



# Instructor Guide



The following guide is intended to help Satori Dojo's instructors and assistant instructors understand what expectations are required of them in order to ensure that the students have a positive experience and the dojo runs smoothly and efficiently.

## Mission Statement

At Satori Dojo, it is our mission to deliver a positive training experience that helps our students grow, both physically and mentally, through the teaching of an innovative, progressive style of martial arts.

## Core Instructor Tenets

Communicate	Students
Smile	Sharing
Care	Teaching
Share	Martial Arts
Forgive	Growth

*Below: A helpful key to using the Rank-at-a-Glance checklists.*

Mark	What does this mean?
	<b>Everything looks great!</b>
	<b>Looking good, you just need to correct a few errors</b>
	<b>Good start, but there are many errors that need to be corrected.</b>

## The Five Steps of Teaching

To ensure a positive teaching/learning environment in our school, instructors should have guidance on best teaching practices. Teachers should introduce material in a logical order. This order is clearly presented in the Twelve Progressions. Instructors need to ensure that students learn and be able to perform each phase effectively before moving on to the next. When learning a technique, students should move slowly until they can reproduce the technique exactly, before moving on to develop power or speed. While there is an art to teaching, thankfully there is also a science. The **Five Steps of Teaching** provides a concrete recipe for success: **Demonstration, Explanation, Simplification, Repetition, and Correction.**

First, it is important for the students to have an image in their mind of what the correct technique should look like when being performed at full speed. Therefore, a qualified instructor should introduce each technique or drill with a **full-speed demonstration**. The technique should then be **briefly explained** to the students. The technique should then be **simplified**, so that each movement can be practiced in isolation before being added to the overall combination. Material should be practiced statically at first, working just one aspect at a time **repeatedly**, gradually adding to the technique until the desired result is achieved. If at any time a student is having trouble learning, diagnosing and **correcting** the problem should be a relatively simple matter of backing up, and looking at each component of the combination in isolation. Of course, a knowledgeable instructor recognizes that each one of us is unique, and must sometimes adapt techniques to meet the needs of the individual.

The three stages of practice are **static, fluid, and dynamic**. Each phase is important to the proper full development of any technique. **Static** practice is the introductory phase of learning, when techniques are simplified and practiced in isolation. Once the student can perform all of the components of a technique correctly, then the next step is to perform all of the steps **fluidly** as part of a single technique. Start with half speed to develop proper rhythm, focus, balance, etc. The student should strive to perform each technique with exactness and precision while slowly adding speed, gradually progressing to full speed with the goal of performing the technique as fast as possible while still maintaining good form. Of course, speed will challenge the student's form and control, but this will improve steadily with proper practice. Always adhere to proper form, slowing down to make corrections when a technique becomes sloppy.

Finally, advanced students who can perform a technique well at full speed should be challenged with **dynamic** practice. Dynamic practice can take on many forms, such as repetitive full speed drills, "red-line" training where the student attempts to push their full speed ability to new and greater heights, or multiple opponent training where applicable. This level of training keeps even the most talented students engaged and growing.

## Class Procedures

Like most school classrooms, a lot happens in the dojo. It can be a dynamic and confusing environment to navigate successfully without a helpful mindset, an upbeat attitude, and the ability to be flexible. Class procedures facilitate a smooth flow of responsibilities for all, which helps avoid confusion, duplication of efforts, and allows activities run smoothly. The responsibilities are usually delineated according to rank, mostly to instructors (black belts) and assistant instructors (brown belts). It is important to note that teaching is a unique vocation. It is actually comprised of many different skill sets that take time to master. Among the most vital of these skills is the ability to think quickly and to respond appropriately when things change or don't go as planned. This requires a large amount of flexibility. One must cultivate an attitude that is patient and adaptable.

### **5:45 - 6:00 pm Before Kids' Class**

- **Hang flag**
- **Take attendance**
- **Equipment (first aid kit, focus mitts, etc.)**
- **Greet and work with students**

Ideally, all instructors and assistant instructors should arrive 15 minutes before class. If you will be tardy or absent, please contact Master Joe ASAP.

Take every opportunity to welcome students and parents as they enter (unless, of course, you are working with other students). Greet them with a smile and a handshake. Make eye contact, say hello, and ask how their day was (or another suitable question/interaction). Check students' uniforms to make sure they look good (adjust belts, collars, roll up sleeves, etc.). Remind students to put their shoes and coats away properly, then politely hustle them into class. Parental communication is also important. As a courtesy, ask parents how their child's training is going, and make mental notes for future instruction. Let them know that you are there to serve their child.

**Instructors** should maximize their time teaching and interacting with students. Change into your uniform quickly and start working with an individual or group as needed. Some pre-class instruction is flexible, both in grouping (same ranks or mixed ranks) and activities (such as playing games or leading other warm-up activities). Other pre-class activities are more structured, such as student test prep, training weapons (i.e. the bo), or when there are specific things to review or teach.

**Assistant Instructors** should begin by making sure that the flag is hung properly. This duty can be delegated to two students (include a colored belt, avoid sending two white belts). The next task is attendance. The attendance clipboard can be found on Master Joe's bag. When taking attendance, avoid standing off to the side. Instead, interact with the students as they come in, either in the hallway or just inside the dojo. Once the students in the gym have all been accounted for, you can choose to "work the hallway" greeting parents and checking on students as they arrive. Other duties include getting out the first aid kit, focus mitts, sparring gear (if necessary), and hanging the heavy bag. Try to anticipate any needs and attend to them. Ask an instructor if you need help.

### **6:00 – 6:45 During Kids' Class**

- **Lead by example. Train hard**
- **Support the Instructor**
- **Use SWAT sheets when instructing**

During the warm up, instructors and assistant instructors not leading the warm up or involved with other activities should line up in the back and participate in the warm up activities along with the class. While doing that, look for the students with the biggest areas of need and quietly assist them.

This can take many forms. For example, if a student is punching weakly, rather than tell the student, lead by example. Stand next to the student and punch with them, saying simply, "Punch fast and hard, like this!" Avoid explaining too much. Give a positive comment, then your concise constructive feedback, followed up by another positive comment (Good stance, but punch harder, like this! Yes, that's much better!), then move on. Revisit that student a few minutes later to reinforce the desired change. If a student has a problem, quietly take them aside so as not to distract the rest of the class. Fix belts that have come untied, grant permission to use the bathroom when needed, etc. In case of minor injuries, you should find the necessary supplies in the first aid kit. If a student does get injured, be sure to notify the parent after practice (or during practice if the injury is more serious).

In short, support the lead instructor in making all activities as efficient, fun and well organized as possible.

### **6:45-7:00 After Kids' Class / Before Adult Class**

- **Punch cards**
- **Total attendance**
- **Organize equipment**
- **Greet and work with students**

The goal after class is to get children and parents out the door efficiently and respectfully in preparation for adult class. That being said, this is an important part of our students learning experience. We want all our students to leave feeling good about themselves, with a positive mind-set and makes them want to come back. Negative experiences can have the opposite effect. Take a moment to touch base with the students you worked with. Perhaps take a minute or two to work on a technique with which the student had been having difficulty. While attention after class is good, respect the parent's schedule and try not to keep any student longer than a few minutes.

Two assistant instructors or instructors should man the punch-card station until the line begins to thin out, and then go down to one puncher while the other sees to other duties. When punching cards, be positive, telling the kids what a great job they are doing, how proud you are of their efforts, etc. These last interactions are what the student remembers after they leave and can sometimes make up for an otherwise mentally or physically difficult class.

After the punch-card station has been covered, any equipment left out after kids' class should be cleaned up/organized in preparation for adult class. Check the attendance again immediately after class to add any late arrivals and close out the sheet by drawing circles for every student that was absent. You can also help with adult attendance, greeting adults as they come in. Use this as an opportunity to hone your interpersonal skills.

Preparation for adult class includes making sure the basic tasks have been completed: flag is up, focus mitts are out, heavy bag is hung, etc. Instructors should check their teaching assignments for the evening and have all necessary materials (SWAT sheet, focus mitts, etc.) readily available. Once this is done, greet and mingle with the students until line up is called.

### **7:00-8:30 During Adult Class**

- **Lead by example and train hard during class.**
- **Support the Instructor**
- **Use SWAT sheets when instructing**

Line up and train alongside the students. This is your time to lead by example. Resist the urge to constantly instruct your training partners. Minimize verbal communication and focus all your energy on learning and performing. The students will respect your effort and act accordingly.

When the time comes to break into small groups, instructors should take their class and lead them in a variety of well-structured activities aimed at accomplishing specific goals as specified for the evening. If you have been given a class, but not assigned a specific topic of instruction, use the SWAT sheets as guidelines of what to teach. To ensure proper instruction, it is important that experienced instructors introduce new topics. Assistant instructors should only lead lessons that reinforce material that has already been demonstrated and explained by an advanced instructor.

All instructors should strive to be friendly, supportive, and efficient. Keep talking to a minimum to maximize student time on task. Use a variety of instructional content, activities, and delivery of instruction to keep the class interesting and engaging.

### **8:30-8:45 After Adult Class**

- **Take down flag**
- **Total attendance**
- **Clean-up (first aid kit, focus mitts, etc.)**
- **Say goodbye to students**
- **Turn off lights**
- **Check bathrooms and lock doors (church only)**

The goal after class is to return the gym to the condition in which we found it before class. The flag and heavy bag must be taken down. All mats and equipment must be put away. School equipment goes back to its place in the storage closet, and dojo equipment is put away neatly in our designated corner of the closet. An instructor should be the last one to leave the dojo. If jackets or other personal items are left in the gym (excluding those that were not there before class), an instructor should take those items and bring them to the next class to return to their owner. Turn off the lights, shut and lock the door (if applicable). If you see a custodian, say "Thank you" and "Goodnight" as you leave the building.