



**On Mission
Martial Arts**



INSTRUCTOR REQUIREMENT CHECKLIST - LEVEL ONE

- ☐ Minimum **Age** = 13 (*Age 10 for Junior Leaders*)
- ☐ Minimum **Rank** = Blue Belt (*YW Blue for Junior Leaders*)
- ☐ Current on “OMSF” – **On Mission Spiritual Fitness**
- ☐ Read Chapter One in “**Spiritual Leadership**” and complete Assignment
- ☐ Read Chapter 5 & 10 in “**Purpose Driven MA**” and complete Assignment
- ☐ Complete “**Yellow Belt Mastery Sheet**”
- ☐ Have Full Instructor or higher sign off on White/Yellow **teaching experience**
- ☐ **Commit to teaching** 1 class per week (once rank achieved)
- ☐ Complete “**Safety Test #1**” with a score of 80%+
- ☐ Annual **Background Check** complete (see Operations Director)
- ☐ Attend a minimum of 6 of 12 **instructor classes** per year
- ☐ Complete Section One of “**OMMA Nuts & Bolts**” curriculum
- ☐ Read & Complete “**Professional MA Instructor**” – “Personal” & “Leader” ratings
- ☐ Participate in a **Belt Test** as a “helper”
- ☐ Watch other instructors do **stripe check**
- ☐ Commit to help promote **OMMA Service Projects**/handbook
- ☐ Read “**OMMA Cleanliness Checklist**” and commit to assisting with cleaning
- ☐ Start & Maintain a **Teaching Hours Log**
- ☐ Be a Consistent **ROLE MODEL** in the Dojo.

ON MISSION MARTIAL ARTS

INSTRUCTOR TRAINING ACADEMY

(Lesson 1)



“God-centered Leadership”

Should we aspire to leadership?

Read 1 Timothy 3:1 and Jeremiah 45:5

Read Chapter One in “*Spiritual Leadership*”

(Page 14, from Spiritual Leadership): “*The prophet was not condemning all ambition as sinful, but he was pointing to selfish motivation that makes ambition wrong – “great things for **yourself**.” Desiring to be great is not a sin. It is motivation that determines ambition’s character. Our Lord never taught against the urge to high achievement, but He did expose and condemn unworthy motivation.*”

Ambition that centers on the glory of God and welfare of the church is a mighty force for good. (Page 15, SL)

Spiritual leaders are not elected, appointed, or created by synods or assemblies. God alone makes them. (Page 18, SL)

What is leadership? Leadership is INFLUENCE. This is the ability of one person to influence others to follow his or her lead.

DISCUSS:

1. Tell about a time you aspired to be a leader in some area of life. What position did you aspire to? What happened?
2. Do you think we have enough God-centered leaders today?
3. If God alone makes leaders, do we even need leadership training?
4. What do you think might be some of the differences between a secular leader admired in the business/political world and a God-chosen, God-centered, Spirit-led leader?
5. What might be something in you that you will need to restrain to become an increasingly effective, God-centered leader?
6. What is the one thing that you have learned today that you will take with you when you leave?

ON MISSION MARTIAL ARTS

INSTRUCTOR TRAINING ACADEMY

(Lesson 1)



“God-centered Leadership”

ANSWER:

Tell about a time you aspired to be a leader in some area of life. What position did you aspire to? What happened?

Do you think we have enough God-centered leaders today? Why do you say that?

If God alone makes leaders, do we even need leadership training?

What do you think might be some of the differences between a secular leader admired in the business/political world and a God-chosen, God-centered, Spirit-led leader?

What might be something in you that you will need to restrain to become an increasingly effective, God-centered leader?

What is the one thing that you have learned from this lesson that you will take with you?

On Mission Martial Arts
LEVEL ONE – Instructor Requirements
(Required for Junior Leaders and Trainee Instructors)

☐ **Yellow Belt Mastery Sheet.** Complete 6 details for each of 6 Yellow Belt requirements.

Front Position

- | | |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

Fighting Stance

- | | |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

Front Two-Knuckle Punch

- | | |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

Defensive Maneuver #6

- | | |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

Half-mooning forward

- | | |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

Kempo A

- | | |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

On Mission Martial Arts

LEVEL ONE – Instructor Requirements

(Required for Junior Leaders and Trainee Instructors)

- ☐ **Complete the OMMA Safety Module.** Score 80% or higher on the Safety Test.

On Mission Martial Arts * Safety – Module One * *(Preventing injuries)*

“Prevention is better than cure!”

Training in the martial arts can be risky. After all, you're practicing & teaching moves that have been specifically designed to harm another human being. However, over the centuries, practitioners of the fighting arts have developed rules and techniques to keep students and teachers safe. Following these rules and leading your students in these rules and techniques will increase your chances of finishing a class unharmed.

1. **Wear appropriate equipment.** Male students should wear a cup. Full equipment must be worn when sparring: Headgear, Shin/Foot guard, Mouthpiece, Cup and Gloves. Chest protector is suggested for females.
2. **Kumite.** There will be NO sparring or grappling between students without a certified instructor watching.
3. **Stay relaxed.** When students are physically tense their muscles are more prone to injury and their strikes are less controlled and so safety is compromised when people are tense. Continually remind students to stay relaxed by breathing properly.
4. **Keep emotions in check.** Fear and/or anger can cause you to hit harder than expected or may even cause you to strike with the intention of hurting someone. Students (and instructors) need to learn to control their fear and anger in the dojo and even step off the mats if they feel it overwhelming them.
5. **Repetition.** The more skill students develop with their techniques the better control they have and the more used to the moves their bodies become. Repetition while progressively increasing intensity is one of the best ways to improve safety for a student and their training partners.
6. **Eliminate Ego.** When students are worried about being “right,” being the best or concerned about how they look to others, they are more likely to be too competitive, push too hard or ignore instructions from the instructors. Also, instructors need to keep THEIR ego in check so they do not respond with inappropriate force out of frustration or anger.
7. **Consider Age & Rank.** As both a student working with other students and as an instructor, you must take into consideration the age and the rank of the student. Obviously younger students and lower rank students should not be expected to achieve the same standards of older students and those of higher rank.
8. **Punching In & Falling.** These are two areas that must be taught carefully and progressively. Most students will not be able to safely punch in for each other unless they do it slowly. Likewise, most students will not be able to properly slap out or perform rolls and other break falls without starting from a lower and slower position.
9. **Training Area.** Make sure that the mats or floors are not slippery or do not have any sharp objects around. Make sure that there are no “gaps” in the floor surface that could cause a twisted ankle or other injury. Make sure if environmental training is done, students are prepared for it. Don't leave adult training gear out for kids to make use of.
10. **Training Equipment.** Make sure that you, as the instructor, know how to properly use all of the equipment, such as the bags, stretching machine, practice weapons, offensive weapons and other tools. Then make sure that you teach each student how to properly use them.
11. **Dojo Rules.** Make sure that you, as the instructor, are familiar with the Rules of the Dojo and then make sure you are teaching each student the rules and regularly reminding students about them and enforcing them. This will eliminate **many** potential safety issues if done properly.
12. **Pay Attention.** As the instructor, you need to be “ON” when you are involved in teaching students. As long as the class is going on and/or there are students in the Dojo, you need to be aware of what is going on at all times. If the instructor ‘checks out’ even for a few seconds, safety can be compromised. It only takes a couple seconds for a serious problem to arise.

On Mission Martial Arts
LEVEL ONE – Instructor Requirements
(Required for Junior Leaders and Trainee Instructors)

- ☐ Start & Maintain a **Teaching Hours Log**. Complete a minimum of 10 hours teaching White and Yellow Belts.

Use the log on the next page to keep track of your teaching.

On Mission Martial Arts

LEVEL ONE – Instructor Requirements

(Required for Junior Leaders and Trainee Instructors)

- ☐ Reading Chapter 5 & Chapter 10 in “*Purpose Driven Martial Arts*” and write one page on what you learned about teaching martial arts.

WHAT I LEARNED FROM CHAPTER 5

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.

On Mission Martial Arts

LEVEL ONE – Instructor Requirements

(Required for Junior Leaders and Trainee Instructors)

- ☐ Reading Chapter 5 & Chapter 10 in “*Purpose Driven Martial Arts*” and write one page on what you learned about teaching martial arts.

WHAT I LEARNED FROM CHAPTER 10

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On Mission Martial Arts
LEVEL ONE – Instructor Requirements
(Required for Junior Leaders and Trainee Instructors)

- ☐ Read *“The Professional Martial Arts Instructor.”* Have 2 of your peers, self and one OMMA leader rate you on each item on a 1-10 scale.

The Professional Martial Arts Instructor
By Marco Fiorentino

Every Full Instructor who leads a martial arts dojo should be a Black Belt, but not every Black Belt should be an Instructor. There is a BIG difference between a great martial artist and a great, professional martial arts instructor. So, what are the qualities that make excellent martial arts professionals?

ONE: An enthusiasm for the Martial arts.

TWO: A desire to constantly be learning, growing and improving their skills in the arts, as a teacher and as a businessperson. The best instructors are the best students.

THREE: A passion to see their students excel and have a superior martial arts experience. Pays attention to students and both encourages and challenges them.

FOUR: A positive attitude that finds the opportunities in every challenge and demonstrates gratefulness for their blessings.

FIVE: Fit, energetic and well-groomed.

SIX: Arrives to the dojo early, prepares for each class ahead of time, starts and finishes classes on time.

SEVEN: The ability to communicate concepts and theories in a clear, concise and patient way. Is able to balance a desire for students to perfect technique with an understanding that each person is unique and will progress in a different way at a different pace.

EIGHT: Is comfortable marketing and promoting the dojo, the martial arts taught there and themselves as the competent, professional instructor.

NINE: Treats each student equally according to the dojo rules. No one should know who your favorite or least favorite students are. Be gentle with corrections and lavish with praise.

TEN: Be humble, approachable and have fun.

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On Mission Martial Arts
LEVEL ONE – Instructor Requirements
(Required for Junior Leaders and Trainee Instructors)

- ☐ Read *“The Professional Martial Arts Instructor.”* Have 2 of your peers, self and one OMMA leader rate you on each item on a 1-10 scale.

RATINGS PAGE

ONE: An enthusiasm for the Martial arts.

Self: _____ Peer#1: _____ Peer#2: _____ OMMA Leader: _____

TWO: A desire to constantly be learning, growing and improving their skills in the arts, as a teacher and as a businessperson. The best instructors are the best students.

Self: _____ Peer#1: _____ Peer#2: _____ OMMA Leader: _____

THREE: A passion to see their students excel and have a superior martial arts experience. Pays attention to students and both encourages and challenges them.

Self: _____ Peer#1: _____ Peer#2: _____ OMMA Leader: _____

FOUR: A positive attitude that finds the opportunities in every challenge and demonstrates gratefulness for their blessings.

Self: _____ Peer#1: _____ Peer#2: _____ OMMA Leader: _____

FIVE: Fit, energetic and well-groomed.

Self: _____ Peer#1: _____ Peer#2: _____ OMMA Leader: _____

SIX: Arrives to the dojo early, prepares for each class ahead of time, starts and finishes classes on time.

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SEVEN: The ability to communicate concepts and theories in a clear, concise and patient way. Is able to balance a desire for students to perfect technique with an understanding that each person is unique and will progress in a different way at a different pace.

Self: _____ Peer#1: _____ Peer#2: _____ OMMA Leader: _____

EIGHT: Is comfortable marketing and promoting the dojo, the martial arts taught there and themselves as the competent, professional instructor.

Self: _____ Peer#1: _____ Peer#2: _____ OMMA Leader: _____

NINE: Treats each student equally according to the dojo rules. No one should know who your favorite or least favorite students are. Be gentle with corrections and lavish with praise.

Self: _____ Peer#1: _____ Peer#2: _____ OMMA Leader: _____

TEN: Be humble, approachable and have fun.

Self: _____ Peer#1: _____ Peer#2: _____ OMMA Leader: _____

On Mission Martial Arts

LEVEL ONE – Instructor Requirements

(Required for Junior Leaders and Trainee Instructors)

- ❑ Be a Consistent ROLE MODEL in the Dojo.

Increasingly represent the 12 Character Traits of a Christian Warrior:

Courage: ...begins by determining what convictions of right and wrong I should hold with no likelihood of change, and then acts to shun fear of others, standing up strongly for those convictions.

Compassion: ...begins by observing the suffering of others, identifies with that suffering as if it were my own, and then acts to alleviate the cause of the suffering and restore emotional balance.

Self-Control: ...begins by learning to recognize my impulses, emotions, desires, or “itches” that need restraint, and then acts to take power over self, reining them in consistently without being reminded.

Discernment: ...begins by gaining an understanding of how to sift facts, and then acts to separate them correctly, deciding which are needed, choosing the superior and rejecting the inferior.

Resilience (Flexibility): ...begins by grasping the truth that life’s daily requirements do not remain the same, and then takes action to embrace changes that occur, adapting to them willingly, yet without sacrificing moral absolutes.

Perseverance: ...begins by being aware of the fact that there will be difficulties in a planned undertaking, and then acts to move through those difficulties, no matter how severe, sticking with the undertaking to the end.

Respect: ...begins by understanding whom I should value or consider worthy of high regard, and then acts to show in word, deed, and dress that I do appreciate and highly esteem those individuals.

Enthusiasm (Joyfulness): ...begins by acquiring a realistic view of both the good and bad of life, and then takes firm action to show cheerfulness and resolutely maintain a quiet happiness in both good and bad circumstances.

Responsibility: ...begins by determining what task or duty is mine, gaining knowledge of what is involved in its completion, and then acts to complete that task or duty to the best of my ability.

Humility: ...begins by gaining a proper, realistic self-esteem, thinking neither too highly nor too lowly of self, and then acts consciously to take a lower place than others.

Focus (Attentiveness): ...begins by finding out on whom or what I should concentrate at a given time, and then acts to focus my thinking undividedly on that person or object for the required time.

Gratitude: ...begins by recognizing every benefit I have received, and then acts to appreciate consciously those benefits and express thankfulness for them in words followed by deeds of appreciation.