

Karate
England
Guidelines
for
Association
Instructors

Karate England Instructor's Portfolio

(Issue 1- January 2006)

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It is important to keep your Portfolio up to date, and to store only current and relevant information.

Remember to take copies of any forms prior to completion in case you need further space or make errors.

Additional forms can be obtained from you Association Instructor Programme Co-ordinator

OUTLINE OF PROGRAMME

(Issue 1- January 2009)

The purpose of this programme is to enable the Karate England to issue a Karate England Instructor qualification certificate to its Instructors. A Karate England Instructor will be a person who has achieved a level of technical competence in Karate to a minimum level of 1st Dan and also passed a Karate England Instructor assessment. Only those aged 18 or over may apply for assessment.

Instructors will be assessed by Karate England Association Senior Grades who are authorised to act as Assessors.

Assessors may issue a Trainee Instructor qualification, which will allow the holder to assist the club Instructor to act on their behalf. The minimum grade will be 3rd kyu. In exceptional circumstances, Trainee Instructors might be permitted to run their own club, but this must be with the approval of the Technical Committee. Those who qualify as Trainee Instructors will follow the same Guidelines as Instructors, and on reaching 1st Dan, may apply for a full qualification. The same conditions may apply to Dan grades who are under 18 years of age.

Karate England have produced documentation which will assist Instructors and Assessors to record personal details such as licence and insurance expiry dates, details of qualifications already gained, record sheets to gather evidence for future qualifications, and application forms for assessment .

The most important documents produced however, are the Karate England Instructors Guidelines. These state the minimum that is expected from an Karate England Instructor in order that they might offer safe, efficient, enjoyable and rewarding classes. They are a description of a Karate Instructor's duties, and have been compiled with the co-operation and involvement of all the Karate England Senior Instructors, via the Karate England Committees, and with advice from other bodies such as the NCF, the Sports Council, and from medical and health and safety experts. This is seen as a vital and necessary first stage in KE's commitment to ensuring that it's Instructors meet standards acceptable to itself and to those outside. Existing good Instructors will be working to them already. and they will help new Instructors get it right from the start. All Instructors are encouraged to educate themselves beyond the minimum requirements.

By preparing and distributing these guidelines, the Karate England is able to:

- . • Know what it expects from its Instructors
- . • Tell its Instructors what it expects
- . • Provide the Assessors with a measure of minimum standards
- . • Demonstrate externally the quality of Karate England Instruction

The guidelines are intended to be as user-friendly as possible, with language which is readily understandable. Wherever possible, unnecessary jargon is avoided.

The guidelines will be used by Assessors as a measure of minimum standards. Instructors should study and follow the guidelines and then seek assessment. A Karate England Instructors certificate will be sent following qualification and registration, and this can be used as evidence for Sports Centre managers etc.

The Karate England has trained its Senior Instructors of 4th Dan and above as Assessors.

It is envisaged that assessment could be done as part of a club course with an Instructor being monitored whilst teaching a timed section of a class, and in addition the club environment and records would be examined. Alternatively, special assessment courses could be held, where a safe environment could be demonstrated and records brought for examination. This programme of assessment is designed to fit in as much as possible with normal Karate England activities.

Evidence of previous experience in teaching and related matters will count towards assessment, and Instructors are encouraged to keep records of their teaching activities and of attendance at relevant courses. All candidates will receive a Karate England ringbinder for storing Instructor guidelines, records and other relevant information. This ringbinder will form a Portfolio of evidence and will be an important part of the assessment process.

WHAT IS EXPECTED FROM AN INSTRUCTOR

(Issue 1- January 2009)

The following brief statements describe the duties of Karate England Instructors, and state what is expected from them in order that they might offer good standards of teaching - good meaning safe, efficient, enjoyable and rewarding. The KARATE ENGLAND Guidelines expand on these brief statements.

To receive a Karate England Registered Instructor Qualification an Association Instructor must be able to:

Demonstrate a commitment to their Association

It is of prime importance that an Instructor trains regularly and attends the special courses organised by their Association.

Demonstrate Karate knowledge and skill.

This must be to a range of students from novice to Black Belt to a level laid down in the member association's own grading syllabus, and must include Kihon, Kata and Kumite.

Plan a training session

Instructors may plan a specific lesson by, for example, rehearsing specific techniques or sequences, or they may 'plan on their feet', when the composition, mood and size of the class become clear. Planning also covers such aspects as ensuring that the dojo is booked, open on time, and fit for use. An instructor may wish to provide a lesson plan to another instructor if they delegate a class.

Conduct a training session

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

Evaluate the effectiveness of their own teaching and the progress of their students

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

Ensure the Health and Safety of students by providing, as far as is reasonable, a safe practicing environment

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

Demonstrate a knowledge of emergency procedures and be able to administer appropriate First Aid

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

Understand and explain the ir association Structure and that of the Governing Body

An instructor will need to understand the Karate political and technical structure and know how they, their members and their clubs fit into this structure.

Abide by and work within the rules, ethics and regulations specific to the dojo and competition Karate

Instructors will greatly influence the behaviour of students both inside and outside the dojo and for this reason it is imperative that exemplary behaviour is demonstrated at all times. The ethos of karate is the

development of the character through the development of Karate techniques and an instructor has a great responsibility to uphold this tradition for the art of Karate Do. It is important that the Instructor is able to demonstrate an understanding of the current rules of competition

Use initiative and understanding when teaching those with Special Needs

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

Understand the responsibilities of teaching children and the basic principals of growth and development.

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

Have a knowledge of specialised Karate equipment and demonstrate its’ use.

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

Offer sound advice on fitness training and understand motivational techniques

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

Contribute to the promotion and publicity of karate

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

Instigate an effective administration and record keeping system.

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

Fulfil legal requirements

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

KEY TO KARATE ENGLAND GUIDELINES

((Issue 1- January 2009)

Information may be updated, and this Key shows the current Issue number and date of each section. If you have old issues you should request current ones

The guidelines cover the following topics:

SECTION 1 - KARATE ENGLAND STRUCTURE ((Issue 1- January 2009)

Instructors should understand the nature and structure of the KARATE ENGLAND and International KarateAffiliations

SECTION 2 -ETHICS AND CODES OF BEHAVIOUR ((Issue 1- January 2009)

Instructors have a responsibility to abide by KARATE ENGLAND rules and act as good role models

SECTION 3 -ADMINISTRATION AND RECORD KEEPING ((Issue 1- January 2009)

This covers the administrative responsibilities and duties of Instructors.

SECTION 4 -SAFE TRAINING ENVIRONMENT ((Issue 1- January 2009)

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

SECTION 5 -THE BODY IN ACTION ((Issue 1- January 2009)

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

SECTION 6 - GENERAL TEACHING SKILLS ((Issue 1- January 2009)

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

SECTION 7 - KARATE SPECIFIC TEACHING SKILLS ((Issue 1- January 2009)

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

SECTION 8 - TEACHING CHILDREN ((Issue 1- January 2009)

Instructors need to be aware of the added responsibilities when teaching and taking charge of children and of their obligations as required within the 'KARATE ENGLAND Guidelines for Teaching Children'.

SECTION 9 -TEACHING THOSE WITH SPECIAL NEEDS ((Issue 1- January 2009)

Instructors should be aware of the special needs of some students, for example, the handicapped.

SECTION 10 - EMERGENCIES AND FIRST AID ((Issue 1- January 2009)

Instructors should have the ability to deal with emergencies and injury, especially where life is at risk.

SECTION 11 - TEACHING AND THE LAW (Issue 1- January 2009)

This section covers the legal responsibilities of Instructors.

SECTION 12 -INFORMATION SOURCES (Issue 1- January 2009)

This section lists useful contacts and information sources.

SECTION 1 -KARATE ENGLAND STRUCTURE

(Issue 1- January 2009)

Instructors should understand and be able to explain the Karate England structure.

They should know how they, their members and their clubs fit into this structure. This knowledge is important as without it the Instructor cannot ensure that members gain the full advantage inherent in belonging to a structured group, for example by access to recognised coaching and refereeing courses and qualifications, and National and International squads.

Instructors should study and keep all Karate England correspondence and attend all relevant meetings and training courses to ensure that they are up to date with this knowledge. An Instructor may delegate these matters to a third party, for example the club secretary, but an instructor has a responsibility to understand all decisions made on their behalf.

An Instructor should know:

The names of the key Karate England personnel, for example, the Chief Instructor, Senior Instructors, Chairman and National and Regional Officers

An Instructor should have available:

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

The names and roles of relevant International Affiliations.

The purpose of any relevant local authorities or bodies.

This form may be used for an Instructor to formally plan a lesson, as a mental exercise, or to demonstrate to

SECTION 2 - ETHICS AND CODE OF BEHAVIOUR

(Issue 1- January 2009)

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

Dojo etiquette:

Always bow on entering or leaving the dojo.

Junior grades must bow first to their seniors.

Instructors should be referred to as Sensei or by their appropriate title, and not by name.

Nails must be kept clean and short enough to avoid scratching and cutting Jewellery or watches should not be worn. If it is not possible to remove rings or earrings, they should be safely covered. It may be requested that shoes are removed on entering the Dojo. It is polite to walk around the edge of the training area. Students must make every effort to be on time for classes, but if late, should enter the dojo quietly, change, and warm up in the changing room. When joining the class, they must kneel to the front and side of the class, where they can be clearly seen by the Sensei, and watch carefully for the Sensei's signal to join in. When this signal is given, they should remain kneeling, bow deeply, then walk quickly and quietly around the back of the class until it is convenient to go to a position appropriate to their grade. Smoking is not allowed in the dojo, or in any adjacent areas. Any behaviour that is likely to offend the etiquette of the Dojo is not allowed.

Gi's and Belts:

It is the responsibility of the individual to ensure that their Gi fits correctly and is kept clean and in a good state of repair. Tears and other damage must be repaired prior to the following training session. A KARATE ENGLAND and/or club badge can be embroidered or stitched on to the Gi, and for competitions, a number or Country badge may be required for identification. The appropriate coloured belt, including any necessary stripes, must be worn with the Gi at all times.

Training at another Dojo:

An Association licence will insure you to train at any affiliated Dojo, but permission is needed from the Dojo Instructor, and from your own Instructor. The usual seniority structure will apply.

Competitions:

For all intents and purposes, the competition Arena should be treated as the Dojo, and the same respect must be shown to Seniors and to other Karateka. Karate competition is seen as the 'glamour' side of Karate, and competitors, especially those who become successful, will become 'role - models' and can have a marked influence on the behaviour of others, particularly young and immature students, and therefore have a special responsibility to exhibit exemplary behaviour with regard to dress, sportsmanship, and general behaviour both on and off the competition area. This encompasses matters such as general deportment (not lounging) - use of correct and polite language to fellow competitors, Officials and spectators - showing respect for other competitors and interest in the competition - no use of stereo headphones whilst in gis etc etc. Referees and Judges must also show exemplary behaviour in the above matters. Referee and Judges qualifications do not supersede the grade structure. Although the vast majority of Karateka do not take part in KARATE ENGLAND National or International competition, they will use competition Karate within the dojo as part of their training, and perhaps for gradings. It is important that the Instructor is able to demonstrate a basic understanding of the current rules of competition for these students and for the minority who wish to compete at formal competitions.

Outside the Dojo:

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

Advertising:

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

SECTION 3 - ADMINISTRATION AND RECORD KEEPING

(Issue 1- January 2009)

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

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

The following records should be kept:

A register of class attendances

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

Results of gradings

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

Contact number for students

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

Notes of any special requirements of those with special needs

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

Injuries and accidents

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

Licences

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

Personal licence and Insurance cover

A current Association licence will provide the Instructor with specific insurance cover, but if you have any separate insurance, such as facility cover or extended professional indemnity, ensure these do not expire. All Instructors need to have professional indemnity, which provides cover should action be taken against them as the person in charge for example when an accident occurs. This cover is available through the Karate Insurance brokers as a separate cover on request.

Dojo Promotion

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

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

SECTION 4 - SAFE TRAINING ENVIRONMENT

(Issue 1- January 2009)

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

Floor Surface.

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

Lighting

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

Heating

An Instructor must use common sense regarding a suitable temperature in which to conduct a lesson. As a guide, this is comfortable room temperature (around 18°C).

Ventilation

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

Surrounding Area

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

Spatial Considerations

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

Changing Facilities

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

Emergency Exits

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

Equipment

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

SECTION 5 - THE BODY IN ACTION

(Issue 1- January 2009)

Instructors have a responsibility to be aware of current good practice, particularly in the area of something like safe exercises. Good health and fitness is often high on the list of reasons for belonging to a Karate club, and students often seek advice from the Instructor with regard to their general health or with regard to supplementary exercises to help them with their karate fitness, and they should have a general understanding of the fundamentals of body maintenance and development. Instructors should ensure that any advice is given responsibly, is within their range of knowledge, and is safe and in the best interest of the student. Karate England will be providing up-to-date information to Clubs, and this information should be filtered down to club instructors. It is a very important area, and we can only provide some basic guidelines, the do's and don'ts. The best advice is to do exercises recommended as being safe and beneficial by your Senior Instructors. There are many sources of advice on physiology, and although well intentioned, not all are appropriate.

If in doubt, check with a Senior Instructor. All Instructors should pay particular attention to Section 8 of these Guidelines, which deals with teaching children

A supplementary document on exercise is provided as an appendix to these guidelines.

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

Warm-up This means raising the heart rate with light aerobic-type exercise, such as jogging. This raises the body temperature and increases the blood supply to muscles, allowing safer stretching with less risk of injury.

Stretching This should be progressive and involve all the major muscle groups. The instructor should not demonstrate ballistic (bouncing, jerking) movements in the early phase of stretching. Joints should be exercised in their natural alignment. Movements that stretch ligaments and weaken joints, such as knee twists or hyper-extension, should be avoided. However, more demanding stretching exercises can be performed by fitter and stronger Karateka, who have built up strong muscle protection around their joints. No movements where the body is involved in unsupported leaning should be done. For example leaning backwards in an unsupported way causes hyper-extension of the spine and vastly increases the risk of injury.

There is also a psychological purpose for the warm up and stretching, that of bringing the class to a state of mental and emotional readiness, regardless of the activities they were engaged in prior to the training session.

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

Strength and General Conditioning Strengthening exercises for the arms, legs and trunk, and aerobic and anaerobic conditioning should be done in line with current good practice.

Warm-down A correct warm-down may help prevent much of the soreness and stiffness associated with hard exercise, with obvious physiological and psychological benefits.

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

SECTION 5a - THE BODY IN ACTION

(Issue 1- January 2009)

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

Introduction

This document has been produced to compliment section 5 of the Karate England Instructor Guidelines. It was developed through the consultation of Senior Karateka with a number of medical and physiology experts, some of whom practice or have practiced Karate. Their CVs are given below.

Our Karate-specific exercise routines have existed for many years, but some of the exercises have recently been labelled as potentially dangerous, with concern being expressed about their long-term effect, especially since there are now so many children involved. However, the source of such information is often obscure. Our medical advisors were asked to look at our routines in terms of current medical and bio-mechanical knowledge. It is interesting to note that they all agreed that these routines were very good, a view supported by their experience in the treatment of sports injuries, which showed that Karateka have a very good record. They were unanimous in stating that there is little danger if the exercises shown are performed sensibly and that in fact they allowed the safer performance of the Karate techniques. Their only concerns were:

- 1 that some of the exercises were unnecessary and only served to make the performer 'feel good', (which is no problem if you're prepared to spend the time), and
- 2 that using a partner to assist in stretching could be dangerous and was best avoided.

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

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

The document is divided into three main sections. Each section is prefaced with notes. Section 1-shows a selection of warm-up exercises. Section 2 - deals with stretching exercises Section 3 - shows a selection of conditioning exercises

We are fortunate to have had the following involved in the process of generating this document.

Brad Williamson MB, ChB, FRCS - is a Senior lecturer in Orthopedic Surgery at Manchester University, and a Consultant Spinal Surgeon to Hope Hospital, Salford and the Manchester Children's Hospitals, and has lectured to many of the World's leading surgeons. He trained with the KARATE ENGLAND for about 10 years.

Ivan Birch, BSc - gained a Joint Honours in Science (Zoology/Geography) and an MSc in Human Biology. He is a Senior lecturer at the University of Brighton Department of Podiatry. His research involves the use of force measuring equipment to detect symptoms of disease. He is a consultant Biomechanist to Slough Sports Injuries Clinic. Ivan is a KARATE ENGLAND 3rd Dan, his wife a 1st Kyu, and both his sons are 1st Dan.

Ann Thompson MCSP, SRP - is a Chartered Physiotherapist, and has been involved in the treatment of Sports injuries for over 20 years. She worked for three years at the Farnham Park Rehabilitation Centre, where many top International athletes were treated with great success, and is now head of Slough Sports Injuries Clinic, where she treats and advises a wide variety of top athletes, including local Ruby and Ice Hockey players, and Karateka

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

Section 1 – Warm-up

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

In anatomical terms, a warm-up is the use of major muscles to pump a faster supply of blood to all the skeletal muscles and surrounding soft tissues. At rest, the heart will supply all muscles and organs with sufficient blood to allow them to function. Too violent a change in the workload can catch the system unprepared, and there is then a much greater potential for injury and much less a potential for efficiency. In practice a warm-up should consist of gentle and sustained working of muscles. A gentle jog around the dojo for 3 to 4 minutes is fine, as is gently bouncing on the spot. Both use the calf muscles as the main 'pump', but the shoulders and arms and many other muscles will also come into play. Such exercises are referred to as aerobic, because they demand oxygen for the blood. A variety of aerobic exercises are given in the following illustrations - again it must be emphasised that at this stage movements should be gentle and controlled, not violent.

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

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

Section 2 - Stretching and Mobility Exercises

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

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

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

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

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

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

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

Section 2 – Conditioning Exercises

Karateka will benefit by supplementing their Karate training with general fitness training.

For example, they could improve their:

endurance - by cycling, running, swimming, rowing

speed - by sprinting

strength - with weights and resistance exercises

The exercises illustrated should be self-explanatory.

The strengthening exercises are designed to involve the major muscle groups in the legs, arms and torso.

SECTION 6 - GENERAL TEACHING SKILLS

(Issue 1- January 2009)

An Instructor should be able to:

-plan a lesson

Instructors may plan a lesson in writing or by rehearsing specific techniques or sequences, but often they will 'plan on their feet', when the composition (age, ability, grade span), and mood and size of the class become clear. The nature of each lesson will be largely dictated by the grading syllabus - which is allied to grade. Within the framework of this syllabus, consideration will be given to gender, age and those with special needs, for example physical disabilities or learning difficulties.

Another common practice is for an Instructor to begin a class with a 'tester', which allows the mood and standard of the class to be assessed, and then evolve the lesson accordingly. A more rigidly planned class may be suitable when preparing a particular group for a grading or competition, or for fine-tuning elite performers. Planning also covers such aspects as ensuring that the dojo (training hall) is booked, open on time, and fit for use (eg clean, tidy and safe).

-conduct a training session

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

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

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

-evaluate the effectiveness of their own teaching and the progress of their students.

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

-provide motivation

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

SECTION 7 - KARATE SPECIFIC TEACHING SKILLS

(Issue 1- January 2009)

Instructors will need to be able to demonstrate Karate knowledge and skill to a range of students from novice to Black Belt

Karate England has fixed the minimum grade for its Instructors at 1st Dan. In order to gain a Black Belt, it was necessary for an Instructor to demonstrate a technical knowledge and skill to a level laid down in the grading syllabus, of the three fundamental components of Karate, which are Kihon (basic techniques), Kata (set formal exercises) and Kumite (sparring). It therefore follows that KARATE ENGLAND Instructors will have at least the level of knowledge and skill required to take a novice through to 1st Dan.

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

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

Instructors should attend Association and Karate England technical courses where possible, to keep up to date.

Instructors should have a knowledge of specialised Karate equipment and demonstrate its use.

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

SECTION 8 - TEACHING CHILDREN

(Issue 1- January 2009)

The law defines a child as a person under the age of 16, or under 18 if in full-time education. Instructors need to understand the added responsibilities of teaching children and the also basic principles of growth and development through childhood to adolescence. Exercises should be appropriate to age and build. Instructors should not simply treat children as small adults, with small adult bodies.

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

It will be observed that some children have difficulty in concentrating, and Karate training has been shown to improve their ability to concentrate, and that this is beneficial to the children in other aspects of their life, such as education.

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

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

Children should be generally matched for size and weight for sparring practice wherever possible.

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

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

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

A duty of care towards children, equivalent to that which a reasonable prudent parent should expect from a teacher in a school environment, is expected from a sports coach, and therefore of a Karate Instructor.

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

Specific Guidelines for Teaching Children have been developed by KE and are contained in the Miscellaneous Documentation section of this Portfolio

SECTION 9 - TEACHING THOSE WITH SPECIAL NEEDS

(Issue 1- January 2009)

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

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

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

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

Poor hearing or sight Poor co-ordination and balance Poor spatial concept or perception Slow reaction times Poor physical condition through being overweight, undernourished, or generally unfit.

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

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

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

Wheelchair Karateka will appropriate access and more space to manoeuvre and it will be generally more practical for them to train in special classes..

SECTION 10 - EMERGENCIES AND FIRST AID

(Issue 1- January 2009)

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

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

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

- Keep calm, take charge of the situation, organise immediate help.
- Deal promptly with any potentially life threatening situation.
- Give reassurance to any injured party.
- Be aware that people may be affected by shock.
- Hospital treatment may be required and no drugs, food or drinks should be given.

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

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

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

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

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

All clubs should have a well stocked First Aid box, regularly replenished. If the facility the club trains in does not have a First Aid box the Instructor should provide a portable one. The First Aid box should be clearly marked and easily accessible. The minimum contents of a First Aid box should be:
cotton bandages of various sizes triangular bandages crepe bandages sticking plasters safety pins sterilised gauze and cotton wool scissors disposable gloves disposable resuscitation gauze

SECTION 11 - TEACHING AND THE LAW

(Issue 1- January 2009)

A karate instructor has a legal as well as a moral obligation to ensure the safety, well-being and best interests of their students.

Accidents and injuries may occur during any type of strenuous physical activity and new members are often asked to sign a statement to this effect, known as a disclaimer, when they take out club membership, but this does not absolve the Instructor of their duty to behave responsibly.

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

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

KE Instructors will receive updated literature on health and safety matters, and it is their responsibility to maintain up-to-date guidelines and abide by them.

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

- 1) It must be made clear that the training may only improve the ability of a student to defend themselves, and a false sense of confidence should not be instilled. It should be emphasised that the best defence is to avoid conflict.
- 2) It must be emphasised that only reasonable force may be used in self-defence, that is, the minimum amount required to ensure a return to a safe situation.

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

It may be useful to keep information on club members on a computer. If you do this the Data Protection Act may apply. It does not apply to manual records. Any records should be kept secure and confidential and used only in the best interest of the members.

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

KE has worked with experts in the field of Risk Management, the Law and Insurance and following a seminar in October 2008, has produced guidelines to help instructors create a safer environment in which their students may train and help ensure that the instructors operate legally and are covered by insurance against any unforeseen eventuality. These guidelines are contained in the Miscellaneous Documentation section of this Portfolio.

SECTION 12 - SOURCES OF INFORMATION

(Issue 1- January 2009)

KARATE ENGLAND General Enquiries:

Karate England
PO Box 3
Wirral CH43 6XX

07931 545924

E Mail: www.karateengland.com

- or contact your Association Officers.

For information on General Fitness and Ancillary Courses :

Sports Coach UK offer a series of courses, booklets and videos together with an information service, details from; SCUUK, 114 Cardigan Rd, Headingley, Leeds LS6 3BJ. Tel 0113 744802. ????????

Articles on Sports Medicine can be obtained from The National Sports Medicine Institute, St Bartholomews

Medical College, Charterhouse Square, London EC1M 6BQ. 071 251 0583 ??????????

Copies of published articles on general Sports science can be obtained from Autosport Documentation

Centre, University of Birmingham, Edgbaston B15 2TT. 021 414 5843 ??????????

If you have difficulty in obtaining any specialist publications, contact::

Sports Pages, Caxton Walk, 94-96 Charing Cross Road, London WC2H OJG. 0171 240 9604
????????

Sports Pages, Barton Sq, St Annes Sq, Manchester M2 7HA. 061 832 8530 ??????????

They carry a comprehensive list of publications, and can send you lists of available publications, and advise on the most up to date material - just let them know your area of interest, for example general fitness, sports psychology, a particular sport or specifically Karate.

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

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

OUTLINE OF ASSESSMENT PROCEDURE

(Issue 1- January 2009)

What is Assessment ?

Assessment is the judging of standards and there are fundamental principles which should be observed. Assessment in this case is the judgment of a person's competence to instruct Karate and the system used must be sound and objective, and the assessment itself must be seen as fair, impartial and positive. Positive means that good points must be noted, and that advice must be given on how to strengthen weaker ones. In the context of the KARATE ENGLAND Programme, assessment is the process of measuring a candidates ability to teach Karate and carry out associated responsibilities, in relation to the minimum standards laid down in the KARATE ENGLAND Guidelines for Instructors. The Guidelines are statements of good practice and have been approved by KARATE ENGLAND.

Whether an Instructor is competent or not is shown by:

a) the observation of the Instructor taking a short class consisting of:

- . • A warm up
- . • Kihon and/or Kata, and Kumite
- . • Conditioning exercises for the arm, trunk and leg strength and for aerobic fitness
- . • A warm down

and

b) the checking of:

- . • Relevant records and the Instructors knowledge of organisational structure and codes of conduct
- . • The suitability and safety of the teaching environment

Where and how will assessment take place ?

Assessment can take place in the candidates' dojo, at another dojo, or at a Karate England Assessment course. KARATE ENGLAND will supply sample students when they organise a specific assessment course, but with privately arranged assessment, the Instructors must supply at least two students, appropriately matched for size and grade. in order that they can demonstrate their instructional abilities in all the required aspects. For the practical assessment the precise content of each section will be decided by the candidate.

What is the role of the Assessor ?

An Assessor must assess fairly and carefully on the basis of the Karate England Guidelines. A positive Assessment should be given unless an Assessor feels that a candidate is out of step with the Guidelines to the point where their teaching is dangerous or highly inefficient, or where they show a totally irresponsible attitude towards record keeping, to the provision of a safe training environment, or in adhering to the Karate England code of behaviour. Where an Assessor feels some changes are necessary, the Assessor must be satisfied that the changes are possible, and an assurance must be sought from the candidate that the changes will be made, before positive assessment is given.

Section 1 -PRINCIPALS OF ASSESSMENT

(Issue 1- January 2009)

There are three principles of any assessment:

1 Reliability - An assessment is reliable if:

The same result is obtained by any other competent assessor.

The same standard of performance produces the same result.

For an assessor to be reliable, they have to be clear about what is being assessed, do the job objectively and never let personal problems or issues interfere with the job of assessing.

2 Validity - Decisions made by an assessor have to be fair and defensible. If the method of assessment is through observation in the dojo, validity should be heightened.

3 Objectivity -Assessment needs to be capable of differentiating between those who are and those who are not yet competent as instructors.

With assessment taking place in and around the training environment, this 'competence - based ' assessment is removed from a traditional examination situation and is one of the strengths of the KE programme.

Section 2 - THE CONTENT OF ASSESSMENT

There will be certain 'competences' or skills the Instructor should be able to demonstrate, for example the competence to:

- Plan a session
- Present Karate techniques.
- Conduct a session.
- Evaluate a session
- Ensure Health and Safety of the participants.
- Work with colleagues.
- Promote the practice of Karate.

In addition. to demonstrating these competences, an Instructor will need to have certain required background knowledge and experience, which can be shown in several ways, for example through their grading and training records and through the possession of the up-to-date Guidelines incorporated in their KE Instructor Portfolio.

INSTRUCTOR'S RECORDS

(Issue 1- January 2009)

These records can be produced as evidence for assessment. and can also be used for example to help the Instructor with the planning and evaluating of their classes.

Use of the records can help focus the Instructor and their club, giving direction and progression to the classes. It may also serve as a record of evaluation to show long-term aims and goals, and to measure how successfully aims are being met.

Sample forms are supplied. Instructors may use these as master-copies, and take duplicates. It is also recommended that copies are made of completed forms, and that these copies are kept separate from the Instructors Portfolio - such records are irreplaceable.

Forms are supplied to help Instructors keep the following records:

Personal details of licence, insurance and qualifications.

A resume of their personal Karate History.

Personal records of teaching and training.

A sample of a lesson plan.

Records of accidents

Essential members details.

Important contact numbers and addresses

INSTRUCTOR'S RECORDS - **Instructor's Personal Details**

Please read carefully before completing this form. Please use **BLOCK CAPITALS**

Mr/Mrs/Miss/Ms/Other _____

First Name _____ Surname _____

Address _____

_____ Postcode _____

Parent Club _____ SKC

Licence Number _____

Date of First Licence ____ / ____ / ____

Expiry date of current licence ____ / ____ / ____ ____ / ____ / ____

____ / ____ / ____ ____ / ____ / ____ ____ / ____ / ____

____ / ____ / ____ ____ / ____ / ____ ____ / ____ / ____

Dates grades obtained;

3rd Kyu ____ / ____ / ____ 2nd Kyu ____ / ____ / ____ 1st Kyu ____ / ____ / ____

1st Dan ____ / ____ / ____ 2nd Dan ____ / ____ / ____ 3rd Dan ____ / ____ / ____

4th Dan ____ / ____ / ____ 5th Dan ____ / ____ / ____ 6th Dan ____ / ____ / ____

7th Dan ____ / ____ / ____ 8th Dan ____ / ____ / ____ 9th Dan ____ / ____ / ____

Official use only This section to be completed by authorised persons only

Trainee Instructor Qualification

Date awarded ____ / ____ / ____

Assessed by (Print name) _____ Assessor's signature _____

Instructor Qualification

Date awarded ____ / ____ / ____

Assessed by (Print name) _____ Assessor's signature _____

Brief Outline of Instructor's Karate History

First Name _____ Surname _____

Address _____
_____ Postcode _____

Parent Association _____

Parent Club _____

The following should provide a brief outline of the above person's Karate history, with key events noted - for example, the date they began training, where, with whom, key grading dates, qualifications obtained, competition involvement, instructional experience, etc, etc. This will help the Assessor by providing an overview of the candidate. It should be fairly precise, to allow it to be read in a reasonable time. Likewise, it should be clearly and carefully written or typed.

A brief statement about your future plans in Karate

Completed on ____ / ____ / ____

Instructor's Records - Courses Attended

Instructors are advised to keep records of special Karate Courses or related activities which may enhance their teaching ability. They should indicate their role - for example, Instructor, Student, Officiator or Observer. Comments need only be brief.

Instructor's name _____ Lic No _____

Date Venue Role Verified by(print)Position Signature

___/___/___

Comments _____

Date Venue Role Verified by(print)Position Signature

___/___/___

Comments _____

Date Venue Role Verified by(print)Position Signature

___/___/___

Comments _____

Date Venue Role Verified by(print)Position Signature

___/___/___

Comments _____

Date Venue Role Verified by(print)Position Signature

___/___/___

Comments _____

Date Venue Role Verified by(print)Position Signature

___/___/___

Comments _____

Date Venue Role Verified by(print)Position Signature

___/___/___

Comments _____

Instructor's Records – Accident Report

Date of injury ____/____/____ Time of injury ____/____/____

Details of injured person

Full name (Mr/Mrs/Ms/other) _____

Grade _____ Lic No _____ Expiry date ____/____/____

Instructor in charge _____ Assoc Lic No _____

Details of how accident occurred

Nature of injury

Details of any key witnesses

Name _____ tel no _____

Action taken

Instructor's signature _____ Date ____/____/____

Instructor's Records – Useful Contacts

This form is to help Instructors have key contact details readily to hand. These may include National and Regional Officers, Club Officials, Hospitals, equipment suppliers etc, etc. Much of it can be kept up to date from literature sent from Karate England.

Instructor's Name _____ Lic No _____

Contact name _____ **Position** _____

Address _____

Postcode _____ Home Tel _____ Work Tel _____ Fax _____

Contact name _____ **Position** _____

Address _____

Postcode _____ Home Tel _____ Work Tel _____ Fax _____

Contact name _____ **Position** _____

Address _____

Postcode _____ Home Tel _____ Work Tel _____ Fax _____

Contact name _____ **Position** _____

Address _____

Postcode _____ Home Tel _____ Work Tel _____ Fax _____

Contact name _____ **Position** _____

Address _____

Postcode _____ Home Tel _____ Work Tel _____ Fax _____

Contact name _____ **Position** _____

Address _____

Postcode _____ Home Tel _____ Work Tel _____ Fax _____

Instructor's Records – Lesson Planner

This form may be used for an Instructor to formally plan a lesson, as a mental exercise, or to demonstrate to an Assessor the ability to write a plan. It is also there as reference for an Internal or External Verifier, and demonstrates at a later date that the assessment was done correctly.

Main Instructor's Name _____ Lic No _____

Assistant's Name (if any) _____ Lic No _____

Assistant's Name (if any) _____ Lic No _____

Date of lesson ____ / ____ / ____ Time of lesson ____ / ____ / ____

Name of Club and venue _____

Location of venue _____

Training facilities available _____

Adults - Anticipated number _____ Actual number _____

Age range ____ / ____ Grade Range _____ / _____ Ability range _____

Children - Anticipated number _____ Actual number _____

Age range ____ / ____ Grade Range _____ / _____ Ability range _____

Emergency exits noted __ Nearest Telephone known __ Emergency numbers to hand __ First Aid Kit

available __ Nearest Hospital known __ Emergency Transport available __

Aims and Goals for this lesson

Instructor's evaluation of the class following the lesson

Instructor's future development plan for this class
