

Introduction to Taekwondo

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Purpose:

The target grade of this Physical Education lesson is middle school students in the 6th-8th grade. Students will learn basic techniques and history of the martial art of Taekwondo.

Students will:

- Understand the philosophy and history of several martial art styles including Taekwondo
- Be able to replicate basic Taekwondo moves and techniques
- View how Taekwondo is used in tournament and non-competitive settings

Essential Questions:

- What are some of the similarities and differences in the various martial art forms?
- What are some of the ethical teachings and parables of the martial arts?
- How can meditation be used to develop focus and mental clarity?

Materials:

- Professional Taekwondo instructor and advanced students
- Padded floor mats
- Martial Arts Styles transparency
- Overhead projector

Lesson Introduction:

Ask students if they have ever been physically bullied. Explain that most of the martial arts systems taught today are methods of self-defense and, ultimately, emphasize avoiding conflict through self-control, self-discipline and improving self-confidence. The most important thing students will learn is "respect" for themselves and others. Discuss the various types of martial art forms they know and their exposure to them (ninja turtles, Kung Fu Panda, Ultimate Fighter, etc.) Explain how each style is different, culturally and in teaching.

The earliest records of Martial Arts practice in Korea date back to about 50 B.C. These earliest forms of Korean martial arts are known as '*Taek Kyon*'. Evidence that Martial Arts were being practiced at that time can be found in tombs where wall-paintings show two men in fighting-stance. Others reject this evidence and say that these men could be simply dancing.

Modern-day Taekwondo is influenced by many other Martial Arts. The most important of these arts is Japanese Karate. This is because Japan colonized Korea from 1910 through 1945. During WWII, lots of Korean soldiers were trained in Japan. During this occupation of Korea, the Japanese tried to erase all traces of the Korean culture, including the martial arts. Taekwondo involves more sharp, quick kicking than the Japanese style karate, and was showcased for the world in the 1988 Summer Olympics in Seoul. Taekwondo is both a physical and mental discipline.

Taekwondo is characterized by its fast, high and spinning kicks. There are multiple interpretations of the name Taekwondo. Taekwondo is often translated as 'the way of hand and foot'.

- *Tae*='to strike or block with the foot' or 'to kick', it also means 'jump'
- *K'won*='Fist', 'to strike or block with hand'
- *Do*='The way of' or 'art'.

Put this together and Taekwondo means: "The art of Kicking and Punching" or "The art of unarmed combat".

Objectives of Taekwondo

- to develop an appreciation for Taekwondo as a sport and as an art
- to achieve physical fitness through positive participation
- to improve mental discipline and emotional self-control
- to learn self-defense skills
- to develop a sense of responsibility for one self and others.

Activity:

Explain that training begins with learning fundamental skills and movements that do not require a high level of fitness or athletic ability. Fitness benefits and ability build up naturally through regular training and study. All students who train regularly can expect such benefits as strengthening of the body, cardiovascular, balance, coordination, flexibility and endurance. Students can also gain self confidence, self respect, self control, concentration, which all lead to stress reduction and weight control.

- A professional instructor will discuss his/her background and will answer additional questions about Taekwondo.
- Students will participate in a brief meditation exercise as an introduction of the notion of 'mind-body unification' central to all martial arts.
- Next, students will have demonstrated to them different self-defense methods, blocks, kicks, and punches which they will then have to mimic.
- If time allows, students will be able to view forms, weapon techniques or sparring between advanced students.

Evaluation:

- Oral review of terminology and history
- Demonstration of techniques

Adaptation:

This lesson can be adapted for higher grade levels by splitting students into small groups and learn a portion of a Form based on skill level. At the end of the session, students then will demonstrate to the rest of the class their Form or portion thereof.

Lower grade levels should focus only on a certain part of Taekwondo (i.e. Kicks, Blocks, Punches.) and be provided more time for repetition and viewing demonstrations.

Standards:

- Make a conscious decision about playing within the rules, procedures and etiquette of a game or activity
- Demonstrate cooperation with peers of different gender, race and ability in physical activity settings
- Resolve conflict with sensitivity to the rights and feelings of others
- Accept and respect decisions made by the designated official
- Demonstrate perseverance when challenged by a new physical activity
- Attempt to improve attained skills through effort and practice
- Perform fitness activities using appropriate principles and practices
- Develop awareness of the opportunities inside and outside of school for participation in a broad range of activities that may meet personal needs and interests
- Demonstrate basic decision-making capabilities in a variety of physical activities (e.g., when and where do I execute?)
- Demonstrate the critical elements of specialized locomotor and non-locomotor skills in a variety of physical activities (e.g., fitness, track and field, martial arts)

Martial Arts Styles

Kung Fu

- Also known as Gung Fu
- Means “skill,” “great effort”
- Originated in China
- Can be traced back thousands of years
- Uses strikes and kicks

Aikido

- Japanese Martial Art
- Means “the way of harmonious spirit”
- Relies on redirecting and controlling an attacker’s force using unbalancing and joint manipulating techniques

Ju-jitsu

- Developed in Japan
- Uses strikes coupled with throwing and grappling techniques

Judo

- Originated in Japan and developed from Ju-jitsu
- Teaches how to use leverage to throw an opponent of any size
- Highly combative system

Karate

- Means “empty hand”
- Originated in Okinawa and previously was written ‘Tang hand’
- Offers a balance of upper and lower body defensive techniques

Tae Kwon Do

- Means “foot hand way”
- Originated In Korea
- Uses strikes and kicks, but emphasizes kicks
- Is a competitive sport and can be seen in the Olympic Games

Tai Chi Chuan

- An ancient system developed in China.
- Based on circular, flowing movements
- Techniques are practiced slowly, but it is also a combat system

Additional Taekwondo History:

During the Koryo Dynasty the sport Soo Bakh Do, which was then used as a military training method, became popular. During the Joseon-dynasty (also known as the Yi-dynasty. 1392 A.D. - 1910 A.D.) this emphasis on military training disappeared. King Taejo, founder of the Joseon-dynasty, replaced Buddhism by Confucianism as the state religion. According to Confucianism, the higher class should study the poets, read poems and and play music. Martial arts was something for the common, or even inferior, man.

After World War II, when Korea became independant, several kwans arose. (Kwan meaning a school or clan of martial artists who follow the same style and/or leader.) The Kwans united in 1955 as Tae Soo Do. In the beginning of 1957, the name Taekwondo was adopted by several Korean martial arts masters, for its similarity to the name Tae Kyon.

In the late 1950s, General Choi Hong-hi required the army to train Taekwondo, so the very first Taekwondo students were Korean soldiers. The police and air force had to learn Taekwondo as well. General Choi Hong-hi is known as the father of Taekwon-Do.

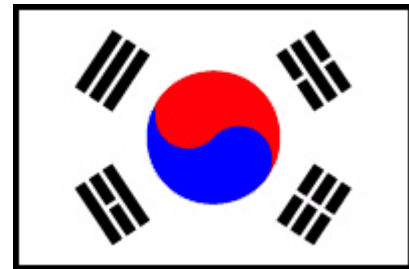
Further Information and Sources:

www.chosuntkd.com/mdc/articles/roleofmed.htm

www.pe4bodymindspirit.santacruz.k12.ca.us/coursePlans/martialArtsCurriculum.html

Religions of Korea and the Korean Flag:

Koreans follow a variety of religious ideas and organized religions. They always have because as practical people, they have tried different ways to reach a fundamental Korean ideal; a sense of harmony and balance in everything. The Republic of Korea's flag represents this ideal. The central circle is divided in two halves. The top red part is yang, the positive cosmic force meaning fire, day, light, and all things constructive. The bottom blue half represents the passive side of existence - water, night, death and repose. Yet the two are joined perfectly into a whole. The bars in the four corners of the flag are also about harmony and balance. The three lines at the top left means "heaven." The broken lines opposite it at the bottom right are "earth." The bars at the top right, two broken and one solid, mean "water," while the lines opposite mean "fire." According to this theory all life, and even the cosmos, is balanced in this way



Republic of Korea