

Training Families:

I want to loose weight.

I want to meet friends.

I want to get into shape.

I want to develop self-discipline so that I can get more organized at home and at work.

I want my child to get fit.

I want my child to learn to pay attention in school.

I want my child to develop self-discipline.

I want my child to meet friends.

The reasons people sign up for martial arts class are as individual and unique as the people themselves. Often what an adult wants in their own lives, they also want for their children. In addition, many families feel that doing an activity together will build stronger bonds and better relationships with one another. It is because of this goal, many families join martial arts classes together.

When families enter a martial arts class together, the instructor is presented with a very challenging situation. How to you provide each *individual* with the best learning experience possible when they joined as a *group*?

Teaching children requires a set of instructional skills that are very different from teaching adults. When children train with adults, how do you provide a quality experience for everyone?

One basic principle to teaching children is that you need to build a trust relationship. This is a particularly challenging goal if the child's parents are also involved. Naturally, the child will have the strongest bonds with their parents. The teacher will need to work to establish a mutual trust for the teacher/student relationship to be functional.



Another principle when working with kids is to have reasonable expectations or goals. Adults are capable of listening to longer, more detailed explanations; and adults are capable of understanding how both the bigger picture and the finer details blend together.



It is important for an instructor to fill the intellectual needs of the adults while understanding that the children may not be processing the information in the same way their parents are. Perhaps the instructor can present the "big picture" to the whole group, begin the practice period, then address the adults with the extra information. If an instructor talks for too long or about topics that the children do not comprehend, he/she will feel frustrated with the performances of the younger students.

Finally, structure your relationship to the families that you train so that the parents are viewed as role models by their children. When the parents demonstrate the behaviors that they want their children to assume, the teacher is then able to establish a role of authority with the child without demanding it. If a parent learns and displays the rules of conduct in a dojo, the child will imitate them.

It can be a very delicate situation when establishing who is the teacher, the student, the parent, the authority figure, the role model...Always remember to treat the parents with mutual respect and explain why you require certain behaviors and how those behaviors will be beneficial both to the class dynamic and to the family itself. When parents and instructors are on the same page, it makes incorporating the whole family into a martial arts class a wonderful and rewarding experience for everyone.

By: Shihan Ginger Dunn

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Mizu-ryu: Living history

Master Nam, Master Choi, Master Lee, Master Powell, Master Vee, Mangisursuro Inay have all greatly influenced my teaching philosophy because they were all my master instructors for an extended period of time. In addition, I've attended and/or lead countless seminars in the company of thousands of other martial arts teachers over the years. With this experience I have seen effective and ineffective methods of teaching self-defense.

Each of my master instructors had an established a series of self-defense techniques for their students to memorize and perform. In turn, I adopted that methodology of teaching for my own students. As years passed, I became more and more frustrated with this tradition of teaching, because I saw my students prescribing to the formulated patterns and losing the main principle of defending one's self: REACTION.

To compensate for the qualities I was not giving my students I decided to change my style of instruction to more reactionary behavior. I wanted to train my students to continue their train of thought and motion, even if the tori did not attack them in the expected manner. To achieve this behavior in my pupils we trained in drills of "angle recognition" (a term coined by my teacher Mangisursuro Mike Inay). Ironically, I was practicing this type of training 25 years before meeting Mangisursuro Inay...I just didn't know a term for it, yet.

At the time of this revolution the majority of my class was made of teens and adults. After introducing this new form of practice to my students, I saw the results I was looking for. The testimony to my methods was shown at the 1981 USKA International Championships. There were roughly forty competitors in the Jr. Black Belt Division. In the final round there were eight students, seven of them were mine.

Today, things have changed. The majority of my students are children, which are developmentally unable to grasp the concept of angle recognition or reactionary defense. I've also learned that young children need tactile information to be able to process their environment. Therefore I had to rethink my methodologies of teaching, once more. I now split my teaching styles. With teens and adults I continue to teach the proven methods of angle recognition and reactionary defenses, and for my youth classes I choreograph their self-defense techniques. By providing the young children with a concrete explanation of my expectations (instead of the abstract thinking that reactionary training provides) they are better able to grasp the concepts of Mizu-Ryu.

By: Soke Martin Ferrick



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Daughters of the Arts: Giving Back

As an organization our mission is to help the martial arts community grow. We focus on female participation in the arts, because we see that is a demographic that is currently under-represented in the martial arts community.

To contribute to our organization's goals, DOTA has developed a scholarship program. Our goal for the year 2008 is to donate a total of \$1000.00 to scholarship applicants.

With our help, we hope that men, women, and children who would not have been able to attend martial arts functions such as seminars, camps, competitions, or even regular training in a martial arts facility due to financial limitations will be able to enjoy these experiences.

VISIT [HTTP://WWW.DOTAORG.COM](http://www.dotaorg.com) TO
LEARN MORE ABOUT OUR ORGANIZATION

Accepting Articles....

A good news letter presents a variety of articles from numerous authors. I would like to invite all readers Mizu-Ryu's Newsletter to submit articles to our future Teaching Teachers editions.

Articles can consist of anything that you're are inspired to share, including but not limited to:

- memoirs of camps, seminars, or tournaments
- historical research
- writing assignments given by your instructors
- editorials or opinion articles

Please make any submissions before **April 15, 2008**.

Japanese Words and Phrases to Know:

Soto Katae Tori: Outside Wrist lock

Uchi Katae Tori: Inside wrist lock

Soto Kotemaki Tori: Outside figure four

Uchi Kotemaki Tori: Inside figure four

Shita Katae Tori: Goose Neck

Momiji Hazushi: Z-lock Release