



Australian Government

Australian Sports Commission

ACTIVE AFTER-SCHOOL COMMUNITIES

playing for life

Martial Arts

COMPANION BOOK



Acknowledgments

The Australian Sports Commission wishes to acknowledge the contribution of the following people and organisations to the production of this resource.

Activities included within the Martial Arts Companion Book have been adapted from the Playing for Life Resource Kit, with the assistance of Joel Muyot and Bronwen Bath. These contributors also provided significant input for the inclusion of new activities and the martial arts specific content.

Gayle Rogers (ACHERP/Schools Network), Sue Cormack (ACHERP/Schools Network), Bruce Knights (Keilor Downs Secondary College) and Les Bee developed the content for the introduction and principles for how and when to change activities.

The editorial team of Creating Excellence Consulting, Wenda Donaldson (AASC), Teena Jackson (AASC), Lainie Houston (AASC), Melissa Backhouse (Junior Sport Unit) and Ashley Beaver (AASC) developed, proofread and edited written materials and significantly contributed to the overall content and format of the final product.

Disclaimer

The Playing for Life companion books have been designed for use with students aged 4–12. Each book assumes that each student is healthy and has no medical condition, disability, illness, impairment or other reason that may impact, limit or restrict their involvement in sport or other physical activity. A student should not be allowed to participate in an activity if any medical, physical or other factor indicates that they are not suited to that activity. Where there are any queries or concerns about such matters, the consent of the student's parent or guardian should be obtained before allowing participation. While care has been taken in the preparation of these books, the publisher and authors do not accept any liability arising from the use of the books including, without limitation, from any activities described in the books.

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Contents

»	About this book	ii
»	Playing for Life – what is it?	iii
»	How do I know when to CHANGE IT?	v
»	Tips for delivery	vii
»	Introduction to martial arts	1
»	What you need from the kit...	7
»	Overview of lessons	8
»	How to use this book	9
»	Lesson plans:	
	LESSON 1	10
	LESSON 2	16
	LESSON 3	24
	LESSON 4	30
	LESSON 5	36
	LESSON 6	42
	LESSON 7	47
	LESSON 8	53
»	Where to from here?	60
»	Resources and more information	61

About this book



The Playing for Life companion books have been developed to complement the Active After-school Communities (AASC) Playing for Life resource kit. They are primarily designed for members of the local community who will be delivering programs to participating primary school-aged children.

More specifically, they are designed to help people with minimal experience in the sport to deliver activities in line with the Playing for Life philosophy. This places an emphasis on providing safe, fun, engaging activities that ensure maximum participation from all children, regardless of their level of ability.

Playing for Life – what is it?

The Playing for Life philosophy adopts a ‘game sense’ approach to physical activity.

- » **THE GAME IS THE FOCUS** — Players develop skills through fun, game-like activities (by ‘playing the game’) rather than through traditional skills and drills.
- » **COACH IS A FACILITATOR** — Coaches play more of a facilitator role than a director’s role. Rather than instructing players how to perform a particular skill, coaches provide key coaching points for performing the skill then set the players a challenge that they must solve through activity. For example, they might ask:
 - » How many different jumps can you perform in 30 seconds?
 - » Where will you stand to field the ball?
 - » How can you work together to stop the opponents scoring?
 - » How can you include everyone?

This engages players in the activity at a level that suits their own ability, and players learn through self-discovery rather than coach direction.

- » **DISCRETE COACHING** — Coach instructions and demonstrations are kept to a minimum. Allow play to continue and support players to develop their skills on the side in an unobtrusive way during the course of the activity. This maximises player participation and allows players to receive one-on-one coach support where required.
- » **ROLE MODELS** — Use player role models during the activities to demonstrate and emphasise good technique or strategies. Be aware of cultural considerations when adopting this strategy.

Remember!

The activity sets the challenge

The game asks the questions, and

The players' response is the answer

» ASK THE PLAYERS —

The use of player questioning is a valuable strategy to engage the players themselves in changing the activity to increase participation and to make the activity more or less challenging.

- » **CHANGE IT** — Simple variations to activities are introduced to make the activities easier or harder in order to accommodate all player ability levels and backgrounds. Use the CHANGE IT acronym to assist you in modifying the activities, and remember to 'Ask the players':

C

Coaching style e.g. deciding when to direct activities and when to ask the players. Knowing when to provide discrete coaching and when to 'just let the kids play'

H

How you score or win e.g. introduce zones for batting or target games

A

Area (playing area) e.g. make the playing area smaller or larger; alter distances to targets or between players

N

Number of players e.g. consider different team sizes to keep all players active. Have several games of 2 v 2 or, if focusing on defence skills, change to 3 v 2 or 2 v 1 etc

G

Game rules e.g. allow 2 bounces before catching or stopping a ball, or introduce a no-go zone

E

Equipment e.g. use a larger or softer ball; rackets instead of bats; bins or markers for targets

I

Inclusion e.g. modify the game to maximise the involvement of all players. Ask the players how to change the game

T

Time e.g. reduce or extend the time to perform actions; change the number of passes within a time limit; vary the length of time a player can hold the ball

It is more important to follow the concept of **CHANGE IT** than to remember what each letter represents.

If it is not working.... CHANGE IT!!

How do I know when to **CHANGE IT**?

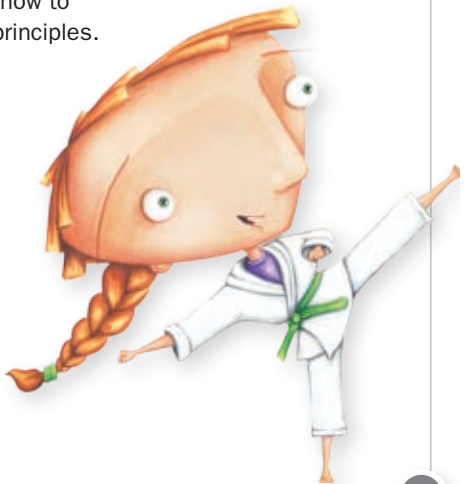
The first step is to play the game and observe player involvement and responses.

When observing the game being played, and player involvement and responses, ask yourself the following questions:

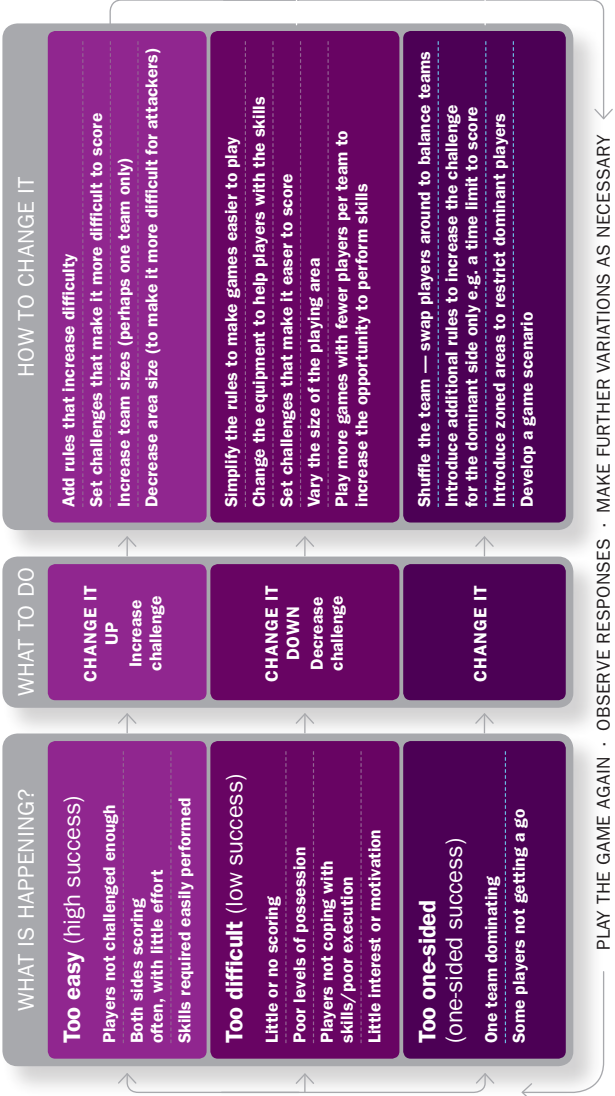
- » Is the game safe?
- » Are all players having fun?
- » Are all players engaged in the game?
- » Is the game working?
- » Do all players understand the game?
- » Is the objective of the game being achieved?
- » Are all the players being included?
- » Is participation being maximised?
- » Is the game appropriate to the ability level of each player?
- » Are all players being challenged?

If the answer to any of the above questions is No, then **CHANGE IT**.

The diagram on the following page provides a step-by-step guide about when and how to apply the **CHANGE IT** principles.



When and how to apply the CHANGE IT principles



PLAY THE GAME AGAIN · OBSERVE RESPONSES · MAKE FURTHER VARIATIONS AS NECESSARY

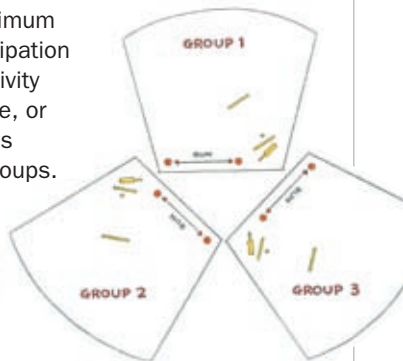
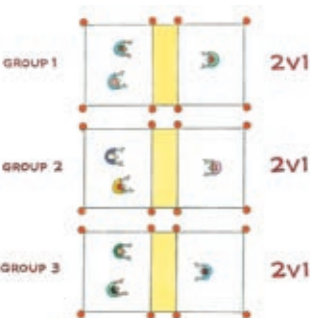
OBSERVATION

Play the game
 Observe player involvement and responses:

- Is the purpose being achieved?
- Are all players engaged?
- Are players coping with the skills required?
- Is it safe?
- Are players enjoying the game?

Tips for delivery

- » Do not limit yourself to the structure of the lesson plans provided. Be creative and add your own flair as you become more confident as a deliverer.
- » Use the Easier and Harder variations to modify the games to suit the ability levels of the players. Remember to use your own CHANGE IT variations and 'Ask the players'.
- » Use the Tips section to provide discrete coaching where needed to develop players' skill levels.
- » As the lessons progress, the games evolve to become more complex and similar to the sport itself. However, remember to match the game with the ability of the players and modify it as necessary.
- » On the other hand, if the players grasp the games quickly, you may find you complete them in a shorter timeframe than estimated. In these circumstances, introduce games that the children enjoyed from previous lessons, to fill in time.
- » Remember some games may not work with one group, whereas they could work really well with another. Don't be afraid to CHANGE IT to suit the needs of your group or even replace the game completely.
- » Keep group sizes to a minimum to ensure maximum participation of all children. Run the activity with several groups at once, or set up stations with various activities and rotate the groups.





MARTIAL ARTS

Introduction to martial arts

What are martial arts?

- » Martial arts incorporates a total system of training that goes far beyond fighting.
- » It can be many things to many people. For some, it is the perfect vehicle for achieving physical fitness, while for others it is a means of self-protection.
- » The practice of martial arts helps develop improved balance, strength and mental fortitude — overall, a more conditioned body and a sounder mind.
- » Traditionally, martial arts training has been characterised by the development of core martial arts techniques through a strict adherence to repetitive drills.
- » Playing for Life martial arts focuses on children engaging in physical activity and developing skills through self-discovery and problem solving — that is, through play.

Tips for delivering martial arts

Following are some specific tips for delivering Playing for Life martial arts:

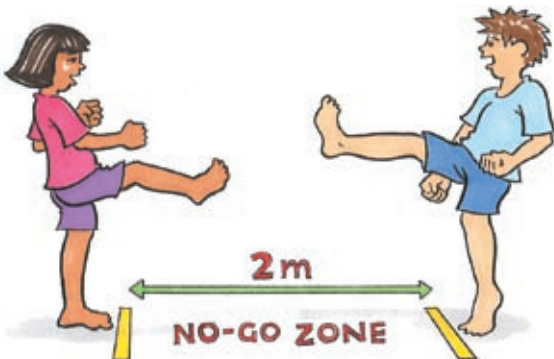
- » Most activities in this manual do not require any equipment. Those that do need some equipment involve items that are generally readily available or that can be either made or purchased from local sports stores.



Examples include foam sticks (noodles) or rolled-up paper, soccer-sized balls (such as foam or harder balls), focus mitts, and striking shields. Focus mitts and striking shields should be soft (thick pad) to ensure no injuries when contact is made.



- » You need to observe the following safety considerations during martial arts activity lessons:
 - Make sure the playing surface is even and free of obstructions.
 - If you are using an indoor playing area or surface, participants can train barefooted. If you are conducting the training outdoors, they must wear shoes.
 - Start Out activities are used purely to prepare players for the activities to come. Start out slowly and gradually increase the pace or intensity as players warm up.
 - Some activities may require physical contact between players. Always ensure contact in these instances is light and all activities are strictly supervised. In activities where there is more potential for body contact (for example, sparring), enforce a safety zone between sparring partners so that no contact is made between players.



Introduction to basic martial arts terms and skills

General

- » **BOWING** — the act of lowering the head and upper body from the waist, as a gesture before and after the game.

- » **SPARRING** — a form of one-on-one training performed with a training partner. Players face their partner and perform several strikes and blocks at each other.

- » **SHADOW SPARRING** — a form of sparring where players perform several strikes and blocks at an imaginary attacker.

- » **STANCE** — the way the body and legs are positioned.



- » **READY STANCE** — a balanced stance that ensures players are standing at attention awaiting further instructions from the coach.



- » **FORWARD STANCE** — a basic type of stance, where the weight is forward. One foot is well forward of the other, with the knee bent, and the back leg is straight. Feet are shoulder-width apart, facing forward and flat on the ground.



- » **HORSE-RIDING STANCE** — a stance where the player stands as if they were sitting on a wide horse. Toes on both feet face the front, and their back should be straight to improve posture and strengthening of their back. Their hands should be at their hips.



Striking

- » **STRIKE** — the action of hitting a target in training or a sparring session.

- » **HAND STRIKE** — any type of basic strike made with the hand, which includes punches and open hand strikes.

- » **PALM HEEL STRIKE** — an open hand strike made with the palm of the hand (in high-five position).



- » **KNIFE HAND STRIKE** — an open hand strike, where the hand starts at the opposite shoulder, with fingers straight, and strikes out across the body to hit with the thick part of the hand, opposite the thumb (palm down).



- » **MAKING A FIST** — the wrist remains straight and the thumb is on the outside.



- » **PUNCH** — a basic strike made using a closed hand (a fist). A punch may be a straight, side, back, low, mid-section or high punch.



- » **LEG RAISE** — where the leg is raised forward and kept straight like a pendulum, with the toes pointing back towards the body.



- » **KICK** — a strike made with the foot. In a front kick, the knee is lifted and the leg is extended forward to make contact with the ball of the foot. Other types of kicks are side, low (knee height), mid-section (belly button height) or high (face height). A combo kick is 4 kicks in different directions while turning.



KNEE LIFT



FRONT KICK

Blocks

- » **BLOCK** — the method of preventing a strike at your body or head, using the forearm(s).
- » **LOW SECTION BLOCK** — a type of block performed with one hand to stop an attack at the player's body. The hand starts at the opposite shoulder, then moves diagonally across to the knee on the same side in a fanning motion (firstly with an open hand and eventually with a fist). The leg on the same side as the blocking arm is forward in the stance.



- » **HIGH SECTION BLOCK** — a type of block performed with one arm to stop an attack coming down onto the player's head. The hand starts at the opposite shoulder then moves upwards above head height in a fanning motion (firstly with an open hand and eventually with a fist). The leg on the same side as the blocking arm is forward in the stance.
-



- » **DOUBLE LOW SECTION BLOCK** — where the player blocks an attack on the body with both arms pointing downward.



What you need from the kit...



START OUT

WILDCARD

START OUT WC 01A	Form a group
START OUT WC 03A	All-in tag
START OUT WC 03B	Look out for others!
START OUT WC 04B	Fish in the net
START OUT WC 04C	Hospital tag
START OUT WC 05B	Stork tag
START OUT WC 07	Tunnel and laps
START OUT WC 08A	Partner tag
START OUT WC 08B	Low 5s, high 5s
START OUT WC 09A	Warriors and dragons
START OUT WC 10A	Fun on the spot
START OUT WC 10B	Frost and thaw

COOPERATIVE PLAY

START OUT CP 02A	Here, there, nowhere
START OUT CP 06B	L-o-n-g throw

MOVEMENT

START OUT MV 01A	Coach says
START OUT MV 01B	Mexican wave

GET INTO IT

MOVEMENT

GET INTO IT MV 01A	Racing relay
GET INTO IT MV 01B	Shout
GET INTO IT MV 02A	Tunnel crawl
GET INTO IT MV 02B	Walk the line
GET INTO IT MV 03A	Mirror, mirror
GET INTO IT MV 03B	Speed touch
GET INTO IT MV 04A	3-step sparring
GET INTO IT MV 04B	Treasure

FINISH UP

FINISH UP

FINISH UP 01	What did you learn?
FINISH UP 02	Relaxation
FINISH UP 03	Stay tuned...
FINISH UP 04	Video ref Freeze frame
FINISH UP 05	Shadow sparring



Remove or print each of the above cards from the Playing for Life resource kit and add to the ring-bound holder provided.




This companion book cross-references these cards throughout the 8-week lesson plan.

Overview of lessons

LESSON	1	2	3	4	5	6	7	8
OBJECTIVE	Horse-riding stance, forward stance, low blocks	Forward stance and leg raises	Blocks	Hand strikes	Front kick	Blocks and strikes	Sparring	One-point sparring
START OUT	Fun on the spot Start Out WC 10A Here, there, nowhere Start Out CP 02A	Fish in the net Start Out WC 04B Coach says Start Out MV 01A Form a group Start Out WC 01A	Warriors and dragons Start Out WC 09A Partner tag Start Out WC 08A	Frost and thaw Start Out WC 10B	Fun on the spot Start Out WC 10A All-in tag Start Out WC 03A	Here, there, nowhere Start Out CP 02A Stork tag Start Out WC 05B	Hospital tag Start Out WC 04C Look out for others! Start Out WC 03B	Fun on the spot Start Out WC 10A Speed touch Get Into It MV 03B
GET INTO IT	Coach says Start Out MV 01A Racing relay Get Into It MV 01A All-in tag Start Out WC 03A	Tunnel crawl Get Into It MV 02A L-o-n-g throw Start Out CP 06B Tunnel and laps Start Out WC 07	Coach says Start Out MV 01A Mexican wave Start Out MV 01B Walk the line Get Into It MV 02B	Mirror, mirror Get Into It MV 03A Shout Get Into It MV 01B Partner tag Start Out WC 08A	Walk the line Get Into It MV 02B Mexican wave Start Out MV 01B Mirror, mirror Get into it MV 03A	Walk the line Get Into It MV 02B Mirror, mirror Get Into It MV 03A Coach says Start Out MV 01A	Coach says Start Out MV 01A Shadow sparring Finish Up 05 Speed touch Get Into It MV 03B 3-step sparring Get Into It MV 04A	Coach says Start Out MV 01A Shout Get Into It MV 01B Mexican wave Start Out MV 01B Treasure Get Into It MV 04B
FINISH UP	Low 5s, high 5s Start Out WC 08B What did you learn? Finish Up 01	Shadow sparring Finish Up 05	Video ref Finish Up 04 What did you learn? Finish Up 01	Shadow sparring Finish Up 05 Relaxation Finish Up 02	Shadow sparring Finish Up 05	What did you learn? Finish Up 01 Relaxation Finish Up 02	Freeze frame Finish Up 04 Relaxation Finish Up 02	What did you learn? Finish Up 01 Stay tuned... Finish Up 03

How to use this book

- 1 Read the introductory pages to make sure you have an understanding of the Playing for Life philosophy and a basic understanding of the sport, including terms and skills, safety considerations and equipment requirements.
- 2 Read through each lesson plan to make sure you understand the objectives and requirements for each lesson.
- 3 Collect and review the required Playing for Life activity cards referred to in each of the lessons.
- 4 Add the loose-leaf activity cards to the ring-bound holder (shown). A companion book can sit alongside the activity cards — just slide the cover into the holder.
- 5 Before conducting each lesson, organise an appropriate and safe playing area and the necessary equipment (based on the number, ability levels and backgrounds of the players and the available area and equipment). A full equipment kit for this companion book has been prepared and is available through the AASC preferred supplier. To order, visit our web site at www.ausport.gov.au/aasc.
- 6 Deliver the lesson, using the indicated Playing for Life activity cards and the instructions provided in the book. Remember to vary the activities, where required, to cater for the needs of different players. If the activity is not working, remember to CHANGE IT.
- 7 Review the lesson immediately afterwards so you can identify what worked well/what didn't, what level the players are at, and what you need to remember for next time. The outcome of this review will influence what you include in the next lesson and how you deliver it.

While this book is primarily designed to help people with minimal experience in the sport to deliver activities in line with the Playing for Life philosophy, we do encourage you to consider attending a coaching course to improve your knowledge and skills. Information about the relevant coaching courses can be found in the 'Where to from here' section of the book.

Lesson 1

OBJECTIVE	Horse-riding stance, forward stance, low blocks
TIME	60 minutes
AREA	Area required depends on player numbers and mobility
EQUIPMENT	» Marker cones to define playing areas

Card summary

- » **Start Out WC 03A**
- » **Start Out WC 08B**
- » **Start Out WC 10A**
- » **Start Out CP 02A**
- » **Start Out MV 01A**
- » **Get Into It MV 01A**
- » **Finish Up 01**



Remember, if the game isn't working **CHANGE IT**

1

Fun on the spot

START OUT WC 10A
5 MINUTES

A quick energiser. 3 or 4 running on the spot variations are called. The emphasis is on short bursts of fun.

SKILL FOCUS *Focuses on listening and concentration*

Use the activity card, PLUS...

- » Call out specific movements including jogging, star jumps, skipping, hopping.



Here, there, nowhere

START OUT CP 02A
5 MINUTES

On your call, players run towards you, away from you (there), or do an activity on the spot (nowhere). (Play with 6 or more.)

SKILL FOCUS *Energiser that develops player and spatial awareness*

Use the activity card, PLUS...

- » Call out specific movements including jogging, star jumps, skipping, hopping.



Coach says

START OUT MV 01A
10 MINUTES

Using the rules of 'Simon says', call out commands for players to perform various fundamental motor skills and movement patterns.

SKILL FOCUS *Teaches fundamental martial arts movements — making a fist, bowing, the ready stance and the horse-riding stance.*

Use the activity card, PLUS...

- » Ask players to demonstrate the following movement patterns:
 - make a fist
 - bow
 - ready stance
 - horse-riding stance.

**MAKE A FIST****BOW****READY STANCE****HORSE-RIDING STANCE**

COACH SAYS:
'HORSE-RIDING STANCE AND PUNCH'



Harder:

- » Introduce punching with the horse-riding stance.
- » Alternate between right-arm and left-arm punching.

TIPS » When making a fist, make sure the wrist is straight.

- ASK THE PLAYERS**
- » How can you make a fist?
 - » How can you show respect to the coach? (Bow)
 - » How can you show you are ready to start? (Assume the ready stance)

Racing relay

GET INTO IT MV 01A
15 MINUTES

Players race each other in a relay, performing the horse-riding stance. (Play in teams of 4 or 5.)

SKILL FOCUS *Teaches fundamental martial arts movements plus punching, teamwork and coordination*

Use the activity card, PLUS...

- » Players race each other jumping forward in the horse-riding stance.
- » Every two jumps, players stop, shout and punch once with each arm.



Harder:

- » Punch low and/or high.
- » Increase the number of punches.

TIPS » Make sure players' backs are straight and toes are facing forward when in the horse-riding stance.

All-in tag

START OUT WC 03A
15 MINUTES

Everyone tries to tag everyone else. Players who are tagged continue to tag others from a forward stance position. (Play with 8–30.)

SKILL FOCUS *Focuses on the forward stance, balance and coordination*

Use the activity card, PLUS...

- » Players may only shuffle forwards and backwards in the forward stance to avoid being tagged and to tag others.
- » Players may only tag using their hands, and may only tag the torso or legs.
- » Once tagged, players stand still in the forward stance position, and may tag others.
- » Players may block taggers using a low block.



FORWARD STANCE

- TIPS**
- » When shuffling, players drag their back foot in line with the front foot (still shoulder-width apart), and then move their front foot forward again. Reverse for shuffling backwards.
 - » Ensure players stay on the balls of their feet when shuffling.
 - » For a low block, the left hand touches the right shoulder, then moves diagonally down and across to touch the left knee while the left leg is forward in the forward stance (or vice versa).



LOW SECTION BLOCK

Low 5s, high 5s

START OUT WC 08B
5 MINUTES

Players perform the nominated low 5s or high 5s with 4 other players.

SKILL FOCUS *Cool down activity that disguises stretching*

Refer to the activity card...



- TIPS**
- » Emphasise the disguised stretching — nominate a range of actions that will achieve this (e.g. high 5s, low 5s, hi–low combo, lo–high combo).
 - » Encourage players to perform actions at a gradually decreasing speed or in slow motion.

What did you learn?

FINISH UP 01
5 MINUTES

Question and answer. Reinforce key skills or tactical points. Link back to previous experiences.

Refer to the activity card...



Lesson 2

OBJECTIVE	Forward stance and leg raises
TIME	60 minutes
AREA	Area required depends on player numbers and mobility
EQUIPMENT	» Marker cones to define playing areas » 1 large ball per pair

Card summary

- » **Start Out WC 01A**
- » **Start Out WC 04B**
- » **Start Out WC 07**
- » **Start Out CP 06B**
- » **Start Out MV 01A**
- » **Get Into It MV 02A**
- » **Finish Up 05**



Remember, if the game
isn't working **CHANGE IT**

2

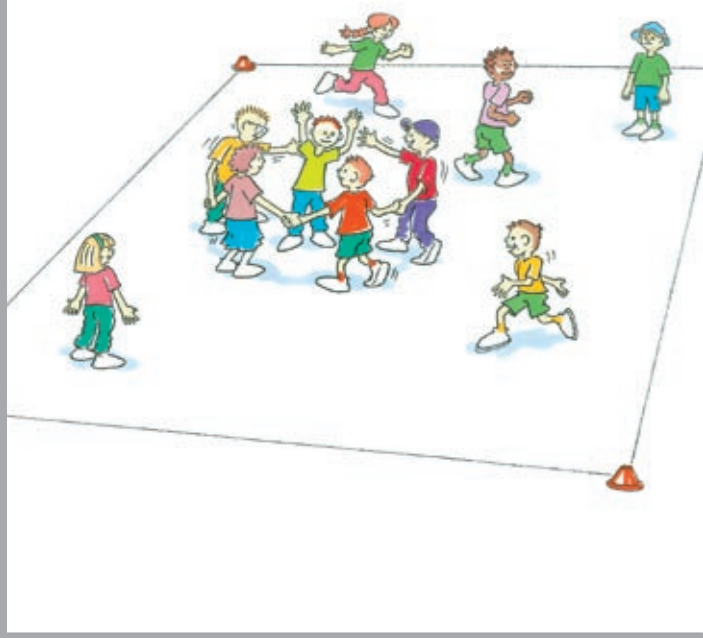
Fish in the net

START OUT WC 04B
5 MINUTES

3 players form the net by holding hands. They catch others by surrounding them. Caught players join the net and the game continues. (Play with 6 or more.)

SKILL FOCUS *Fun energiser that encourages teamwork*

Refer to the activity card...



Coach says

START OUT MV 01A
5 MINUTES

Using the rules of 'Simon says', call out commands for players to perform various fundamental motor skills and movement patterns.

SKILL FOCUS *Practises fundamental martial arts movements — making a fist, bowing, the ready stance and the horse-riding stance.*

Use the activity card, PLUS...

- » Ask players to demonstrate the following movement patterns:
 - make a fist
 - bow
 - ready stance
 - horse-riding stance.



MAKE A FIST



BOW



READY STANCE



HORSE-RIDING STANCE

COACH SAYS:
'HORSE-RIDING STANCE
AND PUNCH'



Harder:

- » Introduce punching with the horse-riding stance.
- » Alternate between right-arm and left-arm punching.

- ASK THE PLAYERS**
- » How can you make a fist?
 - » How can you show respect to the coach? (Bow)
 - » How can you show you are ready to start? (Assume the ready stance)

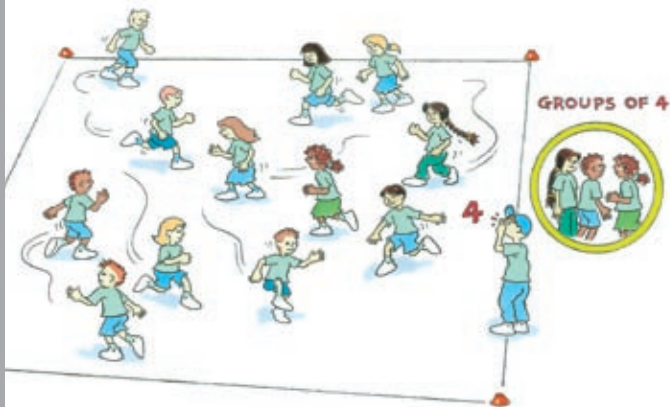
Form a group

START OUT WC 01A
5 MINUTES

Players run around in random directions avoiding body contact with other players. Call a number and players form groups of that size. Finish with groups of 4.

SKILL FOCUS *Practises running, player awareness and finding 'space'*

Refer to the activity card...



SAFETY » Emphasise the need to be aware of (and avoid running into) others.

Tunnel crawl

GET INTO IT MV 02A
10 MINUTES

Similar to tunnel ball but players commando-crawl through their tunnel, then throw a punch in the horse-riding stance and give a shout. Players forming the tunnel stand in the horse-riding stance. Many variations are possible. (Play in teams of 4–6.)

SKILL FOCUS *Fun activity that is motivational and helps develop teamwork, correct stance and coordination*

Use the activity card, PLUS...

- » Players stand in a horse-riding stance to form the tunnel.
- » After crawling through the tunnel, the player must throw a punch in the horse-riding stance and shout 'GO!'.



**HORSE-RIDING
STANCE**



Harder:

- » Players complete a kick or a leg raise.
- » Increase the space between the players in the tunnel.

L-o-n-g throw

START OUT CP 06B
10 MINUTES

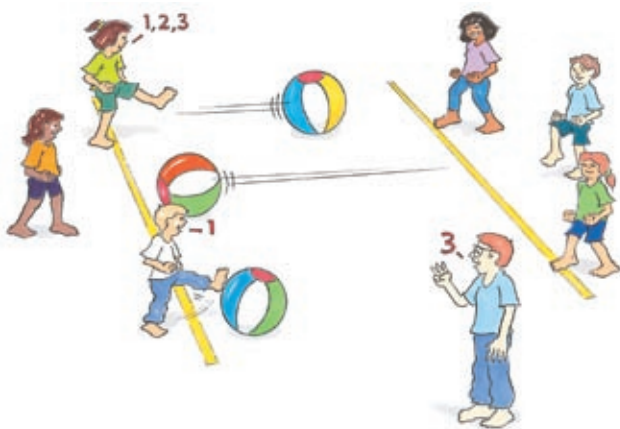
A cooperative game in which a ball is pushed between 2 players. If the ball reaches the receiver, both team-mates take a step back. If it does not reach the receiver, both team-mates take a step forward. The winning pair is the one that has retreated the furthest.

SKILL FOCUS *Practises leg raises, balance and coordination*

ADDITIONAL EQUIPMENT *1 large ball per pair*

Use the activity card, PLUS...

- » Players start in a forward stance and use leg raises to push a ball to their team-mate.
- » Vary the number of leg raises players must complete before pushing the ball e.g. 2, 3, 4.



- TIPS**
- » In the forward stance, the front leg should be bent, with the knee in line above the ankle, with the back leg straight.
 - » Make sure players maintain the correct technique while pushing the ball.
 - » Players should start close together.
 - » With leg raises, make sure each player keeps their leg straight like a pendulum, with their toes pointing up and back.

ASK THE PLAYERS » How many times can you raise your leg before you need to place it back onto the floor?

Tunnel and laps

START OUT WC 07
15 MINUTES

A member of the striking team uses a leg raise to push the ball into the field. They then run around team-mates, who are standing shoulder-to-shoulder, to score points. At the same time, the fielders come together to make a tunnel. The team member with the ball crawls through the tunnel. When they get to the front, they jump up and shout 'STOP!'. (Play with 8 or more.)

SKILL FOCUS *Fun activity that helps develop teamwork, the horse-riding stance, leg raises and coordination*

Use the activity card, PLUS...

- » The striker pushes the ball into the field using a leg raise, from a forward stance position.
- » The fielders form a tunnel and stand in the horse-riding stance.
- » The fielder with the ball crawls through the tunnel commando style then jumps up at the other end, into the horse-riding stance, and calls 'STOP!'.



ASK THE PLAYERS » Does a good stance make it easier for your team-mate to crawl through the tunnel?

Shadow sparring

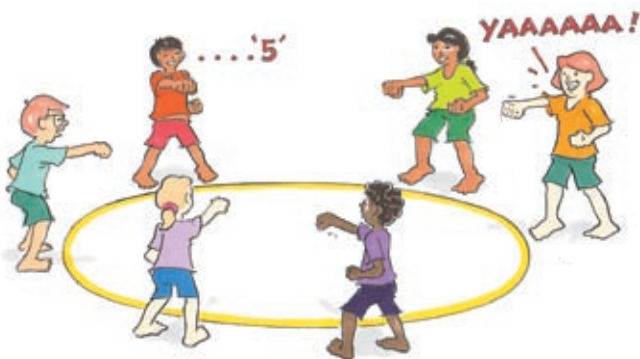
FINISH UP 05
10 MINUTES

Players string together a series of 4 or 5 movements they have learnt to date.

SKILL FOCUS *Warm down activity that improves linking skills and reactions to other people's moves*

Use the activity card, PLUS...

- » Limit the movement patterns to punching, leg raises or blocking only.
- » Increase the speed of the patterns.



TIPS » Players should show plenty of enthusiasm, and give a shout after each movement.

SAFETY » Ensure players are sparring in small, manageable groups, and are a safe distance apart.
» Players should not contact each other.

Lesson 3

OBJECTIVE	Blocks
TIME	60 minutes
AREA	Area required depends on player numbers and mobility
EQUIPMENT	<ul style="list-style-type: none"> » Marker cones to define playing areas » 1 foam stick (noodles) or rolled-up newspaper per pair » 1–2 medium sized balls per group of 6–8 players » 1 set of bibs per group of 6–8 players

Card summary

- » **Start Out WC 08A**
- » **Start Out WC 09A**
- » **Start Out MV 01A**
- » **Start Out MV 01B**
- » **Get Into It MV 02B**
- » **Finish Up 01**
- » **Finish Up 04**



3

Remember, if the game isn't working **CHANGE IT**

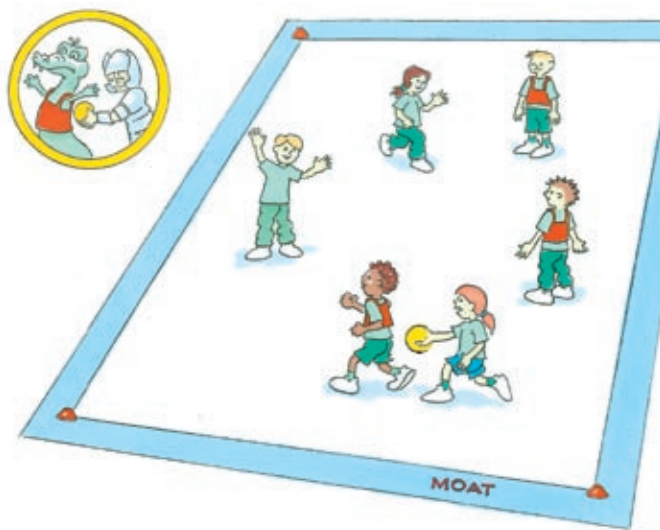
Warriors and Dragons

START OUT WC 09A
10 MINUTES

One team called **Warriors** passes a ball to other **Warriors** and tries to tag an opposition called **Dragons**. If **Dragons** are tagged they become **Warriors**. When all the **Dragons** are caught, the teams swap over.

SKILL FOCUS *Focuses on anticipation and evasion skills and builds teamwork*

Refer to the activity card...



Partner tag

START OUT WC 08A
5 MINUTES

Players are paired off. On a signal, one player, the **tagger**, tries to tag the other player. At the same time, all the other pairs are doing the same thing — **taggers** are trying to tag their partners.

SKILL FOCUS *Practises attacking movements and evasion skills*

Refer to the activity card...

ASK THE PLAYERS » How can you make it easier to tag a player?
» How can you avoid getting tagged?

Coach says

START OUT MV 01A
10 MINUTES

Using the rules of 'Simon says', call out commands for players to perform various fundamental motor skills and movement patterns.

SKILL FOCUS *Teaches fundamental martial arts movements — making a fist, bowing, the ready stance and the horse-riding stance*

Use the activity card, PLUS...

- » Ask players to demonstrate the following movement patterns:
 - make a fist
 - bow
 - ready stance
 - horse-riding stance.



MAKE A FIST



BOW



READY STANCE



HORSE-RIDING STANCE

COACH SAYS:
'HORSE-RIDING STANCE
AND PUNCH'



Harder:

- » Introduce punching with the horse-riding stance.
- » Alternate between right-arm and left-arm punching.

- ASK THE PLAYERS**
- » How can you make a fist?
 - » How can you show respect to the coach? (Bow)
 - » How can you show you are ready to start? (Assume the ready stance)

Mexican wave

START OUT MV 01B
10 MINUTES

Players stand in a circle and one player demonstrates a particular skill. Each player in turn around the circle repeats this skill. Slowly introduce more skills.

SKILL FOCUS *Improves balance and coordination*

Use the activity card, PLUS...

- » The leader introduces the following skills on your command:
- forward stance
 - leg raise
 - high section block
 - low section block
 - double low block.



FORWARD STANCE



LEG RAISE



HIGH SECTION BLOCK



LOW SECTION BLOCK



DOUBLE LOW BLOCK

- TIPS**
- » With leg raises, make sure each player keeps their leg straight like a pendulum, with their toes pointing up and back.
 - » Make sure players keep their backs straight throughout the movements.
 - » When blocking, the leg on the same side as the blocking arm should be forward in the stance.
 - » The blocking hand should start at the opposite shoulder and then move upwards or diagonally down in a fanning motion.

Walk the line

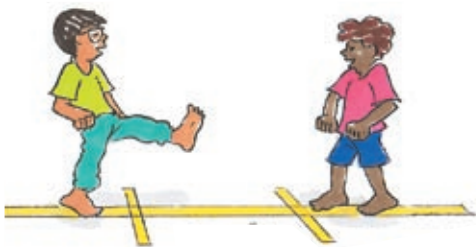
GET INTO IT MV 02B
15 MINUTES

In pairs, players simulate attacks using a foam stick (pool noodle) while their partner performs a series of blocks.

SKILL FOCUS *Practises blocks and improves hand–eye coordination*

Use the activity card, PLUS...

- » Players should start off in the forward stance.
- » Ask players to regularly change their leading foot in the forward stance.



- TIPS**
- » When blocking, players should step forward with the same foot as the blocking arm, into a forward stance, or step backwards with the opposite foot to the blocking arm, into a forward stance.

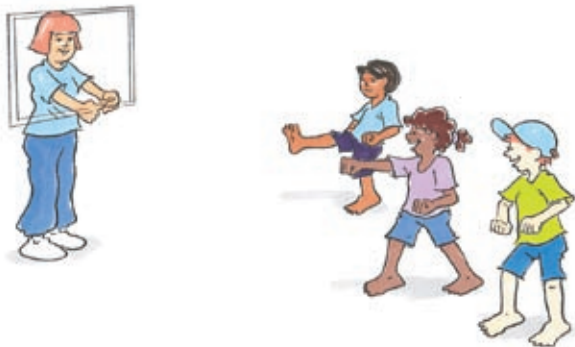
Video ref

FINISH UP 04
5 MINUTES

Players mime specific sporting actions (stance, blocking, leg raise, punching) in slow motion.

Use the activity card, PLUS...

» Describe martial arts skills or sequence of skills.



What did you learn?

FINISH UP 01
5 MINUTES

Question and answer. Reinforce key skills or tactical points. Link back to previous experiences.

Refer to the activity card...



Lesson 4

OBJECTIVE	Hand strikes
TIME	60 minutes
AREA	Area required depends on player numbers and mobility
EQUIPMENT	<ul style="list-style-type: none">» Marker cones to define playing areas» 1 striking shield, focus mitt or a large foam ball per pair

Card summary

- » **Start Out WC 08A**
- » **Start Out WC 10B**
- » **Get Into It MV 03A**
- » **Get Into It MV 01B**
- » **Finish Up 02**
- » **Finish Up 05**



4

Remember, if the game isn't working **CHANGE IT**

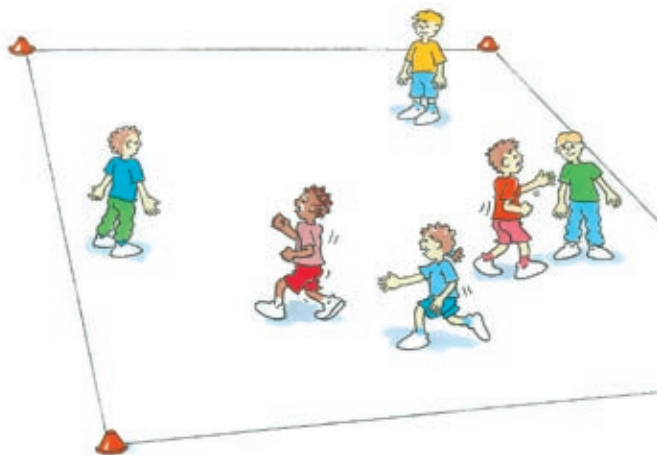
Frost and thaw

START OUT WC 10B
5 MINUTES

One player is Frost, the chaser, while another is Thaw. Frost tries to tag as many of the other players as possible. Once tagged, they must freeze on the spot. Thaw can melt these players by touching them. They can then rejoin the game. (Play with 6 or more.)

SKILL FOCUS *Energiser that builds on teamwork*

Refer to the activity card...



Mirror, mirror

GET INTO IT MV 03A
15 MINUTES

Play in pairs. Players stand stationary opposite their partner. One player is the mirror, while the other is the leader. The leader performs a series of movements/skills, and the mirror must copy the skills like a reflection.

SKILL FOCUS *Develops hand techniques and hand-eye coordination*

Use the activity card, PLUS...

- » Both players start in the ready position and then put both hands up in line with their jaw (as if holding two microphones).
- » Ask the leader to demonstrate the following hand techniques:
 - straight punch — forward stance without stepping
 - side punch — across the body
 - low punch — knee height
 - high punch — face height
 - knife hand strike — across the body, palm down and contact with the thick area of the hand, opposite the thumb
 - palm heel strike — a high five to the front.



STRAIGHT PUNCH



KNIFE HAND STRIKE



PALM HEEL STRIKE

Harder:

- » Introduce a focus point to strike.
- » The leader calls a series of actions and the mirror performs by striking the focus point.

ASK THE PLAYERS » How can you maintain good technique and increase the speed?

SAFETY » Players should only lightly contact the focus point.

Shout

GET INTO IT MV 01B
10 MINUTES

Shouting, or the 'martial arts yell', is often used in martial arts training. It is a controlled, aggressive shout that allows players to concentrate their energy into the point of impact. Players give a shout while performing a striking technique. The aim is to see who can shout the longest.

SKILL FOCUS *Practises shouts, concentration, determination and perseverance*

Refer to the activity card...



TIPS » Remind players to use their diaphragm and concentrate their shout into their technique.

Partner tag

START OUT WC 08A
15 MINUTES

Players are paired off. On a signal, one player, the tagger, tries to tag the other player. At the same time, all the other pairs are doing the same thing — taggers are trying to tag their partners.

SKILL FOCUS *Focuses on the forward stance, balance and coordination*

ADDITIONAL EQUIPMENT *1 striking shield, focus mitt or large foam ball per pair*

Use the activity card, PLUS...

- » Players may only shuffle forwards and backwards in the forward stance to avoid being tagged and to tag others.
- » One partner has a striking shield, focus mitt or large foam ball and, on your call, must hold it in the various positions (e.g. right shoulder, right knee, waist, chest etc).
- » Players may only be tagged on the target.
- » The tagger uses various punches or strikes to hit the target, and shouts when they strike.
- » Swap roles after each successful tag.



FORWARD STANCE



LOW BLOCK

- TIPS**
- » When shuffling, make sure players are on the balls of their feet.
 - » When punching, make sure players' wrists are straight and their thumb is on the outside.

ASK THE PLAYERS » How can you avoid being tagged?

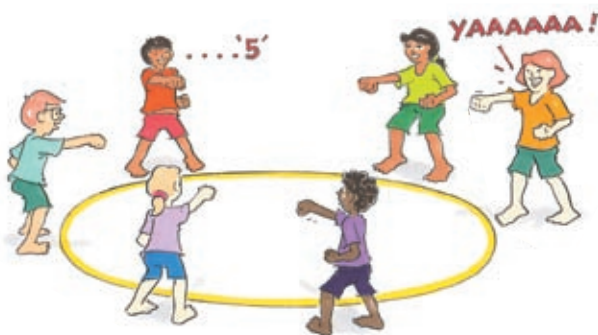
Shadow sparring

FINISH UP 05
10 MINUTES

Players string together a series of 4 or 5 movements they have learnt to date.

SKILL FOCUS Warm down activity that improves linking skills and reactions to other people's moves

Refer to the activity card...



TIPS » Players should show plenty of enthusiasm, and give a shout after each movement.

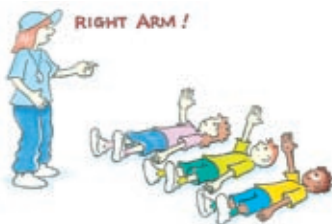
SAFETY » Make sure players are sparring in small, manageable groups, and are a safe distance apart.
» Players should not contact each other.

Relaxation

FINISH UP 02
5 MINUTES

Players concentrate on relaxed breathing and shifting this relaxation to different body parts.

Refer to the activity card...



Lesson 5

OBJECTIVE	Front kick
TIME	60 minutes
AREA	Area required depends on player numbers and mobility
EQUIPMENT	» Marker cones to define playing areas » 1 striking shield, focus mitt or a large foam ball per pair

Card summary

- » **Start Out WC 03A**
- » **Start Out WC 10A**
- » **Start Out MV 01B**
- » **Get Into It MV 02B**
- » **Get Into It MV 03A**
- » **Finish Up 05**



Remember, if the game isn't working **CHANGE IT**

5

Fun on the spot

START OUT WC 10A
5 MINUTES

A quick energiser. 3 or 4 running on the spot variations are called. The emphasis is on short bursts of fun.

SKILL FOCUS *Focuses on listening and concentration*

Use the activity card, PLUS...

- » Call out specific movements, including jogging, star jumps, skipping, hopping.



All-in tag

START OUT WC 03A
5 MINUTES

Everyone tries to tag everyone else! Players who are tagged continue to tag others from a crouched position. (Play with 8–30.)

SKILL FOCUS *Improves spatial and player awareness*

Refer to the activity card...



- ASK THE PLAYERS**
- » How can you avoid being tagged?
 - » How can you work together to tag a player?

Walk the line

GET INTO IT MV 02B
15 MINUTES

In pairs, one player simulates an attacking move while their partner attempts to block.

SKILL FOCUS *Practises blocks and improves hand-eye coordination*

Use the activity card, PLUS...

- » Players should start in the forward stance.
- » Ask players to change their leading foot in the forward stance regularly.
- » The attacker attempts to tag their partner on the arm while their partner blocks their attempts.
- » Swap partners regularly.



- TIPS**
- » When blocking, players should step forward with the same foot as the blocking arm, into a forward stance, or step backwards with the opposite foot to the blocking arm, into a forward stance.

**HIGH BLOCK**

Mexican wave

START OUT MV 01B
10 MINUTES

Players stand in a circle, and one player demonstrates a particular skill. Each player in turn around the circle repeats this skill. Slowly introduce more skills.

SKILL FOCUS *Improves balance and coordination*

Use the activity card, PLUS...

- » The leader introduces the following skills on your command:
 - leg raises
 - low kick — knee height
 - mid-section kick — belly button
 - high kick — face height
- » Vary the commands.



Harder:

- » Combination kick — kick in 4 directions while turning on the spot.

TIPS

- » Players should start in the forward stance position.
- » With leg raises, make sure players keep their leg straight, like a pendulum, with toes pointing up and back.
- » Players should make contact with the ball of their kicking foot.
- » With a front kick, players should lift their knee first, then extend their leg.



KNEE LIFT



FRONT KICK

- ASK THE PLAYERS**
- » How can you do a front kick?
 - » What different heights can you do the kick at?

Mirror, mirror

GET INTO IT MV 03A
15 MINUTES

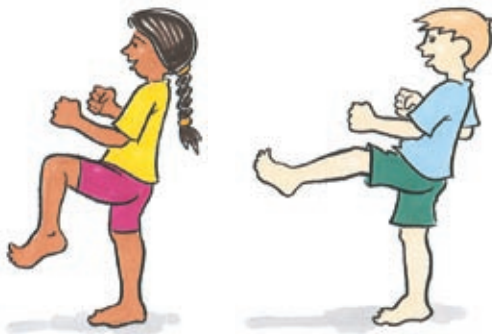
Play in pairs. Players stand stationary opposite their partner. One player is the mirror, while the other is the leader. The leader holds a focus point for the mirror to strike.

SKILL FOCUS *Practises the front kick and leg raises*

ADDITIONAL EQUIPMENT *1 focus mitt, striking shield or large sized foam ball per pair*

Use the activity card, PLUS...

- » The leader holds a focus mitt for the mirror to strike.
- » The mirror uses front kicks or leg raises to strike at the target.
- » Based on your call, the mirror performs that number of kicks in a row.
- » The leader should move the target after each kick.



FRONT KICK

Easier:

- » Pairs mirror each other's actions and see how many kicks or leg raises they can complete within a set timeframe e.g. 30 seconds.

Harder:

- » In teams of 5, have 4 people standing holding a target at different points around the mirror. The mirror must kick each target with the same leg, while turning on the spot.

ASK THE PLAYERS » How can you make sure you strike the target?
» How can you keep balance with a combo kick?

SAFETY » Players should only lightly contact the target.

Shadow sparring

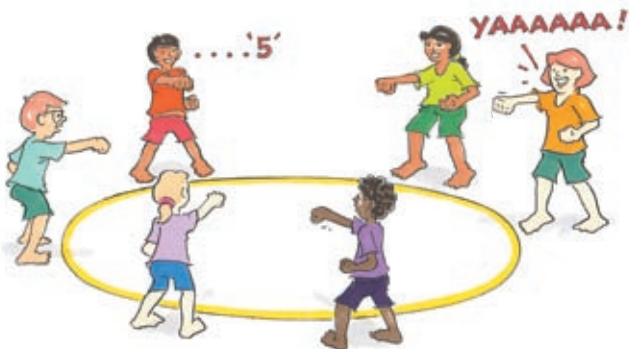
FINISH UP 05
10 MINUTES

Players string together a series of 4 or 5 movements they have learnt to date.

SKILL FOCUS Warm down activity that improves linking skills and reactions to other people's moves

Use the activity card, PLUS...

- » Limit the movement patterns to hands or legs or blocking only.



TIPS » Players should show plenty of enthusiasm, and give a shout after each movement.

SAFETY » Make sure players are sparring in small, manageable groups, and are a safe distance apart.
» Players should not contact each other.

Lesson 6

OBJECTIVE	Blocks and strikes
TIME	60 minutes
AREA	Area required depends on player numbers and mobility
EQUIPMENT	<ul style="list-style-type: none"> » Marker cones to define the playing area » 1 foam stick (noodle) or rolled-up newspaper per pair » 1 striking shield, focus mitt or a large foam ball per pair » 1 ball per group of 6–8 players » 1 set of bibs per group of 6–8 players

Card summary

- » **Start Out WC 05B**
- » **Start Out CP 02A**
- » **Start Out MV 01A**
- » **Get Into It MV 02B**
- » **Get Into It MV 03A**
- » **Finish Up 01**
- » **Finish Up 02**

Remember, if the game isn't working **CHANGE IT**



Here, there, nowhere

START OUT CP 02A
5 MINUTES

On your call, players run towards you (here), away from you (there) or do an activity on the spot (nowhere). (Play with 6 or more.)

SKILL FOCUS *Energiser that increases spatial and player awareness*

Refer to the activity card...

Stork tag

START OUT WC 05B
5 MINUTES

Taggers chase runners. If runners are tagged, they have to stand on the spot in a martial arts stance. A tagged runner (stork) can be freed by a fellow runner by exchanging a ball in an underarm throw. Either a stork or a free runner can throw the ball. (Play with 8 or more.)

SKILL FOCUS *Improves anticipation, evasion skills and teamwork*

Use the activity card, PLUS...

- » When tagged, runners stand in any martial arts stance (e.g. horse-riding stance, forward stance etc).



FORWARD STANCE



HORSE-RIDING STANCE

Walk the line

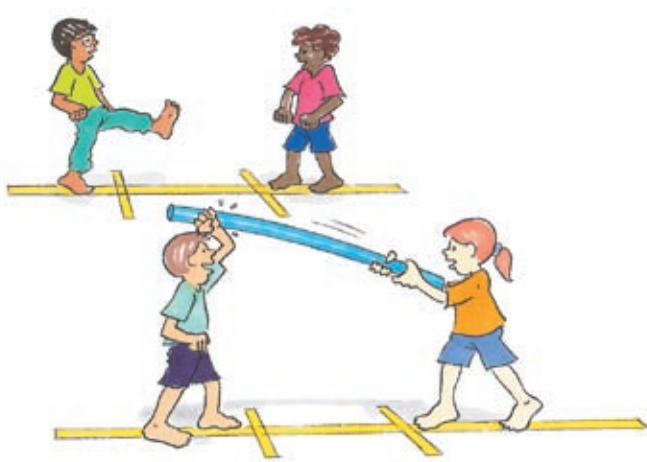
GET INTO IT MV 02B
15 MINUTES

In pairs, players simulate attacks using a foam stick (pool noodle) while their partner makes low blocks (to defend against strikes at their body) and high blocks (to defend against strikes at their head or face).

SKILL FOCUS *Practises blocks and improves hand-eye coordination*

Use the activity card, PLUS...

- » Players should start in the forward stance.



- TIPS**
- » Ask players to regularly change their leading foot in the forward stance.
 - » When blocking, players should step forward with the same foot as the blocking arm, into a forward stance, or step backwards with the opposite foot to the blocking arm, into a forward stance.

Mirror, mirror

GET INTO IT MV 03A
15 MINUTES

Play in pairs. Players stand stationary opposite their partner. One player is the mirror, while the other is the leader. The leader performs a series of movements/skills, and the mirror must copy the skills like a reflection.

SKILL FOCUS *Practises hand techniques and hand-eye coordination*

ADDITIONAL EQUIPMENT *1 foam stick (noodle) or rolled-up paper per pair · 1 focus mitt, striking shield or large sized foam ball per pair*

Use the activity card, PLUS...

- » Both players start in the ready position and then put both hands up in line with their jaw (as if holding two microphones).
- » Ask the leader to demonstrate the following hand techniques:
 - straight punch — forward stance without stepping
 - side punch — across the body
 - low punch — knee height
 - high punch — face height
 - knife hand strike — across the body, palm down and contact with the thick area of the hand, opposite the thumb
 - palm heel strike — a high five to the front.



STRAIGHT PUNCH



KNIFE HAND STRIKE



PALM HEEL STRIKE

Harder:

- » Introduce a focus point to strike.
- » The leader calls a series of actions and the mirror performs by striking the focus point.

ASK THE PLAYERS » How can you maintain good technique and increase the speed?

SAFETY » Players should only lightly contact the target.

Coach says

START OUT MV 01A
10 MINUTES

Using the rules of 'Simon says', call out commands for players to perform various fundamental motor skills and movements patterns.

SKILL FOCUS *Practises the front kick*

Use the activity card, PLUS...

- » Ask players to demonstrate the following movement patterns:
- knee raise
 - leg raise
 - front kick
 - low kick
 - mid-section kick
 - high kick.

TIPS » Raise the knee first in the kick then extend the leg.

What did you learn?

FINISH UP 01
5 MINUTES

Question and answer. Reinforce key skills or tactical points. Link back to previous experiences.

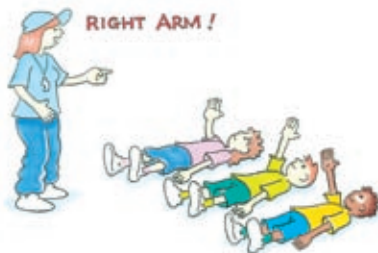
Refer to the activity card...

Relaxation

FINISH UP 02
5 MINUTES

Players concentrate on relaxed breathing and shifting this relaxation to different body parts.

Refer to the activity card...



Lesson 7

OBJECTIVE	Sparring
TIME	60 minutes
AREA	Area required depends on player numbers and mobility
EQUIPMENT	» Marker cones to define the playing area

Card summary

- » **Start Out WC 03B**
- » **Start Out WC 04C**
- » **Start Out MV 01A**
- » **Get Into It MV 03B**
- » **Get Into It MV 04A**
- » **Finish Up 02**
- » **Finish Up 04**
- » **Finish Up 05**



7

Remember, if the game isn't working **CHANGE IT**

Hospital tag

START OUT WC 04C
5 MINUTES

A nominated player tags any other player. The tagged player becomes the new tagger but has to choose a martial arts skill to perform. (Play with 6 or more.)

SKILL FOCUS *Warm up energiser*

Use the activity card, PLUS...

- » The tagged player must choose a martial arts skill to adopt while tagging (e.g. jumping in the horse-riding stance, shuffling in the forward stance).



Look out for others!

START OUT WC 03B
5 MINUTES

Players run in random directions in a defined area. Players are made aware of the fact that the activity is focused on learning to play safely in the presence of others.

SKILL FOCUS *Increases spatial and player awareness*

Refer to the activity card...

ASK THE PLAYERS » How can you stay clear of other players?

Coach says

START OUT MV 01A
10 MINUTES

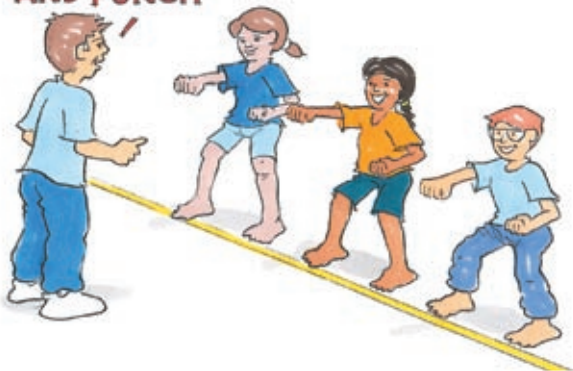
Using the rules of 'Simon says', call out commands for players to perform various fundamental motor skills and movement patterns.

SKILL FOCUS *Practises fundamental martial arts movements — making a fist, bowing, the ready stance and the horse-riding stance.*

Use the activity card, PLUS...

- » Ask players to demonstrate the following movement patterns:
 - make a fist
 - bow
 - ready stance
 - horse-riding stance
 - punching with the horse-riding stance.

**COACH SAYS:
'HORSE-RIDING STANCE
AND PUNCH'**



Harder:

- » Alternate between right-arm and left-arm punching.
- » Alternate the types of punches, low, high, mid, combo etc.

- ASK THE PLAYERS**
- » How can you make a fist?
 - » How can you show respect to the coach? (Bow)
 - » How can you show you are ready to start? (Assume the ready stance)

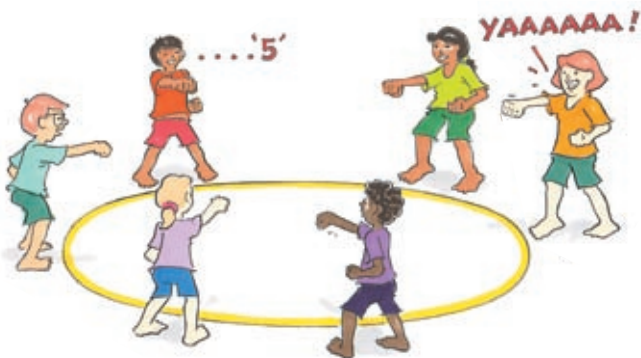
Shadow sparring

FINISH UP 05
10 MINUTES

Players string together a series of 4 or 5 movements they have learnt to date.

SKILL FOCUS *Improves linking skills and reactions to other people's moves*

Refer to the activity card...



TIPS » Players should show plenty of enthusiasm, and give a shout after each movement.

SAFETY » Make sure players are sparring in small, manageable groups, and are a safe distance apart.
» Players should not contact each other.

Speed touch

GET INTO IT MV 03B
10 MINUTES

Players pair off and face each other. One player tries to touch the other player on the arm. The other player tries to block or evade the strike.

SKILL FOCUS *Practises sparring and self-control*

Use the activity card, PLUS...

- » The defender uses blocks to stop the strike attempts.



TIPS » Fake one direction before touching another.

- ASK THE PLAYERS**
- » How do you make the most successful strikes?
 - » What is the best way to make successful blocks?

3-step sparring

GET INTO IT MV 04A
10 MINUTES

Players practise blocking and evading while other players strike out at them.

SKILL FOCUS *Practises sparring and self-control*

Refer to the activity card...



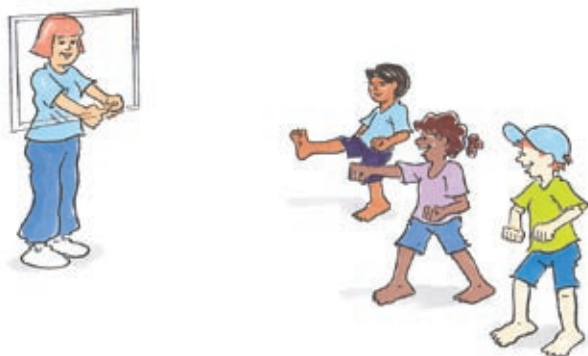
- TIPS**
- » When the punch is blocked (by the forearm), the blocker gently pushes the puncher's arm across and away from their body.

Freeze frame

FINISH UP 04
5 MINUTES

Ask players to mime particular actions e.g. blocks, kicks, punches. Players perform the actions until you call 'FREEZE!'. You then look at the statues and provide feedback.

Refer to the activity card...

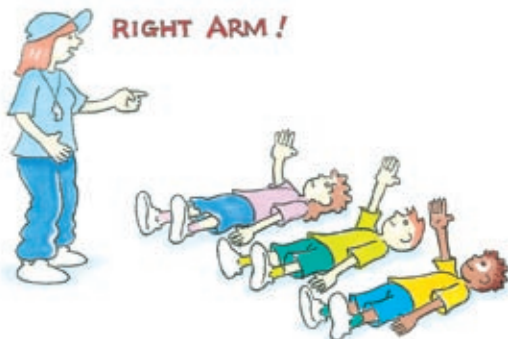


Relaxation

FINISH UP 02
5 MINUTES

Players concentrate on relaxed breathing and shifting this relaxation to different body parts.

Refer to the activity card...



Lesson 8

OBJECTIVE	One-point sparring
TIME	60 minutes
AREA	Area required depends on player numbers and mobility
EQUIPMENT	<ul style="list-style-type: none"> » Marker cones to define playing areas » A hoop or rope per group of 12 » 1 focus mitt, striking shield or a large foam ball per pair » 10 tennis balls per group

Card summary

- » **Start Out WC 10A**
- » **Start Out MV 01A**
- » **Start Out MV 01B**
- » **Get Into It MV 01B**
- » **Get Into It MV 03B**
- » **Get Into It MV 04B**
- » **Finish Up 01**
- » **Finish Up 03**



8

Remember, if the game isn't working **CHANGE IT**

Fun on the spot

START OUT WC 10A
5 MINUTES

A quick energiser. 3 or 4 running on the spot variations are called. The emphasis is on short bursts of fun.

SKILL FOCUS *Encourages listening and concentration*

Use the activity card, PLUS...

- » Call out specific movements, including jogging, star jumps, skipping, hopping.

Speed touch

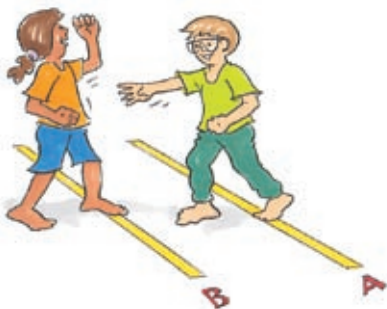
GET INTO IT MV 03B
5 MINUTES

Players pair off and face each other. One player tries to touch the other player on the arm. The other player tries to block or evade the strike.

SKILL FOCUS *Practises sparring, self-control and blocking*

Use the activity card, PLUS...

- » The defender uses blocks to stop the strike attempts.



- TIPS**
- » Fake one direction before touching another.
 - » Double low blocks should finish no wider than the hips, and hands should be situated approximately one foot from the body.

- ASK THE PLAYERS**
- » How do you make the most successful strikes?
 - » What is the best way to make successful blocks?

Coach says

START OUT MV 01A
10 MINUTES

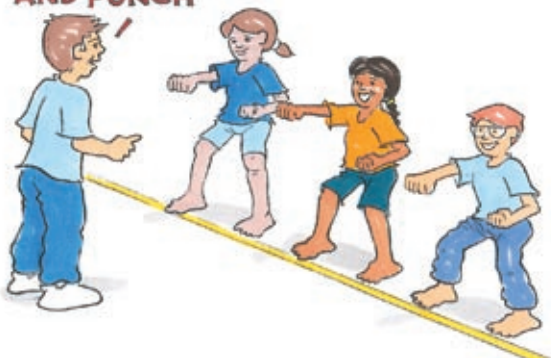
Using the rules of 'Simon says', call out commands for players to perform various fundamental motor skills and movement patterns.

SKILL FOCUS *Practises fundamental martial arts movements — making a fist, bowing, the ready stance and the horse-riding stance*

Use the activity card, PLUS...

- » Ask players to demonstrate a variety of the following movement patterns:
 - make a fist
 - bow
 - ready stance
 - horse-riding stance
 - blocks
 - front kicks
 - leg raises
 - strikes.

**COACH SAYS:
'HORSE-RIDING STANCE
AND PUNCH'**



Harder:

- » Introduce punching with the horse-riding stance.
- » Alternate between right-arm and left-arm punching.

Shout

GET INTO IT MV 01B
10 MINUTES

Shouting, or the 'martial arts yell', is often used in martial arts training. It is a controlled, aggressive shout that allows players to concentrate their energy into the point of impact. Players give a shout while performing a striking technique. The aim is to see who can shout the longest.

SKILL FOCUS *Practises shouts and concentration, and encourages determination and perseverance*

Use the activity card, PLUS...

- » Players must use various types of hand techniques when striking, such as a:
 - straight punch
 - side punch
 - open hand strike
 - knife hand strike
 - high punch
 - low punch.



TIPS » Remind players to use their diaphragm and concentrate their shout into their technique.

Mexican wave

START OUT MV 01B
10 MINUTES

Players stand in a circle, and one player demonstrates a particular skill. Each player in turn around the circle repeats this skill. Slowly introduce more skills.

SKILL FOCUS *Improves balance and coordination*

Use the activity card, PLUS...

- » The leader introduces the following skills on your command:
 - leg raises
 - front kick
 - low kick — knee height
 - mid-section kick — belly button
 - high kick — face height
 - combination kick — kick in 4 directions while turning on the spot.
- » Vary the commands.



LEG RAISE



FRONT KICK

- TIPS**
- » Players should start in the forward stance position.
 - » With leg raises, make sure players keep their leg straight, like a pendulum, with toes pointing up and back.

- ASK THE PLAYERS**
- » How can you do a front kick?
 - » What different heights can you do the kick at?

Treasure

GET INTO IT MV 04B
15 MINUTES

One team called Ninja try to steal the sacred jewels of the Emperor (the treasure) from the Imperial Palace which is guarded by another group, the Samurai warriors. The Ninja try to fight their way past the Samurai guards using one-point sparring matches. (Play in teams of 4–6.)

SKILL FOCUS *Uses strategy and teamwork*

Refer to the activity card...



What did you learn?

FINISH UP 01
2 MINUTES

Question and answer. Reinforce key skills or tactical points.
Link back to previous experiences.

Refer to the activity card...



Stay tuned...

FINISH UP 03
3 MINUTES

Short announcements and handouts — where to from here.

Refer to the activity card...



Where to from here?

There are many styles of martial arts, both traditional and sports-oriented. In the traditional styles, the main objective in their training is self-improvement, whereas the sport styles mainly train for competition. There are some organisations that cater for both interests.

Most of the common martial arts organisations can be found in your local Yellow Pages, as well as on the web. Popular styles such as Taekwondo, Karate and Kung Fu can also have various styles, depending on the Master Instructor of the style. Children wanting to learn more about martial arts should try and find an instructor who:

- » comes from an organisation that has a good reputation in their region
- » has several years of experience dealing with children, and
- » is associated with an organisation that has several branches nationally. This will ensure the student can continue their training wherever they live.

Coaching and officiating

Through each of the state and territory associations, there are coaching and officiating accreditation courses offered all year round. Coaches and officials who complete the requirements for these courses are accredited through the National Coach Accreditation Scheme (NCAS) and the National Officials Accreditation Scheme (NOAS).

Resources and more information

For more information about martial arts, check your local Yellow Pages, the internet, local papers or martial arts magazines.

Organisations you may like to contact are listed below. Their web sites contain contact details for the relevant state and territory associations.

Taekwondo Australia Inc

PO Box 1477
South Geelong, Victoria 3220
Tel: (03) 6275 2747
Fax: (03) 5243 3493
www.taekwondoaustralia.org.au
ta.ceo@bigpond.com

Australian Karate Federation Inc

22 Kilcolman Street
The Gap, Queensland 4061
Tel: (07) 3300 0022
Fax: (07) 3300 0033
www.akf.com.au
admin@akf.com.au

Australian Kung Fu (Wu Shu) Federation Ltd

83 Lindrum
Holt ACT 2615
Tel: (02) 9571 8966
Fax: (02) 9571 8977
www.akwf.com
walt@phoenixfilms.com.au