

The Institute of Modern Personal Combat Tactics and Training

PRESENTS

Teaching the Elite Fighter System

Volume One

Concepts and Principles of Instruction

**Instructor Candidate Training
Participant's Manual**

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Preface

In an effort to provide the highest quality of instruction in the Martial Arts, Elite-Fighters.com in conjunction with the Institute of Modern Personal Combat Tactics and Training (IMPCTT) presents **Volume One—*Concepts and Principles of Instruction*** as a companion to the Instructor Candidate Training program. This volume describes the essential qualities, principles, and methods of instruction that are vital to the teaching of martial arts, particularly the **Elite Fighter System of Modern Combat**. These methods may be used for:

- Private Lessons
- Small Group Lessons
- Seminars
- Specialty Courses
- Video and Televisions Instruction
- Professional School Settings
- Law Enforcement Training
- Military Personnel Training

Subsequent volumes in this series are:

Volume Two—*Theory and Methodology of Combat Training*
Volume Three—*Evaluation, Testing, and Certification of Physical and Mental Attributes*

Specialty courses are available to certified Elite Fighter instructors. Topics include:

- Grappling and Groundfighting Training
- Natural Weapons Training
- Weapons and Firearms Training
- Reactionary Defensive Methods Training
- Strategic Offensive Methods Training
- Practical Combat Training
- Personal Protection for the General Public
- Law Enforcement Officer Combat Training
- Military Personnel Combat Training

Acknowledgement, special recognition and thanks are extended to **Kevin Lamkin** and **Eric Lamkin** for their contributions to the martial arts, the Institute of Modern Personal Combat Tactics and Training, Elite-Fighters.com, and the high quality of instruction they have provided over the years to martial artists around the world.

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Unit 1:

Introducing the Course

Purpose of this Manual

The purpose of the *Instructor Candidate Training Participant's Manual—Volume 1* is twofold.

- To supplement the Instructor Candidate Training course.
- To serve as a reference manual when an instructor prepares to teach an Elite Fighter course. This manual is an integral part of instructor specialty training, the specific training needed to teach an Elite Fighter course, e.g., private lesson, group class, seminar.

Elite Fighter Mission

Elite Fighter instructors are committed to a cause—to improve self preservation skills of others, which is to improve the quality of human life; to enhance self confidence and self discipline; and to help people avoid, prepare for, and cope with life threatening situations.

Instructor Responsibilities

An Elite Fighter instructor has certain responsibilities. The instructor—

1. Plans to teach, conducts, and evaluates a course.
2. Evaluates participants' eligibility for course completion and certification.
3. Maintains complete, accurate course reports and records.
4. Demonstrates appropriate qualities as an Elite Fighter representative and role model.

Steps in the Instructor Training Process

A four-step process has been designed to prepare instructors. The steps in this process are—

1. *Completion of instructor specialty course prerequisites.* The requirements for courses vary. They include taking the specialty course and may include minimum age; experience with the subject matter; and/or a particular rank. The prerequisites may be completed before or after successful completion of the ICT course.

2. *Successful completion of the Instructor Candidate Training (ICT) Course.* Criteria for completing this course are meeting the objectives through—
 - Attendance at all sessions.
 - A passing score of 90 percent or higher on the written test.
 - Participation in task assignments and other learning activities.
3. *Successful completion of an instructor specialty course.* The instructor specialty course is a course in which instructor candidates learn how to teach a specific course. Some instructor specialty courses include written tests, in addition to skills performance review and/or practice teaching sessions.
4. *Receiving certification and authorization.* Certification is the formal recognition given after successful completion of an Elite Fighter course. Authorization is the endorsement or permission to teach given by the authorizing Martial Art school in which the instructor will be teaching.

Unit 2:

Students and the Learning Process

There are a number of theories about the learning process and many styles of learning. Having a knowledge of a few basic concepts of learning theory will assist you in helping your students to learn regardless of the material to be taught.

THE LEARNING PROCESS

Learning is often defined as a process of change through which people acquire new knowledge, skills, or attitudes as a result of some type of study or experience. Learning occurs over time and should be considered a life-long process or experience. If change of a positive nature does not occur, then the teaching method is ineffective and must be altered. As an instructor, your responsibility is to motivate students to acquire new information, remember it, and apply it. But the responsibility of learning falls upon the student, and they learn best by being *involved* in the learning experience.

Types of Learning in Elite Fighter Schools

There are three types of learning.

- **Cognitive:** Facts, concepts, application skills. Facts and concepts are taught and students are provided opportunities to apply the information (name of a block, a fighting principle, combat theory, etc.).
- **Affective:** Attitudes as they affect behavior. Elite Fighter courses can also help people examine attitudes that affect behavior and change attitudes that may result in undesirable behavior. For example, controlling one's anger through self control, feeling more at ease by having a heightened self confidence, or becoming a hard worker through self discipline.
- **Psychomotor:** Motor skills. The Elite Fighting System teaches skills that combine thought and physical action. Such skills may include sparring, weapons training, punching, or kicking.

The Elite Fighter System includes all three types of learning. Teaching methods used for each type of learning are discussed in Unit 4, Conducting a Class.

Motivations to Learn

Students go through decision-making steps before enrolling in a Martial Art school. Often, the hardest decision to make is to walk through the door of the school. There are many reasons people may take up the study of the Martial Arts, but may include—

- Self defense skills: Either through some tragic personal experience or awareness through the media, a person may see the importance of knowing how to protect oneself from harm in our present society.
- Sport Interest: Some people may be interested in pursuing a career in tournaments or professional competition.
- Health: Some either through the advice of a doctor or a family friend or member seek Martial Art training to promote improved health and stress management.
- Self confidence: Parents often wish to see their children develop into productive adults and enroll their children to instill self confidence.
- Hobby: Many people find the Martial Arts a fascinating study and adopt it as a hobby.

Learning, a Social Process

In Elite Fighter schools, students are taught in groups where they can learn from watching others, listening to opinions or facts, or participating in group activities. The learning outcomes are that individuals accept change and share experiences. In all schools, people will come from different backgrounds and come with different ideas and needs. Since learning is a process of change, these individuals may need help in accepting change.

Accepting Change

The objective of learning is to replace or enhance some of the ways we think or act with new ideas, attitudes, or behaviors. But people differ in the way they accept change. Some people may become anxious when they are expected to perform new skills or to be tested on new knowledge. They may try to reduce their anxiety by holding on to familiar ways of thinking and doing things.

Consider what learning objective might trigger anxiety. For example, learning new motor skills that require a high degree of coordination may cause anxiety. This is true since poor performance is obvious to other group members and could cause personal embarrassment. Giving students an opportunity to talk about old and new behaviors in a supportive, positive environment will help them in accepting new information.

Sharing Experiences

Students need to feel free to share their first attempts in expressing new ideas or in performing new activities. Adults who have been away from the classroom for some time, especially if they did not like school, may find it harder to take risks and to share their ideas with others in the class. Providing support and encouragement and being positive will help them to be more relaxed and open in the learning environment.

Part of learning also may involve making mistakes. Help students to understand that few people do everything right the first time they try. Support, encouragement, and corrective feedback (discussed in Unit 3, Being an Effective Instructor) will help motivate students to continue the learning process by sharing with others.

Learning Differences

People learn things in different ways and at different speeds. Teaching methods need to accommodate these differences when possible. One way is to find out who is having difficulty learning. You can do this by asking questions, by observing, and by encouraging students to ask questions. A student who learns quickly or who enters the class knowing many of the skills that you are teaching may be paired with a student who learns more slowly.

The ways people prefer to learn may differ; some students will want a lot of direction from you, while others will want little direction. Some students are more visual learners, others learn better by listening or by using their kinesthetic sense (awareness of the body and its movement). Generally, a student will learn and remember better when instruction fits his or her learning style. You may not be able to know your students beforehand or determine their learning preferences; however, using a variety of teaching methods will help you more closely meet different learning preferences.

Physical Environment

The physical environment has an important effect on learning. Ideally learning takes place in an environment as free as possible from factors that interfere with learning. For example, your most effective teaching efforts could be hindered if students are too hot or too cold.

The following environmental factors are important for you to consider when teaching any course:

- Location of the class (commercial location, community center, garage, etc.).
- Size of class (generally between 6 and 20 participants).
- Class setting (acoustics, lighting, temperature, wall colors, and clutter).
- Interruptions or distractions (noise, weather, and the frequent movement of people or objects).

Depending on the situation and the student, many of the above factors can enhance or inhibit learning.

As an Elite Fighter instructor, you may find that you will be teaching in a variety of locations. Some will be more conducive to learning than others. You may teach in a commercial school, community center, public or private school, peoples homes, or even outdoors. Regardless of where you teach, it is important to check the location as early as possibly to determine if there are any changes that need to be or can be made. A positive, comfortable class environment will help increase the motivation to learn and make your teaching more successful.

The size of the class, if too small, provides little opportunity for sharing and peer support. If the class is too large, the size may discourage some students from offering comments or asking questions and also may not allow for individual attention that is needed.

Poor acoustics and lighting, distracting wall colors or decorations, and clutter are factors that can detract from learning. Choosing a classroom that is removed from noise and other interruptions and distractions will help facilitate learning. Some things you have control over, but at times you will have to make the best of situations that are less than ideal.

In summary, before students can learn, they must be motivated to learn. They need to feel free to learn in their own way and at their own pace, when possible. The attitude of you, the instructor, is crucial in this process. Recognition of the students' learning differences and trying to meet their needs will help to facilitate their learning.

CONCEPTS OF LEARNING

There are four concepts about learning which will help you in teaching the Elite Fighter system—

- Motivation
- Association
- Repetition
- Use of the Senses

Motivation

Students need to understand the worth of a subject and be motivated and ready to learn. Most students who study at an Elite Fighter school are motivated to learn from the start because for them learning is goal directed—acquiring new information for self protection or satisfying other needs. Effective learning does not occur without motivation. As an instructor, you need to look for ways to enhance or maintain students' motivation to learn.

Knowing each student by name and understanding each student's reason for coming to the class are important steps in increasing motivation. Knowing your students can help you to be specific in referring certain ideas to a student's situation. Knowing your students helps you find personal references that may help less motivated students find reasons to learn. Give students recognition and respect by treating each as an individual and respecting each individual's values. By doing this, you can positively influence their self-esteem and motivation for learning.

Association

It is easier to learn something new if the material builds on information already learned or on previous experiences. Association helps students understand that what they already know can help them in learning something new. It also helps them to recall the new information when they need it. An example of association is the mnemonic MARS (motivation, association, repetition, and senses). (A mnemonic is something that aids the memory.) MARS is formed from the first letters of the four concepts of learning. Through association, MARS helps students remember the concepts of learning.

Repetition

Repetition should occur as quickly as possible after any new information is given. Review of material and practice of skills help students learn. However, it needs to be at the appropriate level of the student. In addition, students need to know how they are doing. Prompt and accurate feedback tells them whether they have performed correctly and how to improve their performance. Repetition needs to include corrective feedback and structured practice. Unstructured practice or repetition itself may result in learning incorrect information or skills.

Use of the Senses

Learning takes place more easily when more than one sense is involved—seeing, hearing, smelling, tasting, and feeling (both by touch and through the kinesthetic sense). The senses are a channel or connection to new information—a large percentage of which is gained through sight.

Using as many senses as possible reinforces learning and helps students remember. For example, you use several senses in learning a Practice Combat Scenario. You see your instructor and others performing it, you read the manual, and you listen to your instructor. If students hear, see, and do, they are likely to learn more than if they only use one sense. When we teach, the more senses we use the more we help meet student's different learning styles.

Learning occurs best when students are actively involved in the learning process. Learning is retained for a much shorter period of time when the learner is passive—listening—than when the learner is actively involved.

STUDENT CHARACTERISTICS

Student characteristics include education and reading ability; experiences; coordination, strength, size; attitude; and health and physical fitness. Your teaching will be more effective if you learn as much about your students as possible before the course begins.

Education and Reading Ability

Research shows that the higher the level of education obtained, the more motivated students are to learn and to seek out new learning experiences. Elite Fighter schools have manuals and educational materials available to their students. Their educational background and their reading ability will determine the extent in which these printed materials and computer based materials will help them.

Experiences

Each student has had a variety of experiences during his or her lifetime. Learning may be enhanced if the instructor knows what experiences students have to draw on for examples and to build on as new information is given. Students often enjoy recounting their experiences once they are comfortable in the classroom setting. This can increase motivation for other students. Long stories that are only partly related to the topic or too many stories should be discouraged.

Coordination, Strength, and Size

Coordination, strength, and size will affect a student's ability to perform certain skills. For example, strength and stamina may be important factors for success in performing skills that involve sparring or mastering some complex attack or technique. Also, some skills demand levels of coordination that may be beyond the physical ability of some students.

Identifying such limitations early and observing students closely during practice sessions will help you determine how these situations can be handled. You may need to encourage some students to devote more time to practice; others need to be apprised of the situation and directed toward goals that are within their capabilities.

Attitude

A student's attitude affects learning. Individuals who are outgoing are often the easiest to motivate. Students with a negative attitude are more difficult to motivate and less effective learners. Students who are upset or distressed may also be difficult to teach (for example, a student forced by his parents to attend against his will, or a student who has had a bad experience at another school). Finding out as much as you can about students before and during a class will help you to identify attitude problems and will give you an opportunity to help students overcome them.

Health and Physical Fitness

You need to be alert if any of your students are fatigued, ill, or physically impaired. Some students may need to be excused from participating in certain activities.

Also keep in mind that many adults have full-time jobs. They may tire easily or already be tired when they come to class—especially if they come to class after working all day—or they may be less responsive or energetic students. To help overcome fatigue, use more slow-paced exercises, actively involve students in discussions or other activities, and give frequent breaks. Students who are physically impaired may need additional attention to meet learning objectives.

In summary, instruction needs to be paced to the maturity, education, experience, and ability of students. Having looked at the learning process and student characteristics, the next unit will focus on characteristics that can help an instructor teach effectively.

Unit 3:

Being and Effective Instructor

Your most important role as an Elite Fighter instructor is to help students learn. For you to accomplish this, you must encourage your students to share the responsibility for learning. Some ways to do this include asking questions, encouraging discussion in class, and encouraging each student to actively participate in class exercises, skills practice, and other activities. You may find when you show confidence in a student's ability to learn that the student actually becomes more confident and performs better. Students tend to perform at the level that you expect them to perform. Your role is particularly important in the first stages of learning when students may feel unsure of themselves. At this early stage, students often need more direction from you.

CHARACTERISTICS OF AN EFFECTIVE INSTRUCTOR

In this section, you will learn characteristics of an effective Elite Fighter instructor, which include the following:

- Good communication skills to enhance learning through motivation, association, repetition, and use of the senses.
- Knowledge of the subject to reinforce course objectives and enhance learning through motivation, association, and repetition.
- Positive attitude to help motivate students by being friendly and enthusiastic and by accepting others as individuals.
- Appropriate attire and professional appearance to serve as a motivator and role model.
- Patience and flexibility to respond to students' learning needs.
- Professional behavior to place importance on your conduct and effectiveness in managing your class to motivate students.

Good Communication Skills

To be effective as an instructor, you need communication skills that should include careful listening, speaking clearly in a well-modulated voice, and using reinforcing body language.

Communication is the process of transferring a message from one person to another. The three elements of communication are—

- The Sender—the person who gains the attention of the receiver and transmits the message.
- The Message—an idea or information.
- The Receiver—the person(s) who processes and then responds to the message using the senses and interpreting the meaning of the message based on his or her experience, knowledge, prejudices, needs, and emotions.

Effective communication occurs when the receiver interprets the sender's message exactly as intended. Communication can be verbal or nonverbal.

Verbal Communication

Verbal communication can be spoken or written. One of your most important teaching tools is your voice. Listed below are several things to consider so that you use your voice to the best advantage. If you have problems in any of these areas, practice and feel free to ask an experienced instructor or other qualified personnel to assist you in developing effective communication skills.

- **Volume.** Talk loud enough so that the student farthest away can hear you. If the group is small, you may need to tone down your voice. On the other hand, if the group is very large, you may need to amplify your voice with a microphone or loudspeaker.
- **Rate of delivery.** Vary your rate of speaking according to the difficulty of the subject and the learning ability of the students. Speaking too quickly can confuse students, especially the topic is unfamiliar to them. On the other hand, if a subject is relatively simple, too slow a pace may irritate some students. When you are nervous, you may have the tendency to talk faster. Remind yourself to slow down.

- **Pronunciation.** Pronounce or accent each syllable clearly and distinctly. Use pauses, raising and lowering your voice in much the same way that punctuation—commas, periods, and question marks—is used in writing. If you have difficulty using expression to make your sentences easier to understand, practice speaking with a tape recorder or a partner.
- **Clear and Simple Language.** Keep your speech crisp and decisive. Avoid distracting speech patterns such as "umm," "uuh," or "you know." If you tend to use these distractions, make a conscious effort to omit them. Use short sentences, stating your point simply. A point simply stated is a point easily understood. Also, remember to use words that are familiar to you and your students.
- **Enthusiasm.** Show enthusiasm, friendliness, and excitement about your subject and the students you are teaching. This helps students feel excited about learning. Enthusiasm is catching!
- **Value-Laden Statements.** A value is a principle, standard, or quality held in esteem by a person. A value-laden statement is one in which you express what values you hold. As you teach, it is important to understand your own values and to recognize that others have values that may differ from yours. Be sensitive to cultural or ethnic differences. Students may become upset if you make statements that conflict with what they value. This, in turn, may affect the way students relate to you and cause a barrier to their learning.

In teaching, it is better to express an opinion, when it is called for, rather than a value-laden statement. For instance, an opinion offered to the question, "Is Tae Kwon Do a good system?" might be, "I found other systems to be more rewarding." The statement, "Tae Kwon Do is the worst in the world," is a value-laden statement. Value-laden statements should be avoided when teaching the Elite Fighter system.

- **Mixed Messages.** When you say one thing and then do something different, you are giving a mixed message to your students. For example, to announce that you will gladly answer questions and then allow no time for questions leaves students unsure about your intent. Be conscious of mixed messages and always try to avoid them.

Nonverbal Communication

Facial expressions, posture, body movements, physical appearance, and eye contact can convey a message. Nonverbal communication (actions without words) can accompany the spoken word or can communicate a message alone. The most important example of nonverbal communication is body language.

Body language and expressions convey a message about how you think or feel. The following examples will help you to send important messages to support what you are teaching:

Body Language

- Lean head or body forward
- Smile frequently
- Maintain good eye contact
- Uncross your arms
- Lean head or body

Message

- Willingness to listen
- Friendliness
- Interest
- Openness
- Enthusiasm

There are also messages that you do not want to send; therefore, you should be aware of the following body language:

Body Language

- Raise an index finger to lips
- Become fidgety
- Clench your fists
- Frown
- Fold arms across chest
- Point directly at a person
- Lower your head

Message

- Desire to interrupt
- Loss of interest
- Frustration
- Disapproval
- Defensiveness
- Superiority
- Stay away, don't bother me

You also need to be aware that there are cultural differences with body language. The meaning of a gesture in one culture may be very different in another culture.

When teaching, the use of natural body movements or gestures communicate that you are relaxed and well prepared for your presentation. Some nervousness before speaking is normal, something that even seasoned professionals experience. Many instructors feel that if they do not have "butterflies" they are not "up" for the presentation. If you remain nervous as the class progresses, you may hurt your teaching; this nervousness may be picked up by students, making it difficult for them to relax and feel comfortable in the learning environment.

Breathing deeply several times will help you and, consequently, the students to relax. Students are usually supportive and want you to succeed.

Listening skills are important in communicating with students. In order to be a good listener, you need to give your undivided attention to the student who is speaking, whether it is in a private, one-to-one conversation or in the classroom. Interrupting a speaker is not permissible, but questioning for clarification is encouraged.

Listening attentively reinforces the sense of worth you feel about the students, their comments, and the importance of teaching. Listening helps you assess a student's experience, what he or she is learning, and what his or her concerns are.

Good communication is an essential ingredient of an effective instructor. Good communication skills take practice. Having an observer (or a fellow instructor) give you feedback on how well you communicate is a good way to identify weaknesses and strengths in your communication skills.

Knowledge of the Subject

Effective instructors must have a thorough knowledge of the course subject matter and keep abreast of developments in the subject. An instructor who knows the course content and design and is prepared tends to be more relaxed and to focus on helping students learn, instead of being concerned about what to say next.

The expectation in Elite Fighter schools is that you will keep your knowledge of the subject and teaching skills current. The Institute of Modern Personal Combat Tactics and Training (IMPCTT) stands ready to assist you in this process through newsletters, updated training materials, and other activities, about which you will learn more from your instructor, school representative, or at Elite-Fighters.com.

Positive Attitude

In thinking about becoming an instructor, you need to consider how you feel about teaching. If you have an interest in the subject, do you have a desire to share it with students? A positive attitude about teaching and helping students learn is essential to being an effective teacher. Such attitudes as friendliness toward your students, an enthusiasm about teaching students, and a positive attitude about accepting students as individuals are attitudes that help students learn.

Appropriate Attire and Professional Appearance

Your appearance can communicate how you feel about yourself, your school, and your students. Clothing that is worn out of context may direct attention to you and away from learning. Wear proper clothing for the proper setting. Good grooming and clean, well-fitted clothes and uniforms project an image of pride in yourself and in the organization you represent.

Patience and Flexibility

Patience and flexibility are instructor qualities that also improve learning because they help to provide a more comfortable environment for learning to take place. If you patiently explain facts and answer questions, you encourage an atmosphere that fosters learning.

It is very important that the motions are executed in the exact prescribed manner and the course material is followed so that people in the same school and from other schools across the country can effectively communicate the same principles.

In some courses, however, you may find several options for presenting material. If this is the case, assess the best way to meet the students' learning needs. Whenever you teach, it is important to give the impression that you have the time to help the student who has a question and that you are flexible (when you can be) in considering various ways to meet students' needs.

Professional Behavior

When you teach, it is important to be professional in the way you conduct yourself and your class. Being professional is being punctual (starting and ending the class on time); being reliable (keeping your commitment to teach a class when you agreed to); being able to manage the class (demonstrating skills that enable learning objectives to be met); and following rules and regulations, such as safety in the classroom.

Punctually beginning and ending a class makes a statement that you value your students' time and the subject you teach. If you must run over the allotted time, you should do this only with the approval of the students (and in some circumstances the head or senior instructor where you are teaching). Learning will drop sharply when people are expecting to leave and cannot. Likewise, beginning late is frustrating and wastes students' time.

Reliability includes planning ahead, preparing well to teach the course, and arriving early to ensure that everything is in order. School owners and head instructors expect that instructors will come when they say they will. It is a disservice to the students, the school, and, ultimately, to the Elite Fighter system if you do not keep your commitment.

To summarize, characteristics of an effective instructor are using good communication skills, having an up-to-date knowledge of the subject, having a positive attitude about teaching and sharing information, having a professional appearance, being patient in helping students learn and flexible (when possible) in meeting course objectives, conducting yourself professionally, and managing the class effectively. As you have more experience teaching, you will develop personally and professionally.

INSTRUCTOR FUNCTIONS

Instructor functions facilitate students' learning. When teaching, you will need to engage in the following instructor functions:

- Climate setting
- Assigning tasks
- Bridging
- Intervening
- Summarizing

These functions serve as a means to help you focus on why you are here—to help others learn.

Climate Setting

Climate setting is setting the stage at the beginning of the teaching experience to provide a framework in which effective learning can take place. It includes planning for the course so that the learning environment (school, gym, etc.) has the required equipment and materials. But climate setting goes beyond the physical environment. It also involves planning your teaching strategy in such a way that a positive learning environment is established and maintained throughout the entire course.

At the beginning of the course, there are certain points or steps to follow in setting a good climate.

- Greet students as they arrive for the class as you would a guest in your home.
- Help students to feel comfortable and indicate you are pleased to have them there. A calm, organized setting reinforces the fact that you are prepared and ready to begin.
- Open the first session by welcoming the students and introducing yourself and your co-instructor (if you have one). If the head instructor or owner of the school is acting as a host, one of the management staff may do this for you.
- Inform students of classroom procedure and safety rules.
- Present an overview of the system, giving students what they will be expected to do to earn a promotion.

Throughout the course, you will want to maintain a climate of openness and one that facilitates learning. Overall, the learning climate should be one in which students openly interact. Learn and use students' names and recognize each student's self-worth. A good climate helps to reinforce motivation.

Assigning Tasks

Assigning tasks is an instructor function performed whenever students are asked to do an activity. For example, the task may be a particular exercise, a kick, a punch, or a technique. Tasks may be done in large or small groups.

The purpose of assigning task is to involve students in an activity in which they accomplish an objective. The task will be better understood if several of the senses are used—to see it demonstrated and to hear it described.

If tasks involve movement of the class into small groups, have participants move at a time that is not disruptive, before or after instructions are given. Be clear about how group members are to be chosen for small group exercises. Circulate among the groups to ensure that the learning objective is being accomplished. Bring groups back together to share learning through reports and discussion. Assigning tasks may use all of the learning concepts—motivation, association, repetition, and the senses.

Bridging

Bridging is linking ideas from one section of the course to another and supports learning by association. It connects ideas and allows for learning to be tied to other ideas and teaching from the known to the unknown.

Bridging helps learners experience a logical progression or flow from one concept to another. This is done by describing ideas that relate to the previous learning experience(s). The instructor accomplishes this by—

- Recalling with the students what they learned in the previous segment (learning through repetition and use of the senses).
- Discussing the outcomes expected from the next-topic, including how these segments relate to the objectives (learning by association and use of the senses).
- Posting the course outline or objectives and showing development from the current topic to new sections or units. This allows the class to know where they are in the course (learning by association and use of the senses).

Bridging, which may take a few minutes or as long as 5 to 10 minutes, is an important part of the learning process. In teaching Elite Fighter classes, you generally bridge where there is a change in topics to tie together the concepts and to reinforce the learning. The learning concepts of association, repetition, and use of the senses are involved in bridging.

Intervening

Intervening is stepping in during the course to ensure positive learning outcomes. This function is accomplished by—

- Clarifying a point.
- Redirecting, strengthening, or modifying the learning process.
- Keeping the subject on track.
- Helping the class to be more effective as a group.
- Focusing on specific content.
- Focusing on overall accomplishments or outcomes of the group.
- Testing an individual student's knowledge or understanding.
- Providing feedback.
- Closing a topic when time needs to be managed.

For example, if a discussion starts to lose its focus, the instructor can intervene to guide the group in the desired direction. Training yourself to be sensitive to the reactions of your students gives you the ability to spot an individual who is starting to lead the discussion astray. Try to bring the subject back in focus by telling the class they can discuss that topic at another time. It is not always necessary to be highly directive. Simple suggestions and questions are often enough.

Also, if you talk too long, students may feel they are not getting their fair share of the action and may start their own conversations on the side. Bring them into the discussion by asking them questions about the topic.

Many things can make a student restless—temperature, a lengthy session—but there are ways to recapture attention. You might, for instance, vary the location and type of your presentation. You may need to move closer to the class to recapture attention. Loss of control, however, is not always the fault of the instructor. It may be caused by group fatigue. Watch for this and, if necessary, have the class take a break.

Whatever you do, don't let yourself be thrown off balance by a student or a situation. A student's attitude, for example, is sometimes shaped by personal circumstances that have nothing to do with what is going on in the classroom. You have to rely on your good judgment, common sense, and skill as an instructor, keeping in mind that you don't want to embarrass or offend a student. If you plan to use team teaching, discuss interventions candidly with your co-instructor. Together you can decide on ways intervention can be used to avoid any conflicts in the classroom.

This section concentrates on interventions focused on individuals, on the group process, on feedback, and on content.

Focused on the Individual

The Talker. Talkative students are often so wrapped up in what they are saying that they don't even realize the effect they are having on others. No one should be given free rein to monopolize the conversation. One way to discourage the Talker is to throw out questions to the other students to bring them into the discussion. Tell the Talker, "You've raised a good point." Then turn to the class and add, "Now what do the rest of you think about it?"

The Know-It-All. Here is the student who, by virtue of having considerable experience, intelligence, or position, frequently knows the right answer and all too frequently wants to share it. Sometimes, however, the Know-It-All may only be a self-styled expert.

In any case, the Know-It-All should be reminded that the opinions of others are important too. You may be able to do this by tactfully addressing questions to other students. Or you can take the Know-It-All aside during the break or after class. For example, say, "You had some good points to offer today; it shows you're thinking about the subject. Did you notice, by the way, how the others just sort of sat back and let you carry the load? How do you suppose we can get them involved? Perhaps, letting someone else kick off the discussion next time?"

The Show-Off. Some people just have a natural inclination to dominate the discussion. They may be "eager beavers," who sincerely believe that their every experience has to be shared, or true show-offs, who long to impress the instructor and their classmates.

Try asking the Show-Off thought-provoking questions to slow him down. Or you can explain that other students would like to share their opinions too.

The Whiner. Sometimes the Whiner is a student with a pet peeve. Sometimes the Whiner has a legitimate complaint. Most often, Whiners are just gripers. Try to get a member of the class to answer the Whiner. Or point out that you cannot change policy. If the student persists, indicate you are available to discuss the problem privately.

The Rambler. Some people can't seem to pull their thoughts together and go on and on when they speak. It's frequently wise to put up with a reasonable amount of rambling rather than try to discourage the Rambler altogether. You can, however, try prodding this person along with a few interjections: "Just a minute—I want to be sure we get all your points down. Your first point was such and such. Now what's your second?"

Another approach is to immediately step in when the Rambler pauses. Focus the Rambler's attention on the subject matter by restating the relevant points under discussion, and then move on.

The Heckler. The Heckler is the student who attempts to attack the credibility of the subject or the instructor. In dealing with the Heckler, don't allow yourself or the group to get excited. Try to keep tempers firmly in check. You may be able to find merit in some of the points the Heckler is making, or get the class to try to. In fact, you can generally count on the rest of the group to help you take care of the Heckler. Then move on to something else.

The Searcher. In trying to learn as much as they can from you, some students may put you on the spot by soliciting your advice or support of their views. There are times when you must—and should—give a direct answer. However, as an Elite Fighter instructor, you need to quote school policy and not personal views. Before you do so, however, try to determine why the information is needed.

The Silent Type. Newcomers to a group tend to be timid or lacking in self-confidence; many, therefore, simply keep quiet. Other Silent Types are quiet because they feel superior to the rest of the group. Still others may lack knowledge or interest or feel that they have nothing to contribute.

Get the Silent Type on an equal footing with the rest of the group by involving him in small group discussions. Arouse this person's interest by asking his opinion. Find something to compliment sensitive people on the first time they talk, but be sure you are sincere when you do.

Focused on Group Process

To increase the effectiveness and productivity of the class, you need to be aware of group process—how individuals work together in a group to meet the goals of the group and satisfy their own personal needs as well.

Some people are more comfortable in performing a task function that meets the goals of the group. Others, sensitive to individual needs and relationships within the group, prefer the maintenance function.

Task Function. Group members tend to be most aware of task-performance and goal-directed activities. The following kinds of actions will directly aid the group to accomplish its goals. You can perform them yourself but encourage and support student's efforts in these directions.

The actions include —

- **Initiating.** Get the group to start working; keep the action going; make suggestions and proposals.
- **Informing.** Give facts and opinions; point out beliefs and values.
- **Seeking information.** Ask for facts and ideas.
- **Clarifying.** Give clear interpretations of information; clarify any statement that may be confusing.
- **Regulating.** Influence the tempo or redirection of the group's work.
- **Summarizing.** Pull ideas of the group together so that the group can consider them.
- **Testing for consensus.** Ask for agreement on a point.
- **Evaluating.** Help the group evaluate its decisions, goals, and actions.

Maintenance Function. As students work together on a task, they interact in a constantly changing network of relationships. Group maintenance refers to those activities that promote the group sense of identity and good working relationships among members. Some of the actions that help build, improve, and maintain working relationships and create an emotional climate conducive to the effective functioning of the group are—

- **Expressing feelings.** Develop a sense for the feelings of the group members. Help individuals express how they feel in the presence of others.
- **Encouraging.** Help others by encouraging them, by being responsive and warm, and by recognizing both individual and group accomplishments.
- **Compromising.** Adjust and settle matters by seeking group consensus. Offer to compromise whenever a conflict of ideas deters a group's activity.
- **Standard setting.** Suggest standards for the group to achieve,

Focused on Content

This intervention involves ongoing assessment of the learning process. It is a process that involves observing, coaching, and, at times, making changes. From time to time you may need to check on group tasks to determine if they are on target with the intended objective of a task or to monitor the class as a whole to evaluate overall involvement and enthusiasm. In a sense, you are taking the pulse of the group periodically and determining if changes need to be made to facilitate learning. Sometimes it is necessary to repeat information or re-teach a part if students are having difficulty.

Focused on Feedback

Feedback, another important intervention, is the ability to correct mistakes in a positive manner by giving students constructive, non-threatening information about their performance. It is your verbal response to the assessment you make.

There are three types of feedback—negative, positive, and corrective.

- Negative feedback does not promote learning and damages the student's motivation. It is often judgmental and does not give information about what needs to be changed. (For example, "That is the worst kick I have ever seen!") Negative feedback should never be used in teaching.
- Positive feedback is an acknowledgment of a response or action in a non-negative manner. (For example, "When Mike lost his temper in sparring, you appeared to be well in control of your own emotions.") It can be a gesture, a nod or smile, or a statement that gives positive reinforcement. Students are often motivated in the learning process by positive feedback. It can be overdone and ineffective if it appears to be insincere or trite.
- Corrective feedback is given by identifying an error and giving a correction. It is particularly used in the teaching of skills. (For example, "Most of the technique is being done pretty well. You're having a little trouble with the last part—you're side kick is coming out like a roundhouse. Instead, make sure that your knee is cocked in front of you." Another example is, "You've got the basic idea of the technique down. Do you see any problem with my free hand? Do you think I could possibly hit you? How would you check me off?") Corrective feedback is done in a non-judgmental and positive manner. You

often will have to provide the correct answer, but sometimes students can determine the correct techniques on their own, by assessing and stating the results.

In a group class setting, you should determine if and when it is appropriate to give corrective feedback. In assessing a situation, it may be necessary to talk with students on an individual basis, as you permit them to save face and not be embarrassed in front of the class. But on the other hand, it may be important to provide immediate corrective feedback.

In giving corrective feedback—

- Identify the error or behavior in a non-judgmental way.
- Define the results.
- Provide or describe the corrective action or lead the student to provide his or her own correction.

Summarizing

In closing a class or segment of a class, the function of summarizing is used to clarify the key learning concepts or objectives presented or, in some cases, to test for learning. This action helps to reinforce learning and gives a sense of closure to a segment or topic.

There are many ways to summarize. The instructor may summarize by—

- Reviewing the objectives of the session and discussing key points.
- Asking the class to state what objective was learned.
- Listing key points on a chalkboard or dry erase marker board.
- Asking key questions.

In summary, to be an effective Elite Fighter instructor, you will want to work on developing the characteristics listed for an effective instructor; good communication skills, knowledge of the subject and learning theory, positive attitude, professional appearance, patience and flexibility, and professional behavior. Practicing and getting corrective feedback during training and from your co-instructor when teaching will help you develop these characteristics. Developing instructor characteristics and knowing the correct instructor functions are an important part of conducting a course, which is discussed in the next section.

The mnemonic BASIC—Bridging, Assigning Tasks, Summarizing, Intervening, and Climate Setting—may help you remember the instructor functions.

Unit 4:

Conducting a Class

In this unit, “Conducting a Class”, you will learn about the methods used to communicate different kinds of information. The teaching methods for communicating knowledge, attitudes, or skills; the strategy for team teaching (co-instructing); and instructional aids are discussed in this unit.

A teaching method is a way of presenting information for cognitive, affective, and psychomotor learning. To facilitate learning, each teaching method should convey information to the students in a specific manner.

TEACHING METHODS: KNOWLEDGE OR ATTITUDES

Elite Fighter classes demand the use of a variety of teaching methods. Some courses have content that focuses on knowledge of a subject while others try to impart attitudes. In turn, each course can be broken down into lesson plans that may use several teaching methods, depending on what is to be accomplished during that part of the lesson. Methods commonly used in Elite Fighter classes are as follows:

- Lecturette
- Participative lecturette
- Discussion
- Task groups
- Programmed learning
- Role playing
- Triad
- Simulations
- Brainstorming

Lecturette

In Elite Fighter classes, a brief lecture or instructor presentation is referred to as a lecturette. Lecturettes are used to focus on specific information and to provide a bridge or fill a gap in material given previously.

You should use a number of aids such as a chalkboard, flip chart, or dry erase marker board to provide students with a visual stimulus along with the spoken word.

Advantages

- Covers a large amount of information to convey facts.
- Can be used with a large group of people.
- Is appropriate to use in groups when an expert needs to present material not readily available to students.

Limitations

- Does not encourage student involvement.
- Works less well for conveying attitudes and application of facts.
- Limits instructor's assessment of students' learning needs.
- Offers little or no opportunity for immediate feedback.
- Allows little opportunity to assess students' understanding

Tips

The following points are suggested for preparing and delivering a lecturette:

1. Prepare for the presentation
 - Organize the material carefully and make it concise by developing a main theme and related sub-topics.
 - Practice and time the delivery, speaking clearly and modulating your voice so that it is not a monotone.
 - Arrange the setting so that it is appropriate for the topic. For example, a classroom or outdoor setting.
 - Plan how you will stand, sit, or move about in the front of the room (or group, if in a nontraditional classroom setting), trying to remain as close to the students as possible.
2. Provide an overview of the topic first and then introduce the subtopics as they are addressed.
3. Use instructional aids to reinforce points, making sure everyone in the class can see and hear, but not so many aids that their use is distracting.
4. Emphasize key points by repeating them,
5. Use brief examples, when needed, to illustrate important points.
6. Maintain pace, allowing time for students to take notes,
7. Review main points at the end of the lecturette.
8. Leave time and encourage students to ask questions at the end.
9. Plan to follow the presentation with an activity that requires participation to help maintain interest and to facilitate learning.

Participative Lecturette

Since merely sitting and listening is a passive experience, students may not remember much of what was said. Use the four concepts of learning—motivating students, associating information, repeating information, and using many of the senses to make the lecturette more effective.

One similar method used to convey facts is the participative lecturette. It is a short lecture that allows limited student participation through questions that focus on obtaining a specific answer. It differs from discussion, which seeks to involve students' ideas, experiences, and/or knowledge in the learning process.

Advantages

- Provides opportunity to share the learning of some members of the group with all members.
- Tends to focus students' attention from the universal to the particular.
- Can extend to the application of facts.

Limitations

- Encourages only limited student involvement.
- May take more time to present the information than a lecturette.

Tips

The following points are suggested to help prepare and conduct a participative lecturette:

1. Explain the expected outcome(s).
2. Prepare your questions well to obtain specific answers and to avoid excessive discussion.
3. Focus students' attention away from the large, general base of information to a narrower application that is within the students' frame of reference. For example, "Many techniques which are taught for one particular attack can be applied to other attacks. Who can give me an example of a technique which is taught for a push and apply it to a punch?"

The participative lecturette, allowing for a more structured response, reinforces a particular point combining the lecture and discussion methods.

Discussion

Discussion is one of the most widely used methods for teaching Elite Fighter classes. It is a method in which both instructor and participants actively contribute to learning. This is best used in settings that accommodate no more than 20 people. It is ideal (but not always possible) for participants to face each other to facilitate discussion.

Advantages

- Allows instructor to clarify values, solve problems, plan action, discuss attitudes, explore related parts of a topic, and work out how to apply what was learned.
- Provides opportunity for an instructor to determine how well students understand the material. Builds on previous knowledge.
- Provides a way for students to reach conclusions that consider points of view other than their own.
- Helps students team to analyze a subject and ask questions.
- Helps students to maintain interest.
- Facilitates remembering since students are analyzing information to draw conclusions.
- Provides opportunity for students to become more involved in the learning situation.

Limitations

- Is time consuming, especially with diverse groups of people.
- Requires a skillful instructor to prevent a few students from dominating the discussion or to keep the discussion on track.
- Is only as good as the combined thinking of the group.

Tips

The following points are suggested for preparing for and holding a discussion:

1. State the topic and time limit, writing it out so that all can see and making sure students understand discussion objective(s).
2. Develop specific questions to meet the objectives of the discussion.
 - Closed questions elicit a yes or no response. For example, "Do you like this?"
 - Open-ended questions stimulate thinking. For example, "What are effective ways to defend against a knife attack?" The use of what, when, where, how, and why questions lead to the generation of more ideas and discussion.

3. Encourage participation.
 - Urge everyone to participate, discouraging domination. This can be done by thanking, the person who is dominating for his or her ideas, by asking what others think, or by calling on another person.
 - Encourage students to build on comments of others.
 - Stress that it is everyone's responsibility to make discussion meaningful. Encourage all to participate since they are members of the class. Sharing ideas adds to learning.
4. Reinforce key points or periodically summarize to enhance learning.
5. Keep discussion on track, not allowing students to wander to other topics.
6. Do not let a wrong conclusion go uncorrected, or be embarrassed to say you do not know the answer. Assure students that answers to questions will be found.
7. Turn questions back to the group periodically.
8. Leave time for questions and responses.
9. Be sure to allow participants to do the talking, and listen carefully to what is said.
10. Do not answer your own questions before giving students a chance to respond.
11. Do not get nervous if students are silent for a few seconds. They usually need time to think.
12. Summarize and review what was learned at the end of the discussion.

Task Groups (small groups or buzz groups)

The designs of many Elite Fighter classes use small groups to solve problems, to focus discussion on answering a question, to look at alternatives, or to develop ideas. Space should be adequate to work undisturbed and to be comfortable.

Advantages

- Allow students to test ideas more freely.
- Allow students to apply information just learned.
- Encourage group interaction.
- Promote a feeling of equality among group members.
- Promote an environment conducive to interaction by timid students.
- Are more realistic, since this is how most problems are addressed in life.
- Allow students to check for understanding.

Limitations

- Are often time consuming.
- Cause undue pressure for students to respond, in some cases.
- Do not allow for immediate sharing and building of multiple ideas from a large number of participants.
- Do not accommodate groups that work at different rates, making it more difficult to bring task groups back to the larger group.

Tips

The following points are suggested for the preparation and implementation of task groups:

1. Describe clearly the objective and reinforce it in writing.
2. Review or explain any materials used in the task group assignment.
3. Explain the task clearly and post tasks for easy reference, or use a handout.
4. State the time allowed for the task.
5. Ask class to form into groups of three to six (may be done by naming students or by counting off).
Instructions may be given either before or after groups are formed.
6. Assign participants or ask for volunteers to report findings back to the entire class.
7. Ask if there are any questions.
8. Circulate among the groups to ensure the learning objective of the task are being carried out.
9. Give time warning,
10. Reconvene the class for group reports and discussion.
11. Summarize key points and learning objectives that were accomplished.

This method helps to increase individual participation, to build group cohesiveness, and to use creativity in developing solutions or applying concepts to a particular task.

Programmed Learning

Programmed learning uses specially designed teaching materials to guide students through a course, step-by-step, with the instructor serving as a facilitator. Most programmed courses require the student to use a workbook. Some use video tape and other audiovisual tools. Others have a series of stations where a complete skill or parts of a skill are taught.

Programmed learning requires a student to study information and then complete certain tasks or exercises by applying it. Once the task or exercise is completed, the student moves to the next step.

There are two types of programmed learning—self-paced and group-paced. In self-paced programmed learning, each student works alone and sets his or her own pace. In group-paced, students proceed step-by-step through the course as a group.

Advantages (Self-Paced)

- Gives all students a common foundation of skills and information. Is structured to allow different students to learn at various speeds, in most cases.
- Allows students to work without feeling pressure to keep up.
- Allows students to spend time needed on topics that are most difficult for them.
- Allows fast learners and students already familiar with the subject to move ahead.

Advantages (Group-Paced)

- Allows technical skills and information to be taught to a large number of students, using instructors who are not necessarily experts in the subject matter.
- Allows for a pause between steps so students can catch their breath or ask questions before additional information is introduced.

Advantages Common to Both

- Proceeds step-by-step through the course, from less complex to more complex material.
- Encourages remembering by allowing students to answer questions about the material they are learning.
- Brings important new concepts to students' attention.
- Helps students to know immediately whether they understand the material or need additional study to keep them from developing incorrect concepts.
- Lets students participate in and evaluate their own learning.

Limitations of both Self- and Group-Paced Programmed Learning

- Is used only if instructors have specially prepared materials for each -student.
- Needs expensively developed materials.
- Does not permit the inclusion of other methods of teaching,
- Does not allow for idea sharing or building. Inhibits creativity.
- Does not usually provide for active interaction with other students. Lacks in social development and learning.
- Does not provide opportunity to motivate students since material is often impersonal.

Tips

The following points are suggested for preparation and presentation of programmed instruction:

1. Make sure students know how they will be taught before the class begins.
2. At the beginning of the class, make sure each student has all materials.
3. Act as a facilitator but allow programmed materials to do the teaching.
4. Familiarize yourself with the programmed material so you can answer questions.
5. Make sure the class area has space available to meet with participants who need to ask questions.
6. Look for students whose attention is wandering, who are working very slowly, or who are frowning or looking confused.

Role Playing

Role playing is a the acting out of roles by selected participants. The action is spontaneous; usually there is no set action or script. Participants react to a specific situation and to one another as the role play progresses. Limited sparring falls into this category.

Advantages

- Is used to familiarize participants (students and instructor) with new concepts through experiencing or observing a role.
- Draws out personal feelings and ideas about a topic.
- Allows new skills to be tried, with failure carrying little risk since it is associated with the character portrayed, not the student.

- Is used to act out a situation physically so the students experience the emotions, actions, and intellectual decisions involved.
- Teaches both sides of the fighting equation by being the attacker and/or the defender.

Limitations

- May become a gimmick or entertainment rather than a teaching method.
- Loses effectiveness if students are too self-conscious to play roles.
- Is usually less effective before a large audience because of the effect of large numbers of people on the players.
- Does not allow alternative for players who do not feel comfortable with the exercise.
- Is often time consuming.

Tips

The following points are suggested for preparing and implementing role play:

1. Introduce role playing and identify the roles.
2. Explain the objective of the role play.
3. Assign participants to roles or ask for volunteers. (Encourage students who like to role play or are not too timid to volunteer.)
4. Brief the players about the situation and their roles.
5. Before the action begins, allow the players time to talk about their roles, but do not let them rehearse.
6. Ask players and non-players to analyze the experience. What happened and why? What alternative could there have been to produce the same or better results?
7. Thank the players and debrief them and the group.
8. Summarize the activities and what was taught.

The Triad

A triad consists of three students who work together in assigned roles. One student is the attacker, another student defends, and the third student observes the interaction that occurs between the first two students. The activity involves three rounds; students switch roles until each one has experienced each role.

Advantages

- Allows each student to experience receiving help with a problem.
- Allows students to practice being both the attacker and the defender.
- Gives students experience in observing and evaluating an interaction.

- Has a high degree of student participation.
- Is flexible and an easily prepared teaching method.

Limitations

- May be time consuming.
- Requires relatively good feedback.
- Needs a large space if there are many teams.

Tips

The following suggestions are offered for the preparation and implementation of a triad:

1. Divide students into groups of three.
2. Provide students with basic guidelines on observing and giving feedback on the subject.
3. Explain the three roles within each group, as follows:
 - One member acts as a defender.
 - One member acts as the attacker.
 - One member is the observer and takes notes on the process but does not engage.
 - After each round, the "observer" gives feedback to the "defender," analyzing how well he or she did.'
4. Described the attack, in general, to the members who are attackers.
5. Give the time frame for the activity (usually 10 to 15 minutes).
6. Allow students a few minutes to think about the exercise.
7. Move from group to group and watch to ensure the triads are focusing on the goal of the exercise; provide corrective feedback, if needed.
8. Make sure that each member of the triad is given a chance to perform every role.
9. After the third round, reassemble the class to discuss what was learned about the triad process and about the specific goal of the exercise.

Simulations

Simulation exercises are much like role playing, but no one is assigned to a specific role. Most simulations are pre-planned scenarios that imitate lifelike combative situations in which problems are presented. Most Practical Combat Scenarios (PCS's) fall within this category. Members of small groups work together as a team to solve the problem.

Advantages

- Provide for human interaction and understanding that can help students learn from the problems presented.
- Allow students to understand and cope with various attacks.
- Provide, at times, solutions to problems previously thought unsolvable.

Limitations

- Are a complex method of teaching and learning.
- Require good technique skills between instructors and students for optimum learning to occur.
- Take a great deal of time.

Tips

The following points are suggested for the preparation and implementation of simulations:

1. Divide the students into small groups.
2. Follow the design of the system, which usually contains the technique.
3. Coach students to react as if they really were in a life or death situation while still observing the safety rules.
4. Identify the constraints or limitations on the actions.
5. Focus the group's energies on a particular task or concept.
6. Explain that a simulation exercise is a team effort and there is no winning or losing side.
7. Follow with discussion of the points learned from the exercise.

Brainstorming

Brainstorming is a way to attack a problem with ideas, encouraging every possible idea. Creative thinking is more valued than practical thinking. The objective is simply to develop as many new and novel ideas as possible to deal with a problem.

Advantages

- Finds solutions to problems previously thought unsolvable.
- Takes a relatively short period of time.
- Rewards freedom of expression and promotes creativity.
- Allows all members of the group to join in.

Limitations

- Limits ideas if phrases such as, "It won't work," "That's not what I was taught," and "We've never done it before" occur.
- Does not meet objectives if ideas are not later refined or ranked.
- Is difficult if the group is unresponsive.

Tips

The following points are suggested for preparation and implementation of brainstorming:

1. Divide the class into groups containing 2 or 3 participants or for the involvement of a whole group if it is not too large.
2. State as simply as possible the problem or technique to be brainstormed. There should only be one problem to brainstorm.
3. Present the following ground rules:
 - Ideas are wanted in quantity—the more, the better.
 - Criticism is not allowed. All ideas are to be recorded, if writing instruments are available.
 - Freewheeling ideas are welcome. Ideas do not have to be practical or consistent with current methods or procedure.
 - Ideas should be briefly stated.
 - The ideas of others may be combined and improved upon.
 - No individual credit is given. Brainstorming is a team effort.
4. Have each group appoint, if necessary, someone to keep the activity "on track" should anyone start to perform actions too long or label other ideas as poor or impractical.
5. Trigger additional ideas with the "else" technique: "Where else, how else, and what else would solve it?"
6. Keep the generation-of-ideas phase going.

7. Reassemble the class (if small groups were used) to sort through the ideas.
8. Select creative ideas, in accord with the goals of the exercise.
9. Find alternative solutions, if that was the purpose of the exercise, and classify into two groups—
 - Ideas that can be tried immediately.
 - Ideas that require long-range study, coordination, or training.
10. Rank the best ideas—decide on the order in terms of what would be most likely to work.

Other Methods

Less frequently used teaching methods for transmitting knowledge and/or developing attitudes, including those that do not require instructors, are briefly described below.

Case Study

A case study is usually a written description of a problem and is appropriate for simulating reality or experience, or for evaluating ideas. The advantages are that it requires a great deal of student participation. There are two limitations to the use of case studies: they are difficult to design, and they require considerable time to complete.

Video Instruction

Video instruction is a communication tool in which various methods of teaching can be used. Large numbers of people can be reached in this manner. It can be expensive to produce, does not allow for evaluation of skills, or questions to be asked.

TEACHING METHODS: MOTOR SKILLS

Most motor skills require learning some information. You will find, therefore, that a number of elite fighting classes teaching motor skills will have a combination of teaching methods, including some of those just discussed under the methods for teaching knowledge and attitudes.

Skills practice also involves a set of organizational skills to maximize practice and to ensure that students receive corrective feedback. To teach skills you will want to—

- Prepare equipment and the practice area.
- Present an explanation and demonstration.
- Provide for guided student practice.
- Review skills periodically so that students will remember them.

For most Elite Fighting classes, the instruction is organized in sequence in the instructor's manual. For some classes, instructors will have to make certain decisions about how to organize instruction. This will involve deciding how to break down or sequence the skill to expedite student teaching. There may be instances in which you need to teach a skill in very small increments; at other times, you may make big leaps. In addition, there may be times when it is best to progressively build skill or come back and re-teach parts of a skill on which students need extra help.

Organizing Instruction

The ways to organize instruction to enhance learning of motor skills are—

1. **Part- Whole Approach.** In this approach each part of the skill is presented separately. After all the parts are learned, they are combined and the whole skill is practice together. For instance, an instructor may want to teach a self defense technique by first teaching an inward block, then the front kick, then the chop, then a palm strike, and finally put them all together and practice the whole skill.

Advantage

- Is appropriate for students who learn best by concentrating on one task at a time.
- Makes the student concentrate on the parts.

Limitations

- May hold back students who learn quickly.
- May penalize those students who are not ready to move to the next skill.
- May mean students forget parts learned earlier when they begin to combine parts into the whole skill.

In most instances, the two approaches that follow will be preferable to this approach.

2. **Progressive -Part Approach.** In this approach students are presented a skill and practice by adding on parts to the skill, one at a time, until the entire skill is learned. Examples of this approach occur when teaching students complex skills in Practice Combat Scenarios and in grappling maneuvers. In teaching a PCS, for example, a student may first learn the inward block and then the front kick. When the student can do the part of the skill that was just presented, the next part is added to the sequence of skills. Eventually all parts are added and the entire skill can be practiced and refined.

Advantage

- Provides more room for individual student progress since students practice the previous parts while learning the new parts of the skill.

Limitation

- Allows students time in which to become bored.

3. **Whole-Part-Whole Approach.** In this approach students are presented the whole skill and practice it initially. If a student is having a problem, he or she practices that part separately and then practices the whole skill again. An example of this approach would be teaching the technique described earlier (an inward block, front kick, chop, and palm strike). The instructor would explain and demonstrate the new skill, emphasizing changes from a similar technique the student already knows. The student would then transfer knowledge and skill from the previously learned skill. If the instructor thinks the student is having problems with certain parts of the skill, the instructor isolates those parts so that the student can learn and practice them.

Advantages

- Is appropriate for simple skills or when students are at an advanced stage and can transfer other related skills@
- Allows students to practice part of a skill separately, then the entire skill.

To teach motor skills to participants, you will provide them with—

- Explanation.
- Demonstration.
- Practice.

Explanation and Demonstration

The explanation and demonstration part of motor skills instruction involves giving a clear definition or description of a skill and showing how it is done. These two activities, explanation and demonstration, can occur one after the other or simultaneously.

Advantages

- Communicate a skill to students quickly.
- Allow for questions and redemonstration of the skill, if appropriate.
- With a video, are done exactly the same each time, promoting a standard of performance.

Limitation

- Do not always allow instructors to know whether students actually understand the demonstration.

Tips

The following points are suggested for implementing explanation and demonstration:

1. Organize and prepare explanation and demonstration prior to instruction.
2. Present the skill first—outside of the medium in which it will be used (e.g., on a heavy bag, not on a person). Follow with the presentation in the medium in which it will be used (on a person).
3. Make sure that all students can see and hear.
4. Have some students seated or kneeling and others standing so all can see.
5. Ensure that students are not looking into the sun when conducting a class outdoors.
6. Try to place students so they are not facing something that would distract their attention.
7. Demonstrate skills at the appropriate angle so that the total skill can be easily seen.
8. Follow the skill presentation by slowly demonstrating and explaining the skill for all courses not video driven.
9. Use teaching cues to help students remember the steps, while demonstrating and explaining them or after a video has been shown.
10. Present the skill the way it is to be practiced.
11. Repeat the demonstration, except for those courses that are video driven.
12. Follow with a practice session immediately after the explanation and demonstration.

Guided Student Practice

Student practice of motor skills is essential to learning and mastering those skills. Corrective feedback must accompany practice so that students can correct their mistakes and continue to improve skill execution.

Advantages

- Provides corrective feedback during the early stages of learning.
- Allows for learning in the medium in which the skill will be performed.
- Involves the learning concept of using the senses--seeing and the kinesthetic sense—in actually doing the skill.
- Uses the learning concept of repetition.

Limitations

- May become boring as students master the skill.
- Requires making certain that students are practicing most of the time. Students who are waiting to practice or who have completed their practice are not learning!

Tips

The following points are suggested for implementing guided student practice:

1. Develop a "photographic eye" that allows you to quickly compare each student's performance against a performance standard.
2. Determine what feedback to provide.
3. Review skills frequently throughout a course, once students have learned a skill.
4. Practice multiple skills task—group style or at stations at the beginning or end of a class. Information specific to each course with skills practice is covered in detail in each instructor specialty course.

The following types of practice show different ways guided student practice can take place.

Drills

Drills are instructor-led practices in which students practice the same skills in unison. Drills may be—

a. Static Practice

In this type of drill, students stay in place while the instructor moves among them, for example, in a typical Elite Fighter class, the students would practice their inward block without moving from their fighting stance.

Advantages

- Allows instructor to move around class, assess student practice, and provide corrective feedback.
- Reduces the complexity of the skill for students at the early stages of learning.
- Enables instructor to control pacing of practice.

Limitations

- Allows students time to get bored if drills are not varied.
- Reduces the complexity of the skill: additional learning may not occur when a simpler skill is practiced for a long period.

b. Fluid Practice

This is the type of drill in which students move from one place to another to complete their practice, for example, students in a typical Elite Fighter classes may perform a series of kicks in a straight line across the room before turning around and returning.

Advantages

- Is more like actual execution of the skill.
- Allows students to get considerable practice, if it is organized so little waiting occurs.

Limitations

- May make students spend too much time waiting and not practicing.
- Makes it difficult at times for instructors to provide feedback to students while they are in motion.

c. Wave

This type of drill involves students moving across an area in unison. For example, in a typical Elite Fighter class, the instructor might have all the students lined up in lanes at one side of the room. On the instructor's command one person in each lane begins his or her series of kicks or punches until reaching the other side. When the first group is far enough across the room to ensure that the next group will not bump into them, the instructor has the next "wave" go. This continues until all students have had a chance to practice.

Advantages

- Allows students to practice the skill,
- Allows more time to practice, if well organized.

Limitations

- May make students lose too much time waiting for their "wave" to move.
- Makes it more difficult at times for instructor to give feedback while a number of students are practicing at the same time.

There are other drills specific to the types of physical skills taught in Elite Fighting classes. These will be covered in greater detail in the instructor specialty courses.

Task Practice

Task practice occurs when students are presented a skill and practice it under less supervision than would be used in a drill. Students are assigned a task, told the physical boundaries in which they must practice (e.g., "stay on this side of the room while practicing"), and then asked to practice while the instructor moves about giving feedback. Requirement or skill sheets—provided in many Martial Art schools and workbooks—that list the task, the important aspects of the skill, and the associated teaching cues help students remember what to do.

Advantages

- Allows students to devote time to those skills that need attention while also reviewing skills that have been mastered.
- Maximizes student practice time since waiting for directions at each step is not required.
- Allows instructor to move around class, assess students, and provide individual corrective feedback.
- Enables students to develop self-confidence in skill learning.

Limitations

- Needs instructor to develop a task or skill sheet for students, if the course does not provide it.
- Needs instructor to pay attention to students so they do not stop practice to socialize or engage in other activities.

Task practice is a good follow-up to drills when the instructor wants to provide additional practice or review or when students are at a stage where they have learned a similar skill and do not need initial practice under strict supervision.

Station Practice

In station practice, students move from one station to another and practice new skills or add parts to the skills already learned. An instructor or aide may be at each station, or the instructor may supervise a few stations. When an instructor is responsible for more than one station, the instructor assures the students' safety. This can be done by the use of aides. The instructor also needs to make sure students know what to do at each station. (It is helpful to use posters or skill sheets to help students as they move to the new station.) In addition, students need to be practicing skills instead of talking or waiting. Drills or task practice can occur at each station.

Advantages

- Allows students to master the skill before they move on to a more complex skill.
- Allows students to devote time to those skills that need attention while also reviewing skills that have been mastered.
- Enables students to maximize practice time since waiting for direction at each step is not required.
- Allows instructor to move freely about the class to assess students and provide individual corrective feedback.
- Allows students to develop self-confidence in skill learning.
- Allows reduction of the complexity of the skill at the early stages of learning.
- Enables the instructor to control pacing of practice.

Limitations

- May require a number of aides or other instructors.
- May allow students to become bored, practicing the same thing over again.
- Makes it difficult at times for instructor to provide feedback to all students while they are in motion.

Reciprocal Practice

In reciprocal practice, students pair up, one practices the skill, and the other provides feedback, and then roles are switched. It is important that the instructor emphasize those points to which the student must pay particular attention and that students be given examples of how to give feedback to one another.

Advantages

- Allows the practicing student to receive immediate corrective feedback.
- Allows students providing feedback to engage in mental practice that helps them to understand the skill better.

Limitations

- Means students may waste time if they do not practice throughout the allotted period.
- Requires skill sheets or requirement sheets to assist students giving corrective feedback.

The above methods of teaching for knowledge, attitudes, or skills will assist new instructors in helping students learn. "Practice makes perfect if corrective feedback is given." Using this manual as a reference and applying methods learned in this course will help to improve your instructor skills.

INSTRUCTIONAL AND TRAINING AIDS

Instructional aids, such as flip charts, posters, or handouts are used in conjunction with teaching methods to illustrate or demonstrate course content in teaching for knowledge, attitudes, and skills.

Training aids, such as the heavy bag, the foam air shield, and the speed bag are used to develop a student's motor skills. These tools allow the student to have a target or a surface on which to strike.

As discussed earlier, learning can be substantially increased if students receive information they can see, in addition to the information they hear. Learning also can be increased if students are shown visually how to do something and then allowed to practice the skill. Some things simply cannot be taught with words alone.

Elite Fighting classes use a variety of instructional and training aids. A list of recommended instructional and training aids needed for a course usually is included in the instructor's manual. When the recommendation is specific, no substitutions should be made. When aids are not listed, the instructor may determine what is needed and include this in his or her lesson plan.

If you are not familiar with an instructional or training aid, practice with it until you are proficient in using it. It is essential to understand how to use instructional and training aids correctly, since improper use will detract from the effectiveness of the course and your credibility as an instructor.

The following information gives the advantages and disadvantages in using the various kinds of instructional and training aids. This section also explains how to prepare them (when applicable) and how to use them to improve learning.

Posters, Pictures, and Charts

Posters, pictures, and large charts are used to focus attention on particular information when you want to emphasize it.

Advantages

- Are reusable, portable, and provide for realistic presentation and demonstration.
- Provide visual emphasis of verbal communication.

Limitations

- Are often time consuming and/or costly to prepare.
- Are not always readily adaptable to the teaching environment.
- Are often awkward to carry.
- Are often overused, with instructor becoming too dependent on them.

Tips

The following points are suggested for preparation and presentation of posters, pictures, and charts:

1. Use to clarify ideas.
2. Keep simple in detail and wording.
3. Use large letters, numbers, and pictures that can be easily read from any part of the room.
4. Use a maximum of 10 lines.
5. Use color to highlight key words and ideas.
6. Check for accuracy.
7. Make sturdy so they can be moved without damage.
8. Display only when using. To avoid distractions, cover with blank paper before and after use, if the display cannot be moved or removed.
9. Face the class, not the display, when speaking.
10. Spend time with the display so class has time to absorb the concepts.

Chalkboards and Dry Erase Marker Boards

Chalkboards and dry erase marker boards are mediums used to record or display information. They are often readily available in classrooms.

Advantages

- Are inexpensive, flexible, easy to use, and convenient.
- Have a large surface and are erasable and reusable.
- Are often used to communicate topics progressively through outlining.

Limitations

- Are often more time consuming than prepared flip charts.
- Do not allow for saving material to be referred to at a later time.
- Become messy and hard to read.

Tips

The following suggestions are given for preparation of chalkboards and dry erase marker boards:

1. Plan board presentation before class.
2. Use key words or phrases.
3. Draw faint outline before doing drawing or diagrams. (Be sure you are doing them correctly.)
4. Use white chalk on black and yellow chalk on green chalkboards, if possible. Use black marker on white dry erase boards.
5. Stand at a 45 degree angle to the board; do not block the view of the class.
6. Fill in one section of the board at a time, always starting at the top and moving down.
7. Keep lines evenly spaced and material in a logical sequence.
8. Print or write in large, heavy letters.
9. Print or draw quickly so student interest will not lag.
10. Face the group when speaking—not the board.
11. Use a pointer, as necessary.
12. Do not play with the chalk or markers.
13. Allow time for students to copy the material, when applicable.

**Flip Charts
(newsprint or
chart pads)**

Flip charts (newsprint pads or chart pads) are used frequently to record student responses or display parts of course content.

Advantages

- Are inexpensive, easy to use, portable, and reusable.
- Are more legible than chalkboards.
- Allow for preparation ahead of time.

Limitations

- Are difficult if material is to be erased or crossed out.
- Have limited writing space.
- Are time consuming if a number of flip charts are to be prepared.

Tips

The following points are suggested for preparation of flip charts:

1. Prepare material in advance, leaving sheets covered until you use them.
2. Use dark (blue, black, purple), broad-tipped marking pens for better visibility and lighter colors for highlighting.
3. Place a sheet underneath to absorb marks if you are not using a water-based marking pen. Also, you may wish to leave a blank sheet to serve as a cover.
4. Use contrasting colors only to highlight key words; otherwise the chart is too busy.
5. Avoid using highly contrasting colors that are difficult to look at.
6. Use a subject heading or title and underline it.
7. Use only key words or phrases.
8. Write only four or five lines per page.
9. Print or write large enough so that the writing can be read from the back of the room; letters should be at least 1 1/2 inches high.
10. Use light pencil lines or a ruled sheet underneath to help write in straight lines (or use pre-ruled paper).
11. Have pieces of masking tape (or other type of tape that will not damage the walls) available to post sheets after removal from easel.
12. Have paper clips or spring clips available to help clip together previously covered material when reviewing sections of content or concepts again.
13. Number each page at the bottom in pencil for easy reference.
14. Place the easel with the flip chart where it can be seen by the entire group.
15. Face the class when speaking, not the flip chart.
16. Allow time for students to copy material (or make a handout of important material).

Videocassettes, DVDs, and Powerpoint Presentations

Videocassette recorders, DVD players, and Powerpoint Presentations are devices used to present state of the art audio and video presentations.

Advantages

- Are often used in a lighted room, but you may have glare on the screen from overhead lights.
- Are easy to stop at points of discussion or skill practice.
- Are easy to replay.

Limitations

- Are expensive.
- Are not easy to secure.

Tips

The following points are suggested for preparation and presentation of videocassettes, DVDs, and Powerpoint Presentations:

1. Check all equipment before presentation.
2. Be sure monitor is large enough for the group to see and is located where everyone can see it.
3. If you use videotape, advance the tape so that title is showing when equipment is turned on. (Turn sound down when turning monitor on to avoid distractions.)
4. Introduce each segment, if necessary.
5. Replay segments, if needed, for emphasis or review.
6. Summarize key points at the end of the segment or the end of the presentation.
7. If using a videocassette, rewind at the break or after class.

Heavy Bag

The heavy bag is a sand and foam filled or a water filled device used to develop power in punching, striking, and kicking. Most schools have at least one of these devices.

Advantages

- Covers a large striking surface.
- Gives the student the experience of actually landing his or her blows on a surface.
- Can be used for most types of punches, strikes, or kicks.

Limitations

- Often expensive and difficult to move.
- Requires additional equipment provided by the student (bag gloves).
- Can only be used by one person at a time.
- A bag for each student is not always available.

Tips

The following suggestions are given for the use of the heavy bag:

1. Have the students to use their imagination and treat the bag like an actual opponent.
2. Have the students wear bag gloves or tape their hands and wrists to prevent injury and holding back on power.
3. Wipe bag clean after use.
4. Have someone to steady the bag to keep it from swinging and cause a lag in training.
5. Have the student begin slowly with no power and gradually increase in speed and power.
6. After a short period of time, have someone else steady the bag.

Foam Air Shield

The foam air shield is similar in application to the heavy bag but is more mobile and "alive" than the heavy bag:

Advantages

- Less expensive than a heavy bag.
- Small size makes storage easy.
- Does not require a fixed location to use.
- Does not require bag gloves or taped hands.

Limitations

- Must have someone to hold the bag.
- Cannot be used for certain strikes.
- Unless the person holding the bag is instructed and skillful in the use of it, injury may result unless safety measures are taken.

Tips

The following suggestions are given for the use of the foam air shield.

1. Have the holder of the bag to move around at times.
2. Have the holder of the bag to ride with the strikes.
3. Make sure the holder does not push the bag into the student's strikes.
4. Periodically change who is holding the bag.
5. Give clear instructions on how to hold the bag and how to strike the bag.
6. Always check to make sure that the bag is not torn or damaged.

Focus Glove

The focus glove is the most versatile piece of training equipment available. It develops accuracy, timing, speed, and power.

Advantages

- Small and compact for easy storage.
- Relatively inexpensive.
- Can be used and positioned for any angle or strike.

Limitations

- Can only be used by one person at a time.
- The holder must be educated in the use of the gloves.
- Injury can result if the student misses.

Tips

The following suggestions are given for the use of the focus gloves:

- Give clear instructions to the holder as to what positions and angles to hold the gloves.
- Instruct the student to begin slowly and gradually increase in speed.
- After a period of time, make sure the holder has a chance to participate.

In general, you should be thoroughly familiar with whatever aid you are using. Arrange it so that it can be heard, seen, and or used by all students. Test it before class to determine if it is functioning correctly. Be sure the equipment the students will use is clean and safe. Focus discussion on the students and not on the equipment. Cover up visual aids, such as charts, flip charts, and posters until you use them.

In summary, conducting a course involves a number of steps and skills. The teaching process needs to be organized and instructor functions and instructional aids used together to help the students learn and meet the course objectives.

Unit 5:

Successful Evaluations

Evaluation can be defined as determining the significance or worth of something by careful appraisal or study. Ideally, four levels of evaluation occur as a result of teaching: (1) reaction to or feelings about the knowledge and skills obtained; (2) measurement of knowledge or skills through written or performance tests; (3) measurement of changes in behavior by determining how people apply the new knowledge and skills; and (4) determining the impact of the knowledge and skills on an organization or a problem.

As an Elite Fighter instructor, you will be more concerned with evaluating knowledge, skills, and changes in behavior. You will evaluate before, during, and after a course. The evaluative process usually includes—

- Evaluation, before the course, of students, of self, and of the need for the course.
- Evaluation, during the course, of the students' progress in meeting learning objectives.
- Evaluation, after the course, of the instructional process, of your own performance, and of the students' eligibility for course completion certificates.

EVALUATION BEFORE THE COURSE

The evaluation process begins before the course with assessment of course prerequisites and the learning needs of the students. This evaluation step is part of course planning and helps you present the course content at the appropriate educational level, considering the special learning needs of the group. For some Elite Fighter courses, it may be difficult to do this step because of the difficulty of contacting students before class.

Completion of your own instructor self-assessment form is another evaluation step done before the course begins. This helps you look at the methods or skills on which you would like to work. Further information on evaluation before the course follows in Unit 6, Planning to Teach.

EVALUATION DURING THE COURSE

During the course, students' progress in meeting the learning objectives should be continuously evaluated. Students have a right to accurate evaluation that will aid them in improving their overall performance. Evaluation can be done by observing the students' reactions closely to determine questioning looks, by asking questions of the students to check for understanding, or by observing practice and skill activities. Much of this type of evaluation was covered in Unit 3.

EVALUATION AT THE END OF THE COURSE

At the end of a course, students and instructors are requested to complete several types of evaluations. These forms may be used to examine participants' reaction or evaluation of the content, their comfort and confidence with new information, and their evaluation of your performance. You will most likely be requested to complete an instructor reaction sheet for the course and for your teaching performance. Also at the end of the course, you will evaluate the students. Those students who meet the course objectives and criteria for certification will be awarded certificates.

In the long run, the real proof of the effectiveness of a course is not how well students liked it, but how well it prepared them to accomplish the task that brought them to class in the first place (motivation). Evaluating such changes can be an expensive and a complex task, but one of which we should not lose sight.

In this section, the criteria for eligibility and for issuing **certificates** are discussed in general terms.

Criteria for Certification

One important function of an Elite Fighter instructor is to evaluate the student's eligibility for a course completion certificate. Each course has established criteria for eligibility. For some courses, it may be as simple as attending the entire course; in others, a skills trial and a minimum score on a written test will be required. Many courses require the following:

- Attendance
- Skills performance
- Passing a written test
- Participation in all activities

The quality of your certification decisions will affect the quality of other Elite Fighter practitioners, the public's view upon the Elite Fighter System, and the quality of the Martial Arts overall.

Certificates

For specialty courses and belt levels, each discipline has a course completion certificate. Additional information, as noted before, can be found at your school location or through the Elite-Fighters.com and the Institute of Modern Personal Combat Tactics and Training (IMPCTT).

Attendance

Most Elite Fighter courses require attendance during all sessions. Therefore, the instructor needs to—

- Inform students of the attendance requirement at the beginning of the course to prevent misunderstandings.
- Define the makeup policy, if one exists.

Most Elite Fighter courses require a level of class participation for course certification. When you must evaluate participation, some general principles to practice are—

- Defining for students the required level of participation at the beginning of the course.
- Defining any standard of achievement for task assignments.
- Monitoring the progress of each participant through observation and discussion.
- Providing feedback, especially if someone is not meeting the criteria.

Assessing Skills Performance

In most schools, students must pass skills tests. The following general principles are used in assessing skills performance:

- Skills to be performed are listed.
- Instructor and students know the specific outcome intended.
- Instructor knows the standard of performance for each skill.
- The task and standards have been explained to the students.
- The grading system has been explained to the students.

For some specialty courses, skill sheets may be provided on which to check off the successful completion of specific skills. You will learn more about how to judge these skills in your instructor training classes.

Standard Written Tests

In some schools, standard tests are used to determine whether or not a student knows the material or is eligible for a course completion certificate. Specific information about written tests will be shared in the instructor training classes.

Most Elite Fighter courses that require written tests include published tests and the following instructions in the instructor's manual:

- Required passing score
- Alternative tests
- Retesting procedures

Testing procedures that are to be followed:

- No discussion of specific questions immediately before the test. A clear explanation to the students of the passing score and retesting procedures.
- No coaching of participants during the test.
- No substitution, addition, or deletion of a test question without the prior approval of the appropriate staff at the Elite Fighter school.
- A written test may be administered orally in situations in which a participant has difficulty reading or writing.
- Copies of test questions must be safeguarded to prevent fraudulent use. This means that you should not allow students to take home copies of the test or their answer sheets.
- All completed tests and answer sheets must be turned in to the
- Elite Fighter school personnel for review, documentation, and verification of test scores.

In summary, information discussed in this section provides guidance in managing and evaluating a course. Specific information will be provided by the school owner, head instructor, or in your teaching course. Detailed instruction and training on Evaluations can be found in ***Volume Three—Evaluation, Testing, and Certification of Physical and Mental Attributes***.

Unit 6:

Planning to Teach

The components of teaching are planning to teach, conducting a class, and evaluating a course. Planning is always the first step; but in this course, it is believed that you will have a better idea about what needs to be planned if you first have a good understanding of the meaning of conducting and evaluating. Therefore, the planning unit is presented after the conducting and evaluating units.

Planning is one of the most important ingredients in successful teaching. You will want to consider the following points when you plan to teach:

- Establish an effective working relationship with the school owner or the management where the seminar/course will be conducted.
- Do pre-course assessment of participants as individuals and as a group if this information is available in advance, and plan your own development goals.
- Review course materials and objectives.
- Determine time requirements.
- Prepare for team teaching, if applicable, and include time to prepare with your co-instructor.
- Develop a block plan, if needed.
- Select instructional aids, facilities, and equipment.
- Secure supplies and course materials.
- Develop a lesson plan, if one is not provided.
- Set up the teaching area and test equipment.

These points are listed in the order in which it is suggested you carry them out.

COURSE SPONSOR

An Elite Fighter course may be conducted either in a commercially owned school, a club held in a community center, or sponsored by a business or social group. In most instances, you will be contacted to teach a class or a course at a specific time and location. It is important that you establish and maintain a good working relationship with the sponsor or school owner. Some Elite Fighter schools do more planning than others, and you need to be clear about what is expected of you and what the school will do.

ASSESSMENT

Participants in Elite Fighter courses fall into several groups. One group includes external audiences, who are, in general, from "outside" the Martial Art community—interested citizens, businesses, schools, organizations, and agencies. Another group is internal and consists of regular practitioners, paid staff, and volunteer staff. In either case, if possible, you should assess the individual learning needs of the participants to determine what skills, knowledge, and experience they bring to the class collectively. This information helps in planning so that participants are challenged but do not have difficulty learning. Other factors are individual physical impairments, learning preferences, and education level.

It is help if to know why the participant is taking the course. Is it for physical fitness? Is it for self protection? Or is it for another reason? You also will want to determine if participants have met all course prerequisites.

Information can be gathered from preregistration forms, from Martial Art schools, from application forms, and from the participants themselves.

Plan for Personal Development Goals

Instructor Self-Assessment and Development form, found in Appendix C, is designed to help you assess your competencies in teaching skills. Complete the form before a teaching assignment to give you a picture of your strengths and the area you want to develop. When team teaching, you should use the self-assessment form when you plan with your co-instructor.

The following information suggests the process for using the form:

- After completing the *Instructor Self-Assessment and Development* form, identify several skills you wish to develop or learning goals you wish to achieve.
- Use the back of this form to record areas you wish to improve and how you plan to improve them.
- Under the first column, headed "Objectives," list the areas you wish to improve or other self-development goals.
- In the second column, headed "Plan for Accomplishing," write the steps that you will take to meet your goals.
- In the third column, "Resources," list any resources that you will need to meet your goals.
- Enlist the support of your co-instructor (if you have one) in your development plan.

OBJECTIVES	PLAN FOR ACCOMPLISHING	RESOURCES
Managing Time	<ul style="list-style-type: none"> • Determine the length of time for each section of material • Review block plan • Review lesson plan for organization of content • Determine beginning and ending time. • Have co-instructor give time cue, e.g., "five more minutes." 	<ul style="list-style-type: none"> • Instructor's manual • Block plan • Lesson Plan • Clock • Co-Instructor

COURSE OBJECTIVES

Thoroughly review the course objectives. "Walk through" the course by reviewing the instructor's manual and participant's materials (workbooks or handouts) to see how the course objectives are met through the various teaching methods, activities, or practice sessions. Observe how the course "progresses" from one topic or skill to the next. Note the visual aids to be used and how they enhance the objectives. This review will help refresh your memory on the key points of the course.

TIME REQUIREMENTS

Note time requirements for your specialty course. Factors to be concerned with when considering time are—

- Your availability as instructor.
- Availability of facility(ies) and equipment.
- Availability of a particular group of students.
- Time required for breaks.
- Times for beginning and ending.
- Lead time for ordering materials and equipment.

TEAM TEACHING

When you team teach, there are two roles—lead and support. You will decide together which one will assume the lead for a particular portion of the content. The responsibility of the supporting role includes providing logistical support, assessing the group, assisting during the instruction, and taking cues when your co-instructor is the lead instructor. Assistance includes either physically assisting with the instructional aids or providing clarification and adding to the content to make a point. Throughout the course, you will make several transitions from being lead instructor to being support instructor.

Team teaching—

- Allows one team member to make a presentation while the other sets up materials, writes on the chalkboard, serves as a resource, and helps to "read the group."
- Allows co-instructors to share and learn from each other, complementing each other's teaching styles. Lightens the load of teaching.
- Exposes students to two role models and different areas of expertise.
- Allows the class to be larger in many instances.
- Allows less experienced instructor to focus on areas to build teaching skills.
- Provides assurance of a backup if one instructor has an emergency or is ill.

If you co-instruct regularly, remember to change the sections in which you are the leader in order to maintain and improve your ability to teach the whole course. Students generally enjoy and respond to the constructive contrast of team teaching—different voices, styles, and approaches. The effectiveness of the course depends on the combined efforts of both instructors.

BLOCK PLAN

A block plan is an outline of the course times, objectives, and content for each session. Developing a block plan helps you organize your material or course content within a time frame. Furthermore, it helps you identify what is needed for each session.

In some training courses, block plans are developed for you. Once the block plan is complete, you will know what is needed on a given day, and you can make arrangements to secure it.

INSTRUCTIONAL AIDS, FACILITIES, AND EQUIPMENT

You may be called on to select the facility, unless this has already been done by the sponsoring or host unit. Factors to consider in selecting the facility include—

- Number of students expected.
- Types of activity during the course.
- Cost of the facility.
- Space needed for teaching methods and equipment required for the course.
- Location.

You may also need to secure or order equipment and special instructional aids, such as focus pads or a VCR. Confer with the host unit to determine the availability of the required aids and equipment.

SUPPLIES AND COURSE MATERIALS

Instructor's manuals often list the supplies needed for the course. These may include the following:

- Name tags
- Heavy bags
- Magic markers
- Weapons
- Writing paper

Determine what course materials are needed. These may include the following:

- Workbooks
- Textbooks
- Handouts
- Tests
- Evaluation forms
- Videocassettes
- Posters

In some instances, you will need to order course supplies and materials. In others, the sponsor will secure them for you. It is the instructor's responsibility to determine what needs to be done to ensure that all materials and equipment are available.

LESSON PLANS

Most Elite Fighter schools already have lesson plans. In those courses that do not have lesson plans, you will need to develop them. Although lesson plan formats may vary, most lesson plans contain the following elements:

- Objectives
- Material to be covered
- Outline of the content
- Teaching methods and learning activities
- Cues or key words
- Plans for providing feedback
- Bridges or transitions between activities
- Time allocations
- Announcements to be made before or after class.

Different courses may emphasize different elements. If you are teaching a course in which a demonstration and a skill will take place, you will need to include a lesson plan that outlines the demonstration.

CLASSROOM SETUP

The physical arrangement of the classroom or teaching area affects the way students learn. Always take time before class to make certain that everything is in order.

- Check lighting, ventilation, and temperature, as learning is hindered in a room that is stuffy or poorly lit or too hot or too cold.
- Arrange the room so that you are able to get close enough to students to make eye contact.
- Place visual aids so all students can see them. Set up all equipment prior to the start of the class and test it.
- If holding a class outdoors, make certain you are able to keep your back to the wind and your students' backs to the sun.
- When needed, determine where group practice or task practice will take place and how to move the students.

In summary, planning the course is the first step in the instructor responsibilities of planning to teach, conducting a class, and evaluating a course. Planning for a course requires a number of steps that involve the school, your co-instructor, and information about participants. In addition, block plans and lesson plans help you to plan what is needed to conduct the course. Your personal and professional goals should also be considered during the planning process.

Unit 7:

Representing the Elite Fighters

The previous sections focus on information to help instructor candidates become effective instructors. This section emphasizes being an effective representative of the Elite Fighters and describes the importance of teaching the Elite Fighter System.

THE IMPORTANCE OF BEING AN ELITE FIGHTER REPRESENTATIVE

For those of you who will be teaching primarily to the community, YOU are the Elite Fighter System, as you may be the only representative with whom citizens come in contact. This section presents you with information about the Elite Fighter System to help you be an ambassador and a role model as you teach courses.

Having a general knowledge of all Martial Art systems provides you with the necessary tools in which to hold an intelligent conversation with other people. Many laymen may ask how one system differs from another. It would then be your task to describe in a simple and fair manner the major differences. Along with a general knowledge of Martial Art systems, you should also have a good historical perspective of the Martial Arts. Some sources of obtaining additional information can be found in magazines, your local library, or from your instructor.

THE IMPORTANCE OF TEACHING THE ELITE FIGHTING SYSTEM

We have always lived in a world in which violent people prey upon the innocent. The Elite Fighter System provides citizens with the opportunity to study methods in which to defend themselves. Along with teaching people how to defend themselves, you must also teach them self-control. This will carry on to other aspects of life and will guarantee more productive and helpful citizens. Other areas in which the study of the Elite Fighter System helps people are: self-confidence, self-discipline, and physical fitness. These are just a few of the many benefits and duties you must perform as you teach the Elite Fighter System.

Regardless of what system you teach, it is your duty to ensure the safety of every student, to help students with their attitude toward others and toward themselves, and to help each student become a more productive person and citizen.

FIVE KEY COMMITMENTS

Awareness of the Five Key Commitments helps you be more effective in providing service or information to the public or the Martial Arts community. Information found in Appendix B will help you understand the following text.

Regardless of what you are teaching, or the role you take in teaching, your actions should reflect the Five Key Commitments.

Commitment is described as (1) commitment to the *organization*, to help build and support it and its management; (2) commitment to *customers*—*those* individuals whom we serve or teach, both internal and external to the organization; (3) commitment to the *task or mission*, to keep the right focus, to be action oriented, to break work into achievable components, and to be committed to excellence in the achievement of that task; (4) commitment to the *people*—individuals with whom you come in contact and the team with whom you work—to allow them to use innovative ideas and to show them positive concern and recognition of what they accomplish; and (5) commitment to *yourself* as a "manager" of tasks, acting on constructive advice to learn and grow and to develop your own talents.

These elements describe the commitments expected of paid and volunteer staff as they execute their responsibilities as Elite Fighter instructors.

ETHICS

Ethics is an important part of your commitment to the Elite Fighter System. As part of the Elite Fighter community, each of us is responsible for and committed to fulfilling the Elite Fighters mission by helping others prolong their life through better health; enhancing self-reliance and concern for others; and helping people avoid, prepare for, and cope with life-threatening confrontations. To carry out activities in support of these commitments, we find it necessary to observe the fundamental standards of our culture: telling the truth, keeping promises, respecting individuals, and being fair. Each of us is responsible for maintaining the highest standards of ethics in the Elite Fighter System.

INSTRUCTOR AGREEMENT

As an Elite Fighter instructor you must recognize that you are a member of a select group that must maintain high standards, that you are responsible for teaching the information and skills considered vital to your particular system, and that you will impart knowledge and skills in a professional manner. You will also complete all training required to achieve and maintain certification as an instructor.

In summary, being a good Elite Fighter representative and role model involves demonstrating your effectiveness by—

- Applying the information about the learning process.
- Knowing how to conduct an effective course by understanding how to use the appropriate teaching methods and skills.
- Being personally effective as a good communicator and professional in your conduct.
- Executing the evaluation process for the participant and for yourself, the instructor.
- Doing what is expected as an instructor in planning for the course and the necessary follow-up.
- Sharing the importance of the history of the Elite Fighter System and its mission, carrying out the Five Key Commitments, and representing the Martial Arts community.

You will have the opportunity to apply the knowledge you obtained in the instructor candidate course to the specialty instructor course. This information provides you with the foundation to build on as you move on to the next step of instructor candidate training.

Appendix A:

Glossary

Affective Domain—A learning domain that includes attitudes that influence feelings or emotions and affect behavior.

Elite Fighter Instructor Statement—"The mission of an Elite Fighter instructor is to improve the quality of human life through better health, to enhance self-reliance, self-discipline, self-control and concern for others, and to help people avoid, prepare for, and cope with life threatening combative situations."

Assigning Tasks--An instructor function performed when students are asked to do a task, such as an exercise or drill.

Authorizing Unit—The Elite Fighter school that has the authority to authorize instructors to teach.

BASIC—Mnemonic that stands for instructor functions of bridging, assigning tasks, summarizing, intervening, and climate setting.

Block Plan—An outline of the available time, the objectives, and the content for each class session.

Body Language—Nonverbal communication expressed through gestures, facial expressions, posture, or body movements.

Brainstorming—A teaching method in which a problem is approached or ideas generated by a group. All possible ideas and creative thinking are encouraged.

Bridging—An instructor function that uses descriptive words to link ideas of one section of a course to the next to provide the continuity necessary for learners to have a connected learning experience. It supports learning by association.

Certificate—A document formally recognizing that an individual has successfully completed the minimum requirements of a course in the Elite Fighter System.

Certified—Receipt of a completion certificate when a participant has met all minimum requirements of an Elite Fighter course.

Climate Setting—An instructor function that provides an environment in which effective learning can take place from the beginning of the course to the end.

Cognitive Domain—A learning domain that relates to knowledge, facts, concepts, and application skills, also a process of knowing—being able to reduce information to factual knowledge.

- Communication**—An exchange of information that involves a message, a sender, and a receiver.
- Triad**—A group of three participants working together in the assigned roles of the defender; the attacker; and the observer.
- Corrective Feedback**—Feedback that is nonjudgmental and non-threatening, identifies the error, defines the results, and provides the correct information in a positive and supportive manner.
- Co-Teach**—Sharing full or 100 percent participation in course leadership with one or more instructors. Also known as team teaching.
- Course Leadership**—Full or 100 percent participation by an instructor/instructor trainer in the planning, teaching, reporting, and evaluation of a course.
- Course Objective**—A statement of intent describing a proposed change in skills, knowledge, or attitudes of a learner after completing a learning experience.
- Cross Training**—Receiving certification and authorization in another discipline or service or within a discipline or service by meeting instructor specialty course prerequisites, getting approval from the authorizing unit, and successfully completing other requirements such as the Instructor Specialty Course.
- Discussion**—A teaching method in which an instructor announces a time frame and a topic during which participants are encouraged to talk about the topic, to interact, and to build on each other's ideas. Key points are usually summarized at the end.
- Domain**—An area of related activities defined in language where observations, distinctions, assessments, and evaluations of competency are made. For example, the cognitive domain contains awareness, judgment, and factual information.
- Drills**—Repeated exercise(s) or practice of a skill.
- Enrolled**—Currently assigned to a class and paid/formally committed to it.
- Explanation, Demonstration, and Practice**—A method for teaching motor skills in which the skill is explained, shown to the participants, and then practiced by the participants.
- Facilitate**—In teaching, to make understanding easier and clearer, for example, by promoting discussion or asking leading questions to enhance learning.
- Fail**—A course grade signifying that a participant has not passed ALL the required skills and/or a written test and prefers not to be retested, or does not pass a retest.
- Feedback**—Information about the value or efficacy of a course, program, service, project, or behavior, which is received by students, interviewees, instructors, or others.

- Five Key Commitments**—Commitment to Self, Commitment to the Organization (school), Commitment to Customers (students), Commitment to People (course sponsor or co-instructor), and Commitment to the Task (helping students learn). Adapted
- Graphic**--A visual presentation that illustrates an idea using a picture or chart,
- Guided Student Practice**—Supervised practice in which a student is engaged.
- Host Unit**—The unit responsible for providing an appropriate site, providing necessary logistics, and supporting the training activity in cooperation with the sponsoring unit.
- Incomplete**—A course grade signifying that a participant is unable to complete the course because of certain circumstances, such as illness or a death in the family. An incomplete is given only when arrangements to complete the training have been made.
- Instructor**—A member of a select group of individuals authorized to serve as teachers in the Elite Fighter System. These individuals impart knowledge and skills consistent with the policies, procedures, standards, and guidelines of the Elite Fighter System.
- Instructor Candidate**—The term used to describe a person from the time of acceptance into an instructor training course until successful completion of an instructor specialty course and authorization as an instructor.
- Instructor Specialty Course**—A course that prepares instructors to teach a specific course, for example, grappling, weapons, or law enforcement training.
- Instructor Trainer (IT)**—A member of a select group of individuals who exemplify the qualities of an Elite Fighter and serve as role models for instructors and other instructor trainers. IT's serve as agents of the Elite Fighter System and are authorized by a school to teach Elite Fighter instructor courses such as ICT and specialty courses. An IT may assist the authorizing unit with training updates, recruitment, or other leadership responsibilities.
- Intervening**—An instructor function that clarifies, modifies, or directs content or group process during the class for the purpose of facilitating the outcomes of the learning process.
- Kinesthetic Sense**—A sensory experience, stimulated by bodily movement, that helps you know how and where your body is moving.
- Learning**—A process of change through which people acquire new knowledge, skills, or attitudes as a result of some type of study or experience.
- Learning Style**—A term used to define students' learning preferences or orientations at four levels: personality, information processing, social interaction, and instructional methods. This information helps instructors to be more sensitive to the differences that students bring to the classroom.

Lecturette—A teaching method in which the instructor gives a brief lecture or presentation, focusing on specific information that helps to provide a bridge or fill a gap in material given previously.

Lesson Plan—An outline for teaching a lesson or class that usually contains objectives, an outline of content, teaching methods, learning activities, cues or key words, plans for providing feedback, etc.

Minimum Enrollment—The least number of students that may be enrolled for a class or seminar. Different courses have different minimum numbers.

Mnemonic—A device or code used to assist the memory.

Motivation—An inward impulse or drive that causes one to act; an incentive.

Motor Skills—Skills that include use of muscular motion as well as information. Also referred to as psychomotor skills.

Objective—A description of standards that participants are to meet by the end of instruction.

Part-Whole Approach—A way of teaching and practicing a physical skill that focuses first on one part of a skill at a time and then on all the parts together.

Pass—A course grade signifying that a participant has successfully completed ALL required skills and written tests according to set standards.

Prerequisite Training—Training, defined in a course instructor manual or instructor trainer guide; in program administrative guidelines; or in course fact sheets, that must be completed by course participants prior to the first session of the course.

Programmed Learning—A teaching method that uses teaching materials to guide students through a learning experience, step-by-step, with the instructor serving as facilitator. It can be self- or group-paced.

Progressive-Part Approach—Breaking knowledge or skills into small components and progressively adding on parts of the skill until the entire skill is learned.

Reauthorize—The act of becoming authorized again by meeting all requirements,

Role Play—The acting out of roles by selected students or by the instructor(s) in which they react spontaneously to a situation or to each other.

Skill—Cognition or psychomotor ability to perform a task or activity.

Specialty Course—The specific course(s) that the instructor candidate prepares to teach.

Sponsoring Unit—The unit that makes arrangements to conduct and manage a course.

Task Assignment—Procedure for individual or group learning activities.

Value-Laden Statement—Statement in which values are expressed that represent something a person prizes or cherishes.

Volunteer—An individual who, beyond the confines of paid employment and normal responsibilities, contributes time and service to assist the Elite Fighter school in the accomplishment of its duties.

Whole-Part-Whole Approach—An entire concept or skill is presented, then specific parts are explained through added explanation/demonstration, followed by guided practice, then combined again into the whole concept or skill.

Appendix B:

The Five Key Commitments

Commitment to the Customer

THE EXCELLENT INSTRUCTOR:

- Knows that the ultimate external customer receives service.
- Clearly communicates this importance to all participants.
- Does not allow destructive comments about the people we serve.
- Recognizes that customers are served best by well-trained workers.
- Knows that participants and their units are the internal customers.
- Emphasizes the importance of excellent service delivery.
- Is dedicated to providing participants the best possible training.

Commitment to the Organization

THE EXCELLENT INSTRUCTOR:

- Understands and supports the organization and its management.
- Discourages destructive comments about the organization.
- Is honest and positive in describing organizational programs.
- Inspires pride in the organization and the service.
- Supports higher level management decisions.
- Does not "Pass the buck" or blame others in the organization.
- Understands and operates by the basic values of the organization.
- Encourages others to perform to high standards and values.

Commitment to the Task

THE EXCELLENT INSTRUCTOR:

- Thoroughly prepares for every training assignment.
- Knows and supports the mission of the organization.
- Understands and can interpret policies, regulations, and procedures.
- Concentrates on participant achievement so course learning can take place.
- Provides a climate in which effective learning can take place.
- Makes presentations so that they can be understood and implemented.
- Makes the training meaningful and relevant to participants.

**Commitment
to People**

THE EXCELLENT INSTRUCTOR:

- Consistently shows respect and concern for people as individuals.
- Effectively analyzes individual and group performance.
- Gives timely and corrective developmental and performance feedback.
- Gives participants positive recognition for achievement.
- Avoids destructive comments about people or their performance.
- Provides opportunities for participants to test their learning.
- Responds to questions in a timely and effective manner.

**Commitment
to Self**

THE EXCELLENT INSTRUCTOR:

- Is dedicated to continued personal development as an instructor.
- Takes responsibility for the accomplishment of learning objectives.
- Demonstrates confidence in ability as an instructor.
- Is willing to admit and correct mistakes.
- Encourages and accepts constructive advice or criticism.
- Shows a high degree of personal integrity.
- Blends autonomy and teamwork into effective team teaching.

Appendix C:

Instructor Self-Assessment

Instructors: Using the assessment categories (A, B, C, and D) described below, rate yourself as well as you can on each of the following instruction skills.

A—Good Skill
B—Some Skill
C—Some experience but uncertain degree of skill
D—Little or no experience in this

A	B	C	D	INSTRUCTION SKILLS
				1. Planning and managing physical environment (equipment, lighting, papers, etc.)
				2. Setting the climate with a new group, understanding how members of a new group, including myself, feel about participating and being included; maintaining an effective learning environment.
				3. Interpreting, applying, and presenting theory.
				4. Assigning tasks and giving instructions clearly and concisely.
				5. Adjusting to group and individual response and stimulating participation when it seems warranted.
				6. Managing time.
				7. Being able to interpret and implement an Elite Fighter course design involving the integration of course content, method, and materials.
				8. Assessing whether participants are achieving the course learning objectives.
				9. Summarizing or facilitating the summation of discussions and tasks.
				10. Making and accepting supporting remarks (interventions) that facilitate learning.
				11. Bridging effectively—moving from one topic to another.
				12. Wrapping up—summarizing vantage points in the course, such as at the conclusion of a planning objective.
				13. Being aware of my personal attributes that add or detract from my other instructor skills (dress, mannerisms, eye contact, voice, body movement, etc.) and affect learning.

For team teaching, the self-assessment should be used in pre-course preparations. Identify three (3) skills that you want to improve during the instruction of the course, and with which the co-instructor agrees to give you support.

For other self-development, prepare a development planning worksheet to include—

OBJECTIVES	PLAN FOR ACCOMPLISHING	RESOURCES

An example of a self-development plan follows:

OBJECTIVES	PLAN FOR ACCOMPLISHING	RESOURCES
Managing Time	<ul style="list-style-type: none"> • Determine length of time for each section of material. • Review block plan. • Review lesson plan for organization of content. • Determine beginning and ending time. • Have co-instructor give time cue, e.g., "five more minutes." 	<ul style="list-style-type: none"> • Instructor's manual • Block plan • Lesson plan • Clock • Co-Instructor

This series continues with

Volume Two

Theory and Methodology of Combat Training

Volume Two guides the instructor in planning and controlling training for peak combat performance. Topics include:

Endurance Training
Speed Training
Coordination Training
Agility Training
Strength Training
Power Training
Flexibility Training
Resistance Training
Psychological Training
Technical Training
Tactical Training
Plyometrics
Principle of Specificity
Principle of Individualization
Monocycles
Microcycles
Mesocycles
Macrocycles
Avoiding Overtraining
Weight Lifting vs. Weight Training

...and many more

If you are interested in becoming a Certified Instructor for the Elite Fighter System of Modern Combat, visit **Elite-Fighters.com** or contact:

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