

Midori Yama Budokai: *Hanshi's Corner*

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Ichigo, ichi e: One life, one meeting

Wing Chun Chi Gerk

Chi Gerk is Wing Chun's "Sticky Legs." Chi Gerk is to the legs what chi sao ("sticky hands") is to the arms. The major difference is that the arms have more mobility. The opponent's kick (right is used for all examples) is caught from inside with the right instep and followed by a low side kick. Second, the opponent's kick is parried from outside with the left leg and again followed by a low side kick. In both instances, the supporting leg is the one which is attacked. Against the opponent's low line kick (similar to *judo's de ashi barai*), use a low side kick with the edge of the foot to stop the attack. As a variation, the arch of the bottom of the foot may be used to stop the attack. As the opponent lifts the (right) leg to kick ("chambered"), kick the thigh, which may temporarily paralyze the leg and cause the opponent to collapse. The opponent attempts a front kick, which is parried from inside with the right shin, and followed by a front kick to the groin. Also against a front kick, the opponent's attack may be stopped with a leg (or knee) block from outside the leg. This may be followed by a sweep to one or both the opponent's legs from the rear, coupled with a strike to the throat.

Simply Karate Training Program

One of the newer innovations for martial arts is boxed sets consisting of 30 flash cards, a DVD and booklet. The cards cover all basics, including the bow, punching, blocking and kicking, as well as one steps and self-defense. The photographs are done well and demonstrate the techniques clearly. The only drawback for the *karate* boxed set is that it is based on *Kyokushinkai Karate Do*, so some of the terminology is slightly different from other Japanese based schools. There are also boxed sets for *Aikido* and *Jujutsu*. For the *Aikido*, common terms are used which are of the *Yoshinkan* and *Hombu*. However, if one has studied *Yoseikan*, the terminology is quite different. The *Jujutsu* tends to be more generic than the other two, as most of the terminology is in English. As quick references, they may be useful, especially for the younger *budoka*.

Learning Styles

Most competent instructors are aware that there are three basic learning styles from which their students may be taught. Ideally, all three are used so that every student may benefit from the instruction. The three styles are presented below.

Auditory: The instructor must present information clearly and totally so that all students hear him or her. Those who learn in this manner (of which your professor emeritus is one!) need specific instructions. These include the designation of left or right, front or back, high, middle or low. If the Japanese name of the technique is not known, the auditory learner may pick it up more quickly when combined with the English translation. For example: *mae geri*, front kick or *chudan zuki*, mid-level punch, will help the listener learn the terms. One learning pattern of the auditory learner is to ask questions and repeat the answers they are given. This repetition helps the learner to retain the information s/he is given. The major drawback of the auditory learner is the tendency

to “talk the subject to death.” That is, during practice they will talk about the technique rather than practice the technique. Conversely, they can – if they know the technique – assist lower ranks with verbal instruction.

Visual: In teaching those who learn by seeing, the technique must be shown in an easily seen manner. In many cases the student will do the technique shown as a “mirror image.” This is also prevalent with children who will do the technique on the side they perceive the instructor is doing the technique. That is, with the instructor facing them and doing a punch with the right fist, the visual learner will often punch with the left fist. They are not being obtuse or stubborn; they are copying – “mirror image” – what they are instructed to do. If the instructor is not aware of this, it can become frustrating for both instructor and student. At least one instructor of T'ai Chi used this in his book, presenting the illustrations as though looking in a mirror. After the student has learned the basics, s/he may be encouraged to begin on the same side as the instructor. One additional benefit for the visual learner is they develop a higher level of cognitive skill, due to using a more complex thought process. More than any other student, these students benefit from handouts, books and manuals. Terminology is more quickly learned if these students have a word and phrase list with translations, and ideally with illustrations of the technique. These students can benefit from DVDs and videotapes more readily than other students.

Kinesthetic: These students can be the easiest to work with because they learn by doing – which is the traditional method of learning. These students must practice the form until they begin to master it. At this point, the instructor may explain the concept of the technique and make corrections in the form. These learners cannot perceive non-physical information until they have developed the technique as a reflexive movement. These students benefit most from working with different partners, and especially with one who already has mastered the skill. Kinesthetic students have trouble staying still and benefit more from doing than from listening to explanations and lectures. While the instructor is lecturing, these students may fidget, or even copy movements made by the instructor in an effort to learn.

Ideally, the instructor will demonstrate (or have demonstrated) a specific technique as s/he explains it. After the students pair up to practice, the instructor, or assistant, may work with the students based on their learning style.

Also, see, “What Type of Learner Are You?” in the October, 2009 Newsletter.

Highly recommended is Carol A. Wiley's, *Martial Arts Teachers on Teaching*

Tae Kwon Do Terminology

When trying to phonetically reproduce the Korean syllabary into English, there are a number of ways to do it. If the reproduction here is different from that with which you are familiar, it is simply another way of writing it.

Basic Terminology:

Instructor	Sa-bum-nim
Uniform	Do-bak
Yell, shout	Ki-hap
Martial Arts School	Do-jang
Punching Board	Kwon-go

Commands:

[Come to] Attention	Cha-re-ut
Formal Bow, Salute	Kyung-ne

Ready
Begin
Stop
[Return to] Ready Stance
Rest (at ease)
About Face

Joon-be
She-jak (Si-jak)
Go-man
Ba-ro
She-ut (Si-ut)
Dwee-ro Do-Sa

Counting (Bun-ho):

One
Two
Three
Four
Five
Six
Seven
Eight
Nine
Ten

Hana
Dool
Set
Net
Dah-sut
Yuh-sut
Il-gop
Yo-dul
Ah-hop
Yul

Belt Grades:

No Rank	Moo-gup	White Belt	Hin Sek Dee
9 th Grade	Ku-gup		
8 th Grade	Pal-gup	Yellow Belt	No Rang Sek Dee
7 th Grade	Chil-gup		
6 th Grade	Yuk-gup	Green Belt	Chorok Sek Dee
5 th Grade	Oh-gup		
4 th Grade	Sa-gup	Blue Belt	Parang Sek Dee
3 rd Grade	Sam-gup		
2 nd Grade	E-gup	Red Belt	Bal Gang Sek Dee
1 st Grade	Il-gup		

The colors given are representative of many Korean schools. MYB uses the same colored belt system for Korean grades as for Japanese grades: 9th is White; 8th is Yellow; 7th is Orange; 6th is Green; 5th is Blue; 4th is Purple and 3rd, 2nd and 1st are Brown.

Belt Degrees:

Black Belt	Yu Dan Ja	Black Belt	Gum Jung Sek Dee
1 st Degree	Cho-dan		
2 nd Degree	E-dan		
3 rd Degree	Sam-dan		
4 th Degree	Sa-dan		
5 th Degree	Oh-dan		
6 th Degree	Yuk-dan		
7 th Degree	Chil-dan		
8 th Degree	Pal-dan		
9 th Degree	Ku-dan		

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