



November Curriculum

INSTRUCTOR TRAINEE PROGRAM



- *Self-Control*
- *Class Management Skills*
 - Black Belt Attributes: Speed and Power
- *Choong Jung Ee-Jahng #2*

Congratulations!

It is said that the hardest thing to control is one's self, especially our weaknesses. Most people spend their lives trying to control others, or to control a system, but fail to control the one factor in that actually affects their performances and their final results: themselves.

We all have been created to a perfection pattern (matrix) but our surroundings and environments dominate, and somehow the weak parts of surface and take control. It is here where we must bring strength from inside and use self-control to overcome those obstacles and bring our true perfect selves to run our lives.

Self-control is one of the greatest benefits we get by training in Songham Taekwondo. Every day that we go to class, train at home, do our homework or go to work, we are practicing self-control. When we wait to react to something we did not like, like a nasty comment, or we choose simply to let it go unanswered, we are showing self-control.

A true martial arts master must always control his or her thoughts, words and actions. When we have mastered ourselves, we can better control the elements that comprise our goals.

Without self-control, no one including ourselves can trust us. Show integrity and never give up on self-control!

Success in your martial arts journey,

Senior Master Cesar Ozuna
7th Degree Black Belt



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November Life Skill

Teaching Self-Control

American author Grenville Kleiser wrote “By constant self-discipline and self-control you can develop greatness of character.” Indeed, self-control shows the depth of one’s strength. It is one’s ability to resist temptation, overcome urges, and forego gratification for a higher purpose. It also is one’s ability to choose rightly. Self-control is integral to attitude and especially to perseverance, itself no less than half the formula for success. Consider this paradox: having goals helps us keep self-control, while self-control helps us reach our goals.

Self-control is about living in moderation, avoiding extremes in any direction and keeping a balance helpful for coping with challenges old and new. To maintain self-control, we must have three things: (1) **a standard** (i.e. knowing what we want or should do), (2) **an awareness** of behaviors failing to meet the standard, and (3) **an ability** to correct any errant behavior (i.e. willpower). Loss of self-control may occur easily when we lack any one of them: not knowing where we’re going, not paying attention to our progress, or not having the knowledge or strength to get back on track.

Some common ways of losing self-control include having no goals or setting impossible ones, not paying attention to them or to our behavior, misjudging what is important to do, focusing on calming our emotions but neglecting to do our tasks or address our problems, focusing on protecting our egos and neglecting our tasks, letting an initial failure lead to a “snowball effect” of continuing failures, venting our emotions but not changing our attitudes, and deciding to simply give up to avoid facing further failures.

Fortunately, there are several easy and effective ways to keep self-control: by setting goals, monitoring progress carefully and honestly, rewarding desirable behaviors, learning self-help methods and practicing self-control on a regular basis. As with the other life skills, the more we practice self-control, the easier and more natural it will become. And also like the other skills, self-control is equally beneficial to our Martial Arts training and to all other areas of our lives.

What We Mean By “Self-Control”



Young Adult / Adult (Ages 14 - 99 / Grades 8 - 12)

Self-control is the willpower to see, choose and do what is right.

Karate for Kids



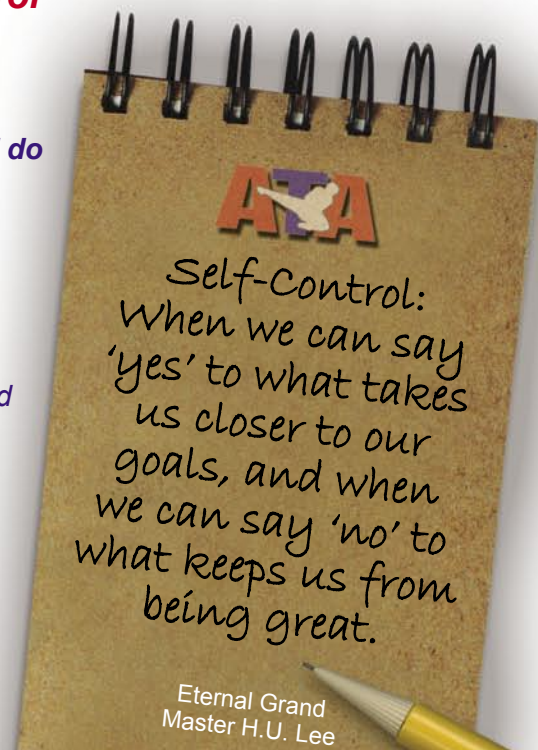
Karate for Kids (Ages 7 - 13 / Grades 1 - 7)

Self-control means taking control over the way you behave. It means taking care and making good choices.



Tiny Tigers (Ages 3 - 6 / Grades pre-K - K)

Self-control means making good choices.



Sample Rapport Building Script

Teaching “Self-Control”

Text Key:
For Students
For Parents

Welcome students and parents. Our life skill lesson of the month is Self-Control.

• **Ages 3-6:** Self-control means making good choices.

- OR -

• **Ages 7-13:** Self-control means taking control over the way you behave. It means taking care and making good choices.

- OR -

• **Ages 14+:** Self-control is the ability to see, choose and do what is right.

Self-control is essential for attitude and perseverance, which we know is half the recipe for success, right?

Without self-control, you can kiss perseverance ‘goodbye!’ Without self-control, all progress toward our goals would end abruptly at the first obstacle or the first distraction!

Staying on track takes self-discipline, doesn't it, parents?

Reaching your goals requires self-control. And keeping self-control requires having goals! With nothing to shoot for, you'd have no reason to take care and make progress, right? The two go hand-in-hand like peanut butter and chocolate*, which tests my self-control! (*or a similar 2-part vice)

Self-control helps us keep balance in our lives. By avoiding extremes in any direction, we are better able to cope with challenges as they arise, or as they linger.

It keeps us centered, right, parents?

We show self-control by staying focused, by avoiding things that hinder our progress, like excessive drinking, smoking and so forth. We show it by choosing rightly, like eating healthy foods instead of just junk all the time, reading instead of just watching TV all the time, and so on.

Self-control is a lot like loyalty. It's how we keep the faith and stand firm with our values, our goals, and our friends, right parents?

To keep control of ourselves, we need three things. First, we need a standard. We have to know what we want to do or should do.

That's like setting a “smart” goal, isn't it, parents? We have to know where we're going.

Second, we need to monitor our progress, to see whether we're on track or straying off course.

We have to know whether we are actually going where we need to. We have to be honest with ourselves, too.

The third and final thing we need is the will and the ability to correct any behavior that has us off track. If we don't know how to get back in the saddle, or if we choose not to, we've lost our self-control.

It's important to have all three of those things to keep self-control: standard, awareness and ability.

If we lack any one of them, we start slipping away from our goals, don't we?

And once we're off track, it's easy to convince ourselves we'd rather just stay there to avoid failing again. That's why it's important to have written goals that are Specific, Motivating, Achievable, Relevant and Trackable.

They don't call goal-setting the ‘master skill of success’ for nothing, do they, parents?

Staying on track or getting back on the path to success is not as hard as you might think. There are several

effective ways to keep self-control, such as setting ‘smart’ goals, monitoring progress carefully, constantly and honestly, rewarding our good behaviors, learning self-help methods and by practicing self-control!

Practice makes perfect, doesn't it?

We've all heard the saying “Look before you leap,” haven't we? That is very good advice! It means to think before you act or speak. More often than not, you'll avoid a lot of trouble by exercising practical self-control!

We're probably all guilty of leaping before looking at one time or another, aren't we, parents? And we found ourselves wishing we had resisted that urge, didn't we?

Eternal Grand Master H.U. Lee said “Self-control is when we can say ‘yes’ to what takes us closer to our goals, and when we can say ‘no’ to what keeps us from being great.”

He pretty well summed it up, didn't he, parents? Self-control is about making good choices all the time.

Self-control is one of the key traits of a martial arts master. It's the last line in our Songahm Spirit of Taekwondo oath, so that it remains fresh in our minds as we leave class.

Let's strive to keep self-control in our thoughts, words and actions so that we can reach our goals and show our Black Belt Attitudes, OK, class?



Class Planner / Talking Points

Teaching “Self-Control”

<u>Activity</u>	<u>Techniques</u> (Instructor assigned)	<u>Talking Points</u>
Warm Ups	_____	<u>Ages 3-6:</u> Self-control means making good choices.
	_____	<u>Ages 7-13:</u> Self-control means taking control over the way you behave. It means taking care and making good choices.
	_____	<u>Ages 14+:</u> Self-control is the ability to see, choose and do what is right.
	_____	A Black Belt Attitude requires spirit and self-control. Let's prove we have them both in spades by having a great workout and improving our skills today!

Basics	_____	A famous musician* said “A castle made of sand slips into the sea eventually.” Use self-control to patiently master each basic, because each basic is a building block for the entirety of Taekwondo. (*Jimi Hendrix)
	_____	A stitch in time saves nine! Watch your step and correct yourself while it's easily done.

Forms	_____	A famous diplomat* said “Remember not only to say the right thing in the right place, but far more difficult still, to leave unsaid the wrong thing at the tempting moment.” (*Benjamin Franklin)
	_____	Of the sword, the jewel and the mirror, the mirror is most valuable. Its truthfulness will give you self-control.

Board Breaks	_____	A famous philosopher* said “Most powerful is he who has himself in his own power.” Constant and complete self-control is the mark of a master. (*Seneca)
Weapons	_____	Two eyes, two ears, one mouth. Observe twice, speak once.
Self Defense	_____	“Common sense before self-defense” applies to all areas of life!
Sparring Combos	_____	Author Brian Tracy wrote “You cannot control what happens to you, but you can control your attitude toward what happens to you, and in that, you will be mastering change rather than allowing change to master you.”
	_____	Look before you leap. That is the essence of self-control!

Cardio	_____	Self-control leads to perseverance, perseverance leads to success. The goal is to win! Train to win!
Awards & Ancmts	_____	Eternal Grand Master H.U. Lee said “Self-control is when we can say ‘yes’ to what takes us closer to our goals, and when we can say ‘no’ to that keeps us from being great.”

Teaching "Self-Control" Worksheet

Name _____ Date _____

1. How do we define the term "self-control" for Ages 3-6? _____

2. How do we define the term "self-control" for Ages 7-13? _____

3. How do we define the term "self-control" for Ages 14+? _____

4. What three things are needed to keep self-control? Explain. _____

5. List three common ways of losing self-control. _____

6. What do goals and self-control have to do with each other? _____

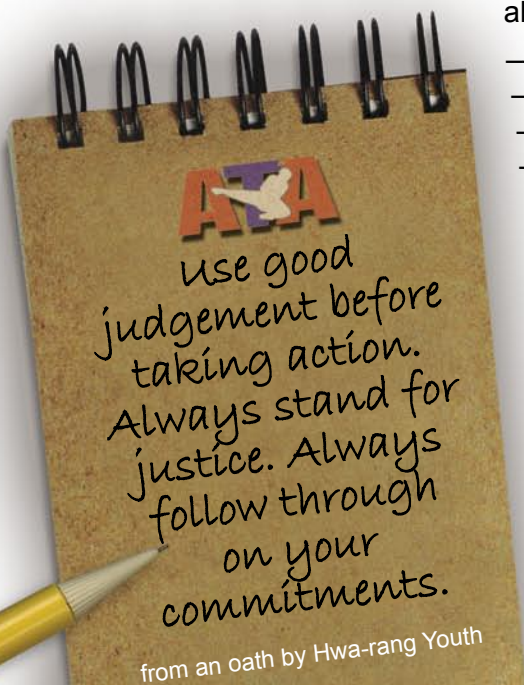
7. What does the saying "Common sense before self-defense" mean? _____

8. Describe how you use self-control in pursuing your martial arts goals. _____

9. Give an example of a time that you failed to exercise self-control. What happened? Were you able to regain your footing? How? _____

10. Why is it important to monitor your progress? _____

11. What are some self-control challenges you have observed your classmates struggle with? _____





November Curriculum

INSTRUCTOR TRAINEE PROGRAM



Teaching Class Management Skills

#6: Speed #7: Power



Teaching Class Management Skills

Class Management is the third of three lessons in the Program to deal with managing the classroom. Like growing plants need nourishment from water, soil and sun, learning the martial arts requires certain elements and conditions provided by Instructors. The previous lessons in this series focused mainly on class control. The 10 proven tactics in this lesson relate primarily to communicating effectively, so the seeds of knowledge you sow land in fertile ground.

Class Management Skill #1

Set the Mood & Tone of the Class

The mood and tone of a class is set well before it ever begins. A positive mood and tone in the classroom can bring out the best in students, and a negative mood and tone can bring out their worst. The Instructor sets the mood and tone just as she sets the agenda. Your attitude, speech and behavior affect the room as much as temperature, noise and lighting do!

- *Adjust your voice to be loud and exciting or quiet and calm.*
- *Ensure speech and body language agree.*
- *Promote happiness, pride and enthusiasm.*

Class Management Skill #2

Create a Positive Climate

It takes more than one candle to brighten a dark room. Spread compliments around before and during class. Tell one student his uniform looks great; tell another her kicking technique is strong; to another point out some other good trait you notice. The cumulative effect is a bright and cheery room, one that is more conducive to learning.

- *Point out the good things a student does, not what he does wrong.*
- *Remind students that mistakes are step-*

ping stones to performing well.

- *Make eye contact and smile when you talk.*
- *Be generous and genuine with your compliments.*

Class Management Skill #3

Use a Personal Approach

The class is a group of individuals who move in unison during some activities. Remember that individuals comprise the group. Each student wants and needs your attention, and enjoys being recognized for his efforts. At times address the group, at other times speak one-on-one with students.

- *Be aware of the differences in males and females and touch appropriately.*
- *Make sure that everyone gets attention, eye contact and praise at some time.*
- *Before touching a student for correction, ask his permission first.*



Class Management Skill #4

Set Direct Goals for the Class

Make sure that your goals for the class are S-M-A-R-T. When you are asked to assist or lead an activity while a Trainee, first explain to students the goal, the time line, and how progress will be measured.

- *Be specific about goals and make sure everyone understands them.*
- *Set goals appropriate to*

the class's skill level.

- *Make sure the goal is achievable by the end of the class.*

Class Management Skill #5
**Give Thoughtful Feedback
to Student Responses**

It is important to listen to students so you can better understand and meet their needs. If a student complains of a pulled muscle and you make her continue practicing, she could injure herself more seriously. The same can happen if you do not notice when a student becomes frustrated while trying to perform a technique.

- *Listen more than you speak and consider what you are being told.*
- *Repeat or rephrase what a student says to verify that you heard him correctly.*
- *Focus on what is being discussed.*

Class Management Skill #6
**Reinforce a Student's
Positive Behavior**

Rewarding positive behavior in and out of class with praise, "good job" notes, certificates of recognition, stars for uniform patches, et. al. encourages students to repeat the good behavior. It also encourages fellow students to model their own behavior after the one who was rewarded. The type of behavior we want to reinforce includes punctuality, answering loudly, moving fast or cleaning up after class.

- *Students will remember to do what is emphasized as positive behavior.*
- *Reinforcing only on technique is not reinforcing good behavior.*
- *Reinforce behavior with Life Skill words.*

Class Management Skill #7
Give Realistic Praise to Students

Be generous with praise for students, but be realistic. Be specific and be sincere. Instead of saying "That was a great sidekick!" say "Your foot position and chamber were excellent!" Students will see that you are really paying attention to what they are doing, and will give better effort for proper technique.

- *Find something positive to highlight about every student's performance.*
- *Offer specific praise to individual students and to the class as a group.*

Class Management Skill #8
**Give Positive Correction
Rather than Criticism**

Most students constantly try to please the Instructor. When their techniques need to be adjusted, use positive words when communicating.

- *Negative words create negative attitudes.*
- *Use positive words and phrases like "that's almost perfect now, but..." or "...much better but try aiming higher..." and so forth.*
- *The best correction is self-correction.*
- *All leaders must seek to provide the right environment for students.*

Class Management Skill #9
Refer to Students by Name

This point cannot be emphasized too much: call students (and parents) by their names! Being called by name acknowledges their presence and importance in the class. The alternative to being called by one's proper name can at least annoy and at worst devastate one's self-confidence. Refer to them by name as often as possible.

- *Use students' names often to help you remember them.*
- *There is no excuse or adequate apology for forgetting a students' name!*

Class Management Skill #10
**Teach the Concept of
Personal Victory**

Personal victory can be good behavior and attendance, improved balance and coordination, increased knowledge, or achieving a short-term goal in pursuit of a long-term goal. Any obstacle he overcomes, any challenge he wins, any improvement, any achievement, or any attempt he makes and does well should be considered a personal victory. Reward their personal victories with praise and use the opportunities to boost self-confidence.

- *We all learn the martial arts differently, so competition doesn't truly reflect progress.*
- *Every self-improvement is a victory.*
- *Feeling like a winner helps make a winner!*



Sample Rapport Building Script

Teaching “Class Management Skills”

Text Key:
For Students
For Parents

Our lessons on Class Structure and Instructor Points dealt primarily with class control. These 10 proven tactics relate to communicating clearly so that students are ready, willing and able to learn from you!

Conditions need to be just right for listening and learning well, don't they?

Some of these points are obvious and some are very subtle. See if you recognize any of them.

The 1st Class Management tactic is to **Set the Mood & Tone of the Class**.

It's a lot easier to learn in an upbeat, fun class where there is cooperation and comradery than in a class that is somber, sullen, distracted, frustrated and so on.

We need “good vibes” in our classes, don't we, parents? Absolutely.

The Instructor affects the mood and tone by how he welcomes parents and students, how he begins the class, with the things he says and how he says them, even with his body language.

Being the center of attention is a big responsibility, isn't it?

Class Management point #2 is to **Create a Positive Climate**. This is similar to the first point, but here we're actually priming students' attitudes for learning, setting the stage so that everyone is attentive and eager.

We don't want a class where half the students are learning and having fun, while the other half are bored or frustrated, do we? No way!

It's important to share a good feeling. We do that by spreading around some sincere compliments and praise!

This gets students listening to you and feeling good about being in class.

It's like lighting candles in a room. With one candle you can see, but four or five candles combine their light to brighten the whole room.

Students' good attitudes work the same way: they overlap and combine

to create a positive climate.

The 3rd Class Management tactic is to **Use a Personal Approach**. This simply means that all students need your undivided, one-on-one attention sometimes.

Unique individuals comprise the group, don't they?

If touching is necessary, like to correct a student's technique, ask his permission first, and of course, make contact appropriately depending on gender.

The 4th Class Management tactic is to **Set Direct Goals for the Class**. Students need to know what the lesson's goal is, when it should be reached, how it applies to them, how you will measure their progress, and so on. In other words, they have to be “smart” goals, don't they, parents?

To reach a goal you have to understand it first. Ideally, the goals we set for a given class can be achieved by the end of that class.

Class Management point #5 is to **Give Thoughtful Feedback to Student Responses**. In order to give good feedback, what do we need to do first? ____ Listen! That's right!

We have two eyes and two ears but just one mouth for a reason, don't we?

It helps to repeat back what the student said or to rephrase it. She'll determine whether you accurately understand and clarify if necessary. This will avoid miscommunication, won't it?

Say a student tells you that she thinks she pulled a muscle. You assess the injury and agree with her opinion.

Through experience, you know that if she keeps practicing, she could get hurt worse. Instead you have her skip the activity or perform it differently.

Have you ever gotten an answer to a question you didn't even ask? That's frustrating, isn't it?

You feel like your time and effort communicating with was totally wasted. So listen first, think it through, then reply in the most helpful way.

Class Management tactic #6 is to **Reinforce a Student's Positive Behavior**. Rather than punish bad behavior, it's more effective and useful to reward good behavior.

We're not talking about technique but personal actions, like being on time.

That way, the student remembers what earned your praise and is likely to repeat the behavior.

And other students will model their own behavior after it, too.

The 7th Class Management technique is to **Give Realistic Praise to Students**. This means to be generous with compliments, but also be specific. Then students will see that you're really paying attention to them.

That will encourage them to try hard, won't it, parents?

The 8th Class Management tactic is to **Give Positive Correction Rather than Criticism**. Instead of highlighting a student's mistakes, emphasize the correct aspects and note what needs to be fixed as secondary.

The best correction is self-correction, isn't it, parents?

Class Management Skill #9 is **Refer to Students By Name**. This acknowledges their importance to you and their place in the class. Use their names often to help remember them.

There's no excuse, or ample apology, for forgetting a student's name, right?

The 10th and most important tactic is to **Teach the Concept of Personal Victory**. Every improvement, every achievement, every good experience can be considered a personal victory, deserving of your praise and useful for boosting a student's self-confidence. In the martial arts, we all learn and advance at different speeds. Feeling like a winner helps create a winner!



Attribute #6: Speed and Attribute #7: Power

Speed is crucial to performing the martial arts competitively or in self-defense, because it is the primary power source for many strikes and kicks. The force of a fast strike is greater than the force of a slower but heavier strike due to momentum. **Power** also affects the delivery and impact of techniques. A strike that has the artist's body weight is more forceful than a strike initiated by muscle alone. Speed and power go hand-in-hand. The various types of movement taught in Songahm Taekwondo make best use of the Laws of Motion and the Laws of Thermodynamics. We need not study physics to master the martial arts, but we recognize that sound scientific principles lie behind every technique that we practice. This curriculum does not teach all the types of movement in Taekwondo; rather it concentrates on teaching students to develop *self-control*, which in turn increases the speed and power of their techniques.

The one type of movement we must address is Reaction Force. The concept of Reaction Force is found in Newton's Third Law of Motion which states that for every action, there is an equal and opposite reaction. **Reaction Force** refers to a secondary movement that transfers its energy to a strike (such as "loading the hips"). One method of exercising self-control, in order to increase one's speed, is **Relaxation**, meaning that muscles should be at ease to avoid rigid and less powerful strikes. Another method is to properly control one's **Breathing**: do not hold your breath, but exhale when striking and inhale afterward. **Flexibility** refers to the stretching and exercise that yields a more pliable body less prone to injury. The final method of exercising self-control to develop speed is **Conditioning**, toning the body through agility, endurance and strength training.

A significant amount of power is derived from **Mass**, the amount of body weight the practitioner uses when striking. Re-positioning body weight to contribute or limit power to a technique refers to **Weight Distribution**. **Contact Area** is hitting the target with the correct striking point and tool.

Students learn best when they are allowed to focus on one thing at a time. We may wish them to know everything, but presenting material *all at once* is generally not an effective teaching strategy! Therefore, instructors should divide complex topics into smaller lessons and review "the big picture."

The following are examples of drills and activities created to help us maximize speed and power.

REACTION FORCE DRILLS:

- *Reaction Force Break (D40079)*
- *Reaction Force Release (D40092)*

BREATHING DRILL:

- *Breathing & Yelling (D40103)*

FLEXIBILITY DRILLS:

- *Preparing the Mind (D40010)*
- *Chair Splits (D40104)*
- *Wall Stretch (D40105)*

AGILITY CONDITIONING DRILLS:

- *Jump Kicks (D40107)*
- *Jump, Spin & Duck (D40111)*
- *Roll & Action (D40127)*

ENDURANCE CONDITIONING DRILLS:

- *All Out Target Work (D40034)*
- *Hop Kick Relay (D40101)*
- *60 Second Workout (D40132)*

STRENGTH CONDITIONING DRILLS:

- *Head to Head Lef Lifts (D40151)*
- *Rocking Chair (D40152)*
- *Killer Hips (D40155)*

MASS DRILL:

- *Super Deflation (D40157)*

WEIGHT ROTATION DRILL:

- *Block N' Break (D40158)*

CONTACT AREA DRILL:

- *Powder Test (D40160)*

Teaching "Class Management Skills" Worksheet

Name _____ Date _____

1. What things about an Instructor help Set the Mood & Tone of the Class? _____

2. List two ways an Instructor can Create A Positive Climate. _____

3. What analogy do we use in describing how to Create A Positive Climate? _____

4. Addressing students individually with eye contact, your attention and praise is an example of which Class Management Skill? _____
5. Why is it important to Set Direct Goals for the Class? _____

6. What do your classroom goals need to be? _____
7. What is the first step an Instructor must do to Give Thoughtful Feedback to Students? _____

8. List one way an Instructor can make sure he heard and understood the student correctly. _____

9. What should an Instructor do before replying to a student's question or statement? _____

10. Why should an Instructor try to Reinforce a Student's Positive Behavior? _____

11. Give three examples of positive behavior that should be reinforced. _____

12. What will students learn about an Instructor who Gives Realistic Praise to Students? _____

13. Give an example of something you might say to Give Positive Correction Rather than Criticism. _____

14. What can happen if you fail to Refer to Students by Name? _____

15. Celebrating a student's Personal Victory is an opportunity to do what? _____

16. What qualifies as a Personal Victory? _____





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Teaching Choong Jung Ee-Jahng #2

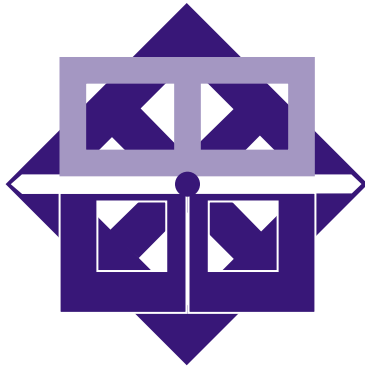
"The sun is setting. The first phase of growth has been accomplished."





Memorization Diagram

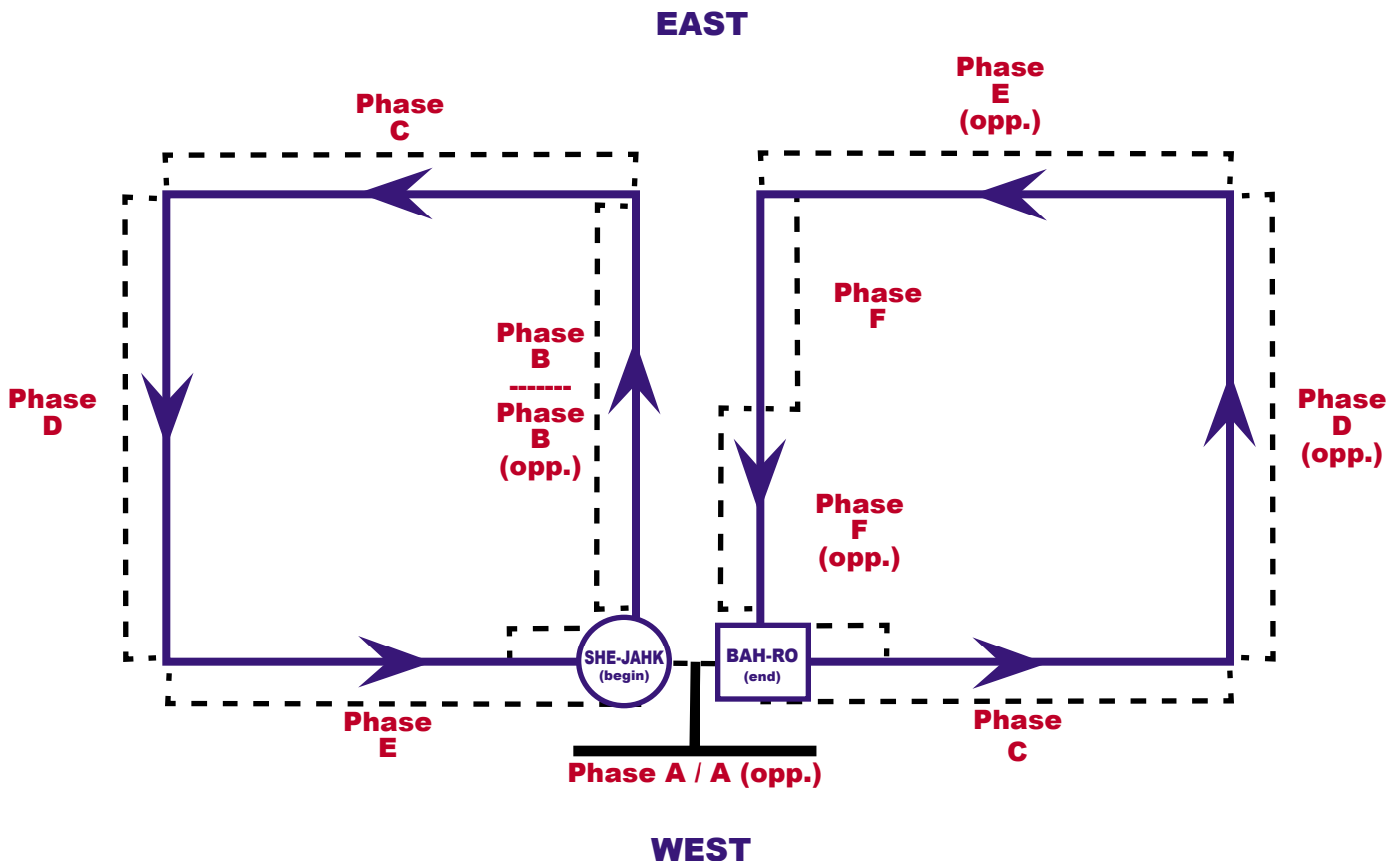
Choong Jung Ee-Jahng # 2



The location of Choong Jung Ee-Jahng #2 is the **light blue rectangle** that completes the same eastern half of the Songahm Star as Songahm Oh-Jahng #5. However, it implements more advanced techniques in a “figure eight” design (the “infinity” symbol).

As you learn this form you will make contact with the northeast and southeast points of the Songahm Star. It is imperative that you understand the directions to turn and the steps to take on each corner.

Choong Jung Ee-Jahng has twelve (12) phases lettered A, B, C, D, E, F and opposite sides of each. When following this diagram, begin at the circle labeled “she-jahk” and follow the arrow around the square. When you have arrived back at the circle, begin to follow the second square beginning at the box labeled “bah-ro” and follow the arrow clockwise around the square until you return to the small square labeled “bah-ro.”



Sequence Summary

Choong Jung Ee-Jahng # 2



	SEGMENT	TECHNIQUE	STANCE	SECTION
PHASE A/A Opp.	SEGMENT ONE			
	1. R 2. L	Knifehand Square Block Knifehand Square Block	Back Back	High High
PHASE B/B Opp.	SEGMENT TWO			
	3. L 4. R 5. R 6. L	Low Block Reverse Punch Low Block Reverse Punch	Back Back Back Back	Low Middle Low Middle
	SEGMENT THREE			
	7. L 8. L 9. L 10. R	#2 Round Kick Side Kick Double Inner Forearm Block Reverse Upset Punch	Front Front	Mid or High Mid or High High Middle
PHASE C	SEGMENT FOUR			
	11. R 12. L 13. L 14. R	Palm Heel Strike - KIHAP Reverse Palm Heel Strike #2 Front Kick Horizontal Back Elbow	Back Back Middle	High High Mid or High High
	SEGMENT FIVE			
	15. R 16. L 17. L 18. L	Knifehand Square Block Double Outer Forearm Block #3 Jump Round Kick Double Outer Forearm Block	Back Back Sparring	High High Mid or High High
PHASE D	SEGMENT SIX			
	19. R 20. R 21. L 22. R 23. L	Double Knifehand Low Block Upset Ridgehand Strike Reverse Hook Kick - KIHAP Reverse Punch Ridgehand Strike	Rear Middle Back Back	Low Middle Mid or High Middle High
	SEGMENT SEVEN			
	24. R 25. R 26. R 27. L	#2 Round Kick Side Kick Double Inner Forearm Block Reverse Upset Punch	Front Front	Mid or High Mid or High High Middle
	SEGMENT EIGHT			
28. L 29. R 30. R 31. L	Palm Heel Strike Reverse Palm Heel Strike #2 Front Kick Horizontal Back Elbow - KIHAP	Back Back Middle	High High Mid or High High	
PHASE E	SEGMENT NINE			
	32. L 33. R 34. R 35. R	Knifehand Square Block Double Outer Forearm Block #3 Jump Round Kick Double Outer Forearm Block	Back Back Sparring	High High Mid or High High
	SEGMENT TEN			
	36. L 37. L 38. R 39. L 40. R	Double Knifehand Low Block Upset Ridgehand Strike Reverse Hook Kick Reverse Punch Ridgehand Strike	Rear Middle Back Back	Low Middle Mid or High Middle High
PHASE F	SEGMENT ELEVEN			
	41. B 42. R 43. B	X-Block #2 Front Kick Knifehand X-Block	Front Front	Low Mid or High High
	SEGMENT TWELVE			
44. B 45. L 46. B	X-Block #2 Front Kick Knifehand X-Block	Front Front	High Mid or High High	

Note: All forms begin facing East.



Sequence Description

Choong Jung Ee-Jahng # 2



NEW BLOCKS: Double Inner Forearm Block, Double Knifehand Low Block, Knifehand High X-Block

NEW STRIKES: Long Upset Ridgehand Strike, Reverse Upset Punch, Palm Heel Strike

NEW KICKS: #3 Jump Round Kick, Reverse Hook Kick

TYPE OF MOVEMENT: Strong, Fast, Individual Techniques; Fast Combination Techniques; Tension Movement (5 seconds)

READY POSITION: Right Regular Ready Position

SEGMENT ONE

1. Right Foot steps South to Left Back Stance, Knifehand Square Block (Tension Movement).
2. Shift into Right Back Stance, Knifehand Square Block (Tension Movement).

SEGMENT TWO

3. Double Step Right Foot to left, Left Foot steps 90 degrees to East to Right Back Stance, Left Low Block. And...
4. In a continuous motion, Right Reverse Punch to middle section.
5. Step forward to Left Back Stance, Right Low Block. And...
6. In a continuous motion, Left Reverse Punch to middle section.

SEGMENT THREE

7. #2 Left Round Kick to North. And...
8. In a continuous motion, Left Side Kick to North.
9. Land in Left Front Stance, Double Inner Forearm Block to North.
10. No step, Right Reverse Upset Punch.

SEGMENT FOUR

11. Left Foot steps over to North-South line, then Right Foot steps forward to Left Back Stance, Right Palm Heel Strike to North high section. KIHAP.
12. No step, Left Reverse Palm Heel Strike to West high section.
13. #2 Left Front Kick to North. Step down to Right Foot.
14. Right Foot steps clockwise 270 degrees to West to Middle Stance, Right Horizontal Elbow to right side high section.

SEGMENT FIVE

15. Shift Right Foot to form Left Back Stance to West, Knifehand Square Block.
16. Jump 180 degrees clockwise to Right Back Stance, Double Outer Forearm Block.
17. #3 Left Jump Round Kick to West. (advance one front stance length).
18. Land in Left Sparring Stance to West, Double Outer Forearm Block.

SEGMENT SIX

19. Right Foot steps clockwise 90 degrees to Left Rear Stance to South, Double Knifehand Low Block.
20. Right Foot shifts South to Middle Stance, Right Long Upset Ridgehand to middle section.
21. Left Reverse Hook Kick to South. KIHAP. And...
22. Land in Right Back Stance to South, Right Reverse Punch to middle section.
23. Left Ridgehand to high section.

SEGMENT SEVEN

24. #2 Right Round Kick to South. And...
25. In a continuous motion, Right Side Kick to South.
26. Land in Right Front Stance, Double Inner Forearm Block to South.
27. Left Reverse Upset Punch.

SEGMENT EIGHT

28. Right Foot steps to North-South line, then Left Foot steps forward to Right Back Stance, Left Palm Heel to South high section. And...
29. In a continuous motion, Right Palm Heel Strike to West.
30. #2 Right Front Kick to South. Step down to Left Foot.
31. Left Foot steps East to Middle Stance, Left Horizontal Elbow to left side high section. KIHAP.

SEGMENT NINE

32. Left Foot shifts to Right Back Stance, Knifehand Square Block.
33. Jump counter clockwise 180 degrees to land in Left Back Stance to east; Double Outer Forearm Block.
34. #3 Right Jump Round Kick to East. (advance one front stance length.)
35. Land in Right Sparring Stance, Double Outer Forearm Block.

SEGMENT TEN

36. Left Foot steps to form Right Rear Stance to North, Double Knifehand Low Block.
37. Left Foot shifts North to Middle Stance, Left Long Upset Ridgehand Strike to middle section.
38. Right Reverse Hook Kick to North.
39. Land in Left Back Stance to North, Left Reverse Punch to middle section.
40. Right Ridgehand to high section.

SEGMENT ELEVEN

41. Left Foot steps to Right Foot, turn clockwise to East; in double-step motion, Right Foot steps West to Left Front Stance to East; Low X-Block with fists.
42. #2 Left Front Kick to East.
43. Land in Left Front Stance, High X-Block with Knife hands.

SEGMENT TWELVE

44. Left Foot steps back to form Front Stance facing East, Low X-Block with fists.
45. #2 Left Front Kick to East.
46. Land in Right Front Stance, High X-Block with Knife hands.

Bahroh - Right Foot steps forward to Parallel Stance, Regular Ready Position.

One-Step Sparring

Choong Jung Ee-Jahng # 2



The Red Belt student must use his own techniques in sparring for one round minimum.

Board Breaks

Choong Jung Ee-Jahng # 2

Required Board Breaks Choices:

1. Reverse Palm Heel, Round Kick
(High Section and may be #1, #2 or #3)
 2. Reverse Elbow, Jump Side Kick
(High Section)
-

Self-Defense

Choong Jung Ee-Jahng # 2

#1 Attacker - Two hand choke.

Defender - Palm Heel Strike to median, Brachial Stun with Backhand Upset Knifehand Strike, Grab with interlocking grip to neck, deflate with Two Knee Strikes, clear with a pressure point.

#2 Attacker - Shoulder grab and punch.

Defender - Block, Radial Strike, Brachial Stun, Hook Neck, Knee Strike.

H.U. Lee Memorial Foundation

The H.U. Lee Memorial Foundation is a not-for-profit organization established in 1992 by the American Taekwondo Association in order to perpetuate and honor the memory of its founder, Eternal Grand Master H.U. Lee, and his vision of making children's dreams possible. Its purpose is to allocate scholarships to recipients for post secondary education; thereby providing education and leadership development opportunities to students who exemplify qualities of perseverance, dedication and the courage to overcome great odds.

The H.U. Lee Memorial Foundation strives to assure that the legacy of Eternal Grand Master H.U. Lee's philanthropic commitment will be carried forth in the personal and academic lives of these people as they assume leadership roles throughout society.

Grand Master Soon Ho Lee and the members of the Masters' Council ask for your help in continuing the vision of Eternal Grand Master H.U. Lee by showing your support of the H.U. Lee Memorial Foundation. "Great things are accomplished when we work together" - Eternal Grand Master H.U. Lee

"Today not possible, Tomorrow Possible"
Eternal Grand Master H.U. Lee



NOTES _____



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INSTRUCTOR TRAINEE PROGRAM

November Curriculum

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