



**MATA**  
**MARTIAL ARTS**  
**TEACHERS' ASSOCIATION**

**Martial Arts Teachers' Association**  
**Life Skills and Leadership Curriculum**

# KNOWLEDGE

*"There is enough in the world for everyone to live on happily  
and to be at peace with his neighbor."*

Harry S. Truman

Knowledge is this module of success  
in the Martial Arts Teachers' Association Curriculum.

The ability to succeed is in a large part due to your knowledge. Knowledge has made our civilization great and is what makes the world what it is today. As martial artists, we know that we need to continually seek knowledge about the martial arts and ways to improve our skills. As businesspersons we also realize the importance of constantly improving our knowledge in the field of business.

By helping our students discover for themselves them importance of seeking and improving their knowledge, you are giving them a leg up on the world. Also, as you reinforce the importance of staying in school to the children in your classes you'll become a hero in the eyes of their parents. Once your students find out the importance of knowledge from you, they'll know that your program is the one that really leads the martial arts field.

- ☐ Knowledge Worksheets
- ☐ Knowledge Lesson
- ☐ Quotes
- ☐ Pre-Test Letter
- ☐ Post Test Letter

© Martial Arts Teachers' Association, Inc.  
Printed in the USA. All rights reserved including the right of  
reproduction in whole or in part. Published by Martial Arts Teachers' Association, Inc.  
No unauthorized reproduction allowed without expressed permission from the publisher in writing. Martial Arts Teachers'  
Association, logo and colophons are trademarks of Martial Arts Teachers' Association, Inc.

## table of contents

# INTEGRITY



The Big Picture . . . . .	5
Sample Post Test Letter . . . . .	6
Sample Pre-Test Letter . . . . .	7
Week 1    Lesson 1 What is Knowledge? . . . . .	9
Lesson 2 What is Knowledge? . . . . .	13
Week 2    Lesson 3 Why is Knowledge Important to You? . . . . .	17
Lesson 4 Why is Knowledge Important to You? . . . . .	21
Week 3    Lesson 5 Types of Knowledge . . . . .	25
Lesson 6 Types of Knowledge . . . . .	29
Week 4    Lesson 7 Sources of Knowledge. . . . .	33
Lesson 8 Sources of Knowledge. . . . .	37
Week 5    Lesson 9 Increasing Your Knowledge for Life. . . . .	41
Lesson 10 Increasing Your Knowledge for Life . . . . .	45
Week 6    Lesson 11 Knowledge Review . . . . .	49
Lesson 12 Knowledge Review. . . . .	53

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

# the big picture

## Week 1:

- Lesson # 1**      What is Knowledge?
- Lesson # 2**      Knowledge Story / Drill

## Week 2:

- Lesson # 3**      Why is Knowledge Important to You?
- Lesson # 4**      Knowledge Story / Drill

## Week 3:

- Lesson # 5**      Types of Knowledge
- Lesson # 6**      Knowledge Story / Drill

## Week 4:

- Lesson # 7**      Sources of Knowledge
- Lesson # 8**      Knowledge Story / Drill

## Week 5:

- Lesson # 9**      Increasing Your Knowledge for Life
- Lesson # 10**      Knowledge Story / Drill

## Week 6:

- Lesson # 11**      Knowledge Review
- Lesson # 12**      Knowledge Review

## TEST

Recommended study for instructors teaching this course:

The 12 Life Secrets (Tape Series)  
by Robert Stuber (Nightingale Conant)

Accelerated Learning  
by Colin Rose

## sample pre-test letter

Dear Mr./Mrs. (insert name),

(Insert name) has completed nearly all the requirements for (his/her) next rank and will be testing for (his/her) new belt shortly. Along with having improved (his/her) physical skills, (insert name) has improved (his/her) mental skills by working on improving (his/her) life long quest for knowledge.

Knowledge and ideas have made our great civilization what it is. Knowledge is the raw material from which ideas arise. It also helps a person understand himself. As the great philosopher Francis Bacon once said, "Knowledge is Power." This is so true. But even more than that, power is the ability to use one's knowledge. This is what we hope we have been helping (insert name) do.

We're excited that we could be part of sharing such valuable life skills with (insert name) and encourage you to help (him/her) continue to search for knowledge for the rest of (his/her) life. Armed with a thirst for knowledge, and the other positive traits we teach here, we believe that (insert name) can achieve almost anything!

Yours Sincerely,

The Staff at (YOUR SCHOOL)

P.S. Don't forget (insert name) graduation on (date). We look forward to seeing you there!

## sample post-test letter

Dear Mr. & Mrs. (insert name),

Congratulations!

(Insert name) has passed (his/her) examination and, effective immediately, holds the rank of (insert rank). Not only has (insert name)'s improved physically, (he/she) has improved mentally through the successful accomplishment of the Knowledge curriculum. We at (YOUR SCHOOL) believe, and we're sure that you'll agree, that the life-long quest for knowledge is indispensable for success in life. All of us at (YOUR SCHOOL) are proud to have played a part in helping (insert name) develop this vital life skill.

For the next six weeks our curriculum will focus on improving (insert name)'s balance and timing as well as developing another equally important life skill, (insert life skill). Over the next few weeks we will work to help your child improve (insert life skill). Our lessons and stories will focus on how to improve in this very important area.

When these lessons have been completed, (insert name) will be well on the way toward learning how to apply (insert life skill) in (his/her) life.<sup>56</sup>  
56Look out for our (insert life skill) Poster and our Quotes of the Month when you stop by the school. Oh, and please remember to do your part at home by encouraging your child to talk about these lessons with you. One is never too young to learn how to enjoy life to its fullest!

Yours Sincerely

The Staff at (YOUR SCHOOL)

PS. As always, if you have any questions at all about our program or your child's progress, please don't hesitate to call us at (insert phone number).

# curriculum notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



*"Knowledge is power." – Francis Bacon*

week one  
**LESSON 1**

# What is Knowledge?



- Students will learn what knowledge is and its sources.
- By the end of the lesson, students will be able to tell the sources of knowledge.

## ages 4-7

**K**nowing yourself and the world around you is known as knowledge. Knowledge helps you to succeed in life.

Knowledge and ideas have made our civilization what it is. Ideas come from knowledge. By learning where ideas first came from and how traditions have grown from those ideas you gain a greater ability to make your own special place in the world.

### Ask your students:

- **What is Knowledge?**  
(Knowing yourself and the world around you.)
- **How has knowledge helped the world?**  
(It has made great civilizations.)

**K**nowledge is knowing yourself and the world around you. Knowledge is extremely helpful for success in life.

Knowledge and ideas have made our civilization great. In fact, knowledge is the raw material where ideas grow from. The more you know about where ideas first came from and how traditions have evolved from those ideas the greater is your ability to make your own place in the world.

## Ask your students:

- **What is Knowledge?**  
(Knowing yourself and the world around you.)
- **How has knowledge helped the world?**  
(It has made great civilizations.)

## adults

Most people would agree that the ability to succeed in life comes from knowing yourself and the world around you. This is known as knowledge.

Knowledge and ideas make our great civilization what it is. Knowledge is the raw material from which ideas arise. That's the importance of the study of knowledge. By knowing where ideas originally come from and the traditions that have evolved around them you have a greater ability to make your own place in the world.

### Topics for Discussion

- How has knowledge helped you in your life?
- What benefits are readily available to those with knowledge?

*"Knowledge is the frontier of tomorrow"*  
- Dennis Waitley

week one  
**LESSON 2**

# What is Knowledge?



- Students will learn what knowledge is and its sources.
- By the end of the lesson, students will be able to tell the sources of knowledge.

Discuss the following questions during warm up to remind the students of the previous lesson.

1. What is Knowledge?  
(Knowing yourself and the world around you.)
2. How has knowledge helped the world?  
(It has made great civilizations.)

## children's story

### Use What You Know

They were stuck. Ashlie knew it, and Katie knew it too. Finally, the girls stopped and turned toward each other. Katie was the first to speak. "I guess we better sit down and figure out what we are going to do," she said. "Yeah, it's going to be dark soon, so we need to have a plan." The girls looked around for a bit and then settled down on a large fallen tree not far from the path.

"Where do you think we went wrong?" Katie asked. "I'm not sure," replied Ashlie, "What's important is that we do the right thing from now on. Remember what Master Woo said, 'Use what you know.'" Katie got excited once she heard what Ashlie had said. More than once, their Martial Arts instructor, Master We, had told them that a truly intelligent person doesn't just know a lot, but uses what they know to help themselves.

"Well, let's use what we know," said Katie. The girls set about doing all of the things they had learned that week at camp about what to do if they ever got lost. They walked immediately back to the trail, they sat close together, and took turns blowing the whistle that would help others find them. It was almost completely dark when they heard someone coming up the path toward them. It wasn't long before they were back at camp.

Both Ashlie and Katie learned that the best thing to do is to use what you know.

### Ask your students:

- Would it have done Katie or Ashlie any good to get upset and panic over their situation?
- What was the best thing the girls did for themselves?
- Can you think of a time when you were able to use what you know to help you?

## The Tiger & The Hunter

"What are we going to do?" said Baby Tiger to Mama Tiger in the jungle, "Here comes a hunter, and he has five rifles, three special sighting scopes, and devices to allow him to see in the dark!"

"Hush!" answered Mama Tiger and she taught her cub how to sneak up from behind and how to pounce.

The hunter was never heard from again.

All of which goes to prove that technology may be fine, but it will never be a substitute for a good education.

# ***DRILL***

## Understanding What You Know

While teaching a form or kata, teach the students the application (bunkai) of each movement. For instance, a low block is blocking a front kick to the stomach, a high "X" block is blocking a punch at the face, etc.

Explain that because you now know what the form was designed to do, they can put more realism in each technique. They now see the purpose of the form and can give it more power, form and speed.



*"What sculpture is to a block of marble, education  
is to the soul."  
— Joseph Addison*

week two  
**LESSON 3**

# Why is Knowledge Important?



- Students will learn why knowledge is important.
- By the end of the lesson, the student will know why knowledge is important.

Discuss the following questions during warm up to remind the students of the previous lesson.

1. What is Knowledge?  
(Knowing yourself and the world around you.)
2. How has knowledge helped the world?  
(It has made great civilizations.)

## ages 4-7

**A**s a young person, you need to be excited about learning and gaining new knowledge. Learning teaches you how to control your future, instead of simply following in the footsteps of others.

The more you know the more you can understand the world around you. For example, the more you know about baseball, the better you understand it. It's more fun to watch a baseball game if you understand the rules and what each player is suppose to do. In fact, everything you know assists in the way you see and understand things. So learning about your world is very important to your understanding of it.

The more you know, the more choices you will have in dealing with life's challenges. By knowing how to read and write, you can learn about new things. That's why studying in school is so important for you.

### Ask your students:

- **What does knowledge help you do?**  
(Knowledge helps you develop a better future.)
- **What happens when you know more about something?**  
(The more you know anything, the more you understand it.)
- **What else does knowledge give you?**  
(Knowledge gives you more choices and the ability to overcome life's challenges.)

**T**he importance of learning and gaining new knowledge can never be overestimated, especially for a young person. Increasing your knowledge helps you to learn how to control your own future, instead of simply following in the footsteps of others.

The more you know the more you can understand the world around you. For example, the more you know about baseball, the better you understand it. It's more fun to watch a baseball game if you understand the rules and what each player is suppose to do. In fact, everything you know assists in the way you see and understand things. So learning about your world is very important to your understanding of it.

The more you know, the more choices you will have in dealing with life's challenges. If you know how to read and write, you can read about a model airplane then put it together. Should you have a problem putting the airplane together, you can also read a book or manual on how to fix it. Increasing your knowledge gives you the ability to turn life's challenges into opportunities.

## Ask your students:

- **What does knowledge help you do?**  
(Knowledge helps you develop a better future.)
- **What happens when you know more about something?**  
(The more you know anything, the more you understand it.)
- **What else does knowledge give you?**  
(Knowledge gives you more choices and the ability to overcome life's challenges.)

## adults

The importance of continually learning and gaining new knowledge can never be overestimated. Those with a commitment to increasing their knowledge are also making themselves into leaders in their fields and the world around them.

Increasing your knowledge gives you the ability to understand more of our changing world. In fact, everything you know contributes to the way you see and understand things. If you want to know more about the Internet a good way to learn about it is to research it, then try it out. If you want to learn more about a new field of biology, there is information available in the library and on the Internet.

The more you know, the more choices you have in dealing with life's many challenges. As the world changes, so will your job description. You need to keep up to date so you don't go out the door.

You will also have many challenges in your life. Relationship challenges, work challenges all types of challenges. Increasing your knowledge will give you the ability to turn these challenges into opportunities.

## Topics for Discussion

- Is there ever a time when it's safe not to be learning new things?
- What books have you read in the past year that have helped you in some area of your life?

*"Let no youth have anxiety of his education ...He can with perfect certainty count on waking up one morning to find himself one of the competent ones of his generation." - William James*

week two  
**LESSON 4**

# Why is Knowledge Important?



- Students will learn why knowledge is important.
- By the end of the lesson, the student will know why knowledge is important.

Discuss the following questions during warm up to remind the students of the previous lesson.

1. What is Knowledge?  
(Knowing yourself and the world around you.)
2. How has knowledge helped the world?  
(It has made great civilizations.)
3. What happens when you know more about something?  
(The more you know anything, the more you understand it.)
4. What does knowledge give you?  
(Knowledge gives you more choices and the ability to overcome life's challenges.)

## children's story

### What Does A Leprechaun Look Like?

Master Woo began, "Knowledge is using what you have seen and what we can think of in our own minds together. There are always different ways to look at things, like in this story..."

"On Saint Patrick's Day, Bobby and his friends got together after school to play. Bobby's friend, Nick brought along some Saint Patrick's Day crafts for them to do. One of the crafts was a picture of a leprechaun for them to color. They all sat in a circle and got out their crayons to color their pictures.

Bobby looked at his picture for a while and then turned the paper over to the blank side and began to draw. Nick noticed that Bobby wasn't coloring his leprechaun. "What are you doing?" he asked. "I am drawing my leprechaun," said Bobby. "But that's not what a leprechaun looks like," said Nick. "They look like this," he said, as he pointed to the drawing he had. "How do you know?" asked Bobby. "When is the last time you saw a leprechaun?"

Nick thought for a bit, then said, "I guess you are right. I really like your leprechaun!"

### Ask your students:

- Have you ever seen a picture of a leprechaun?
- Does that mean that is the way one really looks?

## Christopher Columbus' Special Skill

At a banquet put on for Christopher Columbus shortly after returning from his discovery of the Americas, one of the guests challenged Columbus by saying that "Anyone could have found the Americas" and that Columbus had no "Special Skills to help him achieve his historical find."

Columbus picked up a hard-boiled egg from the table, and asked the gentleman in question if he could balance the egg on its narrow top. The guest tried unsuccessfully, by now the whole table had joined in, and all the guests took a turn at balancing the egg on its narrow top.

When they had all declared that it was an impossible task, Columbus took the egg, and tapped it gently on the table, cracking the tip of the egg and flattening it a little.

He then balanced the egg on the table.

There was uproar; all the guests claiming that any one of them could have also tapped the top of the egg to balance it.

Columbus replied that it was similar to discovering a New World, that although we are all capable, few actually use their knowledge to reach their goals.

# ***DRILL***

## **Remember**

Have all the students line up in lines for group techniques. Have the students assume a ready position and call out three or four different techniques. On your command, the students must perform the techniques exactly as you have instructed.

As you see each student perform the techniques well, you can start adding techniques or make them more difficult. Instead of three or four, maybe nine or ten!

A variation of this drill would be to start with one technique and add a technique after a few tries totaling two techniques, then add another and practice it a few times, then add another, etc.



week three  
**LESSON 5**

*"A human being should be able to change a diaper, plan an invasion, butcher a hog, design a building, write a sonnet, set a bone, comfort the dying, take orders, give orders, solve equations, pitch manure, program a computer, cook a tasty meal, fight efficiently, die gallantly. Specialization is for insects." - Robert Heinlein*

## The Types of Knowledge

- Students will learn the different types of intelligence.
- By the end of the lesson, the student will know the different types of intelligence.

Discuss the following questions during warm up to remind the students of the previous lessons.

1. What is Knowledge?  
(Knowing yourself and the world around you.)
2. How has knowledge helped the world?  
(It has made great civilizations.)
3. What happens when you know more about something?  
(The more you know anything, the more you understand it.)
4. What does knowledge give you?  
(Knowledge gives you more choices and the ability to overcome life's challenges.)

## ages 4-7

**W**e have many ways of learning new things. These are called forms of intelligence. Intelligence is just a big word for being able to do something well.

When most people talk about being intelligent, or smart, they think of being intelligent with words or numbers. These are how we learn in school, through reading and mathematics. But we can also learn in other ways. One way is to be able to use your imagination and think about how something might look. Artists, people paint and draw, can do this. They can see a picture in their mind and then draw it. Some people have musical intelligence. They can hear a tune a play it on the piano, or they can sing. Some people are very good at dancing or sports. This is known as bodily intelligence.

What's important to remember is that all the types of intelligence are important to you. Since all people have different talents, the world can grow into a better and more beautiful place. Remember that it's important to work to develop all areas of your intelligence.

### Ask your students:

- **What does intelligence mean?**  
(Being able to do something.)
- **What types of intelligence are there?**  
(Reading, mathematical, visual, musical and bodily.)
- **Is any one type of intelligence the best?**  
(Intelligence's are like talents. One is not better, only different.)

There are many ways of learning about the world around us. The ways we learn are called forms of intelligence.

Most people think of intelligence as only language and math skills, but intelligence is more than that. People now think about intelligence as being made of many other talents besides reading, writing and math. The first of these other forms of intelligence is known as visual or spatial intelligence. Designers, architects and artists are good examples of this type of intelligence. These people can “see” things in their mind and create them from their imagination. Next is musical intelligence. These are people, like singers or those who play instruments that can create or understand music. There is also Bodily or Physical Intelligence. This is the intelligence you use when you run, dance, move well in a soccer game or build something.

There are two other types of intelligences, but you’ll learn about those at a later time. What’s important to remember is that all the types of intelligence are important to you. Since all people have different talents, the world can grow into a better and more beautiful place. Remember that it’s important to work to develop all areas of your intelligence.

## Ask your students:

- **What does intelligence mean?**  
(Being able to do something.)
- **What types of intelligence are there?**  
(Reading, mathematical, visual, musical and bodily.)
- **Is any one type of intelligence the best?**  
(Intelligence’s are like talents. One is not better, only different.)

## adults

According to Colin Rose, one of the world's experts in learning, there are seven intelligences. The first two are the most obvious, Linguistic Intelligence, or talent with language, and Mathematical/Logical intelligence, which is talent with math, logic and systems. The third type, Visual/Spatial Intelligence is the ability to visualize how things will eventually look. It's the ability to see with the "mind's eye".

Next is Musical Intelligence or talent with music. This is the ability to create and interpret music. It's also the ability to keep rhythm. Bodily/Physical Intelligence is physical talent or the ability to run, dance or build and construct something. All arts and crafts use this type of intelligence. People who are "good with their hands" show a high form of this intelligence.

A person who has social talent, or Inter-Personal Intelligence, has the ability to communicate well and get along with

others. These are people who have the ability to help others "feel at ease", who can "read" others and be sympathetic to their feelings.

Finally, we have Intra-Personal Intelligence, which is the ability to do self-analysis in quiet, objective manner. This intelligence leads to the ability to understand your own behavior and feelings. You use this intelligence to create your own goals and plans, and to study your successes and mistakes as a guide to future improvement.

All these intelligence types are of equal value. None are more important than another is, but in the past, intelligence was defined much more narrowly as it related to academic performance. Yet academic subjects are largely taught through just two intelligences - the linguistic and mathematical/logical intelligences.

Academic success is one way of demonstrating intelligence. But in the real world, it is far from the only way.

## Topics for Discussion

- Do you use other types of intelligence?
- How do you use them?

*"People cannot learn by having information pressed into their brains. Knowledge has to be sucked into the brain, not pushed in. First, one must create a state of mind that craves knowledge, interest and wonder. You can only teach by creating an urge to know." - Victor Weisskopf*

## The Types of Knowledge

- Students will learn the different types of intelligence.
- By the end of the lesson, the student will know the different types of intelligence.

Discuss the following questions during warm up to remind the students of the previous lessons.

1. What is Knowledge?  
(Knowing yourself and the world around you.)
2. How has knowledge helped the world?  
(It has made great civilizations.)
3. What happens when you know more about something?  
(The more you know anything, the more you understand it.)
4. What does knowledge give you?  
(Knowledge gives you more choices and the ability to overcome life's challenges.)
5. What does intelligence mean?  
(Being able to do something.)
6. What types of intelligence are there?  
(Reading, mathematical, visual, musical and bodily.)
7. Is any one type of intelligence the best?  
(Intelligences are like talents. One is not better, only different.)

## children's story

### Everyday Math

Master Woo began the story, "Peter put his books down on the table and spoke to his mother in the kitchen. "I don't get this math!" Peter said. "When am I ever going to use it anyway?" Peter's mom continued baking while they spoke. "What kind of math are you working on, Peter?"

"Fractions," Peter replied, "And they make no sense to me. It is so dumb, anyway. How is it going to ever help me in every day life? Nobody ever uses this stuff."

"Well, Peter," said his mom, "I guess that means that we can't have these muffins I was going to make. Oh, and I won't be able to give you your allowance this week either."

"What are you talking about, Mom?"

"This muffin recipe only makes six muffins. Since Grandma and Grandpa are coming for dinner, I need to make at least twice that many. That means doubling fractions."

Peter began to understand what his mom was trying to tell him. "Okay, Mom, I get your point. But why no allowance?"

"Since I owe you for last week, and this week, I would have to double five and one half dollars. That's a fraction. No-can-do!"

"Okay, okay, Mom. I see what you mean. I better know how if I'm going to need to use it!"

### Ask your students:

- Even if Peter never had to use his math, why is it important that he learn it?
- How do you use what you learn to help you on a daily basis?

## How to Learn Anything

To learn anything you must play with it. This allows you to turn it over and look at it from many different angles. The following is a poem entitled "How to Teach a Child". From a parent's point of view it is very helpful, but you can also look at it from the point of view of learning anything.

### *How to Teach a Child*

*I tried to teach my child with books.*

*He only gave me puzzled looks.*

*I tried to teach my child with words.*

*They passed him by, often unheard.*

*Despairingly, I turned aside,  
"How shall I teach this child?" I cried.*

*"Come," said he,  
"Play with me."*

*Author Unknown*

To learn anything a person must allowed to play with it. When a person is learning a new computer program an expert cannot teach them through words or writing. The expert must explain the program's operation then allow the student to play with the program. After the student plays with the program they begin to understand and eventually, with practice, becomes an expert herself. Use your different intelligences to learn, you'll understand more and in less time.

# **DRILL**

## **Two Things At Once**

Have the student perform a form or any memorized pattern or set. While the student is performing their set, have them recite the student creed, sing a song, recite a poem or the pledge of allegiance repeatedly until they finish their form. The students must concentrate on two things at one time and show their knowledge.

Also, ask them questions while they perform their form such as:

1. What is your address?
2. What is your phone number?
3. What is your teacher's/boss's name?
4. Who founded TaeKwonDo/Judo/etc.?
5. Any question from this week's curriculum.

Note: Do not let them pause between movements to think of the answer!

Not only does this test their knowledge, but helps with their concentration and focus as well.



*"An ounce of experience is worth a ton of theory."*  
- Benjamin Franklin

week four  
**LESSON 7**

# The Sources of Knowledge



- Students will learn some of the sources of knowledge.
- By the end of the lesson, the students will know the sources of knowledge.

Discuss the following questions during warm up to remind the students of the previous lessons.

1. What is Knowledge?  
(Knowing yourself and the world around you.)
2. How has knowledge helped the world?  
(It has made great civilizations.)
3. What happens when you know more about something?  
(The more you know anything, the more you understand it.)
4. What does knowledge give you?  
(Knowledge gives you more choices and the ability to overcome life's challenges.)
5. What does intelligence mean?  
(Being able to do something.)
6. What types of intelligence are there?  
(Reading, mathematical, visual, musical and bodily.)
7. Is any one type of intelligence the best?  
(Intelligences are like talents. One is not better, only different.)

## ages 4-7

Last week we learned that there are many ways to understand the world around us. We found out that these are called types of intelligence. This week, we will find out that there are as many ways to learn new things, as there are types of intelligence.

For example, let's say you had never held a baseball bat or thrown a baseball. In fact, you had never seen a baseball game in your life. One of your friends tells you about the game and it sounds exciting, so you decided to learn how to play baseball. Upon deciding to learn what baseball is all about, you go to the library and find a book on baseball. You read the book three times and learn all of the rules by heart. You then read two more books on baseball. You now know everything there is to know about

baseball but still you never actually go out onto a baseball field and play the game. Even after reading these books, do you think that you could be a good baseball player? Chances are, without knowing how it feels to swing a bat, wear a mitt and throw a ball you would not play baseball very well by just knowing the rules.

Knowledge is not merely reading about something, but also practicing what you want to become knowledgeable about! When you combine reading about an activity, such as baseball, along with practicing it, baseball becomes real and exciting. Take the time to learn all you can by reading, but then also make it a point to experience as much of what you are studying first hand. Pick up the bat, swing, and run toward better knowledge!

## Ask your students:

- **Do you learn only by reading?**  
(No, you also learn by practicing, such as throwing a baseball, or kicking a soccer ball.)
- **What things can you think of that need to be learned by actually doing it?**  
(Martial arts, dancing, playing chess, building a model plane, etc.)

Last week we learned that there are several types of intelligence. This week we're going to learn that there are as many ways to acquire knowledge, as there are types of intelligence.

For example, let's say you had never held a baseball bat or thrown a baseball. In fact, you had never seen a baseball game in your life. You heard someone talking about the game, so you decided to learn how to play baseball. Upon deciding to learn what baseball is all about, you go to the library and check out a book on baseball. You read the book from cover to cover and learn all of the rules by heart. You then read two more great books about baseball. You now know all the rules of baseball, what every position is suppose to do, but still you never actually go out onto a baseball field and play the game. Even after all this reading, do you think that you could be a good baseball player? Chances are, without knowing how it feels to swing a bat, wear a mitt and throw a ball you would not play baseball very well by just knowing the rules.

Knowledge is not merely reading about something, but also practicing what you want to become knowledgeable about! When you combine reading about an activity, such as baseball, along with practicing it, baseball becomes exciting. Take the time to learn all you can through books and research, but then also make it a point to experience as much of what you are studying first hand. Pick up the bat, swing, and run toward better knowledge!

## Ask your students:

- **Do you learn only by reading?**  
(No, you also learn by practicing, such as throwing a baseball, or kicking a soccer ball.)
- **What things can you think of that need to be learned by actually doing it?**  
Practicing martial arts, learning to dance, playing chess, building a model plane, etc.)

## adults

**H**oward Gardner and his colleagues at Harvard University have demonstrated that when your range of intelligences is involved, you expand your learning ability. Each type of intelligence presents a different way to explore a subject your trying to acquire knowledge about. This gives you different abilities to call upon when you're trying to solve a problem.

On average we remember 20 % of what we read, 30 % of what we hear, 40 % of what we see, 50 % of what we say, 60 % of what we do and 90 % of what we see, hear and do. When you combine seeing, hearing and doing you greatly increase your ability to learn and remember. Researchers have found that if an idea or skill is used within 24 hours of seeing it, it is more likely to be remembered and used in the future. So use the skills you learn.

Let's look at a simple example. Let's say you had never held a baseball bat or thrown a baseball in your life. In fact, you had never seen a baseball game in your life. A friend of yours tells you he went to a game and

it sounds exciting, so you decided to learn how to play baseball. With this decision, you go to the library and check out a giant book on baseball. You read the book from cover to cover and learn each and every rule. You then read two more great books about baseball. Now you every single rule about baseball and what every position is suppose to do, but still you never actually go out onto a baseball field and play the game. Even after all this research and study, do you think that you could be a good baseball player? Of course not! Without knowing how it feels to swing a bat, wear a mitt and throw a ball you would not play baseball very well.

Knowledge is more than reading about something, but also practicing what you want to become knowledgeable about! When you combine reading about an activity, such as baseball, along with practicing it, baseball becomes real and exciting. Learn all you can through books and research, but then also make it a point to experience as much of what you are studying first hand. Pick up the bat, swing, and run toward better knowledge!

## Topics for discussion

- What have you learned that you used more than just reading about it?
- What else could you learn this way?

*"Why", said the dodo, "the best way to explain is to do it."*  
Lewis Carroll - from the book *Alice in Wonderland*

week four  
**LESSON 8**

# The Sources of Knowledge



- Students will learn the sources of knowledge.
- By the end of the lesson, the students will know the sources of knowledge.

Discuss the following questions during warm up to remind the students of the pervious lessons.

1. What is Knowledge?  
(Knowing yourself and the world around you.)
2. How has knowledge helped the world?  
(It has made great civilizations.)
3. What happens when you know more about something?  
(The more you know anything, the more you understand it.)
4. What does knowledge give you?  
(Knowledge gives you more choices and the ability to overcome life's challenges.)
5. What does intelligence mean?  
(Being able to do something.)
6. What types of intelligence are there?  
(Reading, mathematical, visual, musical and bodily.)
7. Is any one type of intelligence the best?  
(Intelligences are like talents. One is not better, only different.)
8. Do you learn only by reading?  
(No, you also learn by practicing, such as throwing a baseball, or kicking a soccer ball.)
9. What things can you think of that need to be learned by actually doing it?  
(Practicing martial arts, learning to dance, playing chess, building a model plane, etc.)

## children's and adult's story

### The Master's Lesson

Master Woo began his tale, "Once, a martial arts student had the rare opportunity to study with one of the great Martial Arts Masters. He was so excited and went to the Master's school filled with high hopes and great expectations. After some time at the school, he became frustrated that his daily chores took up so much of his time. He felt that he was missing many opportunities to improve his Martial Arts skills. He spent his time between classes and after evening meals thinking over his feelings and sharing them with his fellow students.

One day, the great Master asked the student to walk along a path with him to talk about their art. The student asked many questions and the Master shared many insights filled with wisdom. The master could tell that the student seemed frustrated by something, so he asked what was bothering him.

The student replied, "Master, I have been with you for a long time now. I have studied your ways and I have worked hard, yet I have not reached my goal of becoming a Black Belt. I feel it is because I have missed many opportunities to work because of the other tasks that are required of me." The Master replied, "Being a Black Belt is not learning only the study of the Martial Arts. It is the study of Life and how to be a Black Belt in all that you do. You must be a Black Belt in every task you attempt and you will be a Black Belt in Life."

Master Woo said, "Finally, the student understood."

### Ask your students:

- Are you taking what you are learning in your Martial Arts study and applying it to all that you do?
- How can working hard outside of your Martial Arts training help you to gain knowledge?

## children's and adult's story

### Action is the Key

It was reported that the great American author Upton Sinclair was once asked to give a lecture on writing to a group of college students.

"Looking out at this gathering," he said to the assembled students, "makes me want to know how many of you really and truly wish to become writers."

Every hand in the room went up. Lewis looked at them for a moment and folded his notes and put them away.

"If that's true," he said, "then the best advice I can give you is to go home and write." And he left the room.

You can't learn how to write by studying about it any more than you can learn martial arts by playing video games. What you need to do is exactly what the Nike slogan says, "Just do it!" Get in the game. Go out and perform, just do it!

# DRILL

## Simon Says

Equipment needed: Kicking Pads

This is a drill like the game Simon, the electronic memorization game with sounds and lights.

Have everyone line up for pad kicking. Have the instructor call out the first technique, like front kick. The first student does a front kick and adds his own technique like round kick. Then the next student does the front kick, the round kick, and adds his own technique, like back fist. Then the next student does the front kick, the round kick, and the back fist and adds her own technique, etc.

This drill not only allows the students to show off their knowledge about your style, but also works their memorization and focus abilities.



*"The big advantage of a book is it's very easy to rewind. Close it and you're right back at the beginning." - Jerry Seinfeld*

week five  
**LESSON 9**

# Increasing Your Knowledge for Life



- Students will learn how to build their knowledge.
- By the end of the lesson, the students will know how to build their knowledge.

Discuss the following questions during warm up to remind the students of the previous lessons.

1. What is Knowledge?  
(Knowing yourself and the world around you.)
2. How has knowledge helped the world?  
(It has made great civilizations.)
3. What happens when you know more about something?  
(The more you know anything, the more you understand it.)
4. What does knowledge give you?  
(Knowledge gives you more choices and the ability to overcome life's challenges.)
5. What does intelligence mean?  
(Being able to do something.)
6. What types of intelligence are there?  
(Reading, mathematical, visual, musical and bodily.)
7. Is any one type of intelligence the best?  
(Intelligences are like talents. One is not better, only different.)
8. Do you learn only by reading?  
(No, you also learn by practicing, such as throwing a baseball, or kicking a soccer ball.)
9. What things can you think of that need to be learned by actually doing it?  
(Practicing martial arts, learning to dance, playing chess, building a model plane, etc.)

## ages 4-7

**A**ll of you are going to school and learning lots of new things. We feel it's important that you stay in school to get a good education because a good education gives you a better chance at succeeding in life. In fact, the more education you get, the more likely you are to succeed.

If you decide to stay in school you'll earn more money during your lifetime than someone who doesn't. In fact, staying in school pays off, both in dollars and in the quality of your life. Quality of life means your ability to enjoy your life and get along with others.

Becoming better educated can help you better understand the world around you and help to make it a better place to live. Make a commitment to stay in school and receive the best education you can!

### Ask your students:

- **Why is it important to stay in school?**

(Staying in school gives you a better chance to succeed in life.)

- **How does staying in school pay off?**

(Staying in school pays off both financially (in dollars you will earn) and in the quality of your life.)

All of you are going to school and learning lots of new things. We feel it's important that you stay in school to get a good education because a good education gives you a better chance at succeeding in life. In fact, the more education you get, the more likely you are to succeed.

A person who receives a high school diploma will make about half what a person who finishes college will make during his lifetime. If this person goes on and finishes a Master's degree he will then increase his lifetime pay by about another 25 percent. If he stays in college and receives his Doctorate degree he will again increase his expected lifetime pay by about another 25 percent.

Staying in school pays off, both in dollars and in the quality of your life. Quality of life means your ability to enjoy your life and get along with others. Becoming better educated can help you better understand the world around you and help to make it a better place to live. Make a commitment to stay in school and receive the best education you can!

## Ask your students:

- **Why is it important to stay in school?**  
(Staying in school gives you a better chance to succeed in life.)
- **How does staying in school pay off?**  
(Staying in school pays off both financially (in dollars you will earn) and in the quality of your life.)

## adults

**A**fter you finish high school and then college, you'll receive less and less formal education and more informal education. The education you'll receive might be on the job, which is good. The problem is that unless your knowledge grows, the knowledge you receive on your job will not stretch your learning ability. Just like your muscles need to be stretched to stay in shape, so does your learning ability.

The reason many people get laid off when they've been working for a company for 10 or 20 years is, instead of continuing to grow and learn on the job, they discover that they have 10 to 20 years of experience of doing the same thing. Because they haven't grown, the job they are doing is too small for a person with the paycheck they are receiving. So the company "downsizes" them.

As adults, you must have a commitment to continuing your education. It may be through formal schooling. There's no shortage of courses available covering any discipline in classrooms across America. You can also learn through self-study where you structure your own learning activities from an almost unlimited variety of stimulating learning resources, through video, audio or books, that are available to everyone, often in your local library. You can also learn through your other modalities and intelligences, such as woodworking, arts and crafts, learning to play an instrument or to dance. What's important is to make learning an ongoing process.

Make the commitment everyday to an ongoing learning process. You'll find that you'll not only grow and become knowledgeable in your personal but, also in your professional life.

### Topic for Discussion

- What subjects would you like to know more about?
- Where could you find information on these subjects?

*"It's what you learn after you know it all that counts."*  
- John Wooden

week five  
**LESSON 10**

# Increasing your Knowledge for Life



- Students will learn how to build their knowledge.
- By the end of the lesson, the students will know how to build their knowledge.

Discuss the following questions during warm up to remind the students of the previous lessons.

1. What is Knowledge?  
(Knowing yourself and the world around you.)
2. How has knowledge helped the world?  
(It has made great civilizations.)
3. What happens when you know more about something?  
(The more you know anything, the more you understand it.)
4. What does knowledge give you?  
(Knowledge gives you more choices and the ability to overcome life's challenges.)
5. What does intelligence mean?  
(Being able to do something.)
6. What types of intelligence are there?  
(Reading, mathematical, visual, musical and bodily.)
7. Is any one type of intelligence the best?  
(Intelligences are like talents. One is not better, only different.)
8. Do you learn only by reading?  
No, you also learn by practicing, such as throwing a baseball, or kicking a soccer ball.)
9. What things can you think of that need to be learned by actually doing it?  
(Practicing martial arts, learning to dance, playing chess, building a model plane, etc.)
10. Why is it important to stay in school?  
(Staying in school gives you a better chance to succeed in life.)
11. How does staying in school pay off?  
(Staying in school pays off both financially (in dollars you will earn) and in the quality of your life.)

## children's story

### You're Never Too Old To Learn

Master Woo had all of his students form a circle and sit down. He then began his tale. "Jay set out on a hike up to a tall peak in order to see how far he could go. He climbed and climbed for hours and then, as night began to fall, he found a place to camp for the night. As he settled down, he heard footsteps approaching on the trail. Jay could see in the dim light that it was an old man that he had passed much earlier in the day farther down the trail. The student invited the old man to sit and rest with him for the night.

"Sir," said Jay, "You have traveled far today. Hasn't your age earned you the privilege of slowing down?" The old man smiled at Jay and said, "It is because of my age that I don't stop traveling. The older I get, the farther I need to go to learn new things and have new experiences. You are never too old to gain knowledge."

Jay was confused for a moment. Then he asked, "But now that you are older, can't you stop seeking knowledge because you have already learned so many things?" The old man replied, "Once you stop seeking knowledge, you stop knowing how to live. You must always keep seeking so that you keep learning."

Master Woo finished, "Jay thought for a while about what the old man had said. Then he asked the old man to join him on the hike back down the mountain the next day. He knew he had a lot to learn."

### Ask your students:

- What did the old man mean when he said, "You are never too old to gain knowledge," and "You must always keep seeking?"
- How can continuing to learn new things make you a better person?

## Never Stop Learning

Bill Gates, cofounder of Microsoft and Steve Jobs, cofounder of Apple Computer, made their fortunes after dropping out of school. As you might already know, they worked in their garages mastering the then new science of computer technology. Although they were not satisfied with the educational system, both men vividly demonstrate how a human mind with a passion for gathering new knowledge can literally change the world.

Abraham Lincoln is famous for walking miles to read a book and reportedly learned to read by himself. There are many other famous figures throughout history that had limited formal education but had tremendous knowledge. What these people have in common is that they were never satisfied with their knowledge but continued to learn throughout their lives.

The great UCLA coach, John Wooden, whose basketball teams won more NCAA tournaments than any other school in history and who was also a great teacher once said, "It's what you learn after you know it all that counts." McDonald's franchise founder, Ray Krock said, "If you're green - you're growing, if you're ripe - you're rotten." Coach Wooden and Ray Krock were saying that we should

never be complacent or satisfied with any current level of our education. The only way to expand our lives is to expand our knowledge. The only way we can expand our knowledge is by making a commitment to doing just that.

Strive always to increase your knowledge and you'll always have a fresh outlook on life. You'll lead your field and you'll never feel old, because thinking can keep you young. Your commitment to continual learning will enrich your life and the lives of those around you.

# ***DRILL***

## Share Your Knowledge

In order for your students to demonstrate their knowledge regarding the Martial Arts, have a student lead the class in exercises. You may have a student stretch the class out, or ask a student if they have a new stretch to teach the class. Your students might attend other activities and might know of a different stretch than you do in class, thus allowing them to share their knowledge with the whole class.

Have an advanced student help you lead another part of class with your supervision, then have the student share their knowledge of how they would improve that part of the class. In this exercise, the student that is helping you will improve because they will see the mistakes that they made as a younger student and it will help them to grow overall.



*"The reading of all good books is like conversations with the finest men and women of past centuries."*  
– Rene Descartes

week six  
**LESSON 11**

## Knowledge Review

- Students will review the lessons of Knowledge.
- The students will review the information they have learned about Knowledge.

Discuss the following questions during warm up to remind the students of the pervious lessons.

1. What is Knowledge?  
(Knowing yourself and the world around you.)
2. How has knowledge helped the world?  
(It has made great civilizations.)
3. What happens when you know more about something?  
(The more you know anything, the more you understand it.)
4. What does knowledge give you?  
(Knowledge gives you more choices and the ability to overcome life's challenges.)
5. What does intelligence mean?  
(Being able to do something.)
6. What types of intelligence are there?  
(Reading, mathematical, visual, musical and bodily.)
7. Is any one type of intelligence the best?  
(Intelligences are like talents. One is not better, only different.)
8. Do you learn only by reading?  
(No, you also learn by practicing, such as throwing a baseball, or kicking a soccer ball.)
9. What things can you think of that need to be learned by actually doing it?  
(Practicing martial arts, learning to dance, playing chess, building a model plane, etc.)
10. Why is it important to stay in school?  
(Staying in school gives you a better chance to succeed in life.)
11. How does staying in school pay off?  
(Staying in school pays off both financially (in dollars you will earn) and in the quality of your life.)

## ages 4-7

Over the past few weeks we have been discovering what knowledge is and how to use it. We found that knowledge is knowing yourself and the world around you. We also found that learning can help you control your future, instead of having others lead you.

We learned that there are more types of intelligence besides reading and math. We found that there is musical intelligence, bodily intelligence and visual intelligence. We also found that all of these intelligences are important in our lives.

The final thing we learned was that it's important to make a commitment to learn, to stay in school. If we really want to succeed in life, staying in school is one of the best ways to accomplish this.

### Ask your students:

- **What is Knowledge?**  
(Knowing yourself and the world around you.)
- **How has knowledge helped the world?**  
(It has made great civilizations.)
- **What happens when you know more about something?**  
(The more you know anything, the more you understand it.)
- **What does knowledge give you?**  
(Knowledge gives you more choices and the ability to overcome life's challenges.)
- **What does intelligence mean?**  
(Being able to do something.)
- **What types of intelligence are there?**  
(Reading, mathematical, visual, musical and bodily.)
- **Is any one type of intelligence the best?**  
(Intelligences are like talents. One is not better, only different.)
- **Do you learn only by reading?**  
(No, you also learn by practicing, such as throwing a baseball, or kicking a soccer ball.)
- **What things can you think of that need to be learned by actually doing it?**  
(Practicing martial arts, learning to dance, playing chess, building a model plane, etc.)
- **Why is it important to stay in school?**  
(Staying in school gives you a better chance to succeed in life.)
- **How does staying in school pay off?**  
(Staying in school pays off both financially in dollars you will earn and in the quality of your life.)

Over the past few weeks we have been discovering what knowledge is and how to use it. We found that knowledge is knowing yourself and the world around you. We also found that learning can help you control your future, instead of having others lead you.

We learned that there are more types of intelligence besides reading and math. We found that there is musical intelligence, bodily intelligence and visual intelligence. We also found that all of these intelligences are important in our lives.

The final thing we learned was that it's important to make a commitment to learn, to stay in school. If we really want to succeed in life, staying in school is one of the best ways to accomplish this.

## Ask your students:

- **What is Knowledge?**  
(Knowing yourself and the world around you.)
- **How has knowledge helped the world?**  
(It has made great civilizations.)
- **What happens when you know more about something?**  
(The more you know anything, the more you understand it.)

- **What does knowledge give you?**  
(Knowledge gives you more choices and the ability to overcome life's challenges.)
- **What does intelligence mean?**  
(Being able to do something.)
- **What types of intelligence are there?**  
(Reading, mathematical, visual, musical and bodily.)
- **Is any one type of intelligence the best?**  
(Intelligences are like talents. One is not better, only different.)
- **Do you learn only by reading?**  
(No, you also learn by practicing, such as throwing a baseball, or kicking a soccer ball.)
- **What things can you think of that need to be learned by actually doing it?**  
(Practicing martial arts, learning to dance, playing chess, building a model plane, etc.)
- **Why is it important to stay in school?**  
(Staying in school gives you a better chance to succeed in life.)
- **How does staying in school pay off?**  
(Staying in school pays off both financially in dollars you will earn and in the quality of your life.)

## adults

**T**he secret to increasing your knowledge is to continue expanding your education. Every human being has the ability to continue learning for the rest of their life.

Explore all the learning tools available to you, books, audio programs and videos. Use your computer and build your knowledge through software and the Internet. Build your library to include those subjects you want to know more about or become an expert in.

Remember that learning is more than reading, writing and arithmetic. Use and develop your other forms of intelligence to help you expand your knowledge and to help you retain what you learn.

Commit to an ongoing learning process. Learning will change your life and give you opportunities never seen before. By increasing your commitment to learn, you also increase your commitment to succeed!

### Topic for Discussion

- **What knowledge can you make a commitment to improving this year?**
- **How are you going to do that?**

*"There is more treasure in books than all the pirates' loot in Treasure Island."*  
— Walt Disney

week six  
**LESSON 12**

## Knowledge Review

- Students will review the lessons of Knowledge.
- The students will review the information they have learned about Knowledge.

Discuss the following questions during warm up to remind the students of the previous lessons.

1. What is Knowledge?  
(Knowing yourself and the world around you.)
2. How has knowledge helped the world?  
(It has made great civilizations.)
3. What happens when you know more about something?  
(The more you know anything, the more you understand it.)
4. What does knowledge give you?  
(Knowledge gives you more choices and the ability to overcome life's challenges.)
5. What does intelligence mean?  
(Being able to do something.)
6. What types of intelligence are there?  
(Reading, mathematical, visual, musical and bodily.)
7. Is any one type of intelligence the best?  
(Intelligences are like talents. One is not better, only different.)
8. Do you learn only by reading?  
(No, you also learn by practicing, such as throwing a baseball, or kicking a soccer ball.)
9. What things can you think of that need to be learned by actually doing it?  
(Practicing martial arts, learning to dance, playing chess, building a model plane, etc.)
10. Why is it important to stay in school?  
(Staying in school gives you a better chance to succeed in life.)
11. How does staying in school pay off?  
(Staying in school pays off both financially (in dollars you will earn) and in the quality of your life.)

## children's story

### Quest For Knowledge

Master Woo gathered his students for a final story. He began, "There once were three students who decided to devote their lives to becoming great Masters of the Martial Arts. Each student had their own idea of the best way to reach their goal.

The first student decided that the best way to become a Master was to find all the great writings of the Masters throughout history and to take them to a private place and commit them to memory. He felt that surely, this was the way to learn from the great Masters.

The second student had a different idea of the best way to become a Master. He decided to devote himself to observing all of the great living Masters that he could. He would travel the world and watch each one and learn by imitating them. He thought this was the best way."

"However," said Master Woo, "The third student thought long and hard before setting out on his quest to gain the knowledge of a great Master. He too set out to observe the great Masters of the world as the second student had, but with him he brought many of the same books the first student had chosen to study. While he watch and learned from observing, he researched and studied the history and techniques of what he saw. Each day he combined what he read and what he saw and gained a true understanding of his art."

Master Woo finished, "The first student became and expert with no life experience, the second student became an expert with no knowledge of the history of his art, while the third student took all the information that was available to him and, by making his quest for knowledge an adventurous journey studying, observing and living, became the Greatest Master of all!"

### Ask your students:

- If you only do research and read about a subject, can you really get to know that subject?
- If you only watch someone doing something, without studying about it, can you really learn about it?
- Are you combining research and activity to get the most out of your learning experiences?

## Ask The Right Questions

The whole world knows that Thomas Jefferson was one of our founding fathers, the writer of the Declaration of Independence and the third President of the United States of America. Something that many people do not know is that Thomas Jefferson's personal library was to become the nucleus of our present day Library of Congress.

Jefferson was known as a man of letters, a voracious reader and had accumulated a large and distinguished library over his lifetime. He was always asking questions of himself and others of how to make the world a better place. Some answers, like the Constitution of the United States, came to him. Others he searched for until his death.

After the original Library of Congress was burned by the British in 1812, Congress purchased Jefferson's 6,000-volume personal library as the first step in rebuilding what has since become one of the finest reservoirs of knowledge in the world. People from around the world visit this library every year, both in person and via the Internet.

Although most of us will never be able to emulate Jefferson's intellectual brilliance, we can support our goals by building a personal library of books, video and audiotape programs over our lifetimes. In this day and age, we can also purchase computer programs that can teach us anything from cooking to calculus, helping us in every area of our lives.

Our hope for you is that you never reach all of your goals in life. This is not because we don't want you to reach your goals but rather because the knowledge you'll acquire over your lifetime will always entice you to set new and further reaching goals. You see, knowledge doesn't fill you with all the answers, just, as with Thomas Jefferson, the right questions.

# DRILL

## The Snake Drill

Have the students line up in a circle, have an instructor stand in the middle of the circle with a jump rope and a Macho Dyna Punch tied to one end of the jump rope. The instructor swings the jump rope around the circle. As the rope gets to the students in the circle, jump over it, if the "snake" bites you, you have to go to the hospital to get your "serum" (10 pushups outside the circle, 5 jumping jacks, etc.)

Here are some variations to try...

### **The Invisible Snake Drill:**

Same as above, except no jump rope, the instructor uses his finger and points to the student who jumps. With this, the student has to be double ready because the instructor could switch directions and go the other way without notice.

### **Martial Arts America Snake Drill:**

This time, instead of just jumping, they have to jump and kick!

### **Knowledge Snake Drill:**

This time they have to jump and say loudly a martial arts technique that no one else has said yet. They also must perform the technique.

Example: A new hand or leg technique.