



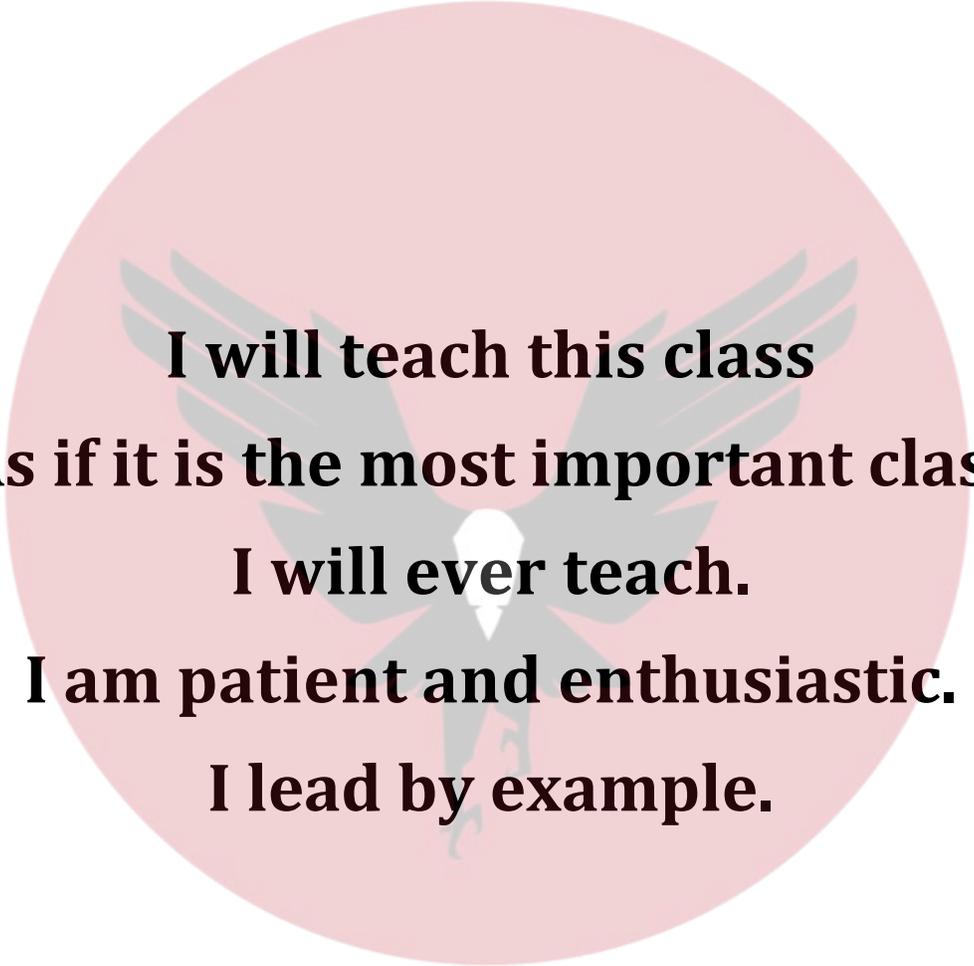
MALTA

Martial Arts Leadership Training Association



S.T.O.R.M

16 Teaching Tools



**I will teach this class
As if it is the most important class
I will ever teach.
I am patient and enthusiastic.
I lead by example.**

MALTA





12 First Impressions

We've all heard the old adage that "You only get one chance to make a great first impression." With a martial arts school, you get lots of opportunities to make great first impressions on every student.

Every time a student experiences something for the first time, their reaction to that first impression is much stronger than their reaction to an experience that is familiar to them. So if the initial experience goes well, they really feel it. And if the initial experience doesn't go well, they also feel that with the same intensity.

This provides you with a fantastic opportunity to make raving fans out of your new students and parents. Here is a partial list of the first impressions we can make on just one student/parent:

1. The first time they visit our website - This gives them an immediate impression of what kind of school you run. Suggestion: Ask some of your friends outside of martial arts to give you an honest impression of your website. Does it create the sense that you run a top notch operation?
2. The first time they call your school -This also makes an immediate impression. Not just the initial greeting, but how well the call goes. Did the person who answered the phone build their confidence? When the prospect hung up, did they come away thinking "Wow! That's got to be the best martial arts school in town!"
3. The first time they pull into your parking lot -This is the third powerful first impression before they even set foot in your school. What does the building look like from the outside? Is it very inviting? Is your signage sharp? Is your parking lot clean? What can they see through your windows?
4. The first time they walk in your door - This makes one of the most powerful first impressions of all. Is everything neat and clean? What does it smell like? Does the overall behavior of students and staff convey the sense that this place is well organized and professional?
5. The first time they are greeted- Your initial greeting grabs and focuses their attention for a moment. They'll form impressions of "what people are like here" from this first encounter. Do they feel ignored, "assaulted" or do they feel genuinely welcomed as they enter your school for the first time.



6. Their first in-depth conversation -This is generally your intro conference. Even if all the other first impressions have gone well so far, they're likely to be just a little anxious. They're in a new place and they really don't know what's going on. Does your intro make them comfortable and set the expectation that they're going to love your program?
7. The first time they step on your mat - Once again, they're likely to be a bit anxious. You have just a few seconds to get them off to a great start. Do you take care to ensure that their first minute on your mat reduces their anxiety and increases their excitement? Do you ensure that they are introduced to your instructors and the other students in their class?
8. The first time they come into the school as a "regular student" - Even if you did a great job getting them started in their first lesson, it's just as important that they have a great experience the next time they come in for class. This will be the first time that they come in without a "guide." If anything goes wrong, they'll feel very awkward. Do you keep an eye out for students coming in for their first regular class, to ensure they find their way without any problems?
9. The first time you have a one-on-one chat with a student or parent after the student has begun their training - Your first one-on-one discussion sets their expectations for all future chats like this. Are your initial one-on-one chats positive experiences for your students?
10. The first time a student experiences a tip test or any preliminary assessment - This is the first time they're being assessed and that can make anyone a bit nervous . Regardless of how well they know their material, it's vital that they feel treated with respect. This is especially true if they need to improve in any way . Do you handle their first assessment with a little extra empathy and respect?
11. Their first belt test or other formal assessment -While other students may be on their 2nd, 3rd, or 10th time through this routine, students going through this for the first time need a little extra



attention to ensure that they are comfortable and excited. Do you give a little extra attention to those who are testing for the first time?

12. The first time they change classes - Unless you keep all students of all ranks together in one class, students will eventually need to move from a beginner class to a more advanced class. This first class change can create several issues if not handled with care. Perhaps the new schedule isn't as convenient. Maybe they're concerned about leaving their friends in the beginner class and training with new people. Do you take a few moments to ensure that this transition goes smoothly?

That's 12 first impressions that virtually every student experiences at your school. You can probably think of others. These initial experiences generate strong reactions. The good news is that you have an opportunity to create a great experience at each of these events. What do you think your retention would be like if every student had a great experience in all of these first impressions?





YOU ARE IT!

1. Correct anything that you feel is wrong with you. Teeth, overweight, etc.
2. Always dress in uniform or dress clothes with polished dress shoes. Dress neatly at all times, clean and pressed.
3. Limit jewelry to watch, wedding rings and professional ring or college ring.
4. No earrings for men, conservative earrings for woman.
5. Fingernails should be clean, trimmed, rounded one neutral color.
6. Look like you are in shape.
7. Neat beard. Keep your eyebrows trimmed. Ladies use natural color make up, less is better.
8. Dental hygiene. Keep your breath fresh. No chewing gum. Braces if necessary.
9. Hair should not be over the collar, and look like you just got a hair cut. Conservative hair cut. Women's hair should be pulled back off face.
10. A new uniform with a new belt looks more professional to the general public.
11. Shoes should look new. Never wear worn or dirty looking shoes of any type.
12. Look well groomed (pedicure).
13. No baggy pants or tight fitting leotards for women (yoga pants).
14. Cell phone should not be worn on your belt, it looks unprofessional. Don't wear a earpiece, it looks amateur.



Proper Greeting at the Front Door

There are many different ways to enroll a new student in a martial arts school. A person may inquire about lessons through some type of advertisement or special.

There are different first impression points to consider when a new student makes contact with us. The first impression could have been made from a:

- Phone call or in conversation at a booth or festival or demonstration.
- the parking lot
- the storefront
- the person greeting them
- the way the staff is dressed and the way they conduct themselves
- the neatness and smell of the place
- disciplined class or lack thereof
- the observers of the class
- the bathroom

You see, there are a lot of different first impressions that go into the decision-making of an enrollment. It is important to keep this in mind when we know we have a potential new student coming in for their first martial arts lesson.





The Right Mindset

What do I mean by the right mindset?

Remember in the first level program we talked about how important attitude is.

Attitude is _____

Another portion of the first level program we talked about how important it is when we tie on the belt to let the cares of the day go away, no matter how bad the day was or how good the day we need to focus on the class that we are responsible for.

If we need to... we fake it until we _____

Before I even take the responsibility of opening the door for students coming into the class I need to have this mindset.

The students arriving for class may have had a terrible day and your smile and greeting might just turn their day around. This is a place where people can leave their worries at the door and have an exciting learning experience and we want to be sure we can deliver that and you are the first person they will interact with.





The Checklist

Take a moment and look at the checklist in your first level program. Remember, you are the first person the student will see for that day. You represent the martial arts, our school, our program, and yourself. It is very important to look the part.

Hair, non-wrinkled uniform, belt tied correctly, face and hands clean, smell, etc.

The Front Door

Once we have the right mindset and checked ourselves and uniform, and understand the importance of the first impression we might make we are now ready to take our position at the door.

It is very important to be proactive. Do not get distracted with what is going on in the room or on the mat your focus should be the entrance or the parking lot. Prepare to greet the person that is walking toward the door. You should not be surprised by someone that is trying to get in and your back was turned to them.

Most people will be carrying equipment bags or backpacks and there may not be enough room for them to come through the door while you are standing against it. Typically, Americans are not comfortable being close to someone else. If possible we would like to push the door open and get on the back side and hold it for the person so they have plenty of room to get in.

Always look the person in the eye and greet them with a “hello”, “how are you?”, “welcome”, etc.

After the person has walked past you look for the next person. While waiting do not hang on the door handle, have one hand on it prepared to act.





Let us review the steps:

1. Right Mindset
2. Checklist
3. Be Proactive (Watch)
4. Position yourself on the correct side of the door
5. Greet Them
6. Look for the next person

The Handshake

1. Generally speaking, the person in a higher position or age should be the first to extend their hand. In our case, it is appropriate for the student leader to extend their hand with confidence.
2. Look the person in the eye.
3. Stand straight.
4. Get a grip.
5. Should be firm but not crushing.
6. It should last 3-5 seconds.
7. Shake up and down.





Helping a New Student on the Mat

For this exercise we will be talking about young children however most of these techniques can be applied to teenagers and adults.

It is very important for us to understand we want this person to have a phenomenal first experience. In order to do that we do not want them to get frustrated or discouraged. But we do want them to be in our structure and performing at a level where they are having fun and building confidence without being a distraction to people around them. It is also important for us to understand that we do not know what background they come from. They may come from a home that has absolutely no boundaries where something like staying on your square will be unnatural for them.

We also deal with many people who have ADHD, autism or other challenges. We need to take each one of these people on an individual basis.

The expectations for this beginner student will vary. For small children if they get the right and left side or leg or hand mixed up it does not matter. They do not have to be correct they just need to be generally correct. Typically the older the student, the more specific we can be.

1. We want this new or potential new student to be aware they have a buddy in this class and they are not alone. We need to greet them and we need to build a rapport.
2. We want to give them space. We want to hover but not smother. Stay out of their square. Unless there is a correction or something needs to be said.
3. If something needs to be said say it very quickly. As you will notice we do not stay on any one subject for a great length of time things move quickly in the beginner class. Do not talk while the instructor talks.
4. Do your best to keep them on the square, if you cannot make sure the instructor knows which should have already been noticed by the instructor.
5. At the end of class make sure you escort them off the mat and greet the parents letting them know what a great job your buddy did.
6. Basically you want to treat them the way you would want to be treated



Let's review the steps:

1. Greet and build rapport
2. Hover but do not smother.
3. Say your corrections quickly.
4. Do your best to keep them on the square.
5. At the end of class greet the parents and praise the student.
6. Treat them the way you would want to be treated.





Practice Test

1. Name 4 first impressions a new student can have.
 - a. _____
 - b. _____
 - c. _____
 - d. _____
2. In your own words, what is the right mind set?

3. Attitude is _____.
4. Fake it until you _____.
5. While at the front door, don't get _____.
6. While holding the door for someone, where should I be? _____
7. When someone approaches the door, give an example of what I should say.

8. When the person walks in, what should you do next? _____
9. Give 3 qualities of a good handshake.
 - a. _____
 - b. _____
 - c. _____
10. With a new student; Hover don't _____.
11. If something needs to be said to the student, say it _____.
12. What should you do at the end of the class if you had a "buddy"?



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“16 Incredibly Effective Teaching Tactics, Techniques, and Tools”

***From *The Martial Arts Instructor’s
Toolbox: Essential Knowledge for Every
Instructor****

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By Dave Kovar



#1: Be Friendly on Purpose

Make people feel welcome!

Be the FIRST to...

1. _____
2. _____
3. **Shake their hand**
 - a. _____
 - b. _____
 - c. _____
4. _____

*Make them know **they** are important to **you**.*





#2: Use Your Transformational Communication Skills

1. **Tonality-** _____

2. **Physiology-** _____
3. **Physiognomy-** _____

People will believe your tone of voice and body language over your words—every time!





#3: Harness the Power of Focus Anchor

Focus anchors can aid in maintaining control of the floor while remaining positive and non-threatening.

1. **Keep the anchor strong-**_____
2. **Vary the anchor-**_____
3. **Use focus anchors frequently-**_____

Focus anchors are also useful in pulling back distracted students without calling them out in particular.

Examples of possible focus anchors:

Patterned claps/focus claps

“Eyes on who?” / “Eyes on you, sir!”

Calling to attention/everybody back to their squares





#4: Establish the Habit of Positive Pre-Framing

What is it? Positive pre-framing involves giving someone a viewpoint about something _____.

Positive pre-framing can help encourage students to be much more open and enthusiastic about material that is typically challenging or daunting.

1. **Positive pre-frame at the beginning of class**
2. **Positive pre-frame everything taught**
3. **Positive pre-frame for the next class**

Pre-frame examples/ideas:

1. _____
2. _____
3. _____

Be careful not to negative pre-frame!

1. _____
2. _____
3. _____





#5: Habituate the 3X3 Rule

This helps build good rapport with students and actually aids in student retention by personalizing the experience for each student, and preventing them from feeling lost in the crowd.

1. _____ (x3)-lets them know you're sincere and adds umph to your words
2. _____ (x3)-high fives, shoulder pats, handshakes
3. _____ (x3)- a person's favorite word is their name...so use it!

Using all three of these together can maximize the results of the 3x3 Rule (i.e. eye contact with, "Give me a high five, Johnny!").





#6: Praise Publicly. Reprimand Privately.

1. **Reprimand in private**
2. **Praise publicly**
3. **Never pass up a chance to praise someone publicly**

Public praise is one of the easiest ways to increase your student's self-esteem; conversely, one of the easiest ways to destroy their self-esteem is to publicly reprimand them.





#7: Utilize the 3D's—Demonstrate, Detail, Drill

1. **Demonstrate-**_____
2. **Detail-**_____
3. **Drill-**_____

Always using these three steps will lend consistency to your teaching and will allow your students to be prepared and know what to expect when learning something new.





#8: Practice Praise-Correct-Praise

Negative criticism can discourage your students and cause them to focus only on their weaknesses. Instead, offer constructive advice.

1. _____
2. _____
3. _____

Choose specific things to praise, not just generalities.

In this way, the student is calmed and put at ease before the correction, and his confidence is reassured afterward as well.

Practical Exercises

1. _____
2. _____
3. _____





#9: Use Influence, Not Authority

Authority controls from the outside in, but influence helps bring out the best from the inside out.

1. **Influence motivates internally**-they *want* to do what your asking
2. **Authority motivates externally**-When someone pushes you, you naturally to push back, not do as you're told
3. **Always use influence first!**

Guide and teach instead of trying to use force to control the class.





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#10: Always Follow the Smiling-Sweating-Learning Rule

Keep your students...

1. **Smiling**-make sure they are enjoying themselves
2. **Sweating**-give them a good workout
3. **Learning**-give them something new, do not allow them to become bored





#11: Practice the Art of Disguising Repetition

1. Change attribute emphasis
2. Change atmosphere (different environment, different instructor)
3. Change area of focus through non-stop instructor feedback

Disguising repetition can help students focus on the same technique for a longer period of time.

- A. **Prepare**-take the time to prepare for your class
- B. **Explore**-investigate different aspects of the move (form, accuracy, distancing, speed, timing, power, etc.)
- C. **Decide**-decide how you will have them practice—in the air, with Wavemasters, etc.

Mix it up-Change the drills, keep them engaged

Example _____





#12: Practice Zero Downtime

Keeping your students active will help prevent them from being bored.

1. Plan your class- _____
2. Be one step ahead of your class- _____

3. Communicate clearly- _____

If you need to change your plan, do so while your students are occupied in a drill—don't have them standing around waiting for what's next.





#13: Rise to the Occasion when Working with Challenging Students

1. **Build rapport**-show them that teachers can be encouraging role models, not just adults with rules.
2. **Give them clear expectations and feedback**-Make sure they know what is expected of them and when they have met those expectations
3. **Catch them doing something right**-Associate their good behavior with praise and recognition

Be _____

Be _____

Never _____

Your hard work will pay off eventually!





#14: Make Every Huddle Discussion (Mat Chat) a Masterpiece

1. Be animated and enthusiastic—hold your students interest
2. Encourage participation
3. Be brief and thorough—longer doesn't mean better

Your mat chat should be planned in advance—winging it doesn't always work!

How long should it last? _____





#15: Always Stress Safety First

Following set guidelines can reduce both the risk of injury and the fear of it.

- *Have realistic _____
- *Be aware of your individual students' abilities and _____
- *Be aware of space _____
- *ALWAYS emphasize safety FIRST!
- *Teach _____ and _____ appropriate material
- *Warm up/stretch properly
- *Maintain the dojo _____
- *Pair off with consideration to size, age, skill, etc.

IN CASE OF INJURY:

- *Notify the parents
- *Have a policy in place for you and staff to know when to call 9-1-1
- *If at all possible, avoid interrupting the class for anyone but the injured
- *Keep everyone calm—their emotions will affect the injured
- *Know how to fill out an accident report





#16: Never Compromise the Instructor/Student Relationship

Your relationship with your students is very important, and can become very powerful—be careful not to compromise it in *any* way!

1. **Be friendly,** _____ -developing a strong friendship with a student can compromise your professional relationship
2. **Be personable,** _____ -small talk is OK, but details of your life...not so much
3. **NEVER use your influence for selfish gains!**





Teaching Challenging Students

Students with special needs, i.e. autism are more and more common in our schools. With the understanding that martial arts changes lives, we can expect even more.

Mindset is everything. Challenging students will help you be a better instructor. Especially in the “no down time” area.

Here are a few techniques that will help



Don't pre-judge

Develop Rapport

Keep your temper





Don't threaten unless you plan on following up

Be fair (make the punishment fit the crime/consistent)

Catch them doing something right

Ask questions (ask leading questions, try to avoid lecturing)

Communicate expectations and give feedback (give small easily achievable goals and keep them apprised of their progress)

Seek first to understand (empathize)





Guidelines for Teaching Young Children

Worksheet

- *Make the class fun* – _____
- *Don't be overly* – _____
- *Change drills* – _____
- *Praise* – _____ – *encourage* – _____ *and celebrate* – _____
- *Make a big deal over* – _____, *regardless of where they* – _____
- *Remind students not to compare* – _____
- *Set* – _____ – *goals followed by* – _____ – *feedback*

