

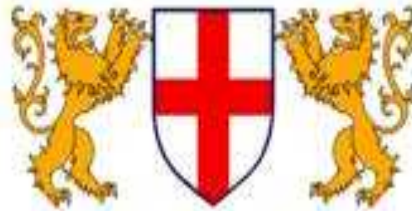
ENGLISH KARATE

KARATE COACH EDUCATION

AND

INSTRUCTOR QUALIFICATION PROGRAMME

ENGLISH KARATE



FEDERATION

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WELCOME

English Karate Federation Karate Coach Education and Instructor Qualification Programme

WHAT IS EXPECTED FROM EKF INSTRUCTORS?

The following brief statements constitute a job description for EKF instructors, and state what is expected from them in order that they might offer good standards of teaching - good meaning safe, efficient, enjoyable and rewarding. The EKF Coaching Guidelines expand on these brief statements.

To receive a EKF Coaching qualification, a Group Instructor must be able to :

1] demonstrate knowledge and skill :

This must be to a range of students from novice to Black Belt to a level laid down by their Association grading syllabus, and must include Kata, Kihon and Kumite, the fundamental components of Karate.

2] plan a training session :

Instructors may plan a specific session by, for example, rehearsing specific techniques or sequences, or they may 'plan on their feet', when the composition, mood and size of the class becomes clear. Planning would also cover such aspects as ensuring the dojo is booked, open on time, and fit for use.

3] conduct a training session :

The transmission of knowledge and skill will greatly depend on the learning environment and the communication skills of the instructor. The learning environment, as well as being safe, should be free from all distractions. In order to communicate skills to the students, the Instructor must be able to provide a clear demonstration of what is required and ensure that all students can see and hear clearly.

4] evaluate the effectiveness of their own teaching and the progress of their students :

Many students making a similar mistake could indicate a teaching fault.

5] ensure the Health and Safety of students by providing, as is reasonable, a safe practising environment

An instructor has a responsibility to ensure as much as is reasonably possible that the students train in an environment which is safe and that proper supervision should be provided and discipline maintained. An instructor also has a responsibility to see that students correctly warm up and down, are positioned sensibly and are appropriately paired up, to ensure safe and effective training.

6] demonstrate a knowledge of emergency procedures and be able to administer appropriate first aid :

An instructor should be aware of fire exits and evacuation procedures. They will need to know where the nearest casualty hospital is located and have access to a phone and transport. The instructor should be well versed in what is commonly known as 'Emergency Aid' procedure and have the ability to deal with life threatening accidents quickly and confidently.

7] understand and explain their Association and Governing Body structure and that of associated bodies

An instructor will need to understand their Association's political and technical structure and also that of the Governing Body and know how they, their members and their club fits into this structure.

8] abide by and work within the rules, ethics and regulations specific to the dojo and competition :

Karate instructors will greatly influence the behaviour of students both inside and outside the dojo and for this reason it is imperative that exemplary behaviour is demonstrated at all times. The ethos of Karate is the development of the character through the development of the body and an instructor has a responsibility to uphold this tradition for the art of karate-do. It is important that the instructor is able to demonstrate understanding of the current rules of competition if involved, or has students involved, in this area.

9] use initiative and understanding when teaching those with special needs :

The term special needs, encompasses many conditions. A class may contain students with physical handicaps, minor or severe, or students who experience learning difficulties. A good instructor will be aware of these special needs and adjust their actions and instructions accordingly.

10] understand the responsibilities of teaching children and the basic principles of growth and development :

Instructors have a responsibility to treat children in their care with as much consideration as would be given by their schoolteachers. Instructors need to understand the physiology of children and teach exercises appropriate to their age and build. They need to protect children from any form of physical and mental abuse whilst in their care.

11] have a knowledge of specialised Karate equipment and demonstrate its' use :

Although generally there is little need for equipment in Karate training, there are items of equipment used to develop certain aspects of Karate skill, and the instructor should be able to demonstrate their correct use for safe and effective development.

12] offer sound advice on fitness training and understand motivational techniques :

Students often seek advice with regard to their general health or with regard to supplementary exercises to help them with their karate fitness and a general understanding of the fundamentals of body maintenance should be possessed by good instructors. A good instructor will also know best to provide motivation and encouragement.

13] contribute to the promotion and publicity of karate :

An instructor may become involved in marketing which can for example include advertising for new members and the sale of Karate related goods, and the instructor has a responsibility to ensure that good advice is given regarding the suitability, cost and quality of merchandise.

14] instigate an effective administration and record keeping system :

Accurate record keeping is essential to ensure that certain Associations and Governing Body requirements are met and all necessary insurance's are in place. Medical experts may advise certain rest periods following injury, so accurate medical records must be maintained. Contact numbers should be kept on hand for all members, especially children, in case of emergencies.

15] fulfil legal requirements :

A karate instructor has a legal as well as a moral obligation to ensure the safety, well-being and best interests of their students and to do all that is reasonably possible to prevent accidents. EKGB instructors will receive up dated literature on health and safety matters and it is their responsibility to maintain up-to-date guidelines and abide by them.



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PROGRAMME

COACHING GUIDELINES

KEY TO KARATE COACHING GUIDELINES

[2008].

The guidelines cover the following topics:



SECTION 1 – ASSOCIATION AND GOVERNING BODY STRUCTURE

Instructors should know and understand the nature and structure of National and International Karate Associations.



SECTION 2 – ETHICS AND CODE OF BEHAVIOUR

Instructors have a responsibility to abide by Association rules and be good role models.



SECTION 3 - ADMINISTRATION AND RECORD KEEPING

This covers the administrative responsibilities of an Instructor.



SECTION 4 – SAFE TRAINING ENVIRONMENT

It is the responsibility of the Instructor to ensure a safe environment.



SECTION 5 - THE BODY IN ACTION

Instructors will need a knowledge of safe Karate movements, conditioning exercises and fitness Training.



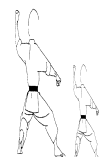
SECTION 6 - GENERAL TEACHING SKILLS

This is about the ability of Instructors to pass on their knowledge, efficiently and effectively.



SECTION 7 - KARATE SPECIFIC TEACHING SKILLS

This is about an Instructor's Karate knowledge from beginner to Black Belt.



SECTION 8 - TEACHING CHILDREN

Instructors need to be aware of the added responsibilities when teaching and taking charge of Children.



SECTION 9 - TEACHING THOSE WITH SPECIAL NEEDS

Instructors should be aware of the special needs of some students.



SECTION 10 - EMERGENCIES AND FIRST AID

Instructors should have the ability to deal with emergencies and injury, especially in an Emergency.



SECTION 11 - TEACHING AND THE LAW

This section covers the legal responsibilities of Instructors.



SECTION 12 – INFORMATION SOURCES

This section lists useful contacts.

SECTION 1: ASSOCIATION AND GOVERNING BODY STRUCTURE



Instructors should understand and be able to explain their Association and Governing Body Structure and that of the associated bodies.

They should know how they, their members and their clubs fit into this structure. This knowledge is important as without it the Instructor cannot ensure that members gain the full advantage inherent in belonging to structured groups, for example by access to recognised coaching and refereeing courses and qualifications, and International squads. Instructors should study and keep all Association meetings to ensure that they are up to date with this knowledge.

An Instructor may delegate dealings and correspondence with these bodies to a third party, but an Instructor has a responsibility to understand all decisions made on their behalf.

AN INSTRUCTOR SHOULD KNOW THE FOLLOWING :

The full names of their own Association and the style or styles practised

The names of the Key Association personnel, for example, their Chief Instructor, Senior Instructors, Chairman and National and Regional Administrator

Key Association contact numbers and addresses for advice on administrative and technical matters.

The basic structure of the Governing Body and the names of key personnel.

The names of International Affiliations

THE PURPOSE OF ANCILLARY BODIES SUCH AS :

Sport England, UK Sport, Regional Sports Boards

Sports Coach UK

The Sports Aid Foundation

SECTION 2: ETHICS AND CODE OF BEHAVIOUR

EKF - KARATE INSTRUCTOR GUIDELINES



The art of Karate-Do places a great emphasis on the development of the character of its students, and a code of behaviour is used, together with the physical training, so that technical skill, physical fitness and good behaviour become synonymous with Karate-Do. The code is based on a mutual respect of Teachers and Students, and acknowledges that respect must be shown for Seniority. Practitioners are expected to show the same respect for the society in which they live, and for those who live in and administer that society. It is a source of great satisfaction to the group that English Karate has earned a reputation for producing World - class Teachers and Competitors. All EKF members have a duty to behave in a way which will maintain and enhance this reputation on behalf of their Club and the Association, but Karate instructors have a particular responsibility, as they will greatly influence the behaviour of their students both inside and outside the dojo. Bad behaviour on the part of an Instructor will reflect badly on their Associations Chief Instructor. The ethos of Karate is the development of the character through the development of the body and an instructor has a great responsibility to uphold this tradition. Instructors must ensure that the following code of behaviour is adhered to by all students in their charge

DOJO ETIQUETTE: Always bow on entering or leaving the dojo.

- Junior grades must bow first to their seniors. Instructors should be referred to as Sensei or by their appropriate title, and not by name.

- Nails must be kept clean and short enough to avoid scratching and cutting

- Jewellery or watches should not be worn. If it is not possible to remove rings or earrings, they should be safely covered. It may be requested that shoes are removed on entering the dojo.

Late arrivals should enter the dojo quietly, change, and warm up in the changing room. When they wish to join in the class, they must kneel to the front and side of the class, where they can be clearly seen by the Sensei, and watch carefully for the Sensei's signal to join in. When this signal is given, they should remain kneeling bow deeply, then walk quickly and quietly around the back of the class until it is convenient and go to a position appropriate to their grade.

- Smoking is not allowed in the dojo, or in any adjacent areas.

- Any behaviour that is likely to offend the etiquette of the Dojo is not allowed.

GIS AND BELTS : It is the responsibility of the individual to ensure that their Gi fits correctly and is kept clean and in a good state of repair. Tears and other damage must be repaired prior to the following training session.

Association and/or club badges can be embroidered or stitched on to the Gi, and for competitions, a number or Country badge may be required for identification. The appropriate coloured belt, including any necessary stripes or tabs, must be worn with the Gi at all times.

TRAINING AT ANOTHER DOJO : An EKF licence will insure you to train at any affiliated Dojo. Permission is needed from the Dojo Instructor, and your own Instructor. The usual Seniority will apply.

COMPETITIONS : For all intents and purposes, the competition Arena should be treated as the Dojo, and the same respect must be shown to Seniors and to other Karateka. Karate competition is seen as the 'glamour' side of Karate, and competitors, especially those who become successful, will become 'role - models' and can have a marked influence on the behaviour of others, particularly young and immature students, and therefore have a special responsibility to exhibit exemplary behaviour with regard to dress, sportsmanship, and general behaviour both on and off the competition area. This encompasses matters such as general deportment - not lounging, showing respect for other competitors, officials and spectators.

Referees and Judges must show exemplary behaviour in the above matters. Referee and Judges Qualifications do not supersede the grade structure. Although the vast majority of Karateka do not take part in Association, Governing Body or International competition they will use competition Karate within the dojo as part of their training, and perhaps for gradings. It is important that the Instructor is able to demonstrate a basic understanding of the current rules of competition for these students and for the minority who wish to compete at formal competitions.

OUTSIDE THE DOJO : As stated, EKF members have a responsibility to behave in a manner which maintains and enhances the reputation of the Association and Karate-Do, both in and outside of the Dojo, and to refrain from 'impetuous and violent behaviour'.

ADVERTISING : All advertising by Instructors, Clubs and event organisers must be accurate and in good taste.

INTEGRITY : Competitively, coaches must not encourage performers to violate the rules of their sport. They should actively seek to discourage such action and encourage performers to obey the spirit of the rules. Instructors must not compromise their performers by advocating measures, which could constitute unfair advantage. They must not adopt practices to accelerate performance improvement, which might jeopardise the safety, total well being and

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future participation of the performer. Coaches must never advocate or condone the use of prohibited drugs or other banned performance enhancing substances. Coaches must ensure that the activities, training and competition programmes they advocate and direct are appropriate for the age, maturity, experience and ability of the individual performer, treating opponents with due respect both in victory and in defeat and should encourage their performers to do likewise.

A key role for a coach is to prepare performers to respond to success and failure in a dignified manner. Coaches must accept responsibility for the conduct of their performers and discourage inappropriate behaviour in training and competition.

CONFIDENTIALITY : Sports coaches inevitably gather a great deal of personal information about performers in the course of a working relationship. Coach and performer must reach agreement about what is to be regarded as confidential information.

Confidentiality does not preclude the disclosure of information about a performer to persons who can be judged to have a right to know in certain circumstances. E.g. Recommendations for employment, legal and medical reasons for disclosure, to ensure health and safety and in the pursuit of action to protect children from abuse.

SAFETY : Within the limits of their control, coaches have a responsibility to ensure as far as possible the safety of the performers with whom they work. All reasonable steps should be taken to establish a safe working environment. The work done and the manner in which it is done should be in keeping with the regular and approved practice with their sport as determined by the National Governing Body.

All instructors have a duty to protect children from harm and abuse.

The performers should have been systematically prepared for the activity and made aware of their personal responsibilities in terms of safety. Instructors/teachers should arrange adequate insurance to cover all aspects of their coaching practice.

COMPETENCE : Instructors have a responsibility to have the necessary skills and experience to fulfil their coaching role and ensure they avail themselves of all necessary coaching qualifications e.g. National Governing Body awards and National Vocational Qualifications.

Instructors should regularly seek ways of increasing their personal and professional development and should welcome evaluation of their work by colleagues and be able to account to performers, employers, National Governing Body's and colleagues for what they do and why.

Instructors are responsible for setting and monitoring the boundaries between a working relationship and friendship with their participants/performers. This is particularly important when the performer is a young person. The coach must realise that certain situations, words or actions could be misinterpreted, not only by the performer, but also by outsiders [or other members of a squad or group of performers] motivated by jealousy, dislike and mistrust, and could lead to allegations of misconduct or impropriety.



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SECTION 3: ADMINISTRATION AND RECORD KEEPING



Instructors should be capable of instigating and maintaining an effective administration and record keeping system.

Accurate record keeping is essential to ensure that certain Association and Governing Body requirements are met. The instructor may delegate record keeping to a member of their club, for example the club secretary, but ultimately it is the responsibility of the Instructor to ensure that the records are kept in a proper and accurate manner. They should be kept safely and securely, and their contents not divulged without consent, and should be disposed of in a responsible manner.

The following records should be kept:

A REGISTER OF CLASS ATTENDANCE'S

This is essential to prove that training requirements are being met, especially with regard to grading. These records can also assure that their children are regularly attending classes.

RESULTS OF GRADINGS

These are necessary as validation in the case of lost record books, or where a student changes dojos or associations.

CONTACT NUMBER FOR STUDENTS

These are important in case of emergencies, especially with children, and should be maintained and, most importantly, on hand at all training sessions.

NOTES OF ANY SPECIAL REQUIREMENTS OF THOSE WITH SPECIAL NEEDS

This could be related to special medication or procedure, and again should be on hand at all training sessions.

INJURIES AND ACCIDENTS

Details of any injuries should be kept in the Club Accident Book and also any injuries your students may incur in competition. With something as potentially dangerous as head injuries, you should obtain medical clearance before you allow that student to train again and subsequently free-spar.

CLUB MEMBERSHIPS AND ASSOCIATION LICENCES

Ensure that you band your students have up to date Association/EKGB licences and therefore insurance cover.

PERSONAL LICENCE AND INSURANCE COVER

A normal Association licence should provide the Instructor with limited insurance cover, but if you have public indemnity and independent facility insurance cover, ensure these do not expire. All Instructors need to have professional indemnity, which provides cover should action be taken against them as the person in charge for example when an accident occurs. This cover is available through the Karate Insurance brokers as a separate cover on request, but at least one company includes this cover automatically for those who instruct for on average, less than 6 hours per week - so it is worth checking with your Association Secretary.

MARKETING AND PROMOTIONS

The instructor should try to establish and maintain a good working relationship with the local press and media. In this way club successes can be promoted and membership increased or maintained.

An instructor may become involved in marketing of karate clothing, equipment, video tapes and literature, and the instructor has a responsibility to ensure that good advice is given regarding the suitability, cost and quality of merchandise. Instructors can often obtain discounted prices for their members.

SECTION 4: SAFE TRAINING ENVIRONMENT



Instructors must ensure the Health and Safety of students by providing, as far as is reasonable, a safe practising environment. The following key areas should be checked.

FLOOR SURFACE

An ideal surface for all aspects of karate would be sprung wooden or padded vinyl type floor. If premises have a more solid floor the instructor should explore ways of providing safe covering, for example Gee mats. All floor surfaces must be clean and devoid of all sharp objects, for example broken glass and splinters, and be free from hazards, such as loose boards or major holes or cracks. The surface should have sufficient grip to maintain stability yet allow twisting, and this grip should not be allowed to deteriorate through condensation, which often results from hard training on cold floors. Adequate ventilation via windows, doors and fans will often alleviate this problem. Any blood spills should be wiped up using an appropriate cleanser - this is particularly important because of the danger of contamination through cuts and cracks in the feet.

LIGHTING

Lighting must be adequate for safe vision. Artificial lighting should be well positioned to avoid glare and direct shine. Curtains or blinds should be used to prevent glare from the sun.

HEATING

An instructor must use common sense regarding a suitable temperature in which to conduct a lesson. As a guide, this is comfortable room temperature (around 18c). It is important to have and to use an adequate heating system. If it particularly cold, the instructor may encourage students to wear an extra layer of clothing for the warm-up.

VENTILATION

Again the Instructor must use common sense. Fresh air is necessary for strenuous exercise, and there should be provision for opening windows, doors or operation of extractor fans.

SURROUNDING AREA

Pillars, low beams and radiators should be well padded to avoid impact injuries. Wall fixings such as fire extinguishers, pictures, clocks and notice boards should be properly securely mounted. Unsecured objects, such as stacked chairs or items on shelves must be checked for stability - a class landing in unison can have the effect of a minor earthquake! Instructors must be aware of possible dangers caused by glass, and keep a safe border away from any non-toughened or unprotected windows and mirrors. It is also important to have a safety area if there are spectators, or if some class members are sitting.

SPATIAL CONSIDERATIONS

There must be adequate amount of space for the numbers attending and the nature of the lesson. If the room is too full, collision injuries could occur, and it will also be more difficult for the Instructor to monitor the class and for students to clearly see the Instructor. Good discipline is important to maintain safe spacing of students.

CHANGING FACILITIES

Instructors who own or privately rent facilities are responsible for providing clean, tidy and well stocked changing rooms and toilets, washing facilities and drinking water. If a club trains in a sports centre and facilities are not adequate, the Instructor should lobby facility management for improvements.

EMERGENCY EXITS

Fire escapes should be clearly marked and known and kept free from obstruction. A central assembly point should be known and detailed.

EQUIPMENT

Any equipment used should be in safe working order, and only used by appropriate groups. Members should be encouraged to use recommended protective equipment. For example, gum shields and groin guards. Students who need glasses should wear 'Sports-safe' type, and not be allowed to spar without these or suitable contact lenses. No jewellery should be worn, and nails should be short.

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SECTION 5: THE BODY IN ACTION

Instructors have a responsibility to be aware of current good practice, particularly in the area of something like safe exercises. Good health and fitness is often high on the list of reasons for belonging to a Karate club, and students often seek advice from the Instructor with regard to their General health or with regard to supplementary exercises to help with their karate fitness, and they should have a general understanding of the fundamentals of body maintenance and development. Instructors should ensure that any advice is given responsibly, is within their range of knowledge, and is safe and in the best interest of the student. The EKF Coaching and Technical advisors will be providing up-to-date information to clubs, and this information should be filtered down to club instructors. It is a very important area, and we can only provide some basic guidelines, the do's and don'ts.

The best advice is to do exercises recommended as being safe and beneficial by your Senior Instructors. There are many sources of advice on physiology, and although well-intentioned, not all are appropriate. If in doubt, check with a Senior Instructor. All Instructors should pay particular attention to Section 8 of these Guidelines, which deals with teaching children.

It is advised that your classes encompass the following sections and in a similar order :

WARM-UP :

This means raising the heart rate with light aerobic-type exercise, such as jogging. This raises the body temperature and increases the blood supply to muscles, allowing safer stretching with less risk of injury. There is also a psychological purpose for the warm-up, that of bringing the class together to a state of mental and emotional readiness, regardless of the activities they were engaged in prior to joining the training session.

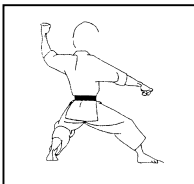
STRETCHING :

This should be progressive and involve all the major groups.

The instructor should not demonstrate ballistic (bouncing, jerking) movements in the early phase of stretching. Joints should be exercised in their natural alignment. Movements that stretch ligaments and weaken joints, such as knee twists or hyper-extension, should be avoided. However, more demanding stretching exercises can be performed by fitter and stronger Karateka, who have built up strong muscle protection around their joints.

The neck should be exercised in its natural planes of movement - neck rolls are not advised, especially at speed. No movements where the body is involved in unsupported leaning should be done. For example leaning backwards in an unsupported way causes hyper-extension of the spine and vastly increases the risk of injury.

KARATE TRAINING :



The warm-up and stretch should have prepared the body for the dynamic and ballistic nature of Karate movements. The Instructor needs to know how to teach techniques in a manner will not inflict injury to the performer, either in the short or long term, which requires an understanding of the physiology involved. Damage could result from 'bouncing' off a joint, or by creating excessive momentum against a natural alignment, for example, by not pivoting the supporting foot during certain kicks.

STRENGTH AND CONDITIONING :

Strengthening exercises for the arms, legs and trunk, and aerobic and anaerobic conditioning should be done in line with current good practice. Care should always be taken, for example, when performing sit-ups that the knees are bent and the base of the spine kept in contact with the floor - this involves a slight tilting of the pelvis.

WARM-DOWN :

A correct warm down will help prevent much of the soreness and stiffness associated with hard exercise, with obvious physiological and psychological benefits. There are some exercises that have lived on for the sake of tradition that are now widely accepted as being injurious. We have to have the courage, in the face of sufficiently strong evidence, to say - DO NOT DO. However, we must appreciate variations and adaptations to existing exercises to make those safe. We would envisage knowledge in this area being very much developed and expanded in time.

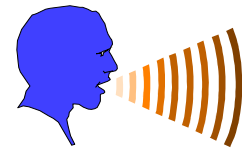
REST AND DIET :

Rest is important, and over training or lack of sleep can lead to physiological stress. A recent study on the diet of athletes concluded that except for long endurance sports such as marathons, no special diet was required, but rather a proportional increase in quantity of a balanced diet.

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SECTION 6: GENERAL TEACHING SKILLS

An Instructor should be able to:



PLAN A TRAINING SESSION

Instructors may plan a lesson in writing or by rehearsing specific techniques or sequences, but often they will 'plan on their feet', when the composition (age, ability, grade span), and mood and size of the class become clear. The nature of each lesson will be largely dictated by the Association grading syllabus - which is allied to grade. Within the framework of this syllabus, consideration will be given to gender, age and those with special needs, for example physical disabilities. Another common practice is for an Instructor to begin a class with a 'tester', which allows the mood and standard of the class to be assessed, and then evolve the lesson accordingly. A rigidly planned class may be more suitable when preparing a particular group for a grading or competition, or for fine-tuning elite performers. Planning also covers such aspects as ensuring that the dojo (training hall) is booked, open on time, and fit for use (e.g. clean, tidy and safe)

CONDUCT A TRAINING SESSION

The transmission of knowledge and skill will greatly depend on the learning environment and the communication abilities of the Instructor. The learning environment, as well as being safe, should be free from distractions. Some distractions are unforeseen, but instilling good behaviour in the students will minimise distractions form within the class. In order to communicate skills to the students, the Instructor must be able to provide a clear demonstration of what is required and ensure that all students can see and hear clearly. This requires sensible positioning of students to the Instructor, and the giving of precise and clearly articulated instructions. Technical demonstrations may be given in the following ways:

- personally by the Instructor
- by an assistant Instructor
- by using a student

The use of a student to demonstrate a technique can be advantageous where the student has either:

- a) - a particularly good level of skill, or
- b) - a particular problem with a technique in common with other class members, which may be sympathetically corrected, thus providing inspiration and encouragement.

It is particularly important when teaching those with special needs, that the Instructor takes responsibility for good communication - for example students with hearing problems need to rely on seeing the Instructor. Instructors who are liked and respected by the students will communicate better. The ability to communicate and mediate with parents of young Karate students and with members of the public and with any relevant authority and the media is also important.

EVALUATE THE EFFECTIVENESS OF THEIR OWN TEACHING AND THE PROGRESS OF THEIR STUDENTS.

Student feed-back is a good indicator of the effectiveness of a class and can be obtained by observing both the performance and the enthusiasm of the students. Regular grading examinations allow the Instructor to evaluate the progress of a student, and the overall progress of the calls at these gradings provide a good indication of the effectiveness of the Instructor - many students making a similar mistake could indicate a teaching fault. Competition results can provide an indication of the effectiveness of instruction, especially when related to the progress of individual students. Reference to club accident and injury records may provide an indication as to the safety of their instruction. Observation of an Instructor's students being taught by another, perhaps more senior, Instructor, may help that Instructor to assess their own teaching effectiveness.

PROVIDE MOTIVATION

People join a structured class to learn, but also be motivated, and a good Instructor will know how best to provide motivation and encouragement. Achievements should be noted and rewarded.

SECTION 7: KARATE SPECIFIC TEACHING SKILLS

INSTRUCTORS WILL NEED TO BE ABLE TO DEMONSTRATE KARATE KNOWLEDGE AND SKILL TO A RANGE OF STUDENTS FROM NOVICE TO BLACK BELT



The EKF has a fixed the minimum grade for its Instructors at 1st Dan, the first level of Black belt.. In order to gain a Black Belt, it was necessary for an Association Instructor to demonstrate a technical knowledge and skill to a level laid down in their Association grading syllabus, of the three fundamental components of Karate, which are Kihon (basic techniques), Kata (set formal exercises) and Kumite (sparring).

It therefore follows that EKF Instructors will have at least the level of knowledge and skill required to take a novice through to 1st Dan.

Trainee Instructors who are 1st Dan but under 18 years of age will also possess this knowledge.

Trainee Instructors who are 3rd - 1st Kyu will possess knowledge up to that level.

Instructors should try to attend Association technical courses where possible, to keep up to date.

INSTRUCTORS SHOULD HAVE A KNOWLEDGE OF SPECIALISED KARATE EQUIPMENT AND DEMONSTRATE ITS USE.

Although generally there is little need for equipment in Karate training, there are items of equipment to develop certain aspects of Karate skill, for example Makiwara, punch bags and focus pads, and it is helpful if the Instructor understand their correct use for safe and effective development.

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SECTION 8: TEACHING CHILDREN

The law defines a child as a person under the age of 16, or under 18 if in full-time education.

Instructors need to understand the added responsibilities of teaching children and also basic principles of growth and development through childhood to adolescence. Exercises should be appropriate to age and build. Instructors should not simply treat children as small adults, with small adult bodies.

There is no minimum age for a child beginning Karate, as the build and maturity of individuals varies so much. However the nature of the class can be tailored to consider these factors.

In general, the younger the child, the shorter the attention span. One hour is generally considered sufficient training time for the average 12 year old or below.

Pre-adolescent children have a metabolism that is not naturally suited to generating anaerobic power, and therefore they exercise better aerobically, that is, at a steadily maintained rate. However, they can soon become conditioned to tolerate exercise in the short explosive bursts that more suit Karate training.

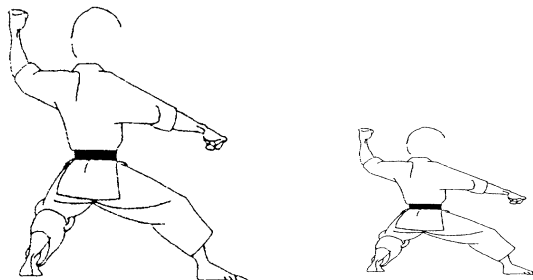
Children should not do assisted stretching - they generally don't need to, and there is a real risk of damage with an inconsiderate or over-enthusiastic partner.

Children should be carefully matched for size and weight for sparring practice.

Great care must be taken, especially where children train in the proximity of adults, to avoid collision injury.

children should not do certain conditioning exercises, especially those which are heavy load bearing, for example weight training or knuckle push-ups.

Children should not do any heavy or impact work but should concentrate on the development of speed, mobility, skill and general fitness.



A duty of care towards children, equivalent to that which a reasonable prudent parent should expect from a teacher in a school environment, is expected from a sports coach, and therefore of a Karate Instructor. Children need protecting from any form of physical or mental abuse from adults or other children.

Parents or guardians should be advised when to deliver and collect children, For example, if the lesson begins at 7.30pm, it could be known that the instructor would arrive and register students from 7.15pm onwards. No child should be left at the Dojo before the specified time, unless the Instructor or a responsible person is present. A child taking part in a class should not be allowed to leave the dojo unsupervised. Parents who are prepared to send their children to train, unaccompanied, must accept responsibility for any consequences.

We are currently looking at guidelines of several other sports governing bodies in the area of child participation as this is causing much concern to many Instructors. Findings will be discussed and any recommendations circulated.

SECTION 8: CHILD PROTECTION

PLEASE REFER TO EKF CHILD PROTECTION GUIDE

SECTION 9: TEACHING THOSE WITH SPECIAL NEEDS



The term 'special needs' encompasses many conditions. A class may contain students with physical handicaps, minor or severe, or students who experience learning difficulties. A good instructor will be aware of these special needs and adjust their actions and instructions accordingly.

When teaching those with special needs, it must be accepted that the learning process may be slower, and smaller classes may be required with possibly one to one tuition.

Disabled persons should be treated the same as able-bodied persons, except where their condition demands special consideration.

The instructor needs to identify that someone has special needs. Some problems are visible and obvious, and others may be identified from the membership application, but the Instructor should be aware of the following conditions that make learning more difficult.

Poor hearing

Poor co-ordination and balance

Poor spatial concept or perception

Slow reaction times

Poor physical condition through being overweight, undernourished, or generally unfit.

It is important that visiting Instructors are made aware of any such conditions especially those that are not visible and obvious.

There may be a need to enhance particular communication skills, for example, when teaching those with hearing difficulties it will be particularly important to face the class, and rely more on gestures.

Some students may need special medication, for which they should be allowed easy access.

An instructor will need to consider that there is sufficient access for athletes with special needs.

Wheelchair athletes will need more space to manoeuvre.

SECTION 10: EMERGENCIES AND FIRST AID

In the event of an emergency or accident, an Instructor will often be the one best suited and expected to take charge. Instructors need to demonstrate a knowledge of emergency procedures and be able to administer appropriate First Aid.

Instructors should be aware of fire exits and evacuation procedures, and be able to account for all students. For this reason, it is best that students should sign in before each class if possible.

The following points need to be considered when dealing with emergencies:

Keep calm, take charge of the situation, organise immediate help.

Deal promptly with any potentially life threatening situation.

Give reassurance to any injured party.

Be aware that people may be affected by shock

Hospital treatment may be required and no drugs, food or drinks should be given.

Accident prevention is always the first priority, but should an accident happen, the instructor should be able to care for any injured person without causing further complications, and know if it is necessary to call an ambulance or send that person to hospital.

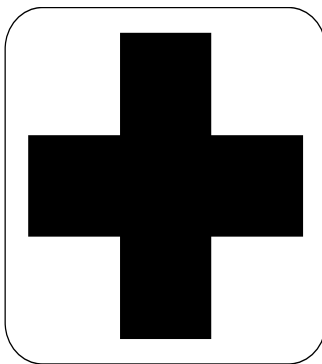
The Instructor should always have at hand the location of the nearest hospital and be able to arrange transportation if required. They should also know the location of the nearest telephone and have change or a phone card to hand.

The Instructor should be versed in what is commonly known as 'Emergency Aid' procedure, and have the ability to deal with life-threatening - for example choking, cardiac arrest and severe bleeding - quickly and confidently. This proficiency can be gained by attending a recognised first aid course or by inviting a First Aid instructor to the dojo - the latter is probably more cost effective. There are many good books and videos available describing the principles of handling serious injuries, but proficiency requires practice - an Instructor should attend appropriate refresher courses - details relating to some appropriate First Aid courses are given in the bibliography.

Contact numbers of students and relevant authorities must be kept on hand in case of emergency.

The keeping of a club accident and incident book is recommended.

All clubs should have a well stocked First Aid box, regularly replenished. If the facility the club trains in does not have a First Aid box the Instructor should provide a portable one. The First Aid box should be clearly marked and easily accessible. The minimum contents of a First Aid box should be:



cotton bandages of various sizes
triangular bandages
crepe bandages
sticking plasters
safety pins
sterilised gauze and cotton wool
scissors
disposable gloves
disposable resuscitation gauze

SECTION 11: TEACHING AND THE LAW



A Karate instructor has a legal as well as a moral obligation to ensure the safety, well-being and best interests of their students. Accidents and injuries may occur during any type of strenuous physical activity and new members are often asked to sign a statement to this effect, known as a disclaimer, when they take out club membership, but this does not absolve the Instructor of their duty to behave responsibly.

Students must accept a degree of responsibility for their own safety and that of their fellow students, and must also accept that these risks exist.

It is, however, imperative that instructors do all that is reasonably possible to prevent such mishaps and this includes the correct training of students, with great emphasis on control, checking that the environment is safe, and a commitment to safe teaching practices to minimise the risks.

Where Karate training is given for the purpose of self-defence, the following points should be carefully considered:

1) It must be made clear that the training may only improve the ability of a student to defend themselves, and a false sense of confidence should not be instilled.

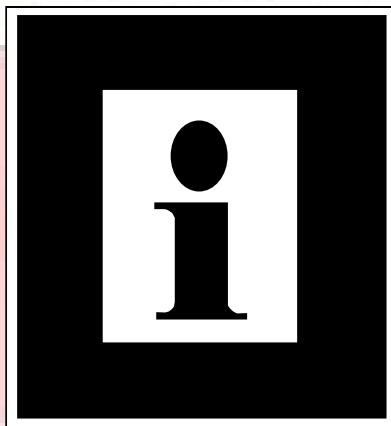
It should be emphasised that the best defence is to avoid conflict.

2) It must be emphasised that only reasonable force may be used in self-defence, that is. the minimum amount required to ensure a return to a safe situation.

An Instructor must ensure that all necessary insurance's are in place, by ensuring that all their members are licensed, and if appropriate, that they personally have Professional Indemnity insurance.

It may be useful to keep information on club members on a computer. If you do this the Data Protection Act may apply. Any records should be kept secure and confidential and used in the best interest of the members.

Persons under the age of 18 cannot be held responsible in law, and the responsibility would lie with their immediate superior.



Grants may be available for young competitors in certain circumstances through the Sports Aid Foundation, who can be contacted through regional Sports Boards. Details in your telephone directory or from Sport England Regional Sports boards and Sportsaid. Contact Sport England Tel: 0845 8508508 or www.sportengland.org

To contact the ENGLISH KARATE FEDERATION

By Post:

English Karate Federation, 23 Sidlaws Road, Cove, Farnborough, Hants, GU14 9JL

By Phone

0770 88 88 88 0

By Email:

You can contact us either directly at info@englishkaratefederation.com

Sport England, Third Floor, Victoria House, Bloomsbury Square, London, WC1B 4SE Tel. 0845 8508508

Sports Coach UK offer a series of courses, booklets and videos together with an information service. Details from 114 Cardigan Road, Headingley, Leeds LS6 3BJ or from the Website www.sportscoachuk.org or from Coach Wise www.1st4sport.com

Articles on Sports Medicine can be obtained from the National Sports Medicine Institute, St Bartholomews Medical College, Charterhouse Square, London EC1M 6BQ. Tel. 0171 251 0583

Copies of published articles on general Sports science can be obtained from Autosport Documentation Centre, University of Birmingham, Edgebaston. B15 2TT. Tel. 0121 414 5843

British Red Cross and ST. Johns Ambulance can offer a four hour 'Emergency Aid' certified course, locally or by arrangement at your dojo. Contact your local branch for further details on these and other courses - telephone number in local directory.

Other useful sources of coaching information are local reference libraries, and College and University libraries.

USEFUL INFORMATION

Training programs should be both specific and safe for the individual athlete. The following are points are a good guide to planning a training session.

1. **INDIVIDUAL DIFFERENCES.** Performers respond differently to a given situation, due to such things as fitness level, mental strength, genetics, commitment etc.
2. **ADAPTATION.** This is the way the body responds to training. The body is basically fit for what it does.
3. **OVERLOAD.** For a body to make adaptations it needs to be overloaded.
4. **PROGRESSION.** Any overload must be progressive. If a training programme stays the same, improvements will only be evident in the beginning.
5. **REVERSIBILITY.** All adaptations are reversible. Any progress made, especially in endurance can be lost more quickly than any gains in training is stopped.
6. **SPECIFICITY.** Any training needs to be specific to the sport and the performers ability.
7. **RECOVERY.** This does not mean complete rest. It can be lower intensity training, which allows the body to adapt without any stress.
8. **VARIATION.** If training programmes are repetitive athletes will soon become bored and lose interest and motivation.

'SMARTER' COACHING

The SMARTER principle of coaching is a widely recognized and used method for setting goals, both in the short term and in the long term.

SPECIFIC - This refers to the exact requirements of the athlete / student.

MEASURABLE - This is the use of dates, times and figures etc that relate to the performer.

AGREED - The performer, or their parents agree with the coach upon the specifics.

REALISTIC - Any goals set should be achievable, and personal pressures recognized.

TIME- This is the start and completion dates of short term and long term goals.

EXISTING- Sessions should be fun / challenging / flowing. This helps motivation

RECORDED - Accurate and concise records are kept of the athletes performances.

A GUIDE TO WARM-UP, STRETCHING, MOBILITY AND CONDITIONING EXERCISES FOR KARATEKA

ENGLISH KARATE

Introduction

This document has been produced as part of the EKF Instructor Guidelines, as a guide to exercises for warming up, stretching, mobility, conditioning and warming down for Karate training.

The need for such a document has been apparent for a long time. Karate is physically very demanding, and it is necessary to prepare the body to prevent injury and to maximise performance. Structured Karate-specific exercises routines have existed for many years, but some of the exercises have been labelled as potentially dangerous, and concern has been expressed about their long-term effect, especially since there are now so many children involved. However, the source of such information was often obscure or ill-informed. Those involved in the preparation of this document were unanimous in stating that the exercises shown are performed sensibly - in fact these exercises allow the much safer performance of the Karate techniques.

The document was developed through consultation with a number of medical and physiology experts, some of whom practice or have practised Karate. They used as a basis some traditional Karate exercise routines, but viewed in terms of current medical and bio-mechanical knowledge. It is interesting to note that all of the experts involved agreed that the traditional routines were very good, a view supported by their experience in the treatment of sports injuries, which showed that Karateka have a very good record. The only concerns were:

1] that some of the exercises were unnecessary and only served to make the performer 'feel good', [which is no problem if you're prepared to spend the time],

and

2] that using a partner to assist in stretching could be dangerous and was best avoided.

It is accepted that the warm-up and preparation time can vary greatly from person to person, and from situation to situation. Experienced practitioners may develop their own routine with which they are comfortable and which is perfectly safe. They may pay more attention to a particular part of the warm-up or body area, and with experience and common sense this will be safe and acceptable. Many experienced Karateka combine the warm-up and stretch by doing the actual Karate techniques in a light and careful way - for example by performing one or more Kata with gentle and stretched out techniques. However, a structured exercise routine prior to the Karate training prepares the students mentally for the class, and this is a valuable function which is sometimes underestimated.

It is important to warm-down at the end of strenuous exercise. It is much better for the cardiovascular system to ease off slowly and it helps to dissipate the lactic acid from joints which reduces stiffness and soreness. This in practice means a few minutes of light activity, using a selection of exercises from the warm-up and stretching sections.

Warm-up

The term 'warm-up' is often used to describe all the activity which takes place prior to the actual Karate training. Here, the term describes specifically the process of increasing the blood circulation prior to stretching. Sustained light exercise increases the blood flow to the working muscles and surrounding areas - an increased blood supply brings more heat which makes the muscles and soft tissues more elastic, and therefore less prone to injury. It also brings more oxygen and nutrients and switches the metabolism to a more efficient system of generating the amount of energy which is required for a period of intense and dynamic activity.

In anatomical terms, a warm-up is the use of major muscles to pump a faster supply of blood to all the skeletal muscles and surrounding soft tissues. At rest, the heart will supply all muscles and organs with sufficient blood to allow them to function. Too violent a change in the workload can catch the system unprepared, and there is then a much greater potential for injury and much greater potential for injury and much less a potential for efficiency.

In practice a warm-up should consist of gentle and sustained working of muscles. A gentle jog around the dojo for 3 to 4 minutes is fine, as is gently bouncing on the spot. Both use the calf muscles as the main 'pump', but the shoulders and arms and many other muscles will also come into play. Such exercises are referred to as aerobic, because they demand oxygen for the blood. A variety of aerobic exercises are given in the following illustrations - again it must be emphasised that at this stage movements should be gentle and controlled, not violent.

An alternative to aerobic exercises might be the simple act of moving the body into different positions, especially if this involves moving to and from the floor. This will eventually warm the body, but will take longer and may not be sufficient if the dojo is not warm enough.

If it is particularly cold, it might be necessary to 'top up' the warm-up, perhaps mid-way through and at the end of the stretching.

Stretching and Mobility Exercises

Stretched muscles and mobile joints not only prevent injury, but allow greater reach and speed. The exercises shown have been traditionally used by Karateka, and most will be readily recognised. Many of them imitate actual Karate techniques. As was stated in the introduction, these exercises serve the purpose for which they were designed and evolved admirably, as long as they are done without violent bouncing, with control and without forcing joints out of their natural line and range of movement. Light bouncing may be used, but this will warm-up rather than stretch the muscle area.

The best results are obtained when a muscle is stretched to a degree where it feels uncomfortable but not painful. This stretch should be held for about 10 seconds, and then the muscle should be relaxed. This process should be repeated 3-4 times.

If the stretch does become too painful, the muscle will tighten to resist over-stretching and damage, and the process becomes self-defeating.

An alternative process is to use a technique known as PNF. In this process, the same uncomfortable stretch position should be reached, but then the stretched muscle should be firmly tensed for about 8 seconds. Immediately the muscle is relaxed, it will be possible to move deeper into the stretch.

It is best to stretch at least a little every day, and comprehensively 2-3 times per week.

An Instructor should watch to see that students do not modify an exercise in such a way that it becomes less effective or unsafe. Particular attention should be paid to the effect of any modification to the joints.

The illustrations are mostly self explanatory, but mention is occasionally made of the main muscles or joints benefiting from each particular exercise. General, non-medical terms are used to describe parts of the anatomy - we can all recognise the term hamstring, but Biceps Femoris??



LESSON PLAN

INSTRUCTOR:

DATE:

TIME:

ABILITY:

Aims and Objectives:

Learning Attitudes

Tick the attitudes to highlight during the lesson

<i>Listen</i>	<i>Resilience</i>
<i>Concentrate</i>	<i>Reflection</i>
<i>Consider advice</i>	<i>Reasoning</i>
<i>Explain when asked</i>	<i>Responsibility</i>
<i>Work independently</i>	
<i>Focus on task</i>	
<i>Work as a team</i>	
<i>Resourcefulness</i>	

Learning Activities:

Warm Up

Introduction and explanation

Warm Down

Plenary – key points

Keywords

-
-
-
-
-

Equipment

-
-
-
-
-

Feedback and Assessment