

## **Teaching Intermediate Sparring. A Progressive Curriculum.**

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## **I - Acknowledgments**

I owe thanks to many people. Thank you all.

## **II - Forward**

I chose this topic because sparring has recently become an important part of my training, as well as my instructing. I have learned much through its practice, and continue to discover new ways of thinking about both how to spar and how to teach sparring.

In my training, I felt that while sparring was always an integral part of our classes, and while we had sparring drills and requirements, we did not seem to have a solid formula for how sparring itself should be taught. Most of my instruction was based around practicing drills required for my next test, and then jumping in and sparring, without a progressive, curriculum based approach to actual improvement. Much of my early learning in sparring was from simple trial and error methods. I felt that while we had a curriculum for teaching Kenpo which built upon its own lessons and reinforced knowledge through a thematic approach, we lacked a similar structure for how we taught sparring.

It was my intention to create just such a curriculum. My intention in this thesis is to propose a format for teaching sparring through the intermediate level by expanding upon the drills required for each rank and organizing them into a rotating curriculum. One in which a student will be able to come in at any time and over the course of a few months, be progressively exposed to a wide variety of concepts related to sparring.

Selecting a topic for this paper was for me, no easy task. I suffered from an overabundance of ideas, and a struggle with my own pride. I wanted to write something that no one had ever seen before, something that would change the way everyone thought of the art of Kenpo. Because of this, nothing ever seemed to me to be good enough to devote my thesis to.

I came up with many ideas, and exploring them helped me to broaden my own understanding of the art. It made me think of my Kenpo in ways I never had before, and changed the way I thought about my own training and goals. Many of the ideas that I explored during this period have stayed with me and become projects of their own.

During this time I took it upon myself to begin teaching a sparring class at ASE Martial Arts. With the permission of my instructor, and input from those who had trod the path before me, I began to develop a progressive curriculum to teach beginners how to spar and the basics of sparring. Building upon the sparring requirements and themes that ASE Martial Arts taught at each of the intermediate belt ranks, I began to devise a system of drills and theme based classes with the intent of creating an ongoing class structure that would allow students to learn the basics of sparring, sharpen those skills through repetition and drilling, and practice them in a dynamic environment.

This process began by reviewing what had already been done with the subject matter, both within the school by my own instructors, and by reading books outside the school.

Unfortunately I found that many books on the subject of sparring had little value for what I had in mind. Most seemed little more than primers on the subject, designed to peak the interest without giving away any serious knowledge, or were designed for the beginner with limited or no previous knowledge. One book that did prove helpful was *American Freestyle Karate*, by Dan Anderson, (1981). This book contained some knowledge on footwork and technique which I found useful in planning my classes, but it was of greater value to me in its conceptual approach to sparring. I knew that I was on the right track.

The material that had already been produced by my instructors proved to be of greater assistance. Already, the sparring requirements had been sorted thematically by belt structure in an effort to build upon what had been taught in the previous rank. Using the basic themes for each belt, and many of the sparring requirements themselves, I was able to begin writing my class curriculum.

Each belt rank has a basic teaching objective. This is the theme of what is being conveyed through the drills and requirements for that rank. I then broke each belt itself into two classes. The first class would introduce the theme for that belt rank, and the second class would seek to refine the skills taught in the previous class, and solidify the knowledge in the mind of the student. In addition to the belt themes, I have added several classes which I feel aid in the students understanding of sparring basics and sparring application. These include classes on footwork, defense, and street application. There are also classes built into the curriculum which focus primarily on sparring itself, giving the students regularly scheduled classes in which they will be able to test their growth in both skill and endurance.

The structure of most classes is the same, allowing the student to comfortably predict the flow of the class and be aware of what will be expected of him. Classes usually begin with twenty to thirty minutes of drills relating to the class theme. These drills vary in style and intensity, including partner, air, pad, and line drills. All drills are practiced both right and left handed to assist the student in fully developing his weapons. After drills are completed, fifteen to twenty minutes is spent sparring.

Sparring is done in either point or continuous fashion, as decided by the instructor. Variations of the basic theme can be allowed to accommodate for the number of students or for the social climate in which the class is taking place. When preparing for a visit to an upcoming point sparring competition, the instructor may elect to focus more on point sparring than continuous to adjust the students awareness to the subtleties of this type of sparring.

Basic safety is observed at all times. Targets are restricted to the head, but not the face, the body from the seam of the shirt forward, and controlled contact to the kidneys and groin. Some limited leg techniques are taught to the upper thigh, but kicks are kept off the legs for safety purposes. The lowest ranking student is given control over the speed and intensity of each freestyle match, when not dictated by the instructor, although either student may always request that the speed and intensity be decreased

and that request will be honored.

From this point forward I will begin with a breakdown of the curriculum itself. Each class will be discussed as to what pertinent lessons are being conveyed to the student. In addition, alternative activities will be listed for students who have already attended that class on that subject, so that new patterns of movement can be used to reinforce the theme of the class.

First, a note on the descriptions of drills. Drills are written in the following format.

- Basic - basic – basic

Dashes represent a separate basic, however, foot maneuvers will be within dashes next to the pertinent basic, for instance,

- Basic - foot maneuver basic – basic

So for instance, a back knuckle strike followed by a drag step side kick followed by an inverted handsword would be written thusly,

- BKS - 3 Sk – IHS

Strikes with the rear weapons will be underlined, such as,

- 2 WK - BKS – VP

## **CLASS 1**

Objectives for this class -

Improving Basic Footwork

Theme for this class -

“If you can’t move, you can’t hit your opponent. It’s that basic.”

### **AIR DRILL**

Foot maneuvers one through six

1 - In Place Pivot

2 - Push Drag

3 - Drag Step

4 - Front Crossover

5 - Step Through

6 - Rear Crossover

These six foot maneuvers are demonstrated for the class and performed forward and back while observing the instructor. After the students have begun to grasp the foot maneuvers, the instructor will call out foot maneuvers at random and the students are to perform the foot maneuver both advancing and retreating thus returning to their original position.

### **PARTNER DRILL**

Now that the students understand and can demonstrate the foot maneuvers, they will partner up and take turns performing the foot maneuvers with an opponent. One partner will advance with a randomly selected foot maneuver and the other partner is to retreat with the same foot maneuver. Then it is the other partners turn to advance. This allows the students to practice foot maneuvers, monitoring, and controlling distance with an opponent.

### **AIR DRILL**

#### **Bouncing**

Bouncing can be a good way to maintain mobility, gain ground surreptitiously, and draw your opponent into a false rhythm.

The students will practice bouncing forward and back as well as side to side while the instructor demonstrates. Once the students have grasped the basics of bouncing, they are encouraged to attempt

to stutter their movement while watching themselves in the mirror. This allows the students to practice deceptive movement, as well as helping to train them to be constantly in motion.

## **AIR DRILL**

### **Cross stepping**

Cross stepping can be used to set up a kick or spin kick.

The students will practice cross stepping with both the lead and rear legs while the instructor demonstrates. Advanced students are encouraged to bounce and stutter while cross stepping. The instructor demonstrates how cross stepping can be used in conjunction with a jab or backknuckle strike to set up a kick or spin kick.

## **PARTNER DRILL**

Once the students have grasped the basic concept of cross stepping they will partner up and take turns practicing the cross step as a set up for a kick. One at a time the students will cross step with a jab or back knuckle and follow up with a kick or spin kick depending on the level of the student.

## **AIR DRILL**

### **Angular stepping**

It is important to be able to attack and defend in a line, but it is also important to be able to move off angle.

The students will practice stepping forward with the lead leg at a forty five degree angle and firing a kick or punch with the rear weapon while the instructor demonstrates in the air.

## **PARTNER DRILL**

Facing a partner, the students will take turns attacking with either a kick or a punch as dictated by the instructor. Their partner will then perform an angular step to evade the attack and counter with a kick or punch from the rear weapon. Advanced students are encouraged to use either kicks or punches, as well as to vary the counter attacks.

## **AIR DRILL**

### **Diamond Stepping**

Stepping off angle can also be used to shoot in and jam an opponent.

Similar to angular stepping, the student will step forward at a forty five degree angle and then step through with the rear leg into a forward bow facing the opponent on his weak line and fire a reverse punch while the instructor demonstrates in the air.

## **PARTNER DRILL**

Facing a partner, the students will take turns attacking with either a kick or a punch as dictated by the instructor. Their partner will then perform a diamond step to evade the attack and counter. Advanced students are encouraged to vary the attacks and counters.

## **AIR DRILL**

### **Half step back followed by a lunge forward**

By dropping back we can draw an opponent closer and then push drag forward to within range of our weapons while our opponent is committed to his forward momentum.

The students will practice stepping back with their rear leg to a wide base and then lunging forward with a lead weapon kick or punch while the instructor demonstrates in the air.

## **PARTNER DRILL**

Facing a partner, the student will take a step back with the rear leg to a wide base. At this time, the opponent will step in with an attack. At the moment that the opponent commits to his attack, the student will lunge forward with a lead weapon kick or punch, jamming the opponent. This allows the student to practice monitoring the opponent as well as proper timing.

## **AIR DRILL**

### **Pivot stepping**

We can also step off angle with a deflecting block to draw our opponent into a strike.

The student will practice performing a deflecting downward block in conjunction with a ninety degree

pivot step and a reverse punch while the instructor demonstrates in the air.

### **PARTNER DRILL**

Facing a partner the student will attack with a lead leg front kick. The partner will then execute a deflecting downward block in conjunction with a ninety degree pivot step and a reverse punch. Advanced students are encouraged to experiment with reverse pivot steps as well as varying the counter strikes.

### **FREESTYLE**

At this point the students will engage in continuous freestyle sparring. If this is the first time a student has been in class, or this is the first time this class has been taught, it is recommended that the instructor begin with an overview of legal targets. The instructor can also limit the speed and contact to the lowest intensities as long as he feels this is necessary. It is recommended that at this time continuous sparring be used so that students can practice their footwork without constant starting and stopping and attempt to develop a flow.

### **Theme for this class -**

“If you can’t move, you can’t hit your opponent. It’s that basic.”

### **END OF CLASS 1**

## **CLASS 2**

### **Objectives for this class -**

The Basics of Point Fighting

### **Theme for this class -**

“What is sparring? It’s a game. Why do we spar? To learn about timing, distance, and angles.”

The purpose of this class is to introduce the students to the basics of point fighting. It is also important to convey to the students that sparring is vastly differently from fighting. Sparring is a game, and the key difference between playing a game and fighting is that games have rules, and fights do not. It is important that the students understand why we spar and what purpose sparring has, as well as how sparring can make us better fighters. Sparring can help the student to learn techniques that can be used to efficiently control time, distance, and angle in combat, and the one who controls time and range in battle will prevail.

## **TIMING DRILLS**

### **Defending Against Step Thru Punches**

This drill is done in three parts. In each part one student stands in a fighting stance and the other student attacks him with step thru punches repeatedly. At first, the student defends against the punches with inward blocks to develop proper timing of his defensive weapons. Then the defender uses outward parries with the lead hand to defend against the punches, requiring more sophisticated timing and a greater degree of control. Finally, the defender simply moves his head off the line of attack, with no contact being made to the opponents attack at all. Advanced students may be encouraged to counter after defending or evading the opponent’s attack.

## **DISTANCE DRILLS**

### **Jamming and Evading Circular Strikes**

The first distance drill requires that one student be in a fighting stance while the other repeatedly attacks him with roundhouse kicks. The student has the option of either push dragging forward to jam the opponents attack at the hip, or push dragging back to evade the attack completely. This teaches the student that proper use of distance includes moving in as well as moving back. This also helps to show the relation between time and distance and how the two are interconnected.

### **Rubber Band Drill (Elastico)**

In this drill, the students face each other in fighting stances with the wrists crossed. Taking turns, they lean in and fire a backkuckle at their partner's temple. In defense, the student leans away from the attack just far enough to get out of range. As soon as the attack misses, the student immediately leans forward and fires a backkuckle at his partner's temple. This helps the student to learn that effective defensive range only requires that you're opponent not be able to reach you, and that by staying just outside of his critical distance, you are within range to quickly counter attack an unsuccessful strike.

## **ANGLE DRILLS**

### **Box Drill with Push Drags**

The students are in a fighting stance and imagine a box under their feet split into four numbered quadrants. The instructor randomly calls out a number and the student uses a push drag to place himself in that imaginary quadrant. This helps the student to begin to form habits of explosive angular movement. As the students become more proficient the instructor can increase the pace of his commands, requiring more focus and faster response from the students, emphasizing the relationship between timing and angles in effective combat.

### **Defending Against Circular Strikes, In, Out, and Away**

This drill requires that one student be in a fighting stance while the other repeatedly attacks him with roundhouse kicks. The student has the option of either push dragging forward to jam the opponents attack at the hip, push dragging back to evade the attack completely, or push dragging off angle in the direction the kick is traveling to reduce the energy that is transferred at the point of contact. This helps to teach the student the relationship between angles and distance, as well as teaching a student that past the apex of a circular strike the weapon begins to shed energy, making it a less dangerous attack to intercept.

## **FREESTYLE**

At this point the students can engage in freestyle point sparring. This is a good time to remind students of the legal targets for tournament sparring, as well as teach the basics of judging point sparring. The instructor should teach the students the appropriate signals,

- Hands crossed over eyes - nothing seen
- Hands together in front of chest - simultaneous points
- Hands crossed in front of groin - no clean technique
- Hand held towards one competitor - point this side

In addition, this is a chance to give the advanced students a chance to judge a point sparring competition, as well as teach proper etiquette as it relates to influencing calls between judges and calling points that the judge could not actually see. It is important to reinforce the idea that honest point calling is always more important than calling the points “everyone else saw.”

Some additional drills for this class include,

### **Independent Hand Drill**

In this timing drill, one student stands in a natural stance with his hand held at shoulder level just outside his opponent’s critical distance. The other student stands in a fighting stance and tries to use a jab to punch his partner’s hand before his partner can move his hand away. This drill helps the attacker to learn how to strike explosively without telegraphing and helps his partner to learn how to read his opponent for tells.

### **Striking Against Stance Sets**

In this timing drill, one partner performs a stance set while the other partner simply stands in a fighting stance and attacks his partner on legal targets using offensive techniques. This can be a very difficult drill for both participants. The student performing stance set must perform under pressure and try to focus on what his goal is, while the attacker must attack an opponent whose stance, guard, position, height, width, and depth zones are constantly changing.

### **Striking Moving Focus Pads**

In this timing drill one student holds a focus pad in either hand towards his partner and the partner uses any offensive technique to strike the pad. Every time a pad is hit, the pad holder changes the position of the pad. He may change the angle at which it is held, the depth, the height, etc. This helps the attacker to understand that in combat his opponent will constantly be changing place and he must adjust his attacks to compensate.

### **Retreating Down The Floor**

This distance drill has the students facing each other in fighting stances. One student attacks his partner with offensive techniques and the other partner retreats the length of the floor, trying to stay just outside of his opponent’s critical distance without blocking his opponent’s strikes. This requires the defender to be more concerned with maintaining proper distance than merely trying to deflect his

opponent's attacks.

### **Can't Touch This**

The students face each other in a natural stance in this angle drill. One student reaches out and tries to touch his partner on the chest or shoulder and his partner simply twists or leans away from the attack. As the students become more proficient, the attack may accelerate the rate of his attacks. This helps the defender learn that small adjustments can be as effective as large ones, and are more efficient for countering an opponent's attack.

### **Evasion Drill**

This angle drill is done in two parts. Part one has one student attacking another with any offensive attacks while the other simply tries to evade within the confines of a sparring ring. The defender may not make contact with his partner in any way. The second level allows the defender to check and counter attack his opponent with single strike techniques. This allows him to use his knowledge of angles to his advantage when countering combination attacks.

### **Theme for this class -**

"What is sparring? It's a game. Why do we spar? To learn about timing, distance, and angles."

**END OF CLASS 2**

## **CLASS 3**

### **Objectives for this class -**

Improving basic defense

### **Theme for this class -**

“Everyone has a plan ‘till they get smacked in the mouth.”

This class is focused around improving white zone awareness as well as basic blocking. The students will be asked to perform a variety of coordination and blocking drills. In this class they will be challenged to increase their perceptive speed as well as their ability to read an opponent’s intentions.

## **AIR DRILL**

### **Stance Set 1 plus Blocking Set 1**

To begin the class the students will be asked to perform Stance Set 1 with Blocking Set 1. This is a basic exercise to get them used to using their blocks while changing position and stance. They will do the set blocking with the lead hand and then again doing the blocks with the rear hand.

## **PARTNER DRILLS**

### **Three Zone Blocking from a Fighting Stance**

Facing a partner in a fighting stance the students will execute the three zone blocking drill. One student will place his hands in front of him in a defensive posture. The other student will try to tag his partner on the shoulder, head, or hip, and the partner will defend. After each strike the defender should return his hands to the neutral position and the attacker should place his hands on his own hips. During the course of this drill the attacker can switch his stance at any time, and the defender should switch his stance to follow suit. This drill builds the students white zone awareness and blocking speed, as well as reinforcing the importance of a neutral hand position and the ability to read an opponent’s intentions.

### **Adapted Blocking Set from a Fighting Stance**

The next drill is an adapted Blocking Set from a neutral bow. The pattern is as follows

- Upward Block
- Inward Block

- Outward Extended Block
- Cat Stance with a Downward Elbow Block
- Downward Block with the rear hand
- One Legged Stance on the rear leg

This set will be performed in the air while the instructor demonstrates, and then against an opponent. The defender is to work on timing his blocks properly without over extending his blocks as well as returning quickly to a neutral guard position.

### **Random Blocking from a Fighting Stance, One Handed**

Next the students are to randomly defend against attacks using only their lead hand. The students can be asked to place their read hand behind their back if this will aid them in isolating the lead hand. This drill will help the students to further develop their awareness and blocking, while also realizing that blocking certain strikes leaves one open to follow up combinations.

### **Random Blocking and Evading from a Fighting Stance, In Motion**

Finally the students will perform the same drill while circling an opponent within the confines of their sparring ring. At this time the students will also incorporate basic bobbing and weaving into their defense. The attacker should throw wide roundhouse punches at this stage giving the defender a chance to recognize and duck under these strikes. This aids them in understanding that defensive maneuvering is as much about position and stance as blocking, and that they are better off to evade then to block attacks.

### **Offensive Versus Defensive Sparring**

Next the students will face each other in fighting positions and spar for one minute rounds. In this drill one student will be solely dedicated to throwing offensive techniques and the other student will be solely dedicated to defending. After one minute the roles will be reversed. This student helps the defender practice defensive maneuvers without worrying about responding and allows him to work on his angles and distance. Both students also develop a sense of how difficult it is to strike an opponent who is completely focused on defending himself. This helps the student to understand the importance of developing a powerful defense.

## **FREESTYLE**

**Theme for this class -**

“Everyone has a plan ‘till they get smacked in the mouth.”

**END OF CLASS 3**

## **CLASS 4**

### **Objectives for this class -**

Teaching simple combinations (PURPLE BELT)

### **Theme for this class -**

“One strike has only a one percent chance of success, where as a follow up attack has an increased thirty five percent chance of success.”

This is the first of the classes based on the belt requirements. The theme of the purple belt requirements is “the basics of point of sparring,” which was covered in CLASS 2 for the first time, but it is here that we begin to address the sparring requirements themselves now that the students have the basics of footwork, timing, distance, angles, and defense. At this level it is important for the students to learn that single strikes are rarely going to be successful in a sparring situation. At this stage, simple two strike combinations are introduced, which will later be built into three hit and more combinations.

All drills in this class will be performed both in the air and on the body. When performed on the body, these drills will be performed back and forth to aid the students in recovering after striking. At first, they will not defend, but will merely allow their opponent to practice proper targeting. These drills teach the students logical follow up attacks which will assist them in striking the opponent in two zones from the front and the rear.

- WK - BKS
- BKS - IHP

Next the students will practice the same drills with a push drag, teaching them to attack over distances and bridge the gap with explosive foot maneuvers.

- 2 WK – BKS
- 2 BKS - IHP

Now the students will perform the same basic two strike techniques, but at this stage the partner will attempt to defend against both attacks, making the task more difficult for the attacker, and engaging the defensive instincts of the defender.

## **FREESTYLE**

At this point, the students are told that now that they know basic striking combinations, single strikes are unacceptable. The students are informed that any single strike not followed up will result in five push ups. Enforcing this rule is at the discretion of the instructor, however, making it a rule will reinforce

the concept of combination striking in the student.

Some additional drills for this class include,

- IHS - VP

This is done open face. It teaches the guard sweep from Sparring Set 1.

- IHS – BKS

This is done closed face. It teaches a guard hooking maneuver similar to an inverse pull down check.

- FK – VP

This can be done open or closed face and teaches the student to use feet to set up hands. It can be reversed to teach to set up hands with feet.

**Theme for this class -**

“One strike has only a one percent chance of success, where as a follow up attack has an increased thirty five percent chance of success.”

**END OF CLASS 4**

## **CLASS 5**

### **Objectives for this class -**

Teaching three hit combinations (PURPLE BELT)

### **Theme for this class -**

“One strike has only a one percent chance of success, where as a follow up attack has an increased thirty five percent chance of success. Adding a third attack increases the success rate to nearly ninety nine percent.”

In this class we will build on the lessons taught in the previous class. The basic two strike combinations that were taught previously will now be combined to create three hit combinations.

This class begins by reviewing the two strike combinations from CLASS 4.

- WK – BKS
- BKS – IHP

These are performed on the body. Now the two are combined to create the student’s first three hit combination.

- WK - BKS – IHP

This technique is performed on the body and will be repeated often throughout the students training. This simple three hit combination contains hands and feet. It teaches to strike high and low, front and back. It teaches the student to draw the opponent’s guard out of position. It can also be used to teach the first fake.

At this time it is important to teach the students that an effective fake is one the opponent believes is real. In order to accomplish this, it is best to throw “fake” strikes that would score points if the opponent does not defend against them. For instance, the backnuckle strike may be a fake that is intended to draw the opponent’s guard up and away from his ribs, but it should be thrown in such a way that if the opponent does not defend against it, it will strike him in the head and score a point. In this way, though the IHP is the intended point shot, the student doesn’t waste any of his shots and learns to overload his opponent with real “fake” strikes.

Next the instructor demonstrates the A and B techniques. The techniques are demonstrated in the air and on the body and the students practice the techniques on each other while the instructor emphasizes the importance of disrupting the opponent’s balance and stance.

When the students are able to correctly execute the A and B techniques the instructor incorporates

them into a three hit combination building off of the previous combination.

- WK - BKS – A
- WK - BKS – B

This teaches the student that the backnuckle strike can be used to position one's weapons to execute a pull down check. It also teaches a logical set up for the A and B techniques.

## **FREESTYLE**

At this point the students are capable of controlled freestyle sparring and the type is up to the instructor as is the intensity and speed. Bearing in mind that many of the students at this stage may still be new to sparring, it is a good idea to maintain tight control on the students and to give them occasional breaks to breath and de-adrenalize.

Some additional drills for this class include,

- IHS - VP – BKS

This drill is performed open or closed face. This builds on the drill taught at the previous level and teaches the students how to apply one of their Kenpo techniques, (Alternating Fists), in a sparring scenario.

- IHS - BKS – IHP

This drill is performed closed face and teaches the student a follow up to the guard hook. This allows the student to apply their horseshoe punch basic in a sparring scenario.

- FK - VP – A

This drill is performed closed face and teaches the student another way to build off of the previous level with the A technique.

### **Theme for this class -**

“One strike has only a one percent chance of success, where as a follow up attack has an increased thirty five percent chance of success. Adding a third attack increases the success rate to nearly ninety nine percent.”

## **END OF CLASS 5**

## **CLASS 6**

### **Objectives for this class -**

Adding to our kicking inventory (BLUE BELT)

### **Theme for this class -**

“Kicks need deception and explosiveness. You have to give one hundred ten percent to get anything out of kicking.”

At this stage the student should be able to execute clean two and three hit combinations. In the blue belt sparring requirements the students begin to do more kicking and more sophisticated kicking. At this time it is important to return to the basics of kicking and build powerful, accurate kicks so that the students kicks can be effective and quick.

### **PARTNER DRILL**

First the students will partner up with a partner holding a focus shield. Each student will perform ten each on each side of side kick, front kick, and rear kick. The students will trade off between each set to rest and keep each student busy. Each set should begin focusing on form and by the end of each set of ten the student should be performing powerful kicks into the shield with a high degree of accuracy.

### **AIR DRILL**

Next the students will face the front in a fighting stance. They will now perform a strength training drill to build the speed and explosiveness of their defensive kicks. From a fighting stance the student will transition to a close kneel stance and then rotate to a reverse close kneel and execute a defensive rear kick. The student will perform ten of these on each side. The student will then perform ten each with a defensive side kick. This will help build the students strength and form, making these kicks more effective.

### **PARTNER DRILL**

Now the students will partner up and perform three strike combinations on the body using some of the kicks they've practiced in this class. At this stage the partner is standing still allowing the attacker to work on their targeting.

- SK - BKS – IHP
- FK - VP – A

Next the student will perform the same techniques against a partner who is defending against them. This makes the attacker use more deceptive motion and timing and allows the defender to practice defending against multiple strike combinations.

Some additional drills for this class include,

### **Defensive Kicks Versus the Back knuckle**

In this drill the students take turns firing a back knuckle at the opponent who responds with a defensive kick, side or rear. This allows the student to practice the defensive kicks in a more dynamic environment.

### **Teaching the “Teep”**

The teep is a front thrust kick against the top of the hip girdle. The intention is to force the opponent away as well as to fold his body forward over the hips. This is first practiced against a stationary partner, and then against a partner who is approaching aggressively. This allows the student to begin to apply kicks tactically as well as in a purely striking context.

### **FREESTYLE**

#### **Theme for this class -**

“Kicks need deception and explosiveness. You have to give one hundred ten percent to get anything out of kicking.”

**END OF CLASS 6**

## **CLASS 7**

### **Objectives for this class -**

Kicking and moving (BLUE BELT)

### **Theme for this class -**

“Kicks are exaggerated steps, so every time we step, we can kick.”

This is the second class at the blue belt level, and the objective of this class is to teach the students ways to use their kicks in combinations as well as when moving and transitioning between stances.

## **AIR DRILL**

### **Box Drill with Push Drags**

This class begins with the box drill from CLASS 2. This is to warm up the student’s legs, as well as to prepare them for using kicking while in fluid motion.

## **LINE DRILLS**

The following drills are performed as line drills so that the students can practice covering different distances with each repetition, allowing them to experiment with using these combinations to bridge the gap.

- 3 SK - BKS – IHP

This drill stays on the same side the whole way across the room, so it is recommended that the students perform one side up and the other side down the room to practice this combination from a left and a right fighting stance.

- 5 - 2 FK – VP

This technique teaches the step thru lunge kick. This is a powerful kick with the ability to cover a lot of range. This drill is performed up and down the room.

## **PARTNER DRILL**

### **Push Drags Up the Circle With Combinations**

In this drill the student faces his partner and uses a push drag to move up the circle with a wheel kick. This maneuver is difficult for most students, but can be extremely powerful with practice. This should be practiced once around the opponent from a right fighting stance and once back around from a left fighting stance.

## **LINE DRILLS**

Now that the student has learned the push drag wheel kick it will be added to a line drill. This allows the student to work on his skip kicks in combination with hand techniques.

- 2 WK - VP - A – HIS

This is the student's first four strike combination. It incorporates many of the skills the student has been working on up to this point. These include a variation of the WK - BKS -

IHP combination, a skip kick, a pull down check, the concept of striking high and low, front and back, and a guard sweep.

- 3 SK - BKS - IHP - 5 HIS

Here the student again practices a variation of the WK - BKS - IHP. This pattern is found in many of the techniques. This also allows him to practice a straight step thru, which is rarely used because it leaves the attacker vulnerable. Here he has already backed his opponent off with multiple strikes and a guard sweep.

Some additional drills for this class include,

## **LINE DRILLS**

- 6 BKS - SK – HIS

This is a drill for advanced students. Until now they have not done much with a rear crossover. This drill is designed to show them one possible use for it. It also teaches them to use the BKS to back an opponent off while in an unstable stance.

## **Defensive RK - 6 retreating BKS - unpivot VP**

This drill gives the student a lot of linear movement in two directions. By simultaneously retreating and advancing he appears distant when close and near when far. For the advanced student this can be a

challenging, but rewarding experience.

## **FREESTYLE**

**Theme for this class –**

“Kicks are exaggerated steps, so every time we step, we can kick.”

**END OF CLASS 7**

## **CLASS 8**

### **Objectives for this class -**

Get hitting and moving

### **Theme for this class -**

“Let’s see what you got.”

In this class the students get a chance to see how much they’ve grown over the first two months of their training. This class is designed to test their limits of endurance, skill, and spirit. For many students this is a class they will learn a lot in as well as thoroughly enjoy.

This class consists solely of sparring and line drill. The instructor begins the class with two minute rounds of continuous sparring, beginning with slow, no contact sparring and slowly raising the intensity.

When the students need a break the class changes pace and the students do line drill. The subject matter of the line drills is at the instructor’s discretion. If the students seem to be having trouble with foot maneuvers, or combinations, or the skip kick, now is the time to practice it.

After the line drills are over, the students return to sparring. At this point they will be getting winded, so now is a good time to shift gears to point sparring. This allows some students to take a break and judge, which helps them improve their judging, and allows other students to focus on a different style of sparring with sufficient breaks to stay with it. The judge should rotate into the ring after one fighter has scored two points. This allows everyone to rest and fight.

Be forewarned. This class is intense and the students will need water breaks. They should be pushed hard, but not to breaking. Now is the time for them to test their mettle.

### **Theme for this class -**

“Let’s see what you got.”

**END OF CLASS 8**

## **CLASS 9**

### **Objectives for this class -**

Teaching the spin (GREEN BELT)

### **Theme for this class -**

“Spinning is dangerous, but can add power and deception to your attacks.”

This is the first class taught at the green belt level of curriculum. The students will be taught the correct form used when spin kicking and will practice these kicks in ways which will develop form, accuracy, speed, and power.

## **AIR DRILL**

### **Spin Rear Kicks**

The students will assume a fighting position and practice spin rear kicks in the air. Kicks will be practiced landing forward and landing back and on both sides of the body. This will help the student develop proper form as well as give the student options for increasing or decreasing the range to his opponent.

## **PAD DRILL**

### **Spin Rear Kicks**

The student will practice spin rear kicks on the focus pads. This will help them to develop their accuracy and power. At this time they should focus on solidly striking the focus pad with good, strong kicking technique. After performing ten kicks on either side of the body the student will switch pads with his partner and allow his partner to practice ten kicks.

## **PARTNER DRILL**

### **Spin Rear Kicks**

The student will face his partner in a fighting stance. The partner will hold his hand palm forward at groin level. The student will attempt to execute a spin rear kick, hitting his partner in the palm of the hand. After ten successful kicks the partners will switch roles. Failed attempts do not count.

This forces the student to further hone his accuracy by striking an even smaller target. This reinforces the idea that accuracy is a matter of hitting the smallest point on a large target, and not merely making

contact with an opponent. This drill gives the student immediate feedback which will help him to establish proper form and weapon structure.

## **AIR DRILL**

### **Spin Hook Kicks**

The student will assume a fighting stance and practice spin hook kicks in the air while the instructor demonstrates proper form. Kicks will be practiced landing both forward and back once again allowing the student to practicing changing ranges. The snapping motion at the end of the hook kick is discussed as a way to gain power over a short range of motion.

## **PAD DRILL**

### **Spin Hook Kicks**

The student will practice spin hook kicks on a focus pad. This allows the student to feel how proper form in the kick aids in the transfer of force and accurate striking. After performing ten kicks on either side of the body the student will switch pads with his partner and allow his partner to practice ten kicks.

## **PARTNER DRILL**

### **Spin Hook Kicks**

The student will face his partner in a fighting stance. The partner will hold his hand palm at a ninety degree angle perpendicular to the student at groin level. The student will attempt to execute a spin hook kick, hitting his partner in the palm of the hand. After ten successful kicks the partners will switch roles. Failed attempts do not count.

This will help the student to establish accuracy within the final motion of the kick. As the student progresses in skill the angle of the target can be increased, as can the height of the target, making the student practice the spin hook kick at a variety of angles of execution.

## **PARTNER DRILLS**

### **Spin Rear Kicks**

At this time the student has practiced the spin rear kick in the air and on increasingly smaller targets. At

this time the students will face each other in fighting stances. The students will take turns executing spin rear kicks on their partner. This will give the student a chance to experiment with proper range as well as changing the angles of the original cover step to effect angle of execution.

### **Spin Hook Kicks**

The student has now practiced the spin hook kick in the air, on pads, and on the opponents hand. At this time the student will face the opponent in a fighting stance. The students will take turns executing the spin hook kick to the body. They will attempt to change targets from groin to abdomen to upper torso. This allows them to experiment with kicking around an opponents guard position.

### **Jamming, Defending, and Predicting The Spin**

At this time the students will begin actively trying to defend against the spin kicks. The students will face each other in fighting stances. The attacker will fire either spin kick and the defender will move in, out, or off angle of the kick. This reinforces the defenses against circular strikes that were taught in CLASS 2. Students will take turns firing kicks at their partner. The defender should watch his opponent for possible tells, including but not limited to a cocking motion in the arms, as well as foot placement.

### **FREESTYLE**

#### **Theme for this class -**

“Spinning is dangerous, but can add power and deception to your attacks.”

### **END OF CLASS 9**

## **CLASS 10**

### **Objectives for this class -**

Spinning in combination (GREEN BELT)

### **Theme for this class -**

“Spinning telegraphs to much on its own, so we have to set it up to make it work.”

This is the second class taught at the green belt level of requirements. In CLASS 9 the students were taught the mechanics of the spin kick and practiced proper form and accuracy. In this class the students will practice using the spin kick within combination striking and will practice the spin kick as a defensive counter.

## **LINE DRILLS**

- 2 WK - BKS – SRK

Once again the students are exposed to the basic WK - BKS - IHP format. This drill is performed up and down the room landing forward from each spin kick. The basic context of this drill is that the opponent retreated from the first two strikes and the student is chasing him with the spin rear kick.

- 5 - 2 FK - VP – SRK

The student lands forward at the end of this drill as well. These first two drills also give the student the chance to hone his skill in skip kicking. This is a basic variation of the first line drill, substituting linear strikes for circular strikes to set up the spinning maneuver.

- VP - SK – SRK

This drill allows the student to practice setting up the spin kick with a kick. The previous two line drills had the student using hand techniques to set up the spin, whereas this uses a long range weapon in a kick to give the student time to safely execute the spin. Once again the student lands forward from each combination and performs this drill up and down the length of the room.

## **Defensive RK - Feet together - SHK (Retreating)**

This drill is performed retreating the length of the floor. This technique teaches the use of the spin kick as a defensive maneuver. In this combination the student retreats along a linear path, while executing circular movements. The student practices his defensive kick and then follows with a spin kick. The

linear kick will stop the opponent's forward momentum and hold them in place for the spinning kick. This allows the student to practice a second combination which sets up the spin kick with a kick. It also gives the student a chance to practice the spin hook kick in combination.

## **PARTNER DRILLS**

### **Practicing The Spin to Defend Against The Pull Down Check**

In this drill the students face each other in fighting stances. The attacker executes the A technique against his opponent and the defender responds by using the compulsory step to set up a spin rear kick. This reinforces the concept of defensive spinning and allows the attacker to practice his A technique. The students take turns attacking and defending.

- 2 WK - BKS – SRK
- 5 - 2 FK - VP – SRK

### **Defensive RK - Feet together - SHK**

These drills are now performed back and forth against the opponent. This allows the student to practice the application of the movements he practiced in line drills earlier in the class. At this time the student will have to make corrections for proper range and depth of strikes.

## **FREESTYLE**

### **Theme for this class -**

“Spinning telegraphs to much on its own, so we have to set it up to make it work.”

## **END OF CLASS 10**

## **CLASS 11**

### **Objectives for this class -**

Using advanced footwork in conjunction with basic strikes and combinations.

### **Theme for this class -**

“Certain footwork limits the types of strikes that can follow so it is important to be versatile in a variety of basic techniques.”

## **PARTNER DRILL**

### **One through six foot maneuvers with an opponent.**

To refresh the students memory this class begins with a warm up consisting of one through six foot maneuvers with an opponent. One partner will advance with a randomly selected foot maneuver and the other partner is to retreat with the same foot maneuver. Then it is the other partners turn to advance.

From this point forward all drills in this class will be conducted both in the air and with a partner.

## **DRILLS**

These six drill are designed to give the student the idea that from any of the six basic foot maneuvers there are possible follow up combinations. Some of these drill will work with foot maneuvers other than those listed, though not all of them. These drills can also be practiced as line drills when done in the air.

- 1 A - HPS – VP
- 2 FK - VP – IHP
- 3 SK - BKS –HIS
- 4 BKS - 5 SK - BKS – VP
- VP - 5 FK – IHP
- 6 BKS - RK – SHK

These drills allow the student to practice all the skill he has gained since his first class. He is moving, striking multiple zones, using multiple strike combinations, guard sweeping, and skip kicking. These combinations challenge the student to use his full range of techniques.

The next drill is based on the foot maneuver the cross step. Using a backnuckle strike or jab to disguise the step as practiced in Class 1, the students will follow up with a spin rear kick and an inverted

horizontal punch, as practiced in sparring set 3.

The next drill teaches that the wheel kick is the backnuckle strike of the legs. Using circle walking, the students will practice push dragging up the circle around an opponent and executing,

- 2 WK - BKS – IHP

The last drill for this class is based on the diamond stepping technique practiced in Class 1. Beginning with the basic diamond step, the student will execute,

- FK - VP – HIS

## **FREESTYLE**

### **Theme for this class -**

“Certain footwork limits the types of strikes that can follow so it is important to be versatile in a variety of basic techniques.”

**END OF CLASS 11**

## **CLASS 12**

### **Objectives for this class -**

Improving defensive combinations

### **Theme for this class -**

“You cannot block forever so it is important to combine offensive maneuvers with your defense.”

This class focuses on the most common strikes that are used in sparring competition and possible defenses against them. In this class, the students will practice static defenses against back knuckle strikes, wheel kicks, inverted horizontal punches, and side kicks. They will also practice these defenses against combinations in a dynamic setting. All drills are performed with a partner in this class.

The basic defenses that are focused on in this class are,

- (BKS) Upward block with IHP – HIS
- (WK) Hip turn - BKS – IHP
- (IHP) Cat stance with a downward elbow block - VP – VP
- (SK) Stiff leg lifting Rear Kick

The student will begin by practicing the defenses one at a time in a static environment. The attacker will throw the appropriate strike and the student will respond with the appropriate defense. Each defense will be practiced right and left handed. The defenses will be drilled separately and repeatedly until the instructor proceeds to the next defense.

Next the students will begin to circle within the confines of their sparring ring. Again, the attacker will throw one attack repeatedly and the student will respond appropriately. This begins to introduce dynamic motion to the drill and forces the student to move while defending.

The next step is for the attacker to throw combination attacks at the defender that end with the appropriate attack. These combinations can be any the attacker desires, but they must end with the attack that is being drilled. After throwing the appropriate attack the attacker will pause and allow the defender to practice his defense. The defender is allowed to defend the entire combination if he wishes, but must end with the correct counter. This teaches the student to defend consecutive strikes while waiting for the appropriate moment to launch his counter attack.

Now the attacker can attack with either of the hand attacks. The defender must monitor his opponent and react to the correct attack. The attacks are no longer dictated by the instructor and the defender must choose the proper counter response to the attack. This teaches the student to react quickly and to be fluid in the face of changing circumstances.

The same drill is now performed with both of the kicking techniques. Once more the defender must read his opponent and react appropriately to the attack.

Finally the attacker is given the option of throwing any of the four attacks against his opponent. This can be done as single strikes or as the culmination of combination striking. The defender should be able to successfully defend against any of the four attacks with the proper defensive combination.

## **FREESTYLE**

### **Theme for this class -**

“You can not block forever so it is important to combine offensive maneuvers with your defense.”

**END OF CLASS 12**

## **CLASS 13**

### **Objectives for this class -**

Integrating sparring and the street

### **Theme for this class -**

“Sparring takes place in the sparring range and most Kenpo takes place within the trapping range. We need to be able to combine the two. There are situational approaches that are not interchangeable and there are those that are.”

The focus of this class is to show the students how the training that they have undergone can be used in a self defense setting. At the beginning of the course the students were taught the difference between sparring and fighting. Sparring is a game, and the key difference between playing a game and fighting is that games have rules, and fights do not. However, the students were also told that training in sparring could help them to be better fighters. The objective of this class is to help them to find some ways to bridge the gap between sparring and fighting and to show them how their training can help.

Many of the drills in this class have a higher degree of inherent danger than average sparring drills. They are by no means unacceptably dangerous as long as the instructor reinforces the importance of control and carefully monitors the activities of his students. From time to time the instructor should pause the action and discuss the effects of adrenaline on the body to both help the students to realize what is happening to them and to give them a chance to relax a little before continuing. All drills in this class will be performed with at least one partner.

The first thing that the students will practice in this class is the “teep.” As discussed in CLASS 6, the teep is a front thrust kick against the top of the hip girdle. The intention is to force the opponent away as well as to fold his body forward over the hips. This is first practiced against a stationary partner, and then against a partner who is approaching aggressively. This shows the student how a simple sparring front thrust kick can be used in self defense to disturb the opponents position, as well as to force range.

### **Collapse Drill**

In this drill the students face each other in a fighting stance. The attacker begins with a step and then push drags forward to drop his lead knee to the top of the opponents thigh. From this position he uses his lead hand to sweep his opponents guard and attacks with a reverse punch to the opponents head.

This drill teaches the student one way in which to decrease range from long range weapons all the way to the trapping range.

Due to the inherent danger of placing so much weight on a students leg, it is important that this drill be performed slowly and with control. The instructor should carefully monitor the intensity of this drill and

insist on safety.

### **Closing the Distance**

In this drill the students face each other in a fighting stance and take turns using a combination of strikes from long range to increasingly shorter ranges to close distance and get their opponent into a clinch position.

The student begins with a lead leg front kick, a lead hand jab, and then a reverse punch. From there the student fires a lead hand elbow strike followed by a rear hand elbow strike. The student then clinches with the opponent and strikes with a rear leg knee strike to the body. With each successive strike the student gets closer to the opponent and ends with the opponent in being struck in a controlling position.

### **Increasing Distance**

This drill is the reverse of the previous drill. From the clinch the student attacks with a knee strike and then a rear hand elbow strike followed by a lead hand elbow strike. Next the student strikes with a reverse punch followed by a lead hand jab. Finally the student attacks with a lead leg front kick. This teaches the student how to use the same basic combination of strikes in reverse to increase range. With each successive strike the student should push the opponent further away until they almost have to reach to strike with the kick at the end.

### **Closing and Increasing Distance**

Now the students will combine the two combinations to close the distance, strike repeatedly, and then increase the distance again. The student will perform the series of strikes going in, i.e. kick, jab, cross, elbow, elbow, clinch and knee. Then the student will perform the reverse going out, i.e. knee, elbow, elbow, cross, jab, and kick. This shows the student the relationship between the two combinations and allows them to practice striking on the way in, striking while there, and striking on the way out.

### **Fighting off The Wall**

This drill is in two parts. The first form of this drill is safer and more controlled, whereas the second form relies more on the students ability to perform under pressure and on his own accord.

In the first stage the students are divided into four person teams. One student stands against the wall and covers himself in a defensive position. Students are positioned at 1:30 and 10:30 and are prepared

to strike at the defender. The last student is positioned at 12:00 with a focus shield.

When the instructor gives the command to begin the students at 1:30 and 10:30 begin striking the student on the wall. The strikes should be controlled and the student should try to cover up as well as possible and defend against as many as he can. When the instructor yells "NOW" the students at 1:30 and 10:30 step back and the student on the wall attacks the focus shield with a combination of strikes to force the student holding the shield back. Students should rotate through all positions until all students have performed every task repeatedly.

The second version of this drill is performed in two student teams. One student stands with his back against the wall and covers up as well as he can. The other student stands in front of him and begins striking at his body and head with controlled techniques. When the student on the wall sees an opening he fights back and backs his opponent off with a combination of strikes.

These drills are designed to teach the student a variety of important lessons. One is that having your back to the wall while someone pummels you is not a position anyone ever wants to be in. It teaches the student how very difficult it is to stand still and defend against a flurry of strikes. These also teach the student to watch for possible openings in his opponent's attacks which could be exploited to the student's advantage when counter attacking.

It is important to take frequent pauses during this drill. When cornered and being repeatedly struck the student's adrenaline will go up quickly. In order to maintain safety the instructor should identify when this is happening and help the student to call attention to it.

## **FREESTYLE**

### **Theme for this class -**

"Sparring takes place in the sparring range and most Kenpo takes place within the trapping range. We need to be able to combine the two. There are situational approaches that are not interchangeable and there are those that are."

## **END OF CLASS 13**

## **CLASS 14**

### **Objectives for this class -**

Fun with sparring

### **Theme for this class -**

“Now that we have practiced the game and learned the rules let’s have some fun.”

This class is the last in the curriculum as it is designed. This is a time for the students to practice their techniques in a variety of dynamic situations which will challenge their creativity and skill. This class will also challenge the student’s endurance and spirit. All drills in this class are one on one sparring situations unless otherwise noted.

### **Tape Tag**

This drill is performed with the students paired up against one opponent. Each student has two pieces of tape taped to his body in a legal sparring target areas. The objective is for the students to grab both of their opponent’s pieces of tape without losing either of their own. The students may hook their opponent with their hands, but may not strike or grab. This is designed to help the students to remember that every time they extend themselves towards their opponent to strike they leave themselves open.

### **Hands Versus Feet**

The students face each other in a fighting stance. One student is only allowed to use hand techniques to attack and defend and the other is only allowed to use foot techniques. The students spar in this fashion for one minute and then switch roles.

This will help the students to learn how to use position and range to their advantage. The student using his hands quickly learns that he must somehow get closer to his opponent to strike with his techniques while the student using only kicks learns that he must back his opponent off and stay at long range to be effective.

### **Head and Groin Versus Body**

In this drill each student is restricted as to the targets he may attack. One student may only attack the head and the groin whereas the other student may only attack the body.

The students are forced to adjust their combinations in such a way as to compensate for this situation. It

also effects the way in which they defend themselves. Having to worry about only one large target or two small targets changes the way the students hold their guard,

### **One Handed Sparring**

In this drill the students may only use one hand to fight. The other hand should be placed behind the back. The instructor may change the scenario slightly by requiring that the students use opposite hands, or fight with only the lead or rear hand. All these methods require the student to focus more on position to defend and using kicks more in combination.

### **No Handed Sparring**

Now the students put both hands behind their back and must fight using only their feet. This can be a difficult drill as the students are not accustomed to fighting in this manner. Putting the hands behind the back can also effect the students balance. The student is forced to use the legs exclusively for offense and defense.

The two drills above can be used to remind the students that they may not always have all their weapons at their disposal. Circumstances such as injury, carrying objects, or being bound can effect the way in the student would be able to defend himself, and these drills help to simulate that scenario.

### **Three Ring Gauntlet**

This drill is one in which the student will fight a wide range of combatants and must fight continuously for some time before being relieved. Three students are placed within rings and one student starts at the bottom of the room. He must fight his way up the room, successfully defeating each opponent before he is allowed to move on, but he needs only to score one solid shot to proceed. He may take as many shots as necessary to accomplish this task, but the rings are run under point sparring rules so he must score first in order to proceed. If he is scored upon, the fighters return to their lines and begin again.

When the student reaches the top of the room, he becomes the fighter in the top ring and the fighters rotate down one ring with the fighter at the bottom rotating out. This allows all the students to fight up and down the room against a wide range of students.

This drill can be fun but sometimes a student will get stuck on one fighter and slow down the process. At this time the instructor should use discretion and decide whether or not to give the student a buy to keep the process moving. Rotating regularly throughout the drill regardless of the outcome of the fights can alleviate this problem.

### **Two Versus Two Sparring**

Here the students are split into teams of two and given an expanded area in which to spar. The teams are given a limited number of time in which to devise stratagems, and their objective is to knock out their opponents with solid point shots. When a student is scored upon he is to raise his hands over his head and remove himself from the battle. The remaining students can then focus on the remaining number of enemies, sometimes allowing one student to fight against overwhelming odds.

This drill is exciting and action packed, so control must be emphasized. There is no room for uncontrolled attacks here as the risk of injury is increased so the instructor must insist on safety.

### **Three Versus Three Sparring**

Now the students are split into teams of three and given an even greater area in which to spar. Again the teams are given a limited number of time in which to devise stratagems, and their objective remains the same. When a student is scored upon he is to raise his hands over his head and remove himself from the battle. The remaining students can then focus on the remaining number of enemies, sometimes allowing one student to fight against overwhelming odds.

Once again safety is the primary concern. Here the risk is once again raised and control must be nonnegotiable. The instructor must be ready to stop the action at any moment if the students lose control so that he can reestablish it. It is the instructors responsibility to ensure that no one is injured.

### **Theme for this class -**

“Now that we have practiced the game and learned the rules let’s have some fun.”

**END OF CLASS 14**

That is the complete curriculum for teaching sparring through the intermediate levels. Further instruction would include sweeps, body fakes, takedowns, grappling, close in fighting, and more. At this point the curriculum begins again at level one and the students are given the chance to refine their technique through repetition and alternate activities. Any alternate activities should be designed with the theme of the class in mind so that they can reinforce the lessons being taught.

As I have cycled through the curriculum I have learned many things. I have eliminated some elements of physical conditioning which I had originally intended to include, realizing that any simple attempt at building toughness would pale in comparison to the toughness one develops when actually sparring. In addition I have changed the order of the classes slightly from the original plan, making adjustments as necessary for new material and previously overlooked dimensions of sparring.

My goal when writing this curriculum was to formalize the way in which we teach sparring so that we would be able to teach the students a system which built upon itself and helped them to become self corrective. I feel that I have accomplished that goal. I feel that after having read this someone else could pick up this curriculum and teach it to his own students with whatever alterations he felt were necessary for his own circumstances.

My goal in writing this thesis was to present these ideas in a way which would do honor to my instructors and to the effort they have put into my own growth and training. I feel that I have accomplished this as well. Writing this thesis has deepened my understanding of sparring as well as what I am trying to accomplish by teaching this class. I will now be able to pass this new understanding on to my own students, thus completing the circle.

Thank you sirs.

## **I - Appendices**

### **Basic Vocabulary**

#### **Bridge the Gap -**

In sparring, using any kind of foot maneuver to go from outside of critical distance to within critical distance. Otherwise connecting two separate things. See also - critical distance, foot maneuvers.

#### **Critical Distance -**

The range within which an opponent can be reached with a strike. Sometimes foot maneuvers can be used to come within critical distance. See also - bridge the gap, foot maneuvers.

#### **Drills -**

Any exercise used to teach a student anything.

#### **Foot maneuver -**

Any of a number of ways to move the feet. This can be done to bridge the gap, to increase or decrease range, or to change position. See also - bridge the gap, critical distance.

#### **Monitoring -**

A way of watching the opponent to attempt to predict his intentions based on his position, stance, the placement of his feet and hands, the direction his eyes are looking, etc. Sometimes referred to as "reading" and opponent. See also - tells.

#### **Tells -**

Movements an opponent might make which could give away his intentions. Sometimes called "telegraphing." See also - monitoring.

#### **Stuttering -**

Moving in a "broken" rhythm. Breaking a set pattern of movement with intentional pauses and stops.

## **Basic Abbreviations**

- A - "A" technique, a pull down check with a vertical punch.
- B - "B" technique, a pull down check with an inverted horizontal punch
- BKS - Back Knuckle Strike
- FK - Front Kick
- HPS - Heel of Palm Strike
- IHP - Inverted Horizontal Punch
- IHS - Inverted Handsword Strike
- RK - Rear Kick
- SK - Side Kick
- SRK - Spin Rear Kick
- SHK - Spin Hook Kick
- VP - Vertical Punch
- WK - Wheel Kick