 2: Jump Spin Kick 3: Spin Kick 4: Basic Kick	2 Approved	Free
5th Degree (25)	Moon Moo 69 moves	5 Years	480	1: 360° Jump Spin Kick 2: Jump Spin Kick 3: Spin Kick 4: Jump Kick 5: Basic Kick	2 Approved	Free

If two or more kicks are required, at least one kicking station must be done with each leg. If two hand techniques are required, they must be performed with different hands. For 2nd Degree Senior Black Belts and above, adult men must break one 3-board kicking station. Adult females or 13 year old male or females must break one 2-board kicking station.

30-Day Exception

Students that will meet the age requirement by the end of the next calendar month following a National Testing will be allowed to test. Students who will meet the minimum time in rank by the end of the next calendar month following a National Testing will be allowed to test as well.

BOARD COLOR AND SIZE REQUIREMENTS

MALES AGE	RE-BREAKABLE BOARDS		WOOD BOARDS	
	BROWN BELTS	RED & BLACK BELTS	BROWN BELTS	RED & BLACK BELTS
5 and 6	White	Yellow	3"	4.5"
7 and 8	Yellow	Orange	4.5"	6"
9 and 10	Orange	Orange/Green	6"	7.5"
11 and 12	Orange/Green	Green		
11, 12 and 13			7.5"	9"
13 and 14	Green	Blue		
14			9"	11"
15	Blue	Brown	11"	Two 11"
16 and above	Brown	Black	11"	Two 11"

FEMALES AGE	RE-BREAKABLE BOARDS		WOOD BOARDS	
	BROWN BELTS	RED & BLACK BELTS	BROWN BELTS	RED & BLACK BELTS
5 and 6	White	Yellow	3"	4.5"
7 and 8	Yellow	Orange	4.5"	6"
9 and 10	Orange	Orange/Green	6"	7.5"
11 and 12	Orange/Green	Green		
11, 12 and 13			7.5"	9"
13 and 14	Green	Blue		
14			9"	11"
15 and above	Blue	Blue/Brown	9"	11"

Breaking Challenged

After 3 consecutive no-changes because of board breaking, students may reduce their required board size with the permission of their school owner. This reduction is not mandatory and is made at the discretion of the school owner.

TOURNAMENTS

No one escapes life's problems, failures, and losses. If we are to make progress, we must do so through life's difficulties.

John C. Maxwell

Tournaments are a lot of work. We've got to schedule a date, book the location, order medals, sort divisions, assign judges, and find sponsors. And all of that is BEFORE the tournament starts. On the day of the tournament we've got to set up rings, check all the clickers and score cards, attend a judges meeting, compete, find a snack, and then judge all of the other competitors.

So, why do we do it? Just like testing, the answer is simple: motivation.

Tournaments are so good for our students. Tournaments drive us to get to class more often so we can learn our forms faster. Tournaments encourage us to work harder and perform at a higher rate. We want that gold medal! They help us learn to win and lose with grace. And they teach us how to cope when things don't go our way.

Taekwondo America offers 2 Regional Tournaments and 2 National Tournaments each year. As an instructor, your job is to ensure that tournaments are safe and positive learning experiences for the students. Instructors are responsible for learning how to be good judges by knowing the competition rules (explained below) and practicing.

DUTIES AND RESPONSIBILITIES AT TOURNAMENTS

- Before the tournament, you should know the rules of competition and practice judging at your school.
- Arrive early for the judges' meeting. This meeting is held to assign judges to rings and to do a quick review of competition rules and procedures.
- Help set up the judges tables, chairs, and rings.
- Before any students arrive, be sure to be dressed in your full, clean white uniform (or professional uniform attire, if you qualify) with all appropriate striping and patches.
- Report directly to ring assignments following your competition.
- Set a good example for students. Your appearance, your enthusiasm, your answering, your focus, and your hustle are constantly being watched by parents and students.

- Your job may also include things like: picking up debris, directing parents and spectators, and setting up divisions to be judged.

FORMS COMPETITION

Forms competition is based on a comparison of competitors within each particular division. Only the immediate performance of the form is judged; prior knowledge of the competitor, his/her school, his/her family, or his/her reputation should not have any effect on forms scoring. All judges must focus attention on the ring and must watch closely as each competitor performs his/her form.

PROCEDURE

- Each competitor is called individually to do their form.
- The first three competitors, ideally from 3 different schools, perform their form before they are scored. This allows the judges to set a baseline for the rings. After the first 3, each competitor is scored individually.
- The center judge should encourage cheering and clapping from the other competitors and spectators after each competitor completes his/her form.
- Each student receives 2 opportunities to perform his/her form. Students who take a second attempt to complete their form will receive a 1-point deduction off the overall score. Remember, the second attempt should be judged without regard to the first attempt, the score keeper will make the adjustment. Judges may ask a competitor to repeat their form if the competitor:
 - Leaves out a technique.
 - Adds a technique.
 - Changes the sequence of techniques, and/or.
 - Turns the wrong direction.
- If a student needs to take a second attempt to complete their form, the center judge should explain the 1-point deduction to the competitor and to the spectators.
- Forms are scored between 5 and 10 using .25 points increments.
- In the event of a tie, each student receives 1 opportunity to perform their form in a run-off.
- For two-way ties, both competitors will do their form individually before they are scored. For ties for 1st or 2nd place, judges should use 9's and 8's. For ties for 3rd or 4th place, judges should use 8's and 7's.

- For ties of three or more competitors, judges should follow the process for beginning the division: first three competitors perform before being scored, then each additional will be scored individually. There are no set scores for large tie-breakers.
- If needed, continue to use these tie-breaker procedures until each place is determined.
- For all ties, the center judge should explain the tie-breaker procedures to the involved competitors and spectators.

JUDGING

Judges evaluate the form based on correct movements, timing, precision, balance, stances, power and focus. As a judge it is your job to rank the competitors based on their forms. Most scores should be between 7 and 9. Scores outside that range make a strong statement about a competitor's performance. Remember that your scores are your opinions and you should be able to explain your opinion. The key to successful judging is consistency. Do not adjust your scoring in the middle of the competition.

SCORING

Here are some guidelines for scoring:

- 5 to 5.75 for competitors with extremely poor conduct and attitude.
- 6 to 6.75 for forms with numerous mistakes. Competitors in this range typically would need to repeat their forms.
- 7 to 7.75 for forms with few mistakes or numerous technical mistakes, e.g., preparation, chambering, weight distribution in stances.
- 8 to 8.75 for forms with no mistakes and few technical mistakes.
- 9 to 9.75 are for flawless performances, next to perfect.
- 10 are for perfect performances and are generally reserved for Lil' Dragon competitions.

ONE-STEP AND SPARRING COMBINATION COMPETITION

One-step and sparring combination competition is judged similarly to patterns based on correct movements, timing, precision, balance, stances, power and focus. White and Yellow Belts compete in one-step sparring competition and Orange Belts compete in sparring combinations competition.

BRACKETS

Taekwondo America uses a modified double-bracket for all one-step and sparring combination competition. In the double bracket system everyone is guaranteed at least two rounds of sparring. Competitors will be lined up tallest to shortest and arranged, if possible, to keep competitors from the same school from sparring in the first round. Winners move forward in the “Gold Medal” bracket. Following their first loss competitors are moved to the “Silver Medal” bracket and still have a chance to compete for a medal. A second loss results in elimination from competition, but not necessarily medal contention.

A disqualification is a loss and will either move the competitor to the Silver Bracket or eliminate them from competition. A disqualification for unsportsmanlike conduct may result in removal from the tournament.

Because there are two different brackets being completed simultaneously, the matches will jump around a bit and it will be very difficult to follow the brackets without looking at the bracket sheet. Remember to complete matches in alphabetical order (A, B, C, etc.).

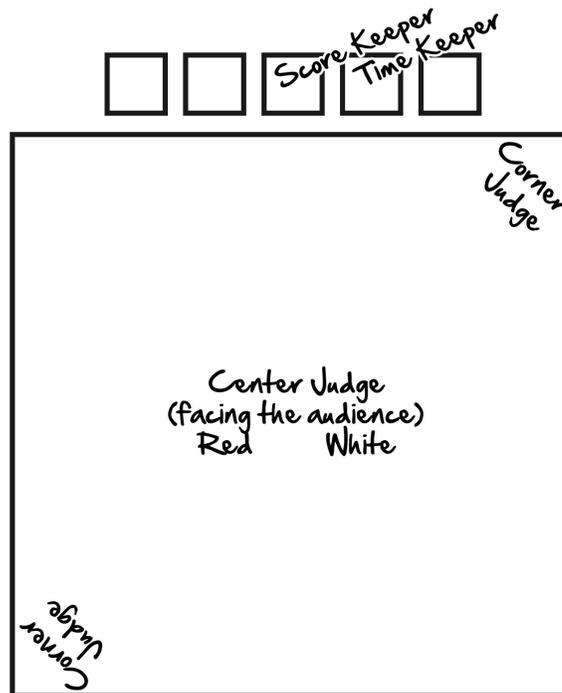
Here are guidelines and tips for creating the brackets, remember to establish the bracket visually.

- **MAKE SURE THE NUMBER OF COMPETITORS MATCHES THE BRACKET!**
- Line up all the competitors by height.
- Check schools and pairings:
 - Remember the priority is that competitors from the same school do not compete against each other in the first round.
 - If you need to rotate students, do it within similar heights.
 - If you have both boys and girls in the ring, first matches should be boy against boy and girl against girl if possible. If not, use rank, size, and height.
 - Siblings should be on opposite ends on the bracket.
- Double check the visual bracket. Do not be afraid to ask for help from the ring supervisor or tournament directors.
- Fill in the bracket sheet corresponding to the number of competitors from the TOP (#1) to the BOTTOM of the bracket sheet.
 - Starting with the first competitor in line, ask competitors for their full name and fill in the bracket sheet. Continue until all the competitor spots are filled.
 - Confirm that the bracket matches what you visually established.

PROCEDURE

- Prior to the start of the round, the center judge and Corner Judges should align themselves as illustrated in Diagram 1. The Corner Judges should be on opposite sides of the rings and the center judge should be facing the audience.
- Starting with match “A” each pair of competitors will be called to perform one at a time. Matches progress alphabetically.
- The competitor on the right of the center judge should be designated “Red” by wearing red armbands or a red tag on their back of the belt. The competitor on the left should be designated “White”.
- The center judge will instruct one of the competitors to begin with their first one-step or combination. The competitors will alternately perform each of their one-steps or combinations once.
- The student whose one-step or combinations is judged to be superior is given one point. You have to award one point per combination. Because juniors perform 1-3 and adults perform 1-5, THERE CAN BE NO TIES.
- After each competitor has performed all of their combinations, the judges raise the armband that corresponds to the winning competitor.
- The center judge is responsible for making sure the winner reports to the scorekeeper and provides his/her full name.
- In alphabetical order, the matches are completed until all four medals are awarded.

DIAGRAM 1: Judging positions for one-step and sparring combinations



JUDGING

Judging one-steps and sparring combinations is similar to judging forms. Watch each competitor for proper execution of the one-step or combination, accuracy of the technique, timing, and focus. As a judge, you must award one point per one-step or combinations, there are no ties in this competition. Juniors, up to age 13, perform one-step and combinations 1 through 3. Adults, age 14 and up, perform all 5 one-steps and combinations.

CONTINUOUS SPARRING COMPETITION

Tournament sparring is designed to see which student is the better free sparrer. Three judges watch the match and award points and assign warnings based on the techniques thrown and where the techniques make contact.

BRACKETS

Taekwondo America uses a modified double-bracket for all one-step and sparring combination competition. In the double bracket system everyone is guaranteed at least two rounds of

sparring. Competitors will be lined up tallest to shortest and arranged, if possible, to keep competitors from the same school from sparring in the first round. Winners move forward in the “Gold Medal” bracket. Following their first loss competitors are moved to the “Silver Medal” bracket and still have a chance to compete for a medal. A second loss results in elimination from competition, but not necessarily medal contention.

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Here are guidelines and tips for creating the brackets, remember to establish the bracket visually.

- **MAKE SURE THE NUMBER OF COMPETITORS MATCHES THE BRACKET!**
- Line up all the competitors by height.
- Check schools and pairings:
 - Remember the priority is that competitors from the same school do not compete against each other in their first match.
 - If you need to rotate students, do it within similar heights.
 - If you have both boys and girls in the ring, first matches should be boy against boy and girl against girl if possible. If not, use rank, size, and height.
 - Siblings should be on opposite ends on the bracket.
- Double check the visual bracket. Do not be afraid to ask for help from the ring supervisor or tournament directors.
- Fill in the bracket sheet corresponding to the number of competitors from the tallest at the TOP (#1) to the shortest at the BOTTOM of the bracket sheet.
 - Starting with the first competitor in line, ask competitors for their full name and fill in the bracket sheet. Continue until all the competitor spots are filled.
 - Confirm that the bracket matches what you visually established.

PROCEDURE

- Prior to the start of the round, the center judge and Corner Judges should align themselves as illustrated in Diagram 2. The Corner Judges should be on opposite sides of the rings and the center judge should be facing the audience.

- Starting with match “A” each pair of competitors will be called to perform one at a time. Matches progress alphabetically.
- The competitor on the right of the center judge should be designated “Red” by wearing red armbands or a red tag on the back of their belt. The competitor on the left should be designated “White.”
- Each judge is given two tally counters, or “clickers," one for each competitor.
- Prior to the start of the round, the center judge checks all clickers to ensure they are set to zero.
- Each round lasts one minute. “Break” is called and the clock is stopped if the competitors leaves the ring or if a warning is to be given.
- Judges award points by using the appropriate clicker. Points are awarded for:
 - Punch or Kick to the body (1 point)
 - Kick to the head (2 points)
 - Jump or Spin Kick to the body (2 points)
 - Jump Spin Kick to the body (3 points)
 - Jump or Spin Kick to the head (3 points)
 - Jump Spin Kick to the head (4 points)
- Points are only awarded for clean technique to a target area.
 - Incomplete techniques done in rapid succession (flutter kicks or rabbit punches) are counted as one technique.
 - Lower ranks (Green through Blue Belts, for instance) can score points if their techniques are two or three inches from the target area.
 - Advanced ranks (Brown through Black Belts) must make controlled contact in order to score points.
- If a judge awards a point to the wrong competitor, the judge should compensate by doubling the points for the correct competitor.
- A majority of judges must agree to assign warnings. If a participant receives a warning their opponent receives a corresponding amount of points: 1 point for the first warning, 2 points for the second warning. Three warnings result in immediate disqualification. Warnings are assigned for:
 - Striking an illegal target area, i.e. punching to the head or face, kicking to the back or below the belt (1 warning)
 - Excessive contact (1 warning)
 - Excessive contact to an illegal target area (2 warnings)

- Contact that draws blood (3 warnings)
- Unsportsmanlike or dangerous conduct (3 warnings)
- At the end of the one-minute match, the judges compare scores. At the command of the center judge, all judges either:
 - Raise the armband that corresponds with the winning competitor or,
 - If the counters are equal, the judge crosses his/her arms over his/her head to indicate a tie.
- A majority of judges must agree to award a victory. A tie occurs when:
 - Two judges have tied scores or,
 - One judge has a tied score and the other judges vote for opposing competitors.
- In the event of a tie, clickers are zeroed and the match continues with a 15 second overtime and the judges compare scores again. Warnings are carried into overtime.
- The center judge is responsible for making sure the winner reports to the scorekeeper and provides his/her full name.
- In alphabetical order, the matches are completed until all four medals are awarded.

JUDGING

During tournament sparring, your job, as a judge, is to make sure the competition is held in a safe, positive way. Keep your eyes on the match and score according to the rules listed above. During the matches, your job is to move around the ring to get the best vantage point. center judges may move any where in the ring and should be right on top of the action. Corner Judges should move around the sides of their corner, staying tight to the edges of the ring (see Diagram 3). This allows competitors as much room as possible to spar.

DIAGRAM 2: Starting positions for judges

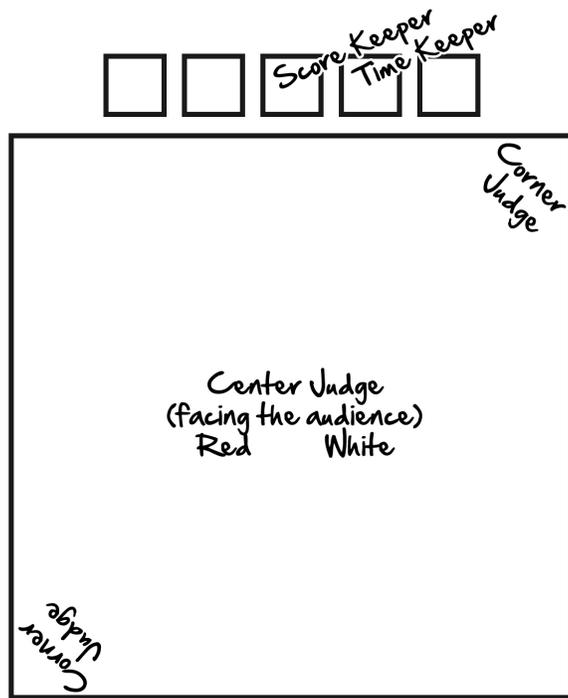
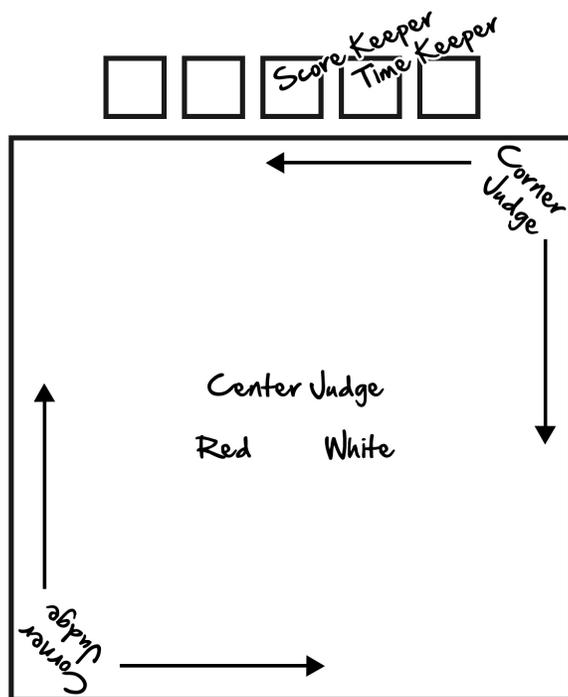


DIAGRAM 3: Movement of judges during a sparring match



AWARDING MEDALS AND SPIRIT AWARDS

In all Taekwondo America tournaments, medals and spirit awards will be awarded following the sparring competition by the judges in the ring. Spirit awards should be awarded first, then forms competition in ascending order (4th to 1st), and finally sparring competition in ascending order. Great emphasis should be placed on the fact that all who competed are champions and equal enthusiasm should be shown whether handing out a 1st place medal or a spirit award. Students and spectators should be encouraged to applaud for all other competitors.

Some tournaments may use a medal stand in which case a judge, assigned by the center judge, should escort the division to the medal stand and deliver the tournament paperwork to the Tournament Director in charge of the medal stand.

PAPERWORK

The most common mistakes at tournaments are made on the competition sheet. While the scorekeeper is officially in charge of the paperwork, all judges should check and double-check everything: forms scores, brackets, sparring results, spirit awards, and medals. When filling out paperwork, always write clearly! The paperwork should be completed by the scorekeeper but its accuracy and completeness is the responsibility of the center judge.

Forms

Write all the names in the proper position on the form of the forms sections. Enter the scores vertically and total the scores. Remember to account for the negative 1 point if a competitor has to repeat their form. Double check your math. Once all the competitors have performed their form, check your math again. Enter the names of the competitors who received medals in the forms competition in the results section of this form.

Sparring

After the competitors put on their gear, fill out the sparring brackets as instructed by the center judge. Be sure you have the correct bracket; the number of competitors must correspond to the bracket. If possible, make sure no one from the same school spars each other in the first round. Make sure all the students are listed in the brackets. Do not be afraid to ask for help if needed. After each round of sparring, make sure that the right person advances to the next round. It is the responsibility of the center judge to ensure the winner reports his/her name to the scorekeeper. Do not rely solely on the scorekeeper. Enter the names of the competitors who received medals in the sparring competition in the results section of the competition form.

Spirit Medals

All students who did not medal in either forms or sparring need to be entered in the Spirit of Competition Awards section of the form. Nothing is worse for a competitor than to earn a Spirit Award and not have their name called in recognition.

LIL' DRAGON COMPETITION

Lil' Dragon competition is designed for one reason: to get our youngest students excited and motivated. Since every competitor earns a gold medal, the competition and scoring is only used to introduce the tournament procedure and environment.

Lil' Dragons are very young and can only sit for a short time, so the division needs to be run quickly and enthusiastically. This should be the easiest division of the day, with lots of smiles, high fives, fist bumps, and positive encouragement.

FORMS

At Taekwondo America tournaments Lil' Dragons must perform one of the following forms. Yells (ki-haps) are indicated in BOLD.

Dragon Ki-Bon

Left Inner Forearm Block	Left Back Stance
Right Middle Punch	Right Front Stance
Left High Block	Left Front Stance
Right Reverse Punch	Left Front Stance

Dragon Dan-Gun

Left Low Block	Left Front Stance
Right High Punch	Right Front Stance
Left High Punch	Left Front Stance
Right High Punch	Right Front Stance

Dragon Do-San

Twin Outer-Forearm Block	Left Front Stance
Right #2 Front Kick	
Right Middle Punch	Right Front Stance
Left Middle Punch	Right Front Stance

Dragon Won-Hyo

Left Double Fist Block	Left Back Stance
Left #1 Side Kick	
Left Double Knifehand Block	Left Back Stance
Right Double Knifehand Block	Right Back Stance
Left Double Knifehand Block	Left Back Stance
Right Spearhead	Right Front Stance

Dragon Yul-Guk

Left Hooking Block	Left Front Stance
Right Rev. Hooking Block	Left Front Stance
Left Middle Punch	Left Front Stance
Right Hooking Block	Right Front Stance
Left Rev. Hooking Block	Right Front Stance
Right Middle Punch	Right Front Stance

Dragon Jong-Gun

Left Double Knifehand Block	Left Back Stance
Right Rev. Upset Elbow	Left Front Stance
Right Double Knifehand Block	Right Back Stance
Left Rev. Upset Elbow	Right Front Stance
Twin Punch High	Left Front Stance
Twin Upset Punch	Right Front Stance

Dragon Hwa-Rang

Left Low Block	Left Front Stance
Right Middle Punch	Right Front Stance
Pull Back	
Right #1 Side Kick	
Right Knifehand Strike	Right Back Stance

Dragon Chong-Moo

Left Double Knifehand Block	Left Back Stance
Right Side Kick (towards to the back of the room)	
Left Double Knifehand Block	Left Back Stance
(two steps) Right Jump Side Kick	

Recommended Graduate

(turn left) Left Low Block	Left Front Stance
Right Middle Punch	Right Front Stance
(turn right) Right Low Block	Right Front Stance
Left Middle Punch	Left Front Stance
(turn left) Left Inner Forearm Block	Left Back Stance
Right Middle Punch	Right Front Stance
Left High Block	Left Front Stance
Right Rev. Punch	Left Front Stance

PROCEDURE

- Each division should begin with a quick and fun warm-up while the scorekeeper fills out the paperwork. While the scores do not matter, completing the paperwork is good practice, especially for lower level instructors.
- Each competitor should be called, one at a time, to perform their form. Ideally, the name of the form that each Dragon will perform should be listed on their registration form. This will help the center judge know what to ask the competitor to do once they are called.
- The center judge should be prepared to walk the competitor through their form if needed.
- Following their form, each competitor should be scored. Dragon forms should be awarded scores between 9 and 10. Do not be afraid to use the same scores. Because all competitors receive the same place, there are no ties.
- The center judge should encourage cheering and clapping from the other competitors and spectators.
- This process is repeated until all the competitors have been given the chance to perform their form.
- There is no one-step competition for Lil' Dragons.
- At the end of the competition, each Lil' Dragon should be called up and recognized for their effort and enthusiasm and awarded a gold medal.

JUDGING

Judging a Lil' Dragons' ring should be the easiest task of the day. Because you are not judging on technical ability or the artistic value of a form, you are free to give extremely high scores between 9 and 10. Remember to smile and be encouraging. Clap, cheer, and give lots of high fives and fist bumps.

AWARDING MEDALS

This part is easy... all Lil' Dragons get a gold medal. Because they are tiny, and cute, and awesome.

BOARD BREAKING COMPETITION

PROCEDURE

- The station runner and helpers will set up the appropriate boards on the board holders. The competitor is responsible for adjusting the position of the boards.
- Each competitor will be given as much time to practice and prepare for each break as they need. The boards can be broken in any order and with either side of the body.
- Only one attempt may be made at each station.
- A judge should reinforce the board holder on every kick.
- If the judges determine that the competitor did not break the board because of an equipment failure, the competitor gets another chance to break the board.
- The Mulligan Rule: Once all five stations have been attempted the competitor may have one additional attempt at any one unbroken station.

AWARDING MEDALS

- Gold Medal - 5 successful breaks
- Silver Medal - 4 successful breaks
- Bronze Medal - 3 successful break
- No medal for breaking less than 3 of the 5 stations.

BOARD REQUIREMENTS FOR TOURNAMENTS

- Male or Female Ages 5/6 - White
- Male or Female Ages 7/8 - Yellow
- Male or Female Ages 9/10 - Orange
- Male or Female Ages 11/12 - Orange/Green
- Male or Female Ages 13/14 - Green
- Male Age 15 - Blue
- Female Age 15+ - Blue
- Male Age 16+ - Brown
- Female 3rd Degree Black Belt and Above, Age 16+ - Blue/Brown
- Male 3rd Degree Black Belt and Above, Age 16+ - Black

TOURNAMENT JOBS AND RESPONSIBILITIES

Judges of all Levels should work together to make the tournament, rings, and divisions run smoothly. There are many different, but equally important positions at tournaments.

TOURNAMENT DIRECTORS

Tournament Directors are usually 6th Degree Master Instructors whose primary job is to ensure the tournament runs smoothly. Tournament Directors oversee the judges' meeting, assign ring assignments, and, if necessary, handle any problems that arise with the tournaments.

Tournament Directors have years of experience judging and can be called to any ring to offer assistance, if needed.

Tournament directors are also responsible for splitting up divisions. The goal is to match competitors as closely as possible according to size and age.

At most Taekwondo America tournaments, the goal is to have between 8 and 10 competitors per ring. In practice, the number of competitors may change if size, ages, or gender of the competitors require it. The Tournament Directors faced with the task of divisions splitting should follow these steps. Remember that no ring should be sent to compete until the entire process is finalized.

- Prior to the beginning of competition it is important to know the total number of competitors, the total number of divisions, and the number of competitors at each rank. This will determine the number of divisions used per rank.
- Hand out the registration forms.
 - Double check that each competitor is registered for the correct division;
 - Do not continue until everyone is accounted for;
 - Send registration forms of competitors who are registered but not present ("No Shows") to the Tournament Director who is making announcements.
 - Make sure that every competitor has a registration form.
- Once a rank is called, the competitors should be lined up by age, starting with the youngest.
- Split the division by height. In junior competition, placing the smallest competitors in a one-year lower age group and the largest competitors in a one-year higher age division.
- Once all the competitors of a particular rank are organized into the appropriate size division the Tournament Director should check to make sure that siblings are not in the same division. Each division should be checked to ensure that one school is not overly represented; no more than 50% of the competitors in a particular division should be from the same school.

- It is important to remember that this is not an exact process. The divisions will not always be perfect. The goal is to ensure the most fair divisions possible.
- Take the competitors, competition forms, and division paperwork to the center judge assigned to that ring.

RING SUPERVISORS

Ring Supervisors are high ranked (4th degree or higher), Level 4 Instructors, typically school owners, who are assigned a ring for the entire tournament. At the beginning of the day, ring supervisors should hold a short meeting with the instructors to make sure the other judges are prepared and confident. Ring Supervisors should center all Black Belt divisions brought to their ring. They are also responsible for assigning judging groups (explained below). Ring Supervisors should not leave their ring unattended for any length of time. Ring Supervisors are responsible for educating less experienced judges and answering questions from competitors, spectators, and judges. Ultimately, Ring Supervisors are responsible for everything that happens in their assigned rings.

The ring supervisor is also responsible for deciding which group of instructors will judge each division. This group should:

- Be composed of judges from 3 different schools.
- Have a balance of age and experience levels
- Be appropriate for the divisions they will be judging: juniors should not judge teens and adult and competitors should not out-rank judges.
- Allow all instructors to participate in an appropriate way:
 - Level 1 and 2 Instructors (ages 8 to 13) are primarily going to be scorekeepers and timekeepers, especially at national tournaments. Although, a ring supervisor or center judge may allow these instructors to be a corner judge in low rank, junior divisions.
 - Level 1 and 2 Instructors (ages 14 and older) are qualified to be corner judges and may be scorekeepers and timekeepers, especially at National Tournaments. Ring supervisors or center judges may allow these instructors to be a center judge in an appropriate division, e.g., colored belt teens.
 - Level 3 Instructors are qualified to be corner judges. These instructors may be called upon to be center judges, while under the supervision of a ring supervisor, especially at regional tournaments. Intermediate rank juniors would be a great division for Level 3 Instructors to be a center judge.
 - Level 4 Instructors are qualified to be center judges and ring supervisors, depending on their rank. Level 4 Instructors should be well-versed in how to run a tournament

division and should be ready to handle any situations that arise. Level 4 Instructors may be asked to be a corner judge in high-rank competition, e.g., Black Belt juniors.

CENTER JUDGES

Center judges are Level 3 or 4 Instructors who have many years of experience judging all ages and ranks. Center judges are the face of the tournament for the competitors and are responsible for ensuring that each division is run smoothly, fairly, and safely. The center judge oversees the judging group which should be composed of judges from different schools and have a balance of age and experience. The center judge also supervises Corner judges, scorekeepers, and timekeepers.

During the competition, the center judge should be fun, energetic, and confident. They should be loud and clear to the audience. Most issues arise from parents and spectators not clearly understanding the tournament process. The center judge should work to keep the ring running smoothly without rushing. The center judge is responsible for the accuracy of scoresheets, brackets, results and spirit awards. If a mistake is made the center judge should rectify it immediately. If needed, center judges should contact the ring supervisor or the tournament directors.

Center judges are responsible for developing and teaching lower level instructors as judges. When not judging, center judges should be educating lower level instructors by discussing issues and situations that arise during the competition.

CORNER JUDGES

Corner judges are Level 2 and 3 Instructors who have judged at several tournaments, but may not be ready or old enough to be a center judge under the supervision of ring supervisors and center judges. Corner judges are responsible for helping the center judge run an efficient division.

Corner judges should be engaged and focused on the competition. They should pay close attention to the center judge to make sure all tournament procedures are being followed and should double check all paper work, brackets, and results. Corner judges should also make sure that the scorekeepers and timekeepers are performing their job correctly.

TIMEKEEPERS AND SCOREKEEPERS

Timekeepers and scorekeepers are Level 1 and 2 Instructors who are just learning how to be Tournament Judges. Timekeepers and scorekeepers should be engaged and learning from the Center and Corner judges. Their role will soon change.

During the forms competition, timekeepers and scorekeepers should work together to make sure scores are accurate and recorded in the correct column. During the sparring competitions, timekeepers and scorekeepers should be paying full attention to the center judge; tracking warnings when they are given and recording the winners following each match. timekeepers should stop the clock when there is any break in the match and clearly yell "TIME" once the round is over.

BRACKETS

The official double brackets and tournament paperwork can be found at the end of this manual.

APPENDIX 1: FORMS, ONE-STEP, AND SPARRING COMBINATION BREAKDOWN

WHITE BELT FORM - KI-BON

14 movements

Beginning

Ready Stance A

SEGMENT ONE

- | | | |
|----|--------------------|--------------------|
| 1. | Left Low Block | Left Front Stance |
| 2. | Right Punch Middle | Right Front Stance |

SEGMENT TWO

- | | | |
|----|-------------------|--------------------|
| 3. | Right Low Block | Right Front Stance |
| 4. | Left Punch Middle | Left Front Stance |

SEGMENT THREE

- | | | |
|----|-----------------------------------|--------------------|
| 5. | Left Inner Forearm Block | Left Back Stance |
| 6. | Right Punch Middle | Right Front Stance |
| 7. | Left High Block | Left Front Stance |
| 8. | Right Reverse Punch Middle | Left Front Stance |

SEGMENT FOUR

- | | | |
|-----|----------------------------------|--------------------|
| 9. | Right Inner Forearm Block | Right Back Stance |
| 10. | Left Punch Middle | Left Front Stance |
| 11. | Right High Block | Right Front Stance |
| 12. | Left Reverse Punch Middle | Right Front Stance |

SEGMENT FIVE

- | | | |
|-----|-------------------------------|----------------|
| 13. | Left Knifehand Strike Middle | Sitting Stance |
| 14. | Right Knifehand Strike Middle | Sitting Stance |

Yells (ki-haps) are indicated in **BOLD**.

KI-BON MOVEMENT DESCRIPTION

Ready Stance A

SEGMENT ONE

1. Left foot moves 90° counter-clockwise to Left Front Stance, Left Low Block
2. Right foot steps forward to Right Front Stance, Right Punch Middle

SEGMENT TWO

3. Right foot moves 180° clockwise to Right Front Stance, Right Low Block
4. Left foot steps forward to Left Front Stance, Left Punch Middle

SEGMENT THREE

5. Left foot moves 90° counter-clockwise to Left Back Stance, Left Inner Forearm Block
6. Right foot steps forward to Right Front Stance, Right Punch Middle
7. Left foot steps forward to Left Front Stance, Left High Block
8. No step, **Right Reverse Punch**

SEGMENT FOUR

9. Right foot moves 180° clockwise to Right Back Stance, Right Inner Forearm Block
10. Left foot steps forward to Left Front Stance, Left Punch Middle
11. Right foot steps forward to a Right Front Stance, Right High Block
12. No step, **Left Reverse Punch**

SEGMENT FIVE

13. Left foot moves 270° counter-clockwise to Sitting Stance, Left Knifehand Strike
14. Left foot steps to Right foot, Right foot steps to Sitting Stance, Right Knifehand Strike

Yells (ki-haps) are indicated in **BOLD**.

WHITE BELT ONE-STEPS

Juniors (up to 12 years old) perform 1-3. Adults (13 years old or older) perform 1-5. Yells (ki-haps) are indicated in **BOLD**.

1. Left foot steps forward to Left Front Stance, Left High Block
No Step, Right Reverse Punch
Left foot steps to Right foot, **Right Front Kick**
2. Right foot steps forward to Right Back Stance, Right Inner Forearm Block
No step, Right Backfist High
No step, **Right #1 Side Kick**
3. Left Crescent Kick
Right Side Kick
Right foot lands in a Right Back Stance, **Right Knifehand Strike High**
4. Right Front Kick, Right foot lands 45° clockwise from partner in Right Front Stance
Left #2 Side Kick
Left Foot lands in Left Back Stance, Left Horizontal Hammerfist Strike High
Left Foot shifts to Left Front Stance, **Right Reverse Punch Middle**
5. Left Crescent Kick
Right Front Kick/ Side Kick Combination
Right lands in Right Back Stance, Right Backfist High
Right foot shifts to Right Front Stance, **Left Reverse Punch Middle**

YELLOW BELT FORM - DAN-GUN

21 movements

Is named after the Holy Dan Gun, legendary founder of Korea, in the year 2333 BC.

Ready Stance A

SEGMENT ONE

- | | | |
|----|------------------------------|--------------------|
| 1. | Left Double Knifehand Block | Left Back Stance |
| 2. | Right Punch High | Right Front Stance |
| 3. | Right Double Knifehand Block | Right Back Stance |
| 4. | Left Punch High | Left Front Stance |

SEGMENT TWO

- | | | |
|----|-------------------------|--------------------|
| 5. | Left Low Block | Left Front Stance |
| 6. | Right Punch High | Right Front Stance |
| 7. | Left Punch High | Left Front Stance |
| 8. | Right Punch High | Right Front Stance |

SEGMENT THREE

- | | | |
|-----|--------------------|--------------------|
| 9. | Left Square Block | Left Back Stance |
| 10. | Right Punch High | Right Front Stance |
| 11. | Right Square Block | Right Back Stance |
| 12. | Left Punch High | Left Front Stance |

SEGMENT FOUR

- | | | |
|-----|-------------------------|--------------------|
| 13. | Left Low Block | Left Front Stance |
| 14. | Left High Block | Left Front Stance |
| 15. | Right High Block | Right Front Stance |
| 16. | Left High Block | Left Front Stance |
| 17. | Right High Block | Right Front Stance |

SEGMENT FIVE

- | | | |
|-----|-----------------------------|--------------------|
| 18. | Left Knifehand Strike High | Left Back Stance |
| 19. | Right Punch High | Right Front Stance |
| 20. | Right Knifehand Strike High | Right Back Stance |
| 21. | Left Punch High | Left Front Stance |

Yells (ki-haps) are indicated in **BOLD**.

DAN-GUN MOVEMENT DESCRIPTION

Ready Stance A

SEGMENT ONE

1. Left foot turns 90° counter-clockwise to Left Back Stance, Left Double Knifehand Block
2. Right foot steps forward to Right Front Stance, Right Punch High
3. Right foot turns 180° clockwise to Right Back Stance, Right Double Knifehand Block
4. Left foot steps forward to Left Front Stance, Left Punch High

SEGMENT TWO

5. Left foot turns 90° counter-clockwise to Left Front Stance, Left Low Block
6. Right foot steps forward to Right Front Stance, Right Punch High
7. Left foot steps forward to Left Front Stance, Left Punch High
8. Right foot steps forward to Right Front Stance, **Right Punch High**

SEGMENT THREE

9. Left foot turns 270° counter-clockwise to Left Back Stance, Left Square Block
10. Right foot steps forward to Right Front Stance, Right Punch High
11. Right foot turns 180° clockwise to Right Back Stance, Right Square Block
12. Left foot steps forward to Left Front Stance, Left Punch High

SEGMENT FOUR

13. Left foot turns 90° counter-clockwise to Left Front Stance, Left Low Block
14. No step, Left High Block
15. Right foot steps forward to Right Front Stance, Right High Block
16. Left foot steps forward to Left Front Stance, Left High Block
17. Right foot steps forward to Right Front Stance, **Right High Block**

SEGMENT FIVE

18. Left foot turns 270° counter-clockwise to Left Back Stance, Left Knifehand Strike High
19. Right foot steps forward to Right Front Stance, Right Punch High
20. Right foot turns 180° to Right Back Stance, Right Knifehand Strike High
21. Left foot steps forward to Left Front Stance, Left Punch High

Yells (ki-haps) are indicated in **BOLD**.

YELLOW BELT ONE-STEPS

Juniors (up to 12 years old) perform 1-3. Adults (13 years old or older) perform 1-5. Yells (ki-haps) are indicated in **BOLD**.

1. Left Front Kick
Left foot lands in a Left Front Stance, Left Outer Forearm Block
No step, Right Reverse Punch Middle
Left foot steps right foot, **Right Round Kick**
2. Left Crescent Kick
Right Front Kick/ Round Kick Combination
Left Spin Side Kick
3. Right foot steps forward turning 90° counter-clockwise to sitting stance,
Right Outside Block
No step, Right Backfist High
Right Side Kick
Left Spin Crescent Kick
4. Right foot steps 45° clockwise to Right Front Stance, Left Reverse Outer Forearm Block
Left # 2 Side Kick
Right Spin Crescent Kick
Left Double #1 Round Kick
Left foot lands in Left Back Stance, Left Backfist High
Left foot shifts to Left Front Stance, **Right Reverse Ridgehand Strike High**
5. Left foot steps forward to Left Back Stance, Left Double Knifehand Block
No step, Right Reverse Punch Middle
No step, Left Hook Punch High
Left #1 Side Kick
Right Spin Side Kick

ORANGE BELT FORM - DO-SAN

24 movements

Is the pseudonym of the patriot Ahn Chang Ho (1876-1938). The 24 movements represents his entire life which he devoted to furthering the education of Korea and its independence movement.

Ready Stance A

SEGMENT ONE

- | | | |
|----|----------------------------|--------------------|
| 1. | Left Outer Forearm Block | Left Front Stance |
| 2. | Right Reverse Punch Middle | Left Front Stance |
| 3. | Right Outer Forearm Block | Right Front Stance |
| 4. | Left Reverse Punch Middle | Right Front Stance |

SEGMENT TWO

- | | | |
|----|--|--------------------|
| 5. | Left Double Knifehand Block | Left Back Stance |
| 6. | Right Spearhand Middle
Right Wrist Release | Right Front Stance |
| 7. | Left Backfist High | Left Front Stance |
| 8. | Right Backfist High | Right Front Stance |

SEGMENT THREE

- | | | |
|-----|----------------------------|--------------------|
| 9. | Left Outer Forearm Block | Left Front Stance |
| 10. | Right Reverse Punch Middle | Left Front Stance |
| 11. | Right Outer Forearm Block | Right Front Stance |
| 12. | Left Reverse Punch Middle | Right Front Stance |

SEGMENT FOUR

- | | | |
|-----|---------------------------|--------------------|
| 13. | Twin Outer Forearm Block | Left Front Stance |
| 14. | Right Front Kick | |
| 15. | Right Punch Middle | Right Front Stance |
| 16. | Left Reverse Punch Middle | Right Front Stance |

SEGMENT FIVE

- | | | |
|-----|--------------------------|--------------------|
| 17. | Twin Outer Forearm Block | Right Front Stance |
| 18. | Left Front Kick | |

- | | | |
|-----|----------------------------|-------------------|
| 19. | Left Punch Middle | Left Front Stance |
| 20. | Right Reverse Punch Middle | Left Front Stance |

SEGMENT SIX

- | | | |
|-----|--------------------------------------|--------------------|
| 21. | Left High Block | Left Front Stance |
| 22. | Right High Block | Right Front Stance |
| 23. | Left Knifehand Strike Middle | Sitting Stance |
| 24. | Right Knifehand Strike Middle | Sitting Stance |

Yells (ki-haps) are indicated in **BOLD**.

DO-SAN MOVEMENT DESCRIPTION

Ready Stance A

SEGMENT ONE

1. Left foot moves 90° counter-clockwise to Left Front Stance, Left Outer Forearm Block
2. No step, Right Reverse Punch Middle
3. Left foot moves in line with Right foot, the Right foot turns 180° clockwise to Right Front Stance, Right Outer Forearm Block
4. No step, Left Reverse Punch Middle

SEGMENT TWO

5. Left foot turns 90° counter-clockwise to Left Back Stance, Left Double Knifehand Block
6. Right foot steps forward to Right Front Stance, **Right Spearhand Middle**
Right Wrist Release
7. Spinning, Left foot moves 180° to Left Front Stance, Left Backfist High
8. Right foot steps forward to Right Front Stance, Right Backfist High

SEGMENT THREE

9. Left foot moves 270° counter-clockwise to Left Front Stance, Left Outer Forearm Block
10. No step, Right Reverse Punch Middle
11. Left foot moves in line with Right foot, the Right foot turns 180° clockwise to Right Front Stance, Right Outer Forearm Block
12. No step, Left Reverse Punch Middle

SEGMENT FOUR

13. Left foot steps to 135° counter-clockwise to Left Front Stance, Twin Outer Forearm Block
14. Right #2 Front Kick
15. Right foot lands in Right Front Stance, Right Punch Middle
16. No step, Left Reverse Punch Middle

SEGMENT FIVE

17. Right foot steps 90° clockwise to Right Front Stance, Twin Outer Forearm Block
18. Left #2 Front Kick
19. Left foot lands in Left Front Stance, Left Punch Middle
20. No Step, Right Reverse Punch Middle

SEGMENT SIX

21. Left foot steps 45° counter-clockwise to back to Left Front Stance, Left High Block

22. Right foot steps forward to Right Front Stance, Right High Block
23. Left foot turns 270° counter-clockwise to Sitting Stance, Left Knifehand Strike
24. Left foot steps to Right foot, Right foot steps to sitting stance, **Right Knifehand Strike**

Yells (ki-haps) are indicated in **BOLD**.

ORANGE BELT SPARRING COMBINATIONS

Juniors (up to 12 years old) perform 1-3. Adults (13 years old or older) perform 1-5. Yells (ki-haps) are indicated in BOLD. All sparring combinations should start in a “sparring stance”: one foot in front of the other; both hands up, elbows in; and, light on your feet.

REMINDER: #1 means lead leg, #2 means back leg, #3 is either a step together or jump together.

1. #1 Round Kick
Lead Hand Punch (Jab)
Reverse Punch (Cross)
2 Round Kick
2. #3 Jump Side Kick
#2 Front Kick/ Round Kick Combinations
Lead hand Backfist
Reverse Punch
3. #3 Jump Front Kick
Lead Hand Punch (Jab)
Reverse Punch (Cross)
#2 Double Round Kick Combination
Spin Side Kick
4. Lead Hand Backfist
#1 Side Kick
Spin Side Kick
#2 Jump Round Kick
5. Lead Hand Punch (Jab)
Reverse Punch (Cross)
Lead Hand Hook Punch
#1 Side Kick
Spin Crescent Kick
#1 Round Kick

GREEN BELT FORM - WON-HYO

27 movements

Was the noted monk who introduced Buddhism to the Silla Dynasty in the year 686 AD.

Ready Stance B

SEGMENT ONE

- | | | |
|----|---|--------------------|
| 1. | Left Square Block | Left Back Stance |
| 2. | Right Reverse Outside Knifehand Strike High | Left Back Stance |
| 3. | Left Punch Middle | Left Fixed Stance |
| 4. | Right Square Block | Right Back Stance |
| 5. | Left Reverse Outside Knifehand Strike High | Right Back Stance |
| 6. | Right Punch Middle | Right Fixed Stance |

SEGMENT TWO

- | | | |
|-----|-------------------------------|--------------------|
| 7. | Left Double Fist Block | Closed Stance |
| 8. | Left Side Kick | |
| 9. | Left Double Knifehand Block | Left Back Stance |
| 10. | Right Double Knifehand Block | Right Back Stance |
| 11. | Left Double Knifehand Block | Left Back Stance |
| 12. | Right Spearhand Middle | Right Front Stance |

SEGMENT THREE

- | | | |
|-----|---|--------------------|
| 13. | Left Square Block | Left Back Stance |
| 14. | Right Reverse Outside Knifehand Strike High | Left Back Stance |
| 15. | Left Punch Middle | Left Fixed Stance |
| 16. | Right Square Block | Right Back Stance |
| 17. | Left Reverse Outside Knifehand Strike High | Right Back Stance |
| 18. | Right Punch Middle | Right Fixed Stance |

SEGMENT FOUR

- | | | |
|-----|-----------------------------------|--------------------|
| 19. | Right Reverse Inner Forearm Block | Left Front Stance |
| 20. | Right Front Kick | |
| 21. | Left Reverse Punch Middle | Right Front Stance |
| 22. | Left Reverse Inner Forearm Block | Right Front Stance |
| 23. | Left Front Kick | |

24. Right Reverse Punch Middle

Left Front Stance

SEGMENT FIVE

25. **Right Side Kick**

26. Left Double Fist Block

Left Back Stance

27. Right Double Fist Block

Right Back Stance

Yells (ki-haps) are indicated in **BOLD**.

WON-HYO MOVEMENT DESCRIPTION

Ready Stance B

SEGMENT ONE

1. Left foot turns 90° to Left Back Stance, Left Square Block
2. No step, Right Reverse Outside Knifehand Strike High
3. Left foot steps to Left Fixed Stance, Left Punch Middle
4. Left foot steps to Right foot, Right foot steps to Right Back Stance, Right Square Block
5. No step, Left Reverse Outside Knifehand Strike High
6. Right foot steps to Right Fixed Stance, Right Punch Middle

SEGMENT TWO

7. Right foot steps back to Left foot to Closed Stance turning 90° counter-clockwise, Left Double Fist Block
8. Left #1 Side Kick
9. Left foot lands in a Left Back Stance, Left Double Knifehand Block
10. Right foot steps forward to Right Back Stance, Double Knifehand Block
11. Left foot steps forward to Left Back Stance, Left Double Knifehand Block
12. Right foot step forward to Right Front Stance, **Right Spearhand Middle**

SEGMENT THREE

13. Left foot turns 270° to Left Back Stance, Left Square Block
14. No step, Right Reverse Outside Knifehand Strike High
15. Left foot steps to Left Fixed Stance, Left Punch Middle
16. Left foot steps to Right foot, Right foot steps to Right Back Stance, Right Square Block
17. No step, Left Reverse Outside Knifehand Strike High
18. Right foot steps to Right Fixed Stance, Right Punch Middle

SEGMENT FOUR

19. Right foot steps to Left foot, Left foot steps to Left Front Stance, Right Reverse Inner Forearm Block
20. Right #2 Front Kick
21. Right foot lands in Right Front Stance, Left Reverse Punch Middle
22. No step, Left Reverse Inner Forearm Block
23. Left #2 Front Kick

24. Left foot lands in Left Front Stance, Right Reverse Punch Middle

SEGMENT FIVE

25. **Right # 2 Side Kick**

26. Right foot lands with Left foot, Left foot turns 270° to Left Back Stance,
Left Double Fist Block

27. Left foot steps to Right foot, Right foot steps to Right Back Stance,
Right Double Fist Block

Yells (ki-haps) are indicated in **BOLD**.

PURPLE BELT FORM - YUL-GUK

36 movements

Is the pseudonym of a great philosopher and scholar, Yi I (1536-1584) nicknamed the "Confucius of Korea". The diagram (+) represents scholar.

Ready Stance A

SEGMENT ONE

- | | | |
|----|-----------------------------|----------------|
| 1. | Left Punch Middle (Medium) | Sitting Stance |
| 2. | Right Punch Middle | Sitting Stance |
| 3. | Left Punch Middle | Sitting Stance |
| 4. | Right Punch Middle (Medium) | Sitting Stance |
| 5. | Left Punch Middle | Sitting Stance |
| 6. | Right Punch Middle | Sitting Stance |

SEGMENT TWO

- | | | |
|-----|----------------------------|--------------------|
| 7. | Right Inner Forearm Block | Right Front Stance |
| 8. | Left Front Kick | |
| 9. | Left Punch Middle | Left Front Stance |
| 10. | Right Reverse Punch Middle | Left Front Stance |

SEGMENT THREE

- | | | |
|-----|---------------------------|--------------------|
| 11. | Left Inner Forearm Block | Left Front Stance |
| 12. | Right Front Kick | |
| 13. | Right Punch Middle | Right Front Stance |
| 14. | Left Reverse Punch Middle | Right Front Stance |

SEGMENT FOUR

- | | | |
|-----|--------------------------------------|--------------------|
| 15. | Right Hooking Block (Medium) | Right Front Stance |
| 16. | Left Reverse Hooking Block (Medium) | Right Front Stance |
| 17. | Right Punch Middle | Right Front Stance |
| 18. | Left Hooking Block (Medium) | Left Front Stance |
| 19. | Right Reverse Hooking Block (Medium) | Left Front Stance |
| 20. | Left Punch Middle | Left Front Stance |
| 21. | Right Punch Middle | Right Front Stance |

SEGMENT FIVE

- 22. Left Side Kick
- 23. Right Reverse Horizontal Elbow Strike (to left palm) Left Front Stance
- 24. Right Side Kick
- 25. Left Reverse Horizontal Elbow Strike (to right palm) Right Front Stance

SEGMENT SIX

- 26. Left Knifehand Square Block Left Back Stance
- 27. Right Spearhand Middle Right Front Stance
- 28. Right Knifehand Square Block Right Back Stance
- 29. Left Spearhand Middle Left Front Stance

SEGMENT SEVEN

- 30. Left Outer Forearm Block Left Front Stance
- 31. Right Reverse Punch Middle Left Front Stance
- 32. Right Outer Forearm Block Right Front Stance
- 33. Left Reverse Punch Middle Right Front Stance

SEGMENT EIGHT

- 34. **Left Downward Backfist** Left X-stance
- 35. Right Double Inner Forearm Block Right Front Stance
- 36. Left Double Inner Forearm Block Left Front Stance

Yells (ki-haps) are indicated in **BOLD**.

YUL-GUK MOVEMENT DESCRIPTION

Ready Stance A

SEGMENT ONE

1. Left foot steps out to Sitting Stance, Left Punch Middle (Medium)
2. No step, Right Punch Middle
3. No step, Left Punch Middle
4. Left foot steps to Right foot, Right foot steps to Sitting Stance, Right Punch Middle
5. No step, Left Punch Middle
6. No step, Right Punch Middle

SEGMENT TWO

7. Right foot steps to 45° counter-clockwise to Right Front Stance, Right Inner Forearm Block
8. Left #2 Front Kick
9. Left foot lands in Left Front Stance, Left Punch Middle
10. No step, Right Reverse Punch Middle

SEGMENT THREE

11. Left foot turns 90° counter-clockwise to Left Front Stance, Left Inner Forearm Block
12. Right #2 Front Kick
13. Right foot lands in Right Front Stance, Right Punch Middle
14. No step, Left Reverse Punch Middle

SEGMENT FOUR

15. Right foot steps clockwise to front to Right Front Stance, Right Hooking Block (Medium)
16. No step, Left Reverse Hooking Block (Medium)
17. No step, Right Punch Middle
18. Left foot steps forward to Left Front Stance, Left Hooking Block (Medium)
19. No step, Right Reverse Hooking Block (Medium)
20. No step, Left Punch Middle
21. Right foot steps forward to Right Front Stance, **Right Punch Middle**

SEGMENT FIVE

22. Left #2 Side Kick
23. Left foot lands in Left Front Stance, Right Reverse Horizontal Elbow Strike (to left palm)

24. Right #1 Side Kick to back
25. Right foot lands in Right Front Stance, Left Reverse Horizontal Elbow Strike (to palm)

SEGMENT SIX

26. Left foot steps 90° counter-clockwise to Left Back Stance, Left Knifehand Square Block
27. Right foot steps forward to Right Front Stance, Right Spearhand Middle
28. Right foot turns 180° clockwise to Right Back Stance, Right Knifehand Square Block
29. Left foot steps forward to Left Front Stance, Left Spearhand Middle

SEGMENT SEVEN

30. Left foot turns 90° counter-clockwise to Left Front Stance, Left Outer Forearm Block
31. No step, Right Reverse Punch Middle
32. Right foot steps forward to Right Front Stance, Right Outer Forearm Block
33. No step, Left Reverse Punch Middle

SEGMENT EIGHT

34. Jumping, Left foot moves forward to Left X stance, **Left Downward Backfist**
35. Right foot turns 270° clockwise to Right Front Stance, Right Double Inner Forearm Block
36. Right foot steps to Left foot, Left foot steps to Left Front Stance,
Left Double Inner Forearm

Yells (ki-haps) are indicated in **BOLD**.

BLUE BELT FORM - JOONG-GUN

32 movements

Is named after the patriot An Joong Gun, who assassinated Hiro Bumi Ito, the first Japanese governor-general of Korea, known as the man who played the leading part in the Korea-Japan merger. The 32 movements represent Mr. An's age when he was executed in Lui-Shin prison (1910).

Ready Stance B

SEGMENT ONE

- | | | |
|----|------------------------------|-------------------|
| 1. | Left Ridgehand Block | Left Cat Stance |
| 2. | Left Front Kick | |
| 3. | Right Palm Heel Upset Strike | Right Back Stance |
| 4. | Right Ridgehand Block | Right Cat Stance |
| 5. | Right Front Kick | |
| 6. | Left Palm Heel Upset Strike | Left Back Stance |

SEGMENT TWO

- | | | |
|-----|---------------------------------------|--------------------|
| 7. | Left Double Knifehand Block | Left Back Stance |
| 8. | Right Reverse Upset Elbow Strike High | Left Front Stance |
| 9. | Right Double Knifehand Block | Right Back Stance |
| 10. | Left Reverse Upset Elbow Strike High | Right Front Stance |

SEGMENT THREE

- | | | |
|-----|--------------------------------|--------------------|
| 11. | Twin Punch High | Left Front Stance |
| 12. | Twin Upset Punch Middle | Right Front Stance |
| 13. | Left X-Block High | Left Front Stance |

SEGMENT FOUR

- | | | |
|-----|--------------------------|--------------------|
| 14. | Left Backfist High | Left Back Stance |
| 15. | Left Wrist Release | Left Back Stance |
| 16. | Right Reverse Punch High | Left Front Stance |
| 17. | Right Backfist High | Right Back Stance |
| 18. | Right Wrist Release | Right Back Stance |
| 19. | Left Reverse Punch High | Right Front Stance |

SEGMENT FIVE

- | | | |
|-----|---------------------------------|-------------------|
| 20. | Left Double Inner Forearm Block | Left Front Stance |
|-----|---------------------------------|-------------------|

- | | | |
|-----|----------------------------------|--------------------|
| 21. | Left Punch High | Left Back Stance |
| 22. | Right Side Kick | |
| 23. | Right Double Inner Forearm Block | Right Front Stance |
| 24. | Right Punch High | Right Back Stance |
| 25. | Left Side Kick | |

SEGMENT SIX

- | | | |
|-----|---|--------------------|
| 26. | Left Double Fist Block | Left Back Stance |
| 27. | Left Double Palm Heel Press Block (Medium) | Left Front Stance |
| 28. | Right Double Fist Block | Right Back Stance |
| 29. | Right Double Palm Heel Press Block (Medium) | Right Front Stance |

SEGMENT SEVEN

- | | | |
|-----|---------------------------------|-------------------|
| 30. | Right Horizontal Punch (Medium) | Closed Stance |
| 31. | Right C-Block | Right Back Stance |
| 32. | Left C-Block | Left Back Stance |

Yells (ki-haps) are indicated in **BOLD**.

JOONG-GUN MOVEMENT DESCRIPTION

Ready Stance B

SEGMENT ONE

1. Left foot turns 90° counter-clockwise to Left Cat Stance, Left Ridgehand Block=
2. Left #1 Front Kick
3. Left foot lands forward, Right foot steps forward to Right Back Stance,
Right Palm Heel Upset
4. Right foot turns 180° clockwise to Right Cat Stance, Right Ridgehand Block
5. Right #1 Front Kick
6. Right foot lands forward, Left foot steps forward to Left Back Stance,
Left Palm Heel Upset Strike

SEGMENT TWO

7. Left foot turns 90° counter-clockwise to Left Back Stance, Left Double Knifehand Block
8. Left foot shifts to Left Front Stance, Right Reverse Upset Elbow Strike High
9. Right foot steps forward to Right Front Stance, Right Double Knifehand Block
10. Right foot shifts to Right Front Stance, Left Reverse Upset Elbow Strike High

SEGMENT THREE

11. Left foot steps forward to Left Front Stance, Twin Punch High
12. Right foot steps forward to Right Front Stance, **Twin Upset Punch Middle**
13. Right foot steps in line with Left foot, Left foot turns 180° counter-clockwise to Left Front Stance, Left X-Block High

SEGMENT FOUR

14. Left foot turns 90° counter-clockwise to Left Back Stance, Left Backfist High
15. No step, Left Wrist Release
16. Left foot shifts to Left Front Stance, Right Reverse Punch High
17. Left foot steps to Right foot, Right foot steps to Right Back Stance, Right Backfist High
18. No step, Right Wrist Release
19. Right foot shifts to Right Front Stance, Left Reverse Punch High

SEGMENT FIVE

20. Right foot steps to Left foot, Left foot turns 90° counter-clockwise to Left Front Stance,
Left Double Inner Forearm Block

21. Left foot shifts to Left Back Stance, Left Punch High
22. Right #2 Side Kick
23. Right foot lands in Right Front Stance, Right Double Inner Forearm Block
24. Right foot shifts to Right Back Stance, Right Punch High
25. Left #2 Side Kick

SEGMENT SIX

26. Left foot lands in Left Back Stance, Left Double Fist Block
27. Left foot shifts to Left Front Stance, Left Double Palm Heel Press Block (Medium)
28. Right foot steps forward to Right Back Stance, Right Double Fist Block
29. Right foot shifts to Right Front Stance, Right Double Palm Heel Press Block (Medium)

SEGMENT SEVEN

30. Left foot steps together with Right foot , turning 90° counter-clockwise to Closed Stance
Right Horizontal Punch (Medium)
31. Right foot steps forward to Right Back stance, Right C-Block
32. Right foot steps to Left foot, Left foot steps to Left Back Stance, **Left C-Block**

Yells (ki-haps) are indicated in **BOLD**.

BROWN BELT FORM - HWA-RANG

31 movements

Named after the Hwa-Rang youth group which originated in the Silla Dynasty about 1,350 years ago. This group eventually became the driving force for the unification of the three kingdoms of Korea.

Ready Stance C

SEGMENT ONE

- | | | |
|----|---------------------------------|--------------------|
| 1. | Left Palm Heel Strike Middle | Sitting Stance |
| 2. | Right Punch Middle | Sitting Stance |
| 3. | Left Punch Middle | Sitting Stance |
| 4. | Right Square Block | Right Back Stance |
| 5. | Left Reverse Upset Punch High | Right Back Stance |
| 6. | Right Punch Middle | Right Fixed Stance |
| 7. | Right Downward Knifehand Strike | L Stance |
| 8. | Left Punch Middle | Left Front Stance |

SEGMENT TWO

- | | | |
|-----|-------------------------------|--------------------|
| 9. | Left Low Block | Left Front Stance |
| 10. | Right Punch Middle | Right Front Stance |
| 11. | Left Hand Grab | Parallel Stance |
| 12. | Right Side Kick | |
| 13. | Right Knifehand Strike Middle | Right Back Stance |
| 14. | Left Punch Middle | Left Front Stance |
| 15. | Right Punch Middle | Right Front Stance |

SEGMENT THREE

- | | | |
|-----|-----------------------------|--------------------|
| 16. | Left Double Knifehand Block | Left Back Stance |
| 17. | Right Spearhand Middle | Right Front Stance |
| 18. | Left Double Knifehand Block | Left Back Stance |
| 19. | Right Round Kick | |
| 20. | Left Round Kick | |
| 21. | Left Double Knifehand Block | Left Back Stance |

SEGMENT FOUR

- | | | |
|-----|----------------------------|--------------------|
| 22. | Left Low Block | Left Front Stance |
| 23. | Right Reverse Punch Middle | Left Fixed Stance |
| 24. | Left Reverse Punch Middle | Right Fixed Stance |
| 25. | Right Reverse Punch Middle | Left Fixed Stance |
| 26. | Left X-Block Low | Left Front Stance |

SEGMENT FIVE

- | | | |
|-----|--|-------------------|
| 27. | Right Reverse Backward Elbow Strike | Left Back Stance |
| 28. | Right Inner Forearm Block/Left Low Block | Closed Stance |
| 29. | Left Inner Forearm Block/Right Low Block | Closed Stance |
| 30. | Left Double Knifehand Block | Left Back Stance |
| 31. | Right Double Knifehand Block | Right Back Stance |

Yells (ki-haps) are indicated in **BOLD**.

HWA-RANG MOVEMENT DESCRIPTION

Ready Stance C

SEGMENT ONE

1. Left foot steps out to Sitting Stance, Left Palm Heel Strike Middle
2. No step, Right Punch Middle
3. No step, Left Punch Middle
4. Right foot steps back to Left foot and pivots 90° clockwise to Right Back Stance, Right Square Block
5. No step, Left Reverse Upset Punch High
6. Right foot steps forward to Right Fixed Stance, Right Punch Middle
7. Right foot steps back to Left foot to L Stance, Right Downward Knifehand Strike
8. Left foot steps forward to Left Front Stance, Left Punch Middle

SEGMENT TWO

9. Left foot turns 90° counter-clockwise to Left Front Stance, Left Low Block
10. Right foot steps forward to Right Front Stance, Right Punch Middle
11. Left foot slides forward, both feet pivot 90° counter-clockwise to Parallel Stance, Left Hand Grab
12. Right #1 Side Kick
13. Right foot lands in Right Back Stance, Right Knifehand Strike Middle
14. Left foot steps forward to Left Front Stance, Left Punch Middle
15. Right foot steps forward to Right Front Stance, **Right Punch Middle**

SEGMENT THREE

16. Left foot turns 270° counter-clockwise to Left Back Stance, Left Double Knifehand Block
17. Right foot steps forward to Right Front Stance, Right Spearhand Middle
18. Pivoting on the Left foot, turning 180° counter-clockwise Right foot steps to Left Back Stance, Left Double Knifehand Block
19. Right #2 Round Kick
20. Left #2 Round Kick
21. Left foot lands in Left Back Stance, Left Double Knifehand Block

SEGMENT FOUR

22. Left foot turns 90° counter-clockwise to Left Front Stance, Left Low Block
23. Left foot shifts to Left Fixed Stance, Right Reverse Punch Middle
24. Right foot steps forward to Right Fixed Stance, Left Reverse Punch Middle
25. Left foot steps forward to Left Fixed Stance, Right Reverse Punch Middle
26. Left foot shifts to Left Front Stance, Left X-Block Low

SEGMENT FIVE

27. Sliding forward and turning 180° counter-clockwise, Right left moves to Left Back Stance, **Right Reverse Backward Elbow Strike**
28. Turning 180° counter-clockwise, Left foot moves to Right foot, Closed Stance, Right Inner Forearm Block/Left Low Block
29. No step, Left Inner Forearm Block/Right Low Block
30. Left foot steps forward to Left Back Stance, Left Double Knifehand Block
31. Left foot steps to Right foot, Right foot steps to Right Back Stance, Right Double Knifehand Block

Yells (ki-haps) are indicated in **BOLD**.

RED BELT FORM - CHOONG-MOO

31 movements

Was the name given to the great Admiral Yi Sun-sin of the Yi Dynasty. He was reputed to have invented the first armored battleship (Kobukson) in 1592, which is said to be the precursor of the present day submarine. The reason for this form ending in a left hand attack is to symbolize his regrettable death. Checked by the forced reservation of his loyalty to the King, Yi Sun-Sin was given no chance in his lifetime to show his unrestrained potential.

Ready Stance A

SEGMENT ONE

- | | | |
|----|---|--------------------|
| 1. | Left Knifehand Square Block | Left Back Stance |
| 2. | Right Outside Knifehand Strike High/
Left Reverse Knifehand High Block | Right Front Stance |
| 3. | Right Double Knifehand Block | Right Back Stance |
| 4. | Left Horizontal Spearhand High | Left Front Stance |

SEGMENT TWO

- | | | |
|----|------------------------------|-------------------|
| 5. | Left Double Knifehand Block | Left Back Stance |
| 6. | Right Side Kick | |
| 7. | Left Double Knifehand Block | Left Back Stance |
| 8. | Right Jump Side Kick | |
| 9. | Right Double Knifehand Block | Right Back Stance |

SEGMENT THREE

- | | | |
|-----|-------------------------------------|-------------------|
| 10. | Left Low Block | Left Back Stance |
| 11. | Twin Grab High | Left Front Stance |
| 12. | Right Knee Strike | |
| 13. | Right Reverse Ridgehand Strike High | Left Front Stance |

SEGMENT FOUR

- | | | |
|-----|-------------------------|-------------------|
| 14. | Right Round Kick | |
| 15. | Left Spin Side Kick | |
| 16. | Right Double Fist Block | Right Back Stance |
| 17. | Left Round Kick | |
| 18. | Right C-Block | Right Back Stance |

SEGMENT FIVE

- | | | |
|-----|--|--------------------|
| 19. | Right Double Knifehand Block | Right Back Stance |
| 20. | Right Reverse Spearhand Low | Left Front Stance |
| 21. | Left Low Block/Right Reverse Downward Backfist | Left Back Stance |
| 22. | Right Spearhand Middle | Right Front Stance |

SEGMENT SIX

- | | | |
|-----|---------------------------------|-------------------|
| 23. | Left Double Inner Forearm Block | Left Front Stance |
| 24. | Right Supported Outside Block | Sitting Stance |
| 25. | Right Backfist | Sitting Stance |
| 26. | Right Side Kick | |
| 27. | Left Side Kick | |

SEGMENT SEVEN

- | | | |
|-----|--------------------------------|--------------------|
| 28. | Right Knifehand X-Block Middle | Right Back Stance |
| 29. | Twin Palm Upset Strike High | Left Front Stance |
| 30. | Right High Block | Right Front Stance |
| 31. | Left Reverse Punch High | Right Front Stance |

Yells (ki-haps) are indicated in **BOLD**.

CHOONG-MOO MOVEMENT DESCRIPTION

Ready Stance A

SEGMENT ONE

1. Left foot turns 90° counter-clockwise to Left Back Stance, Left Knifehand Square Block
2. Right foot steps forward to Right Front Stance, Right Outside Knifehand Strike High/ Left Reverse Knifehand High Block
3. Right foot turns 180° clockwise to Right Back Stance, Right Double Knifehand Block
4. Left foot steps forward to Left Front Stance, Left Horizontal Spearhand High

SEGMENT TWO

5. Left foot turns 90° to Left Back Stance, Left Double Knifehand Block
6. To the rear, Right #1 Side Kick
7. Right foot lands Left Back Stance, Left Double Knifehand Block
8. Taking two steps forward, **Right #2 Jump Side Kick**
9. Right foot lands Right Back Stance, Right Double Knifehand Block

SEGMENT THREE

10. Left foot turns 270° counter-clockwise to Left Back Stance, Left Low Block
11. Left foot shifts to Left Front Stance, Twin Grab High
12. Right #2 Knee Strike
13. Right foot lands with Left foot, turning 180° counter-clockwise Left foot steps to Left Front Stance, Right Reverse Ridgehand Strike High

SEGMENT FOUR

14. Right #2 Round Kick
15. Left Spin Side Kick
16. Left lands in front, turning 180° clockwise to Right Back Stance, Right Double Fist Block
17. Left #2 Round Kick
18. Left foot lands with Right foot, Right foot steps to Right Back Stance, Right C-Block

SEGMENT FIVE

19. Jumping, Both feet spin 360° counter-clockwise landing in Right Back Stance, Right Double Knifehand Block
20. Left foot steps forward to Left Front Stance, Right Reverse Spearhand Low
21. Left foot shifts to Left Back Stance, Left Low Block/Right Reverse Downward Backfist

22. Right foot steps forward to Right Front Stance, Right Spearhand Middle

SEGMENT SIX

23. Left foot turns 270° counter-clockwise to Left Front Stance,
Left Double Inner Forearm Block

24. Right foot steps forward, turning 90° counter-clockwise to Sitting Stance,
Right Supported Outside Block

25. No step, Right Backfist High

26. Turning 90° counter-clockwise, Right #2 Side Kick

27. Left #2 Side Kick

SEGMENT SEVEN

28. Turning 180° clockwise, Left foot lands in Right Back Stance, Right Knifehand X-Block

29. Left foot steps forward to Left Front Stance, Twin Palm Upset Strike High

30. Left foot steps toward Right foot, Right foot turns 180° clockwise to Right Front Stance,
Right High Block

31. No step, **Left Reverse Punch High**

Yells (ki-haps) are indicated in **BOLD**.

PROBATIONARY AND RECOMMENDED FORM - GWANG-GAE

42 movements

Is named after the famous Gwan Gae To Wang, the 19th king of the Koguryo Dynasty, who regained all the lost territories including the greater part of Manchuria. The diagram (+) represents the expansion and recovery of lost territory.

Ready Stance D

SEGMENT ONE

- | | | |
|----|---|----------------------|
| 1. | Twin Downward Knifehand Strikes | Right One Leg Stance |
| 2. | Ready Stance B | |
| 3. | Right Reverse Upset Punch Middle (Medium) | Left Front Stance |
| 4. | Left Reverse Upset Punch Middle (Medium) | Right Front Stance |

SEGMENT TWO

- | | | |
|----|----------------------------------|--------------------|
| 5. | Right Hooking Block | Right Front Stance |
| 6. | Left Double Knifehand Block Low | Left Back Stance |
| 7. | Left Hooking Block | Left Front Stance |
| 8. | Right Double Knifehand Block Low | Right Back Stance |

SEGMENT THREE

- | | | |
|-----|--|--------------------|
| 9. | Left Double Knifehand Block | Left Cat Stance |
| 10. | Right Double Knifehand Block | Right Cat Stance |
| 11. | Right Reverse Palm Heel Upset Strike High (Medium) | Left Front Stance |
| 12. | Left Reverse Palm Heel Upset Strike High (Medium) | Right Front Stance |
| 13. | Right Knifehand Strike Low (To Left Palm) | Closed Stance |

SEGMENT FOUR

- | | | |
|-----|---|-------------------|
| 14. | Left Side Kick Low | |
| 15. | Left Side Kick High | |
| 16. | Right Reverse Outside Knifehand Strike High | Left Back Stance |
| 17. | Left Downward Hammerfist | Closed Stance |
| 18. | Right Side Kick Low | |
| 19. | Right Side Kick High | |
| 20. | Left Reverse Outside Knifehand Strike High | Right Back Stance |

21. Right Downward Hammerfist Closed Stance

SEGMENT FIVE

22. Right Reverse Palm Heel Press Block Low (Medium) Left Front Stance

23. Left Reverse Palm Heel Press Block Low (Medium) Right Front Stance

SEGMENT SIX

24. Right Outside Crescent Kick

25. **Right Backfist** Sitting Stance

26. Right Double Inner Forearm Block Right Front Stance

27. Right Inner Forearm block/Left Reverse Low Block Right Front Stance

28. Right Horizontal Spearhand High (Medium) Right Extended Front Stance

SEGMENT SEVEN

29. Left Outside Crescent Kick

30. **Left Backfist** Sitting Stance

31. Left Double Inner Forearm Block Left Front Stance

32. Left Inner Forearm Block/Right Reverse Low Block Left Front Stance

33. Left Horizontal Spearhand High (Medium) Left Extended Front Stance

34. Twin Punch High Right Front Stance

SEGMENT EIGHT

35. Twin Upset Punch Middle Left Front Stance

36. Right Front Kick

37. Right Double Knifehand Block Right Back Stance

38. Left Punch High Left Front Stance

SEGMENT NINE

39. Twin Upset Punch Middle Right Front Stance

40. Left Front Kick

41. Left Double Knifehand Block Left Back Stance

42. Right Punch High Right Front Stance

Yells (ki-haps) are indicated in **BOLD**.

GWANG-GAE MOVE DESCRIPTION

Ready Stance D

SEGMENT ONE

1. Left foot lifts to Right One Leg Stance, **Twin Downward Knifehand Strike**
2. Left foot lands with Right foot, Ready Stance B
3. Left foot steps forward to Left Front Stance,
Right Reverse Upset Punch Middle (Medium)
4. Right foot steps forward to Right Front Stance,
Left Reverse Upset Punch Middle (Medium)

SEGMENT TWO

5. Left foot steps in front of Right foot, Right foot steps forward to Right Front Stance,
Right Hooking Block
6. Right foot steps backwards to Left Back Stance, Left Double Knifehand Block Low
7. Right foot steps in front of Left foot, Left foot steps forward to Left Front Stance,
Left Hooking Block
8. Left foot steps backwards to Right Back Stance, Right Double Knifehand Block Low

SEGMENT THREE

9. Left foot steps forward to Left Cat Stance, Left Double Knifehand Block
10. Right foot steps forward to Right Cat Stance, Right Double Knifehand Block
11. Left foot steps in front of Right foot, Right foot turns 180° clockwise and stepping
backwards to Left Front stance, Right Reverse Palm Heel Upset Strike High (Medium)
12. Right foot steps forward to Right Front Stance,
Left Reverse Palm Heel Upset Strike High (Medium)
13. Left foot steps to Right foot to Closed Stance, Right Knifehand Strike Low (To Left Palm)

SEGMENT FOUR

14. Left #1 Side Kick Low
15. Left # 1Side Kick High (moves 14 and 15 are performed without putting the foot down)
16. Left foot lands in Left Back Stance, Right Reverse Outside Knifehand Strike High
17. Left foot steps to Right foot to Closed Stance, Left Downward Hammerfist
18. Right #1 Side Kick Low
19. Right #1 Side Kick High (moves 18 and 19 are performed without putting the foot down)

20. Right foot lands in Right Back Stance, Left Reverse Outside Knifehand Strike High
21. Right foot steps to Left foot to Closed Stance, Right Downward Hammerfist

SEGMENT FIVE

22. Left foot steps forward to Left Front Stance,
Right Reverse Palm Heel Press Block Low (Medium)
23. Right foot steps forward to Right Front Stance,
Left Reverse Palm Heel Press Block Low (Medium)

SEGMENT SIX

24. Turning 90° clockwise, Right #1 Outside Crescent Kick
25. Right foot lands in Sitting Stance, **Right Backfist High**
26. Turning 90°, Left foot shifts to Right Front Stance, Right Double Inner Forearm Block
27. Hopping backwards to Right Front Stance,
Right Inner Forearm block/Left Reverse Low Block
28. Right foot steps forward to Right Extended Front Stance,
Right Horizontal Spearhand High (Medium)

SEGMENT SEVEN

29. Turning 90° counter-clockwise, Left #2 Outside Crescent Kick
30. Left foot lands in Sitting Stance, **Left Backfist High**
31. Right foot shifts to Left Front Stance, Left Double Inner Forearm Block
32. Hopping backward to Left Front Stance,
Left Inner Forearm Block/Right Reverse Low Block
33. Left foot steps forward to Left Extended Front Stance,
Left Horizontal Spearhand High (Medium)
34. Right foot steps forward to Right Front Stance, Twin Punch High

SEGMENT EIGHT

35. Left foot turns 90° counter-clockwise to Left Front Stance, Twin Upset Punch Middle
36. Right #2 Front Kick
37. Right foot lands forward, Left foot steps forward, turning 180° clockwise, to Right Back Stance, Right Double Knifehand Block
38. Left foot steps forward to Left Front Stance, Left Punch High

SEGMENT NINE

39. Right foot steps forward to Right Front Stance, Twin Upset Punch Middle
40. Left #2 Front Kick
41. Left foot lands forward, Right foot steps forward, turning 180°, to Left Back Stance,
Left Double Knifehand Block
42. Right foot steps forward to Right Front Stance, Right Punch High

Yells (ki-haps) are indicated in **BOLD**.

APPENDIX 2: DEMONSTRATION TEAM COMPETITION RULES

DEMONSTRATION TEAM COMPETITION RULES

Safety Note: Safety is the number one concern for Taekwondo America, demonstration teams, and judges. All demonstration elements (particularly the fight scene and board breaks) should be planned and performed with the safety of competitors and spectators in mind.

Sportsmanship: Like all Taekwondo America competitions, this is a fun event! Demonstration Team members, school owners, team leaders, parents, and supporters are all expected to adhere to the Taekwondo America Courtesy Policy (see below). Everyone should show a positive attitude towards other teams, judges, and tournament directors at all times. This includes being respectful of the judges' decisions and scores.

Taekwondo America Courtesy Policy: Any competitor, spectators, parent, or judge exhibiting unsportsmanlike conduct or interfering with the positive competitive atmosphere of the demonstration team competition will be asked to leave immediately. Remember and practice the tenets of Taekwondo: Courtesy, Integrity, Perseverance, Self-Control, and Indomitable Spirit.

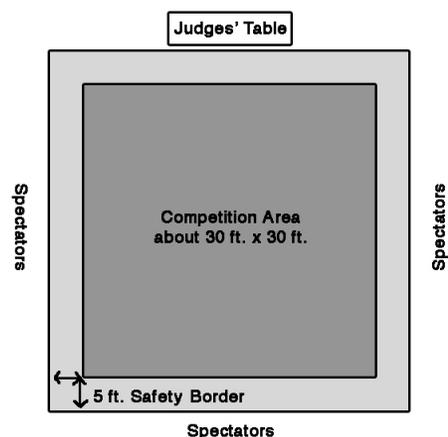
Competition Fee: \$150 per team. Teams must register with the Taekwondo America National Office 30 days prior to the competition date. Teams will have the option to pay an additional fee and have Taekwondo America provide their boards.

Competition Time: Demonstration Team Competition is held following the high rank competition on the Friday during the January National Tournament. The winner of the competition will perform their demonstration on Saturday prior to the afternoon competition.

Competition Order: The returning champion will perform first. A random drawing will be used to determine the order of the remaining teams.

Competition Area: Approximately 10 floor squares by 10 floor squares or about 30 ft by 30 ft. There will also be an additional safety border 5 feet around the competition area to help ensure the safety of all spectators.

Time Requirements: The demonstration should last at least 2 minutes and no more than 6 minutes. Teams are responsible for setting up their demonstration (no more than 2 minutes) and cleaning up afterwards (no more than 1 minute). Penalties for exceeding the time limit are explained below.



Team Requirements:

- *Team Members:* Each team must have at least 6 members to compete in the Demonstration Team competition. There is no maximum number of team members.
- *Team Uniform:* All team members should perform in matching or on-theme uniforms, within good taste. Anyone assisting with the demonstration (such as holding boards or organizing props) is considered part of the team and should also be in matching or on-theme uniform.
- *Team Name:* Each team must choose a name in good taste. Team names can be as simple as “City, State” Taekwondo Team or more creative such as “Team Powerkick”.

Required Elements: These are the elements of the demonstration that the judges will score.

- *Forms:* Each team must include at least one form in which every team member performs.
- *Fight Scene:* Please keep safety in mind with all stunts.
- *Board Breaking:* Teams should be prepared for the performance area to be surrounded by spectators. All board breaks should be performed with safety in mind; speed breaks should aim towards the front (where the judges are seated) or from one far corner to the other. Board holders should always hold with both hands, not just one.

Optional Elements: These items are not required, but can enhance the overall effect of the demonstration. Teams should be prepared to perform without these elements, should technology fail or safety concerns lead Taekwondo America to ask them to remove the element. The performance should not rely on these elements.

- *Music:* Must be supplied by the demonstration team on a digital device (ipod, mp3 player, etc.). Teams are encouraged to avoid the use of currently popular songs. All music must be clean (no explicit languages or lyrics).
- *Weapons:* Please keep safety in mind with all weapons elements. Remember that all weapons must be “practice” weapons with no sharp edges or points.
- *Props and Special Effects:* Please keep safety in mind with all props and effects. Teams should be prepared to perform without these elements if they are deemed unsafe for competitors or the tournament site by Taekwondo America.

Judging Criteria and Process: Judges of the Demonstration Team competition 5th degree black belts or higher who have years of judging experience and do not have a demonstration team competing.

Scoring: A panel 5 judges will score each team in four categories with a maximum score of 50 points per team.

- *Team Forms* (up to 15 points)
 - Synchronization
 - Originality
 - Difficulty
 - Execution
 - Entertainment
- *Fight Scenes* (up to 15 points)
 - Reality
 - Originality
 - Difficulty
 - Execution
 - Entertainment
- *Board Breaking* (up to 15 points)
 - Variety
 - Originality
 - Difficulty
 - Execution
 - Entertainment
- *Overall Performance* (up to 5 points)

Penalty Points: Penalty points will be taken by the scorekeeper or timekeeper from the total score. All penalty points must be discussed and agreed upon by a majority of judges.

- *Performance Penalties*
 - -1 point if the team isn't in matching or on-theme uniforms.
 - -1 point if a member gets injured during the performance.
 - -2 points if an audience member is hurt or struck with an object from a demonstration team, for instance: board, kick, or weapon.
 - -5 points for poor or unsportsmanlike behavior or attitude by any competitor, school owner, supporter, or parent.
 - -5 points for poor taste.
- *Time Penalties*
 - -1 point if setup takes longer than 2 minutes, with an addition -1 point if setup takes longer than 2.5 minutes.
 - -1 point if the demonstration takes longer than 6 minutes, -1 point for each additional 30 seconds after 6 minutes.
 - -1 point if clean up takes more than 1 minute, with an addition -1 point if clean if it takes longer than 1.5 minutes.

Tie Breaker: In the event that two teams have earned the same total score, the judges will discuss and vote for their favorite based on overall performance, execution and entertainment.

A sample judge's scoring sheet can be found on the following page.

TEAM NAME:			JUDGE'S NAME:
Team Forms (up to 15 points)	Synchronization	1 - 2 - 3	NOTES: _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____
	Originality	1 - 2 - 3	
	Difficulty	1 - 2 - 3	
	Execution	1 - 2 - 3	
	Entertainment	1 - 2 - 3	
Total Forms Score			
Fight Scenes (up to 15 points)	Reality	1 - 2 - 3	
	Originality	1 - 2 - 3	
	Difficulty	1 - 2 - 3	
	Execution	1 - 2 - 3	
	Entertainment	1 - 2 - 3	
Total Fight Scene Score			
Board Breaking (up to 15 points)	Variety	1 - 2 - 3	
	Originality	1 - 2 - 3	
	Difficulty	1 - 2 - 3	
	Execution	1 - 2 - 3	
	Entertainment	1 - 2 - 3	
Total Board Breaking Score			
Overall Performance Score (up to 5 points)		1 - 2 - 3 - 4 - 5	
TOTAL SCORE			

APPENDIX 3: JUNIOR LEADERSHIP GUIDE

The Instructor Manual may be too much information for many young instructors. This Junior Leadership Guide is designed for Level 1 and 2 Instructors who are younger than 13 years old.

JUNIOR LEADERSHIP GUIDE

Congratulations! Welcome to being an instructor. The following guide contains everything you need to know as a Junior Leadership Member.

BE A ROLE MODEL

Your #1 job is to set an example for all of the lower ranking students. These kids are looking up to you because you're awesome. They want to be just like you. Why? Because you get to wear that super-cool black belt and have that red collar on your jacket. This is your chance to show them how to behave in our school. This is your chance to be a leader: be respectful, answering "Yes Sir" or "Yes ma'am," clearly; hustle, move fast, and follow directions; show indomitable spirit by always working hard and with a positive attitude.

BE A C.E.O.

CEO? Yes, the Chief Encouragement Officer. When you're assisting with class, your job is to make sure that every student feels like the most important person in class that day. Learn and use the students' names, give high fives and fist bumps, and smile! Your goal should be to interact with each student AT LEAST 3 times every class. Two of these are easy: greet the students as they come into class ("Hey Amanda, what's up? How was school today?") and say goodbye as they're leaving ("Great class today Sarah. You were doing awesome kicks!"). The third interaction is up to you. Each interaction only takes 15-30 seconds but goes a long way to building lasting relationships.

LEADING A WARM UP

The warm up sets the tone of the class. Remember, you are setting an example for the students. Take this opportunity to be excited and engaged, and the students will be too! Go through your school's typical warm up, demonstrating each section. For the beginner class, make sure to take extra time to explain how to do the warm up. As you go through the warm up, take this time to talk to the kids. Find out how their day was, what's going on at school, how much of their form they know, and let them know what they will be working on in class that day. This reminds them that you care about them and are excited that they are there.

ASSISTING WITH A GROUP DRILL

When assisting with a group drill, your role is to make the lead instructor's job easier. Help students stay focused while the drill is being explained, and ensure that you are paying attention as well. Always stand behind the students so that you do not take their focus off of the instructor who is leading the drill. When correcting a student's technique use the Praise-Correct-Praise (PCP) method. PCP means catching students doing something "good," correcting the technique or behavior, and then ending the interaction on a high note ("Nice front stance, Bobby, great job keeping your back leg straight. Make sure you cross the block hand on top. That's it, nice job.").

LEADING A GROUP DRILL

The most important thing when leading a group drill is to maintain attention. Stand in front of the group where everyone can see you, speak loudly and clearly, and use words that are easy for that age group to understand. **EXPLAIN** the technique you want your students to work on. **DEMONSTRATE** (or have one of your students demonstrate) the proper way to perform the technique. And, allow your students to **DO** the techniques. Once they have started the drill, walk around and make sure that every student is doing it correctly. Be encouraging and help them when they need it. If you notice many of them are struggling with the techniques, sit them down and explain it again.

HELPING A STUDENT 1-ON-1

The perfect opportunity to get better at teaching is to work 1-on-1 with a student. Remember to start from the beginning and explain every detail of what you are asking them to do. If they still don't understand, find another way to explain it. What works for one student is not the same as what will work for the next student. The most important thing when working 1-on-1 is to be patient. Sometimes it will take you explaining it 5-10 different ways before it finally clicks, and sometimes they won't get it that day at all. Try again the next day with just as much patience.

STRIPE TESTING

The purpose of stripe testing is to measure how much of the required material a student knows. Make sure that your expectations for stripe testing are equivalent to your expectations at their belt testing. As a White Belt, the expectations for a stripe should be different than a Purple Belt. If a student does not earn their stripe that day, make sure

that you take the time to explain what they did wrong and show them how to do it correctly so that they can be successful next time. Remember to be encouraging, remind the student of something they did well in class and let them know you're excited to see them next class.

LET A LEVEL 3 OR 4 KNOW ABOUT ISSUES

The best part about being a level 1/2 is you don't have to be the bad guy. If you are having a hard time keeping a group under control, let a level 3 or 4 know and they will handle discipline. The same rule goes for injuries or anything else that might come up during class. When in doubt, ask a level 3 or 4 for help.

AND THATS IT... WELL, NOT REALLY

This is only the beginning. Part of being an awesome instructor is always learning and improving your skills. Go every class you can, attend every tournament, camp, or black belt conference, and talk to all the instructors, high ranks, and school owners you can.

APPENDIX 4: LEVEL 1 & 3 TEST PREP

Name: _____

Test Date: _____

Quick tips:

- When practicing your old forms, **start with your form and work backwards**. You're probably more familiar with the colored belt material since you're teaching that the most.
- **Practice. A lot. No, seriously, like, a lot.** This test is both physically and mentally strenuous. Make sure you're ready for it. Make sure you're practicing the weekly forms 2-3 times.
- **Ask your instructor (or a higher level instructor) to watch some of your forms every week.** This will keep you practicing and show your instructor you're serious about earning your instructor collar.

Week 1: Let's get started.

- Talk to your instructor about the test and ask if there are any additional requirements or test elements.
- Practice your form.
- Walk through the old forms, one-steps, and combinations. Take note of which ones you know, which ones need improvement, and which ones you've totally forgotten (Hopefully, that's not too many!).

FORMS REVIEW														
	Ul-Ji	Yoo-Sin	Choong-Jang	Ge-Baek	Po-Eun	Gwang-Gae	Choong-Moo	Hwa-Rang	Joong-Gun	Yul-Guk	Won-Hyo	Do-San	Dan-Gun	Ki-Bon
Know It Well														
Needs Work														
I've Got No Idea														

Week 2: 2nd Degree forms

- Ul-Ji
- Yoo-Sin
- Choong-Jang

Week 3: 1st Degree forms

- Ge-Baek
- Po-Eun
- Gwang-Gae
- Everything from Week 2

**Ask your instructor to watch 3 random black belt forms.*

Week 4: Advanced Colored Belt forms

- Choong-Moo
- Hwa-Rang
- Joong-Gun
- Everything from Week 3

Week 5: Intermediate Colored Belt forms

- Yul-guk
- Won-Hyo
- Do-San
- Plus everything from Week 4

**Ask your instructor to watch 3 random forms.*

Week 6: Beginner Colored Belt forms, Orange belt sparring combinations, and White and Yellow belt one-steps

- Dan-Gun
- Ki-Bon
- Orange Belt Combinations
- Yellow Belt One-Steps
- White Belt One-Steps

Week 7: Review EVERYTHING!

***Ask your instructor to watch 3 random forms and all combinations.*

Week 8: Review EVERYTHING!

**Ask you instructor to watch all of your forms and combinations.*

LEVEL 1 & 3 TEST JUDGING SHEET

Name: _____

Date: _____

FORMS:	YES	NO	Notes:
Ki-Bon	<input type="checkbox"/>	<input type="checkbox"/>	_____
Dan-Gun	<input type="checkbox"/>	<input type="checkbox"/>	_____
Do-San	<input type="checkbox"/>	<input type="checkbox"/>	_____
Won-Hyo	<input type="checkbox"/>	<input type="checkbox"/>	_____
Yul-Guk	<input type="checkbox"/>	<input type="checkbox"/>	_____
Joong-Gun	<input type="checkbox"/>	<input type="checkbox"/>	_____
Hwa-Rang	<input type="checkbox"/>	<input type="checkbox"/>	_____
Choong-Moo	<input type="checkbox"/>	<input type="checkbox"/>	_____
Gwang-Gae	<input type="checkbox"/>	<input type="checkbox"/>	_____
Po-Eun	<input type="checkbox"/>	<input type="checkbox"/>	_____
Ge-Baek	<input type="checkbox"/>	<input type="checkbox"/>	_____
Choong-Jang	<input type="checkbox"/>	<input type="checkbox"/>	_____
Yoo-Sin	<input type="checkbox"/>	<input type="checkbox"/>	_____
Ul-Ji	<input type="checkbox"/>	<input type="checkbox"/>	_____

COMBINATIONS:	YES	NO	Notes:	
White:	#1	<input type="checkbox"/>	<input type="checkbox"/>	_____
	#2	<input type="checkbox"/>	<input type="checkbox"/>	_____
	#3	<input type="checkbox"/>	<input type="checkbox"/>	_____
	#4	<input type="checkbox"/>	<input type="checkbox"/>	_____
	#5	<input type="checkbox"/>	<input type="checkbox"/>	_____
Yellow:	#1	<input type="checkbox"/>	<input type="checkbox"/>	_____
	#2	<input type="checkbox"/>	<input type="checkbox"/>	_____
	#3	<input type="checkbox"/>	<input type="checkbox"/>	_____
	#4	<input type="checkbox"/>	<input type="checkbox"/>	_____
	#5	<input type="checkbox"/>	<input type="checkbox"/>	_____
Orange:	#1	<input type="checkbox"/>	<input type="checkbox"/>	_____
	#2	<input type="checkbox"/>	<input type="checkbox"/>	_____
	#3	<input type="checkbox"/>	<input type="checkbox"/>	_____
	#4	<input type="checkbox"/>	<input type="checkbox"/>	_____
	#5	<input type="checkbox"/>	<input type="checkbox"/>	_____