Teaching Teachers

Mizu-Ryu Jujitsu
Summer 2007

Daughters of the Arts:

Mizu-ryu Ju-jitsu has had a very close relationship with The Inayan System Eskrima since 1997 when we were introduced to the late Mangisursuro Mike Inay (1944 - 2000). Shortly after his passing, his son, Suro Jason Inay, assumed Mangisursuro's traveling and seminar schedule, and he came to Florida for the first time.

Later, when I moved to California, Suro and I were practically neighbors. It felt good to have a friend while I was adjusting to being so far from home. I was very touched at Suro's gesture to reach out with open arms, and accept me into his training group.

In my continued relationship with the Inayan family I've had the opportunity to get to know Suro's sister, Masirib Guro Jena Inay. She and I became fast friends because we had so much martial arts history in common. Both of our father's were founders and heads of their own martial systems, and we both grew up on the training floor. We began to share stories that would start with, "*Did your father ever…to you during class?"* It seemed that the similarities were abundant and the stories endless.

Another similarity that Masirib and I share is our drive to encourage more women to join the martial arts and to create a supportive environment to those that are already involved. Because we share these similar philosophies, we have decided to work together to form an organization that supports active female participation in all arts.

Daughters of the Arts is a forum for women in martial arts. Our mission is to support and promote female teachers and students in all martial arts. We host meetings, designed to inspire and motivate our members to be the strongest martial artists they can be. Not only will we have motivational guest speakers, but we will also address personal concerns unique to female martial artists. As an organization we are dedicated to giving back to the martial arts community through fund-raisers and martial arts scholarships. Our biggest event of the year will be a seminar that will feature female martial arts instructors. Our organization is still in the infancy of its development and future Mizu-ryu newsletters will report our progress.

In addition, I am pleased to announce that both Suro Jason Inay and Masirib Guro Jena Inay intend to attend the 2008 *Mizu-Ryu Superior Martial Arts Retreat and Training Camp* (S.M.A.R.T. Camp). This year's camp will be held February 21 – 24, and we look forward to welcoming the Inayan family to our gathering.

Written By Ginger Dunn

Click Here to Return to the Home Page

Mizu-ryu: Living history

How many times have you heard me say, “Relax, relax, relax, bend your knees, and stop being so stiff”?

In truth, I didn’t learn to relax until I was a third degree black belt and Professor Moses Powell taught me how. When I met him, in 1976, he was the highest-ranking African-American in the world. Professor Powell was a 10th degree black belt and founder of Sanucus Ryu Jujitsu. During every class, I can remember him telling me, “Relax, relax, relax, bend your knees, and stop being so stiff.”

It seemed that no matter what I tried to do, I could not allow my body to relax. Professor Powell would make me stop the exercise to walk around the dojo repeating to myself, “Marty, relax. Marty, relax,” time and again.

We happened to be working on self-defense one particular Saturday morning, and I was in my typical, stubborn way of training…not relaxing, not bending my knees, and being stiff. So after reminding me of my deficiencies numerous times that morning, Master Powell finally threw up his hands, looked at Grand Master Rex Lee, and asked, “Do you own a radio?”

“Marty, get behind me, hold on to my shoulders, close your eyes, and follow me.” We started with a simple drill of bobbing and weaving, and then we progressed to actually doing the footwork for our maneuvers – such as throwing, sweeping, and rolling. Of course during the rolls I had to let go of his shoulders, but when we got back to our feet my hands had to be back on his shoulders. Believe it or not, in a very short period of time…I was actually dancing with him and following his body movements.

The next step came when the next song came on. Master Powell said, “I want you to punch, roll, kick, sweep…but most of all I want you to bend your knees, relax, and stop being so stiff.” At the time, I was extremely embarrassed to be out on the mat doing this by myself. But half way through the song, I forgot all about the eyes of Master Powell, Master Lee, and the other black belts in the room…and it really did begin to make sense to me.

Even today, I remember and practice what Master Moses Powell taught me, and on occasion I will repeat to myself, “Marty, Relax.”

Professor Moses Powell
(1941 – 2005)
Founder of Sanucus Ryu Jujitsu.

Dictated by Soke Martin Ferrick
Written by Shihan Ginger Dunn

Learning Styles:

There are many ways to categorize and identify particular learning styles. Gardner’ Theory of Multiple Intelligences is a bit more contemporary (developed 1983) and more complicated than most. He specifies that people lend toward a dominant learning style based on seven categories of intelligence: linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, inter- and intra- personal intelligences, and naturalist.

More people are probably aware of the more basic model of information intake – visual, verbal, and kinesthetic. But, no matter how you choose to identify learning styles, as a martial arts instructor it is your obligation to teach students in a way that they can easily comprehend, process, and remember your information.

Instead of addressing the numerous categories of learning modadillities, I am going to narrow the focus to two simple categories as discussed in an essay written by Carol Gittins, a Goju-Ryu instructor from Washington.

Global vs. Analytic Perception

Once people have been given information, they must organize it in a way that makes sense to them. Some people prefer to view the information as a whole while others see it as a sum of its parts. In essence, “some people see the forest while others see the trees.”

A **global learner** will:

- See the “big picture”
- Learn general principals first then apply their knowledge to specific examples
- Memorize a whole kata pattern before taking the details into consideration

An **analytic learner**:

- Perceives the parts to the whole
- Builds understanding on specific examples
- Is detail oriented

Click Here to Return to the Home Page

Click Here to Return to the Home Page

How can I help my students learn?

To appeal to a global learner and instructor can take steps that allow students or potential students to get an overview of the system. Focus on the main concepts of the material being studied. More specifically a teacher can provide a brochure that states the basics of the system, such as philosophy and performance expectations for each rank.

When teaching global learners the instructor needs to provide an organization and structure for the system by helping the student set goals.

When teaching a new concept, minimize corrections while a global learner is memorizing a pattern. Once the student has mastered the exercise, then the teacher can provide more detail-oriented information. Make connections for a global learner to see how one area of study can be applied to another. For example, how a combination in kata can be applied to a self-defense technique. In addition, show practical applications for techniques and provide explanations for actions. For instance, why is it necessary to keep your knees bent in any given stance?

Analytic learners prefer to work alone to achieve goals that they set for themselves. They want accurate, detailed information, presented in an organized fashion, with adequate practice time given to master the information. Analytic learners tend to be very mechanical in their movement, because they are trying to create perfection with each step. Encourage these students to develop their own style by personalizing their performances. To guide the personalization, an instructor can stress visualization during the performance of kata or techniques.

Allow time for individual practice, as an analytic learner will practice a technique with absolute correctness a hundred times and still feel the need for more repetition.

Analytic learners tend to fail to grasp the underlying concepts behind given techniques because they are so devoted to detail. An instructor must remind an analytic learner that there is generally no one “right” way of performing a technique, because the performance will vary with size and ability. In addition, an instructor must remind an analytic thinker of the over-all concept being taught.

Click Here to Return to the Home Page

Global learners work best with partners. They will often be the first to stop kata practice to talk with neighbors. It is the instructor’s job to ensure that the discussion stays on the topic of the task they were assigned. The global learner uses conversation to learn. However, intervention will be necessary when the discussion strays, to keep the dojo floor a productive workout environment for all students.

Managing a workout is tricky business. Think about what types of learners are attending your class. Assign global learners positions of leadership; allow them to assist the instructor by providing demonstrations for the class or helping other students. Global learners respond strongly to external reinforcement, both positive and negative. Certificates, promotions, and rewards drive global learners.

On the other hand, an analytic learner may be overtly impersonal. They are not strongly affected by external feedback. This trait may cause problems because they are not likely to apologize to their partner’s feedback of over contacting or being too aggressive. Therefore it is an instructor’s position to stress the importance of politeness and concern for others.

An instructor will probably lead a class in a fashion that suits their personal learning and processing style. It is important to recognize one’s particular style and adapt instruction accordingly.

References:
Wiley, C. *Martial Arts Teachers on Teaching.* (1995). Frog, Ltd.: Berkeley,CA. pp. 18-29

Japanese Words and Phrases to Know:

Katate hazushi: Wrist roll or escape. “Katate” consists of two words “kata” meaning one (don’t confuse with other meanings of *kata)* and “te” meaning hand. Hazushi meaning escape.

O’Ogoshi: Major Hip Throw. “O” meaning *big.*

Deashi Harai: Arch Sweep. “Deashi” literally translated means pupil or student. “Harai” meaning *sweep.*