



The Junior Syllabus

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A Letter to Moms and Dads:

If you watch the television, the world seems to be full of violence, greed, selfishness and corruption. Many of the freedoms and values that should define a civilized society seem to be getting eroded away at an alarming rate. Parental models and martial arts training make a formidable team in the development of character traits that reflect all that is good about a human being.....honesty, integrity, truth, discipline, courage, loyalty, compassion, tolerance, understanding, sincerity, patience, persistence and self-respect to name just a few.

More than ever, today's younger generation needs role models who they can trust and admire. It is getting harder for parents to find reinforcement for the values that they would like to see in their children and this is where we at the Starkville Martial Arts Academy can help. We are dedicated to personal growth in ourselves and in our students. We have a code of behavior for the Academy and the "Black Belt Attitude," which, if taken to heart, will help guide a young person to a life in which they become an asset to society. We firmly believe that the Black Belt represents something that a person wears every day, not just when he or she practices. We also believe that every one of us is a "work in progress". It is not for us to complain, criticize or condemn others; it is our goal to seek self-improvement and recognize that others are trying to do the same. Black Belt means that we want to help other people grow and achieve their goals, just as we are dedicated to self-improvement and are willing to work hard to achieve our own goals. Black Belt means that we have just begun; not that we have arrived.

At the Starkville Martial Arts Academy your child will train the mind and the body together. When you look at the real reasons why people train in the martial arts, it almost always comes back to wanting to feel better in some way. Starting our children in the martial arts gives them a head start on who they are as they grow up. Learning a martial art is about striving and goal setting, about falling over and standing back up again, about reaching goals and yet realizing how much more there is to learn. Training involves setting new goals, never tiring of the desire to improve. By learning martial arts, your child will learn self-discipline, focus and concentration, how to work with other people and how to respect authority. Your child will learn about teamwork and team spirit, but also learn how to be an independent spirit, capable of charting his or her own course through a sea of conflicting choices, using what he or she has learned as a rudder or guide through the decisions that inevitably face everyone. All of these attributes have repercussions in the child's behavior at home and his/her performance at school. To us, martial arts training is about better living, and our children's program is about learning life's values early.

We thank you for choosing our program and look forward to working with you and your family.

Sincerely Yours,

Dr. Chris Dewey
CEO & Chief Instructor
Starkville Martial Arts Academy

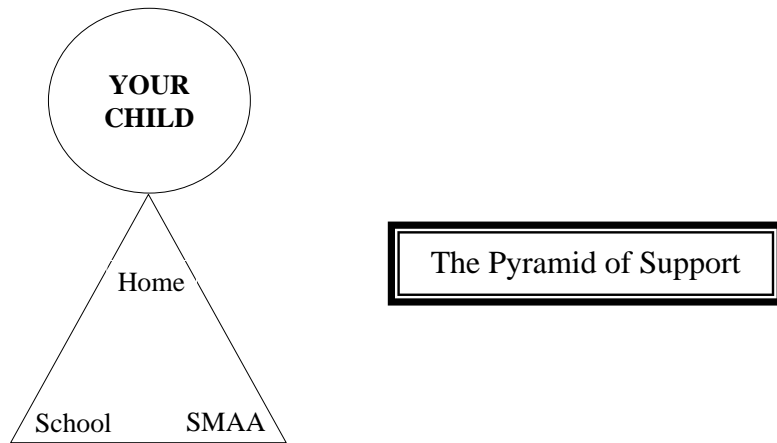


Starkville Martial Arts Academy *Junior Stripe System*

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Section 1: Introduction

- Martial arts are a system of mental and physical skills, which prepare people of any age to meet combat in themselves and others. People train in martial arts for a variety of reasons including personal development, sport competition, self-defense, physical fitness and stress management. In our children's program we emphasize the development of life skills that prepare our young people to face and cope with challenges of life.
- Our children's syllabus draws its technical base from both Judo and Taekwondo. Taekwondo a style of karate and is built around the ability to kick and punch, whereas Judo is a grappling art, which teaches throwing and ground fighting skills. Together, both arts create a formidable self-defense arsenal. More than that, however, both arts create a very solid fitness base and physical awareness for the student. Both Taekwondo and Judo can be taught to children from an early age, because they draw upon a child's natural, innate abilities.
- We take a long-term view to training, which means that you will not have a ten-year-old Black belt on your hands. When we put a Black belt on your son or daughter, we want your child to know that he or she has *earned* the rank and are *worthy* of the rank for what he or she has achieved and for what he or she is capable of achieving in the future. Black Belt is a right of passage, not an end to a journey. Black Belt is better viewed as the beginning of a journey, which prepares us for life. The key here is building solid self-esteem through meeting and overcoming challenges, giving rewards that are truly earned and from learning that it is our own self that controls what we can achieve.
- We view the development of your child as being a team effort in which we are just one of the supports upon which the growth of your child depends. Therefore, each time your child is ready to rank to the next colored belt, we will send home a copy of the "Notice of Intent to Promote" form (see appendix). We will also require a letter of recommendation from you as the child's parent, explaining why you think your child is ready for promotion (see appendix). If for any reason you or the child's schoolteacher decides that he or she is not ready for promotion, we will explain the exact reasons to your child and explain what must be done either at home or at school before the promotion can take place.



- There will inevitably be times of enthusiasm and times of disappointment in the progress of your child through the ranks towards Black Belt. There will be successes and failures, which is exactly as it should be. Your child will learn important life lessons from facing his or her challenges and from seeing them through, rather than walking away whenever things are not fun or get difficult. This is one of the reasons why a team approach is so important.
- As adults, we know the benefits of the lessons we learned as children and so to avoid disappointment for you, for your child and for us, we want you to know from the beginning that the road to Black Belt will require commitment from all of us. We all know that what we do most often is what we are best at, so it will come as no surprise to you that we expect our children to practice outside of class. Our Black Belt Kids sheet will help your child to develop the necessary discipline to practice and your encouragement will assist in developing exactly the skills that will help your child commit to his or her school work and achieve his or her full potential.
- In terms of specific benefits for children, martial arts training will help develop mental, physical, emotional and social skills. Parents tell us, and experiences show, that children in our classes have learned a variety of skills including:
 - ❖ Self-control through personal awareness
 - ❖ Self-esteem and self respect because of goal achievement
 - ❖ Self-discipline through channeling their energy
 - ❖ Personal responsibility through taking responsibility for their actions and the safety of those around them
 - ❖ Teamwork and leadership skills through working with their classmates
 - ❖ Good health habits
 - ❖ Self-defense and personal safety skills

SECTION 2: The Kid's Code:

1. I will begin each day with a positive attitude
2. I will greet everyone in a polite and friendly manner, every day
3. I will take pride in being respectful to others
4. I will strive to be honest in everything I do
5. I will demonstrate personal integrity at all times
6. I will strive for personal excellence
7. I will take responsibility for my actions and my choices
8. I will show respect for my own and other people's property
9. I will be on time
10. I will put forth maximum effort
11. I will set goals and achieve them, and encourage others to do likewise
12. I shall not fear failure, but greet it as a necessary step toward success

Section 3: Opening and Closing Lines:

At the beginning and end of each class, we remind ourselves of the importance of self-control and of having a positive outlook on life. When your child first joins us, he or she may feel awkward about not knowing what we say. It would be helpful therefore, if you would help your child to learn the things that we say at the beginning and end of class and explain a little about what they mean.

At the beginning of class we focus on the importance of self-control and say:

“Focus the eyes, focus the mind, focus the body.”

In this way we bring our full attention to the activities of the class and remind ourselves that everyone's safety is dependant upon our own actions.

At the end of class we focus upon a positive mental attitude and say:

**“Know what you want, have a plan, and a success coach.
Take consistent action, review your progress and renew
your goals.”**

The purpose behind closing our classes this way is to remind our students that there is a bigger reason for being in the martial arts than the lesson of the day. The lesson is important, but it is only part of a picture and we want our young people to learn to see the big picture as one of the goals of the learning process.

Each of these little sayings comes with a set of hand and body gestures, which your child can learn easily in class. The purpose of the hand and body actions is to increase the retention of the phrase in your child's memory.



The Goal of the Black Belt Success Cycle

Section 4: Mental Focus and Personal Growth:

As we just said, we begin and end each class with our attention being focused upon the aspects of personal growth that are most important to our young martial artists. At the end of each class, however, (before we line up and finish class), and often during class, we will be having short little chats with our students. The chats will focus upon aspects of mental focus and personal development. Frequently, the chats will involve question and answer discussions in which we will be working with the children to a) get them to think about the questions asked, b) consider their own actions in terms of the questions asked, c) speak up in class and d) listen to their classmates.

The chats are part of a deliberate **personal development program**, which uses the martial arts as a tool for learning much more than just kicking, punching and throwing. To track progress through our program, we use color stripes to indicate progress towards each rank. Each stripe is

composed of two parts: A technical part and a character part.

At the end of the month, each child who turns in four Black Belt Kids Sheets will be eligible to test for a rank stripe. Each rank will normally consist of four rank stripes, plus a color stripe of the same color as the next belt color. The color stripe can be earned at any time on the journey to the next rank, and will be given for the **consistent** demonstration of a particular trait. For instance: In going from White to Yellow belt, each student must, at some stage, earn a yellow stripe for consistently demonstrating the quality of self-control. A child will not be recommended for promotion until he or she has all four technical stripes and the appropriate color stripe.

Color stripes are cumulative and can be taken away. An example of this might be that we have a young child who is getting ready to earn her green belt. He/she will therefore need four technical stripes, a yellow stripe, an orange stripe and a green stripe. The yellow and orange stripes were earned for previous ranks. Since the orange stripe is for leading by example, if the student in question starts being selfish and pushes her way to the front of the line, it is possible to lose the orange stripe and have to re-earn it. The message that we are attempting to send here, is that each of the behaviors that our students learn are intended to be carried forward from the ranks in which they are earned all the way to Black Belt and beyond. In simple terms: Self Control isn't a Yellow belt trait, it is a trait that we expect to be demonstrated by everyone in the dojo who wears a Yellow belt or higher, regardless of the color of the belt.

Ranking to	Color Stripe
Yellow	Self-Control
Orange	Leading by Example
Green	Determination
Brown III	Initiative
Brown II	Personal Responsibility
Brown I	Concern for others
Black belt candidate & Black	Leadership

Color stripes are an indication of personal development

Next, we come to a discussion of the personal growth topics that we will be covering at each rank. It will be important for you to discuss these topics with your child as they earn their new stripes. In Section 7, The Technical Stripe Requirements, you will also find a discussion of the expected behaviors that we will be looking for in order to award a color stripe. The expected behaviors should be viewed as a guide rather than a complete and comprehensive list. You will want to discuss these behaviors with your child in order to reinforce the expectations and help your child negotiate the rank steps more quickly.

Yellow

- Polite Greeting
 1. Using Sir/Ma'am
 2. Using Please and Thank you
 3. Making eye contact

- Three Rules of Self Control
 1. Focus the Eyes
 2. Focus the Mind
 3. Focus the Body

- Rate Yourself
 1. 1 = your stinky, smelly, scummy, slimy worst
 2. 10 = Olympic best
 3. Remember that best quality comes from best effort
 4. Learn: "I can always do better than I think I can"

- Black Belt Success Cycle
 1. Know what you want
 2. Have a plan
 3. And a success coach
 4. Take consistent action
 5. Review your progress
 6. Renew your goals

Orange

- Home Practice
 1. Practice at home 15 minutes each day, make it important, make it real
 2. Practice for your stripe test
 3. Learn the 5 P's: "Proper Preparation Prevents Poor Performance"
- 100 Time Theory
 1. Never quit after a few attempts
 2. What you do most often is what you do best
 3. Learn: "Repetition is the mother of skill"
- Success through Failure
 1. We learn from our mistakes
 2. To get it wrong is to learn a lesson about how to get it right
 3. Fear of failure prevents us from making the most of our opportunities
 4. Failure is just an opportunity to begin again with more information
- Healthy Competition
 1. Work with your partners, not against them
 2. See who can be the best in a spirit of friendly competition
 3. Encourage others to improve
 4. Remember that a "Rising tide raises all boats"
 5. Learn: "I challenge you to do better than me"

Green

- Self Awareness
 1. Where am I?
 2. What am I doing?
 3. Is it real?
- Two Qualities of a Champion
 1. Attention to detail
 2. Follow through
- The Olympic Theory
 1. A very small number of people get to the Olympics, even fewer win a medal
 2. The majority never put out the effort
 3. We want to model the thinking, habits and behavior of the best people in all walks of life
 4. Learn: "The best always do more than the rest"
- Attitude Controls Altitude
 1. Learn: "What I believe is what I achieve"
 2. How high you go is up to you

3. Learn : “It’s not what I know, it’s what I do that counts”
4. Practice with intent
5. Learn: “It’s not what I do, it’s how I do it that counts”



Brown III

- Try and Can't
 1. Did you ever ask someone to do something and they said, “I’ll try?” What happened?
 2. “Try” means will not and “Can’t” means I do not believe in my ability
 3. Using “Try” and “Can’t” limit your potential and hold you back
 4. Learn: “Do or do not, there is no try”
- Personal Power
 1. The ability to take action
 2. The ability to teach yourself
 3. The ability to work independently
 4. The ability to use initiative
- Tenets of Taekwondo
 1. Courtesy
 2. Integrity
 3. Self Control
 4. Perseverance
 5. Indomitable Spirit

Brown II

- Law of Perseverance
 1. Your ability to keep going in the face of setbacks is a measure of your self belief
 2. Persistence is self discipline in action
 3. Keep going even when everyone else around you has quit
 4. Learn: "Failure is not an option"

- Believe in Yourself
 1. You act in accordance with what you believe about yourself
 2. Understand the effect of self-limiting beliefs
 3. What you think controls your reality
 4. Free yourself from doubt or fear

- Take Personal Responsibility
 1. Only you are responsible for who you are, what you become and what you achieve
 2. Take responsibility for your life and accept the consequences of your choices
 3. Do not make excuses
 4. Learn: "If it is to be then it is up to me"

- Bouncing Back
 1. Disappointments and setbacks in life are inevitable and unavoidable
 2. How you deal with them will determine whether you quit or keep going
 3. Resilience allows you to learn from the setbacks, bounce back and renew your goals
 4. Learn: "Crisis = Risk + OPPORTUNITY"

Brown I

- Cause and Effect
 1. Nothing happens without a reason, for every effect there is a specific cause
 2. This means that your thoughts are the cause of what happens and the results are the effects you feel
 3. Change your thinking about an event and you change the result of the event
 4. Learn: "What a man sows, is what he harvests"

- Thinking
 1. You can only really control one thing in life: What you think
 2. You can only think one thought at a time
 3. Changing your thoughts changes how you see the world
 4. By focusing your thoughts on the positive and upon your goals you will be able to control your life

- Choosing Emotions
 1. Realize that we choose our emotions
 2. First comes stimulus, then thought, then emotion, then reaction
 3. This is a cycle which either spirals up or spirals down

4. Control the emotional response and you control the situation
- Learn to Listen
 1. Listening is interactive, but non-interruptive
 2. Make eye contact
 3. Listen to the words, listen to the voice, watch the body
 4. Do not get distracted, pay attention to the details
 5. Show honest interest, don't fake it
 6. Make mental notes
 7. Ask questions, seek answers

Black Belt Candidate

- Personal Integrity
 1. Living with internal and external consistency
 2. Treating all people equally
 3. Inspiring trust in others
 4. Doing the right thing for the right reasons all the time
- Vision
 1. Leaders have a clear vision for the future and see a big picture
 2. They have humility and do not force their vision on others
 3. They strive constantly to bring their vision to reality
 4. There are three groups of people: Those who make things happen, those who let things happen and those who wonder what just happened
- Optimism
 1. Optimists are positive people who radiate confidence
 2. Optimists have a positive mental attitude despite setbacks that occur in their lives
 3. Optimists look for solutions, they don't dwell on problems
 4. There are three groups of people: Those who can, those who can't and those who won't.
- Excellence
 1. Leaders are committed to personal excellence in what they do
 2. Excellence is achieved through continual learning and evaluation
 3. Perfection is an impossible goal which leads to disappointment, excellence is always achievable
 4. Learn: "The biggest room in the house is the room for improvement"

SECTION 5: The Dojo and the Black Belt Sheets:

➤ The **Child's** responsibilities in the Dojo:

1. The dojo is a place for you to grow physically, mentally, emotionally and socially.
2. The dojo is a place for you to learn that you should never stop learning in life.
3. It is your responsibility to keep the dojo clean and tidy.
4. Respect yourself, your classmates, your instructors, your uniform and your equipment.
5. Take pride in where and how you train.
6. Always remember that safety comes first and that the most important person on the deck is your training partner.
7. Consider others and consider the effects that your actions have upon the safety of others.
8. Practice what you learn at home, but never use the martial skills outside the dojo.
9. For safety reasons never try to show your friends or teach them what you know.
10. Safety and respect are most important. Failure to show these traits can result in suspension and/or expulsion.
11. When you arrive early, you may bring a book to read or you may employ yourself in the completion of homework assignments. You are also allowed to practice your rank requirements, using your training manual, so long as you demonstrate maturity and self-discipline. Failure to show self-control and self-discipline will result in the loss of this privilege. Free play, running around the dojo, playing hide and seek, playing with the balls and other such activities will not be permitted. Horseplay in the changing rooms will result in the loss of changing room privileges. If you do not exhibit self-control in the dressing rooms, you will be asked to come to class already dressed out in your uniform.

➤ The **Parent's** responsibilities in the Dojo:

1. We would ask that you not deliver your children before 3:30 p.m., and that they arrive on time to class. When children arrive late, it disrupts the educational experience for all, and does not teach the tardy individuals the correct life lessons about the use of time and respect for other people.
2. The dojo is a place for your child to learn, therefore please be considerate of their need to remain focused and not get distracted by outside noise and activity.
3. Please keep younger children under control. It is difficult to maintain control of the class, when children in class can see their siblings running about and shouting.
4. Please help to keep the dojo clean and tidy. Pick up newspapers, drink containers and food wrappers before you leave.
5. **Give your children a model of behavior that you would want them to copy if you were the person receiving the instruction and they were the ones sitting at the edge watching.**
6. Always remember that safety comes first. If you have any concerns, please bring them to the attention of the instructors as soon as is practicable.

7. Consider others and consider the effects that your actions have upon the learning environment for the children.
8. Help your child to practice what he or she learns at home. By demonstrating a real interest in what your child is learning you will become more of a partner in the process and encourage your child to keep coming back to practice. During your home study times, go back over the color stripe information and discuss these aspects of training with your child.
9. For safety reasons never allow your child to demonstrate or practice what they are learning with or “on” their friends.
10. Encourage your child to fill in the Black Belt Kids Sheet, but do not fill it in for your son or daughter. This is an exercise in developing personal responsibility for your child. As a parent, you can certainly help and assist your child, but please allow the child to fill in the sheet and give them the opportunity to feel the pride of turning in a sheet that improves as time goes by.

➤ Black Belt Kids Sheet:

1. Are due in on the first class day of each week.
2. Make it your personal responsibility, not your parent's.
3. Fill it in with honesty.
4. Strive to improve.
5. Make sure you hand in four sheets each month, so that you can test for your next stripe.



Group Discussions at the end of class emphasize mental focus and personal growth

Section 6: The ranking process and moving to the adult class

At the Starkville Martial Arts Academy, you will not see a seven-year-old Black belt. You will not even see a ten-year-old Black Belt. Under rare circumstances, you might see a twelve-year-old Black Belt. The philosophy behind this is that we want our Black Belts to be mature enough to really understand what a Black Belt means. We do not want Black Belt to be a trophy, but rather a valued indicator of the effort expended. Consequently, you should not expect your child to rank every month, especially as he or she moves beyond green belt and into the higher ranks. The instructors are taking a long-term view of your child's training and want your child to gain benefits that will last a lifetime. In the early ranks, we are working on developing a commitment to the process. Provided the Black Belt Kids sheets are coming in and the student knows his or her stripe material, stripes will be awarded. As your child moves up the ranking system however, we will expect more in terms of:

- Technical quality
- Excellence on the Black Belt Kids Sheets

Consequently, the rank intervals will tend to spread themselves apart as your child moves through the system. Something else to consider here, is the color stripe. It is not unusual for a child to get all his or her technical stripes, but not earn the rank color stripe until some time after receiving the last technical stripe. An example might be if a white belt has earned all his or her technical stripes, but still lacks self-control on a regular and consistent basis. Until the child earns the yellow stripe for self-control, he or she will remain a white belt. Conversely, a child may have all the necessary stripes, including the color stripe, but when we get the "Notice of Intent to Rank" form returned to us, either the parent or a teacher may not agree that the child is ready to promote. In this case, there will be a very specific reason, which we will communicate to the child. Once the child meets the required obligation (for instance: showing more consideration for his or her siblings at home), we will then set a rank date for promotion. In this way, we are teaching personal responsibility early on in the ranking process, so that your child will be prepared for the harder tasks he or she will meet in life and as he or she approaches Black Belt.

At some stage in his or her development, it is likely that your child will be ready to move to our adult class. Generally there will be one or more indicators that tell us it is time for the transition to take place. The indicators that it is time to graduate to the more challenging environment are as follows:

- Age
- Behavioral maturity
- Size
- Rank
- Student/parent request

In terms of age, we like to move children to the adult class between the ages of twelve and fourteen, but age on its own is never a good indicator. Children mature and develop at quite different rates so it is possible that one child may have the behavioral maturity to handle the adult class, but simply have not yet begun his or her adolescent growth spurt.

Adolescents like to be given responsibility and be treated like adults. Increased responsibility can happen in one of two ways in our program. Firstly, a child can be given the greater responsibility of learning in the adult environment. Secondly, a child can be given responsibility by being invited to enter the instructor training program and be given the opportunity to help teach in the children's class.

Another indicator that a child is ready to move to the more challenging adult classes is your child's rank. There comes a point in the process that your child will want the challenges of the adult syllabus and have reached a rank level where the junior syllabus is no longer as stimulating as it once was. At this point, your son or daughter will move to the adult classes and start learning the adult syllabus. The next rank that your child earns will therefore be based upon learning the material in the adult syllabus. When your child enters the adult program there will be some "catching up," because the adult syllabus is technically more demanding than the children's syllabus. Typically your child will find several adult members of his or her new class who are more than willing to offer a guiding hand and assist your child in picking up the new material.

Taken together, we will use these indicators to evaluate a student's readiness to enter the adult program. In all cases, when we feel that your child is ready for the adult training environment, we will discuss the matter with you before we make the move. The decision to move to the adult classes is therefore a team decision between the instructors, the student and the parents. In this fashion, the transition to the adult class is a mutual decision that creates benefit for everyone involved.

In Judo and Ju Jitsu there are some techniques that are age dependent, so that when your child moves to an adult training environment, he or she may still experience some limitations as to what he or she is allowed to practice and/or perform. Specifically, the rules of sport Judo do not allow the use of chokes in tournament before the age of thirteen, although we will allow a child to learn them at twelve. Likewise, the use of arm bars is not permitted in Judo tournament until sixteen, but we will allow a student to learn them at fourteen. We believe it is important for our children to be exposed to, and to be given the opportunity to learn techniques before they will meet them in tournament situations. Additionally there are techniques in the Ju Jitsu syllabus that involve joint locks, which are inappropriate for growing children, even though they will never be used in a competition environment. In all cases, we will monitor children for their maturity very carefully as we approach threshold ages for chokes and joint locks.

Administratively, there are some age-based restrictions, which affect ranks that can be registered with one or more of our national organizations. The result of this restriction is that your child may hold a higher rank from the Starkville Martial Arts Academy, compared to what is possible to obtain from one of our national organizations.

SECTION 7: The Technical Rank Stripes:

1. White to Yellow Belt

Yellow Belt First Stripe:

Technical: Attention, Bowing, Ready, Rest Position, Fighting Stances

Behavior: Courtesy and Polite Greeting (Sir/ma'am, please and thank you)

Yellow Belt Second Stripe:

Technical: Front Kick, Round Kick, Back and Side Falling

Behavior: 3 Rules of Self-Control

Yellow Belt Third Stripe:

Technical: Jab, Cross, Hook & Uppercut Punches, Four Corner Blocking

Behavior: Rate Yourself

Yellow Belt Fourth Stripe:

Technical: Forward Throw, Backward Throw, Foot Sweep, Any Hold Down & Escape.

Behavior: Black Belt Success Cycle

Yellow Stripe:

Can be earned at any time for consistently demonstrating SELF-CONTROL. Examples of behaviors that the instructors will be looking for include: Sitting or standing still without fidgeting while instruction is being given. Keeping hands to oneself. Concentration, listening and keeping focus.

Korean Terms:

Counting 1-10 (see chart)		
Baro	(Bah-row)	Return
Charyut	(Char-ee-ut)	Attention
Chunbi	(Choon-bee)	Ready
Kyungye	(Kee-yung-ye)	Bow
Shijak	(See-jack)	Begin

Japanese Terms:

Counting 1-10 (see chart)		
Hajime	(Hah-jim-may)	Begin
Kyotsoke	(Key-yot-skay)	Attention
Matte	(Mah-tay)	Stop

Rei (Ray)
Seiza (Say-zah)
Ukemi (Oo-kem-ee)

Bow
Kneeling
Falling ways

Japanese Numbers	Korean Numbers
<ul style="list-style-type: none">• 1 ICHI• 2 NI• 3 SAN• 4 SHI• 5 GO• 6 ROKU• 7 SHICHI• 8 HACHI• 9 KU• 10 JU	<ul style="list-style-type: none">• 1 HANNAH• 2 TUL• 3 SET• 4 NET• 5 DOSSUT• 6 YOSSUT• 7 ILGUP• 8 YODUL• 9 AHOP• 10 YUL

2. Yellow to Orange Belt

Orange Belt First Stripe:

Technical: Front & Side Stances, Rolling Falls, Kesa & Yoko Holds, Uphill escape
Behavior: Home Practice

Orange Belt Second Stripe:

Technical: Back Kick, 2 Middle Blocks, Front, Lunge & Reverse Punches
Behavior: 100-Time Theory

Orange Belt Third Stripe:

Technical: O Goshi, Seoi Nage, O Soto Otoshi, Tai Otoshi
Behavior: Success Through Failure

Orange Belt Fourth Stripe:

Technical: One-Step Sparring 1-3
Behavior: Healthy Competition

Orange Stripe:

Can be earned at any time for consistently demonstrating the quality of LEADING BY EXAMPLE. Examples of behaviors that the instructors will be looking for include: Helping others with techniques. Consistent poise and attention.

Korean Terms:

Chaerugi	(Chay-roo-gee)	Punch
Chaki	(Chah-kee)	Kick
Chungul	(Chun-gool)	Front
Hugul	(Hoo-gool)	Back
Jase	(Chah-say)	Stance
Makki	(Mah-kee)	Block
Taerigi	(Tay-ree-gee)	Strike
Yangul	(Yan-gool)	Side

Japanese Terms:

Goshi	(Goh-shee)	Hip
Ko	(Koh)	Little
O	(Oh)	Big
Soto	(Soh-toe)	Outer
Tori	(Tor-ree)	Partner doing the technique
Uchi	(Oo-chee)	Inner
Uke	(Oo-kee)	Partner receiving the technique



3. Orange to Green Belt

Green Belt First Stripe:

Technical: Moving in stances, Cartwheels & Roundouts
Behavior: Self-Awareness

Green Belt Second Stripe:

Technical: Knife-Hand Blocks and Strikes, Crescent & Side Kicks
Behavior: Qualities of a Champion

Green Belt Third Stripe:

Technical: O & Ko Soto, Koshi Guruma & Harai Goshi, Kami & Tate Hold Downs, Turtles
Behavior: Olympic Theory

Green Belt Fourth Stripe:

Technical: One Step Sparring 4-6
Behavior: Attitude and Altitude

Green Stripe:

Can be earned at any time for consistently demonstrating the quality of DETERMINATION. Examples of behaviors that the instructors will be looking for include: Constant effort, clear goals, good grades at school, high levels of focus on drills and not slacking off in class.

Korean Terms:

Ahp Chaki	(Up-chah-kee)	Front Kick
Bandae Ro Chaerugi	(Ban-dye-roh-chay-roo-goo)	Reverse Punch
Baro Chaerugi	(Bah-roh-chay-roo-gee)	Lunge Punch
Dolyo Chaki	(Dol-yoh)	Round Kick
Yop Chaki	(Yop-chah-kee)	Side Kick

Japanese Terms:

Gatame	(Gah-tah-may)	Hold
Ippon	(Ee-pon)	Full point
Koka	(Koh-ka)	Small Advantage
Nage	(Nah-gee)	Throw
Randori	(Ran-door-ree)	Free practice
Shiai	(She-eye)	Tournament
Waza-ari	(Wah-zar-ee)	½ point

Yuko

(Yoo-koh)

Partial point

4. Green to Brown III Belt

Brown III Belt First Stripe:

Technical: Jump Front, Hook Kick, Air Falls

Behavior: 'Try and Can't

Brown III Belt Second Stripe:

Technical: Side Strikes

Behavior: Personal Power

Brown III Belt Third Stripe:

Technical: Sasae, Tani Otoshi, Tomoe Nage, Ushiro Hold Down, Leg Entanglement Escape

Behavior: Tenets of Taekwondo I

Brown III Belt Fourth Stripe:

Technical: One Step Sparring 7-9

Behavior: Tenets of Taekwondo II

Brown III Stripe:

Can be earned at any time for consistently demonstrating the quality of INITIATIVE. Examples of behaviors that the instructors will be looking for include: Correcting your own mistakes. Finding your own answers. Helping others, cleaning, doing chores at home without being asked.

Korean Terms:

Dong Jumok Taerigi	(Dong-joo-mock-tay-ree-gee)	Back Fist
Kwan Soo Chaerugi	(Kwon-soo-chay-roo-gee)	Spear Finger
Twimyo Yop Chaki	(Twee-mee-oh-yop-chah-kee)	Flying Side
Twio Ahp Chaki	(Twee-oh-up-chah-kee)	Jump Front

Japanese Terms:

Ashi	(Ah-shee)	Foot
Chui	(Choo-ee)	Yuko penalty
Gari	(Gah-ree)	Reap
Guruma	(Guh-roo-mah)	Wheel
Hansoku-Make	(Han-soh-koo-mah-kay)	Disqualification
Harai	(Har-eye)	Sweep
Hiza	(Hee-zah)	Knee
Keikoku	(Kay-koh-koo)	½ point penalty

Seoi	(See-oi)	Shoulder
Shido	(Shee-doh)	Koka penalty
Tai	(Tie)	Body
Tsuri	(Soo-ree)	Lifting

5. Brown III to Brown II Belt

Brown II Belt First Stripe:

Technical: Reverse Front Stance, Wedging Block, Palm Heel, Spear Finger Strikes

Behavior: Law of Perseverance

Brown II Belt Second Stripe:

Technical: Turn Back Side, Turn Back Hook, Jump Round Kicks

Behavior: Belief in Self

Brown II Belt Third Stripe:

Technical: O Soto & O Guruma, O & Ko Uchi Gari, Sukui Nage, Kuzure Holds & Sit Up

Escape

Behavior: Take Personal Responsibility

Brown II Belt Fourth Stripe:

Technical: One Step Sparring 10-12

Behavior: Bouncing Back

Brown II Stripe:

Can be earned at any time for consistently demonstrating the quality of PERSONAL RESPONSIBILITY. Examples of behaviors that the instructors will be looking for include: Taking responsibility for your own actions. Not complaining when things don't work out the way you wanted. Making sure that you know your requirements at school and at the dojo. Not waiting for someone to tell you to do something. Seeing what needs to be done and doing it at home, at school and in the dojo.

Korean Terms:

Dwiro Yop Chaki	(Dwee-roh-yop-chah-kee)	Turn back side
Dwiro Girler Chaki	(Dwee-roh-ger-ler-chah-kee)	Turn back hook
Hecho Makki	(Heh-choh-mah-kee)	Wedging block

Japanese Terms:

Koho	(Koh-ho)	Back
Kuzushi	(Kuh-zoo-shee)	Balance
Ura	(Oo-rah)	Rear
Yoko	(Yoh-koh)	Side

6. Brown II to Brown I Belt

Brown I Belt First Stripe:

Technical: Flying Side & Axe Kicks, Elbow Strikes

Behavior: Cause and Effect

Brown I Belt Second Stripe:

Technical: De Ashi Harai, Okuri Ashi Harai, Hiza Guruma, Uchi Mata, Bridge & Roll Escape

Behavior: Thinking

Brown I Belt Third Stripe:

Technical: Kata Osae & Sankaku Gatame

Behavior: Choosing Emotions

Brown I Belt Fourth Stripe:

Technical: One Step Sparring 13-15

Behavior: Learning to Listen

Brown I Stripe:

Can be earned at any time for consistently demonstrating the quality of CONCERN FOR OTHERS. Examples of behaviors that the instructors will be looking for include: Helping others at home and at school. Community service. Patrolling for safety at the dojo. Looking out for the beginners in class, making sure that they always have a partner and feel welcome. Putting someone else's needs before your own.

Korean Terms:

Bituro Chaki	(Bee-too-roh-chah-kee)	Twist Kick
Dolyo Ahp Chaki	(Dol-yoh-up-chah-kee)	Arc Kick
Palkup Taerigi	(Pul-cup-tay-ree-gee)	Elbow Strikes

Japanese Terms:

Kuzure	(Koo-zoo-ray)	Modified
Osae-komi	(Oh-sigh-koh-mee)	Hold-down
Otoshi	(Oh-toh-shee)	Drop
Sasae	(Sah-sigh)	Stopping
Sono mama	(Soh-no-mah-mah)	Don't move
Sore made	(Soh-ray-mah-day)	That is all
Sutemi	(Soo-teh-mee)	Sacrifice
Toketa	(Toh-keh-tah)	Broken
Tomoe	(Tom-oi)	Circle
Ushiro	(Oo-shee-roh)	Rear

7. Brown I to Black Belt Candidate

Black Belt Candidate First Stripe:

Technical: X Block, Twist & Arc Kicks, Spinning Heel & Jump Side Kick, Knee Strikes

Behavior: Personal Integrity **AND** Lead a discussion about “Three Rules of Self-Control”

Black Belt Candidate Second Stripe:

Technical: Maki Komi, Tsuru Komi Goshi, Ashi Guruma, Uki Waza, Yoko Wakare, Turn Out From Throws

Behavior: Vision **AND** Lead a discussion about “Rating yourself on a scale of 1 to 10”

Black Belt Candidate Third Stripe:

Technical: Four escapes from all holds, Juji & Okuri Eri Jime, Hadaka Jime*

Behavior: Optimism **AND** Lead a discussion about the “Black Belt Success Cycle”

*Age restrictions apply to chokes. See section 6.

Black Belt Candidate Fourth Stripe:

Technical: One Step Sparring 15-22

Behavior: Excellence **AND** Lead a discussion about “Home practice”

Black Belt Candidate Stripe:

Can be earned at any time for consistently demonstrating the quality of LEADERSHIP. Examples of behaviors that the instructors will be looking for include: Completing the Level I assistant instructor course. Helping the instructors. Demonstrating the results of long practice. Being a great role model in both technical requirements and behavior for the lower belts to emulate. Doing nothing less than you expect from others. Always striving to improve and to do your very best at all times.

Korean Terms:

Kyocha Makki	(Kee-oh-chah-mah-kee)	X block
Naryo Chaki	(Nah-ree-oh-chah-kee)	Axe Kick
Mooreup Taerigi	(More-up-tay-ree-gee)	Knee strikes
Twio Dolyo Chaki	(Twee-oh-dol-yo-chah-kee)	Jump Round
Twio Yop Chaki	(Twee-oh-yop-chah-kee)	Jump Side
Pyun Jumok Taerigi	(Pee-yoon-joo-mock-tay-ree-gee)	Palm Heel Strike

Japanese Terms:

Hidari	(Hee-dah-ree)	Left
Maki Komi	(Ma-kee-koh-mee)	Inner Winding
Mata	(Mah-tah)	Thigh
Migi	(Mih-gee)	Right
Sankaku	(San-ka-koo)	Three corners
Waza	(Wah-za)	Technique

8. Black Belt

Black Belt Requirements:

Technical:	All previous
One Steps:	1-22 and 23-26
Behavior:	All previous
Terminology:	All previous
Instructor:	Instructor Certification Course

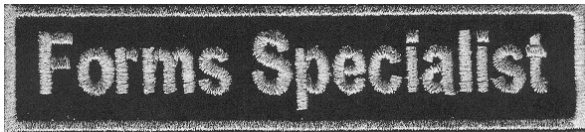


Developing the self-confidence to see things through

SECTION 8: The Forms Specialist:

The Forms Specialist program is designed so that students, who have the discipline to do the training, will be able to learn all the Taekwondo forms from the adult syllabus for the rank that they hold. We will not be teaching all the adult Taekwondo forms in the regular children's classes, nor will we be requiring them for ranking purposes. The reasoning for this is that teaching complex memory-based movement patterns to young children is not the best way to instruct them. Children need more opportunities to create for themselves and to move in ways that allow them to discover how their bodies work. Once they have mastered this aspect of learning, they are ready for more precise forms training. However, we must not forget that some children may be kinesthetically more aware and more self-disciplined at an earlier age than other children. For these children we have the From Specialist program.

A member of the Forms Specialist program must be a member of the STORM team and will be awarded a sleeve patch, which can be worn for as long as the child remains in the program.



Form Specialists will be given extra training and have the opportunity to obtain videos of the forms that they will be learning.

The key elements that we are working on in the Forms Specialist Program are that your child must:

- Have a thirst for knowledge and actively seek out instruction
- Invest the extra time to learn the material here at the dojo
- Put in the practice time at home
- Be willing to study

Any children who learn the forms from the adult syllabus will also have the opportunity to register their Taekwondo rank with our national organization, the Independent Taekwondo Association.

SECTION 9: Equipment Needed:

Unlike a lot of sports or activities, martial arts do not involve the purchase of a lot of expensive equipment. The main expense will be keeping up with your child's growth rate!

When your son or daughter joins the Starkville Martial Arts Academy, he or she will be given a Karate uniform as part of the enrollment package. You can elect to upgrade the package to include a Judo uniform rather than the karate uniform. A karate uniform is ideal for the kicking and punching that we do in the Taekwondo-based classes and tends to breathe more easily. The Judo uniform is much heavier and more suited to the grappling and throwing activities involved in the Judo classes. Eventually you might want to purchase one of each type of uniform as your

child progresses through the ranks and develops the commitment necessary to stay with the program.

We will not do much sparring in the lower ranks, but once your child reaches green belt, we will allow the higher ranks to get some experience in Taekwondo sparring. In order to do this safely, your child will need a mouthpiece, foam dipped hand and foot pads and foam dipped headgear. We do not recommend that you purchase these items until your child is ready for sparring.

SECTION 10: Personal Safety:

It is an unfortunate fact of modern society that children are not as safe from temptation, attack, or predation as we might hope. We are very concerned with the security and safety of our young children. Therefore from time to time we will be teaching specific personal safety drills. These drills will stress the roles of de-escalation and anger management in personal safety.

- Anger Management
 1. Non-physical solutions, body language, verbal language
 2. “I’m too angry to talk about this right now, let’s take a cool down”
 3. 10 slow breaths
 4. Setting verbal and physical boundaries

- Passwords
 1. Safety from strangers
 2. Parent/child passwords for emergencies

- Verbal and Physical Boundary Drills
 1. Keep it verbal
 2. Control distance
 3. Understand personal space
 4. Use of voice and body

- Portal of Safety Drill
 1. Using verbal and physical boundaries
 2. Environmental awareness
 3. Escape to safety

- Strike/Stop Drill
 1. Identify a potential strike weapon
 2. Identify a potential strike direction
 3. Angles of attack

- Declining a Hug Drill
 1. Feeling “awkward”
 2. Use of hands
 3. Use of words

APPENDICES

Notice of Intent to Promote _____

Dear Parents and Teachers:

The main objective here at the Starkville Martial Arts Academy is to develop well-rounded students, not only in martial arts, but in society as well.

Our instructors teach the principles of **Black Belt Excellence**. Not only are we training students to become martial arts black belts, but we are also striving for academic black belts and eventually black belt entrepreneurs, corporate black belts or black belt employees. The black belt is therefore a metaphor for personal excellence.

In order to monitor our student's progress towards these goals, we respectfully request that you complete the following:

1. This student is respectful, doing satisfactory work and

- Receiving passing grades (for Yellow or Orange Belt)
- Receiving "C" grades (for Green Belt)
- Receiving "B" grades (for Brown or Black Belt)

AGREE (circle one) DISAGREE

Teacher's Signature Date

2. My son/daughter is well behaved, respectful and cooperating at home

AGREE (circle one) DISAGREE

Parent's Signature Date

If our students do not meet any of these qualifications either at home, in school or here at the Starkville Martial Arts Academy, we will hold the student's promotion until there has been satisfactory improvement. If you have any direct feedback or comments beyond the scope of this form, please feel free to write on a separate piece of paper or call us directly at 323 5522.

Thank you for your cooperation.

Sincerely,

Dr. Chris Dewey
7th Degree Black Belt
Chief Instructor
Starkville Martial Arts Academy

Dear Parents:

The instructors here at the Starkville Martial Arts Academy are just one support in the growth of your child, and as you are aware we place heavy emphasis upon both the character development and the physical development of your child. We would like to ask you to take a few moments to help us. While we feel that your child is ready to promote to their next rank, we would like to know why you feel that your child is ready to rank. We would appreciate it very much if you could share with us some of the benefits that you feel _____ has gained from being in our program.

Not only does this help us to understand the areas in which our program is effective, it also serves as a tremendous incentive to the children.

As always, if you have any questions, please feel free to discuss them with any of the instructors. Thank you for your time and for your continued support of our program.

Sincerely,

Dr. Chris Dewey
7th Degree Black Belt
Chief Instructor
Starkville Martial Arts Academy

Name of Student: _____

Signed: _____ Date: _____