

A

Tae Kwon Do (Martial Arts)

its all in the mind and spirit



B

Tae Kwon Do (Martial Arts) Welcome Note

Welcome Students...

This is the first annual outdoor Tae Kwon Do demonstration taken place in ██████████ Ontario. This will take place during the weekend, starting on Friday until Sunday afternoon. I have three lesson plans for you that are full of great working techniques and solid self-defense. We will be learning outside so dress comfortable and bring a lunch for each day. All protective gear will be given to you the first day so no worries. I am very happy with the turnout with students and excited to see that kids and adults are encouraged to come out and try a complicated but easy sport.

The first day I will be teaching you the basics of Tae Kwon Do like punching and kicking but also the variations of those exercises. There are many different ways of punching and kicking without getting hurt so paying attention will be a bonus. We will start the day with a 2-minute meditation to clear things out from your mind because this is a mind sport and can be tricky at times. Everyday we will start with the proper exercises and stretches to relieve and aches and pains throughout the day, also we will keep practicing punching and kicking for the three days because it will help you at the end.

The second day I will be teaching you the first three patters, which are a combination of moves that will help you with your punching, kicking and blocks. Patterns are very important in Tae Kwon Do because they are used in tournaments but also it can help you in a life and death situation. Each pattern goes from beginner to expert but the first three are important because all the basics I will be teaching you are combined into attacking and defending moves.

The last day is my favorite because we will be practicing sparring, which is full contact to the body only one on one battles. All protective equipment will be used so most likely their wont be any injuries. This is my favorite because I get to see how the students use their skills and own knowledge against their opponent. Before we start this lesson I will go through all rules regulations about sparring so the students have an idea.

LOW LEVEL 1

C

Lesson Plan 1- Tae Kwon Do (Martial Arts)Objectives:

- 1) Warm up (exercise)
- 2) Punching
- 3) Kicking

Learning Outcomes:

- 1) Learn basics of punching
- 2) Learn basics of kicking
- 3) Learn self defense

Warm-up: (Time)

- Push-ups 50x
- Sit-ups 50x
- Stretching 15 (mins)
- Running drills 10 (mins)

Skill Development: (Time)

- Proper use of punches 10(mins)
- Variety of punches 20(mins)
- Proper use of kicks 10(mins)
- Variety of kicks 20(mins)

Drills/Progressions: (Time)

- High punch 5(mins)
- Middle punch 5(mins)
- Low punch 5(mins)
- Round House kick 5(mins)
- Drop kick 5(mins)
- Snap kick 5(mins)
- Rising kick 5(mins)

Equipment:

- Shoes
- Shin pads
- Uniform

Teaching Points:

- Self Control
- Perseverance
- Integrity
- Courtesy
- Indomitable Spirit

Gym Format:

- 2 rows, students lined up

D

Lesson Plan 2-Tae Kwon Do (Martial Arts)Objectives:

- 1) Warm up (exercise)
- 2) Punching/Kicking
- 3) Patterns

Learning Outcomes:

- 1) Learn many varieties of patterns
- 2) Learn combinations
- 3) Understand the meaning of patterns

Warm-up: (Time)

- Push-ups 50x
- Sit-ups 50x
- Stretching 15(mins)
- Running drills 10(mins)

Skill Development: (Time)

- Patterns (1hr)

Drills/Progressions (Time)

- High punch 5(mins)
- Middle punch 5(mins)
- Low punch 5(mins)
- Round House kick 5(mins)
- Drop Kick 5(mins)
- Snap kick 5(mins)
- Rising kick 5(mins)

Equipment:

- Shoes
- Uniform
- Shin pads

Teaching Points:

- Self Control
- Perseverance
- Integrity
- Courtesy
- Indomitable Spirit

Gym Format:

- 2 rows, Students lined up

E

Lesson 3-Tae Kwon Do (Martial Arts)

Objectives:

- 1) Warm up (exercise)
- 2) Punching/Kicking
- 3) Sparring

Learning Outcomes:

- 1) How to defend against your opponent
- 2) Where to receive points in a tournament
- 3) How to use your skills and knowledge together

Warm up: (Time)

- Push-up 50x
- Sit-up 50x
- Stretching 15(mins)
- Running drills 10(mins)

Skill Development: (Time) 1hra

- Sparring your opponent
- Using your self defense
- Reacting to different situations

Drills/Progressions: (Time)

- High punch 5(mins)
- Middle punch 5(mins)
- Low punch 5(mins)

- Round House kick 5(mins)
- Drop kick 5(mins)
- Snap kick 5(mins)
- Rising kick 5(mins)

Equipment:

- Shoes
- Shin pads
- Uniform
- Chest Protector
- Helmet
- Jock

Teaching Points:

- Self control
- Perseverance
- Integrity
- Courtesy
- Indomitable spirit

Gym Format:

- 2 rows, Students lines up

Teacher’s Notes

Knowledge/Understanding

- The student demonstrates limited knowledge of the rules and guidelines applicable to tae kwon do. He or she includes in the lesson plans a brief list of some of the teaching points used in this sport, and on day 3 provides some of the guidelines specific to the skill of sparring. However, all guidelines and teaching points are limited in detail and scope (e.g., “Where to receive points in a tournament”).

Thinking/Inquiry

- The student promotes the benefits of lifelong participation in physical activity with limited effectiveness. The student briefly mentions the mental benefits of participation in the welcome letter (e.g., “to clear things out from your mind because this is a mind sport”), and the potential for self-defence patterns to “help you in a life and death situation.” The letter also has a positive and welcoming tone (e.g., “kids and adults are encouraged to come out”). However, the student addresses neither the actual improvement in physical fitness nor the longer-term social and emotional benefits derived from participation.

Communication

- The student communicates instructions to the campers with very limited clarity. He or she gives in the lesson plans some evidence of progression in movement patterns (e.g., balance to movement patterns to combination to sparring). The student’s work also contains some implication of progression from one-on-one sparring to more complicated combinations (e.g., “Sparring your opponent ... Reacting to different situations”). The student lists drills and progressions by name but does not provide steps for their implementation. The lessons are also devoid of skill cues, and specific lesson organization does not pertain to the learning outcomes. Time frames given for each activity do not adhere to the criteria outlined in the task (e.g., lesson 1 timelines indicate use of 115 minutes as opposed to the prescribed 75 minutes).

LOW LEVEL 1**Application**

- The student demonstrates leadership skills in the three-day program that are of limited effectiveness. He or she briefly mentions initial group organization (e.g., “2 rows, Students lined up”). The inclusion of positive “teaching points” indicates the potential for encouragement of participation (e.g., “Perseverance”, “Self Control”, “Integrity”). The student does not provide evidence of skill modelling and does not explain how active participation will be promoted.
- The student promotes a safe environment for participants with limited effectiveness. He or she provides a list of safety equipment relevant to each day’s activities. The student also includes warm-up activities that are somewhat appropriate in nature. However, he or she does not provide sufficient explanation of what is involved in each activity (e.g., “Running drills” – clarification is needed; “Stretching” – description is needed of what muscle groups are being stretched and how). The student does not include cool-down activities and fails to address safety considerations for all drills and competitive activities.

Comments

This work is representative of a low level-1 performance. The student demonstrates a limited degree of achievement of the expectations in the Knowledge/Understanding, Thinking/Inquiry, and Application categories of knowledge and skills. However, in the Communication category, the student demonstrates a very limited degree of achievement.

Next Steps

In order to improve his or her performance, the student needs to:

- provide more specific and detailed guidelines for skill instruction, drill implementation, and tournament competition;
- clearly and concisely address the lifelong benefits of participation in taekwon do;
- include specific skill cues and direction for their proper use and execution;
- include activities that are linked to the specific outcomes given at the beginning of each lesson;
- adhere to the prescribed timelines as outlined in the task criteria;
- demonstrate all skills being taught;
- provide evidence of efforts to actively motivate campers to participate;
- provide warm-up and cool-down activities;
- include a comprehensive list of safety guidelines and rules for activities such as sparring;
- edit and proofread work to correct errors in language usage, spelling, and grammar.