



2024 March Curriculum

The Instructors goal for the month from the information we share is to:

1. Understand that seeing yourself as a role model will improve your results.
2. Realize everyone is modeling something whether you know it or not.
3. The people you come in contact with every day need your example
4. Everyone wins when you embrace the opportunity to be a role model.

A weekly one-sentence quote to display that guides the talk and stimulates thinking

Week 1 *What you do has a greater impact than what you say. Stephen Covey*

Week 2 *Setting an example is not the main means of influencing others, it's the only means. Albert Einstein*

Week 3 *The World is changed by examples, not by opinions. Paulo Coelho*

Week 4 *Attract what you expect, reflect what you desire, become what you expect, mirror what you desire.*

Take 30 seconds at each class to have students close their eyes, breath deeply and focus on counting back from 30 to 1 without having their mind wander. If it does wander instruct the students to gently bring attention back and continue without frustration or judgment.



2024 March Curriculum

BE A ROLE MODEL *Lead by Example*

"Example is Leadership" ~ Albert Schweitzer

The PBK pillar of the month is **Be a Role Model**. Most of us have found success in life by finding and learning from role models. Our parents, teachers, coaches, siblings, community members and more famous heroes provide inspiration and direction but this month we focus on how we can Be a Role Model for Others. How can we learn the skills to take who we are and **Lead by Example?**

Week one:

What are the qualities of a good role model??

A Day – What is a role model?

First review the pillar of the month. This month we will be looking at **Be a Role Model**. When you hear the term role model what do you think of? Have the students share a few ideas. There are lots of great definitions but at its core a role model is **someone who others look to and imitate**. What are some things to remember if you know that you are a role model? Ask for a few ideas. Are all role models positive? Ask for a show of hands. Point out that role models can influence us in both positive and negative ways. This month we will acknowledge that we are all role models and that we can influence others in positive or negative ways depending on our words, behaviors and action. In our next lesson, we will learn and explore the qualities that make great role models. Challenge students to pay attention between now and then to the role models they have as well as their own behaviors to see if they can develop some ideas on what makes a great role model.

B Day – What are the qualities of a good role model?

Review the pillar of the month and what a role model is. Remind them that today we will talk a little about what qualities make a great role model. Ask for a few ideas before you start. Share that the list of qualities could be quite long but here are some that you feel are very important. Feel free to choose your favorites from this list: **1. Demonstrate confidence and leadership.** A good role model is always positive, calm, and confident in themselves. Everyone likes a person who is happy with their achievements, but continues to strive for bigger and better objectives. **2. Don't be afraid to be unique.** Whatever you choose to do with your life, be proud of the person you've become, even if that means accepting some ridicule. You want role models who won't pretend to be someone they are not, and won't be fake just to suit other people. **3. Communicate and interact with everyone.** Good communication means listening as well as talking. People are energized by role models who explain why and where they are going. **4. Show respect and concern for others.** You may be driven, successful, and smart, but whether you choose to show respect or not speaks volumes about how other people see you. Everyone notices if you are taking people for granted, not showing gratitude, or stepping on others to get ahead. **5. Be knowledgeable and well rounded.** Great role models aren't just "teachers," they are constant learners, they challenge themselves to get out of their comfort zones, and they surround themselves with smarter people. **6. Have humility and willingness to admit mistakes.** Nobody is perfect. When you make a bad decision, let those who are watching and learning from you know that you made a mistake and how you plan to correct it. Challenge the students over the next week to practice these skills and figure out which are easy for them and which challenge them.



2024 March Curriculum

BE A ROLE MODEL *Lead by Example*

Week Two:

What are the challenges of being a role model?

A Day – What are some of the challenges?

Have students review this month's pillar and share one or two successes or challenges they noticed while working on the skills of being a great role model, based on discussions from last week. Share a success or challenge of your own. This week we will discuss some challenges of being a good role model. Have students brainstorm some challenges that they can imagine or have experienced when taking on the label of role model. They may have lots of great ideas. Make sure to get at some of the following common challenges and share some of your own. **1. People are watching them ALL the time**, not just when they are designated role models. If you are a great role model in karate class but one of the younger students sees you yelling at your mom in the grocery store, it will be hard for them to follow your positive lead. **2. People are paying attention to not just what you say, but what you do.** They will notice if you talk about respecting others in class but refuse to let a classmate sit with you at your lunch table. **3. People notice when you are not consistent with your actions.** If you talk about supporting others in class but are unable to work as a team on the soccer field, they notice. Being a great role model takes a large amount of effort, forethought, self-control and commitment. Phew. **Why would anyone want to be a role model?** Ask students why they think we would want to work on being great role models? Get a few responses. Challenge them to think about ways to support the work of being a good role model for the next class.

B Day – How do we move through those challenges?

After reviewing the pillar, remind everyone what we talked about earlier this week in terms of challenges of being good role models. Ask class for examples of successes and challenges this week. Today let's think about things we can focus on that we will keep us on the track of being a good role model. Ask the students for a few of their ideas. Share some or all the following ideas: **1. Pay attention to how you handle stress and frustration.** Everyone encounters stressful situations and it is easy to get overwhelmed. How you handle yourself sends a powerful example to those who look up to you. **2. Pay attention to how you respond to problems.** Even role models have problems that crop up in their lives and their work. Show examples how to problem solve in creative ways that show that it is all part of the journey and not something to get thrown off by. **3. Pay attention to how you express anger and other emotions.** Role models are not free of negative emotions, we are human but how you express those emotions matters. Do you lash out, blame and criticize? Do you acknowledge and identify what and why you are feeling and do you use constructive methods to manage those feelings? **4. Pay attention to how you treat people, all people.** Using your words and actions to show respect and appreciation for everyone you meet matters the most. Do you say please and thank you, remember names, wave to someone who stops so that you can cross the street? Are you friendly to the cashier in Dunkin Donuts, hold the door for the person behind you, reach out to others who are isolated, alone or being targeted? People remember how you made them feel and these are very simple ways to be a role model. **5. Take care of yourself.** Being a role model is challenging so make sure you take care of yourself. Develop healthy habits and continue to learn and grow from your role models. Those habits are all contagious. This week, use these tips to try to be a great role model and come back ready to share success and challenges.



2024 March Curriculum

BE A ROLE MODEL *Lead by Example*

Week Three:

How do we translate our learning from role models?

A Day: What is the difference between those that follow positive role models and those that follow negative role models?

Review this month's pillar. Have students share some of their success stories with the class in terms of **Being a Role Model**. Share with students that this week we are going to explore the whys and hows of positive and negative role models. Ask students what makes the difference between following a positive role model and a negative role model? Get a few responses from students. Research shows that we learn best and quickest through modeling. It also shows that people who choose to follow positive role models have Growth Mindset. That means that they are active learners and achievers. They honor and pay attention to hard work and perseverance in determining success. They are striving for their best self, or Personal Best! Those that follow negative role models have a Prevention Mindset. That means that their development is based on avoiding or preventing disasters and negative outcomes. So, if we as leaders and role models want others to make positive choices and follow positive role models, we need to support and help cultivate a growth mindset in others (and ourselves). Say, believe and share the following statements: **1. I have a desire to learn; 2. I embrace challenges; 3. I persist in the face of setbacks; 4. I learn from feedback; 5. I find lessons and inspiration in the success of others. Feel free to cover some or all of these.** This week let's work on strengthening our own growth mindset and supporting others in those skills as well and see how it goes.

B Day: How can we encourage others to follow our positive actions and behaviors?

Check in to see how their focus on growth mindset worked out this week. Ask for a few examples of things that were challenging, what they learned and how they grew from them. Let's talk more today about supporting others in their development of a growth mindset and their commitment to following positive role models. First let's again ask the important question 'why'? Why do we want others to choose positive role models and why do we want to be those positive role models? Have students share their personal reasons and share one of yours. Being a role model is hard work, we need to remind everyone why we do it. Remember that others will pay attention to what we do and how we treat each other FAR MORE than what we say. So, remember: **1. Understand and live by the growth mindset approach** to life and learning. **2 Understand and demonstrate that failure is part of success** **3. Take and teach initiative**, share the idea that we can make our life what we want it to be and not just let things happen. **4. Focus on the journey as part of the destination.** Always share how you got to your success and the challenges and obstacle that came with it. Above all, remember that the benefits of being a role model and working hard to be a great one outweighs the challenges.



2024 March Curriculum

BE A ROLE MODEL *Lead by Example*

Week Four:

Bringing it all together.

A Day: Successes

This month we have been talking a lot about **Being a Role Model**. We discussed the qualities of a great role model and the challenges and responsibilities of having that label. We talked about the difference between **positive and negative role models**, why people choose one over the other and how to support others to make good choices. Today, let's talk about how we can use this pillar every day and in every part of our lives. Ask the students to share ways that they have been using this pillar. **What are you doing differently today** then before we began discussing it, make sure you share your examples as well. Provide lots of positive reinforcement for both success and attempts in using the pillar.

B Day: Challenges

Earlier in the week we discussed some of the successes you had this month **Being a Role Model**. Today let's share some of the challenges we are having. Ask several students to share challenges and support brainstorming on how to overcome those challenges. Share one of your challenges and encourage their support of you. **Remind them that all the pillars are works in progress** and we can keep supporting each other to build these skills

Teaching Themes For March

1. Mirroring Vs Matching

Cover the difference between the two, when do you use them, adults vs young adults, using the mirror to see things, not blocking students view during demonstration, not standing behind Instructor etc.

2. Motivating, Preframes And Anchors

Be the first one to say **Yes Sir, No Sir**, Give energy to get energy, Set expectations before class or section, harder to do it from behind. Challenge or race a partner...Tap Tap Guard Up, Focus the Eyes, Focus the Mind, Good Body Posture, What's the quest? To Be Our Best! Like a What! Like A Black Belt! Physically at a 3 Mentally always at a 10 Etc.

Sparring

1. Defending Teach students how to defend using movement, then using blocking.

****Use the Evasion Drill****



2024 March Curriculum

QUALITIES OF A LEADER *Talking Points in Class*

STUDENTS SHOULD ALL BE ABLE TO STAND UP AND GIVE A DEFINITION AND AN EXAMPLE OF EACH WORD.

COURAGE

Leaders can accept challenges head on. They have the self-confidence to lead by example despite what others may say.

AMBITIOUS AND POSITIVE

Leaders know 80% of results come from a positive attitude. They are optimistic. They protect themselves from being distracted and stay on the path believing they can make their dream a reality.

COMMITTED

Leaders commit to finishing what they start! Leaders understand that with prolonged commitment comes various stages ups, downs, highs lows goods, bads planned and unplanned. Leaders develop a non Quitting Spirit.

PHYSICAL SKILLS

Each student should be able to demonstrate what each word means using their body.

BLACK BELT INTENSITY MEANS

I want the movements of your body to match the sounds of my voice.

PERFORMANCE SPEED

I want your technique to get from start to finish as fast as possible.

POWER

I want every technique to have speed follow through and all your intent behind it.

BALANCE

I want every stance to support the full power of your technique.



2024 March Curriculum

White, Gold & Orange Belts Basic Class

WEEK 1-4

WATCH THE TIME

WARM UP 0-15

- Spots on Dots or "x's"
- Student Creed Check
- **Review** The 4 Position Commands. 1. Ready Position. 2. Attention 3. Guard or Listening Knee 4. Rest Position. Reminding Them of QT (Quick Take Off)
- **10 Star Jacks** - then Guard Position: Forward and Backward Foot Work. Side To Side Foot Work
Have Them Follow You in all Directions.
"Eyes on Who" Reminders.
- **10 Burpees.** Add In Jabs And Crosses
As They Get Better Through The Month. Focusing On Limb Speed.
- **10 Jump Squats** and Upper Body Stretch and They Are Ready To Go!
- **Break Fall** Tech Lift (Either on an X or Down the Floor)
- **Forward Stances,** Back Stances, Horse Stances Walking The Floor
Lesson (Be A Role Model)

SELF DEFENSE 15-25

- Natural Reaction
- B/P Distraction
- Two Second
- Swing lapel, Switch lapel
- Front Bear Hug

FITNESS 25-28

- **2 Sets of 5 Pushups and 5 Situps**

END CLASS 28-30

- Awards Stars End Class
- Week 4 Award Stripes
- ANNOUNCEMENTS
- End with Black Belt Principles



2024 March Curriculum

White, Gold & Orange BBC Class

WEEK 1-4

WATCH THE TIME

WARM UP 0-15

- Spots on Dots or "X's"
 - Student Creed Check
 - **Review** The 4 Position Commands. 1. Ready Position. 2. Attention 3. Guard or Listening Knee 4. Rest Position. Reminding Them of QT (Quick Take Off)
 - **10 Star Jacks** - then Guard Position: Forward and Backward Foot Work. Side To Side Foot Work Have Them Follow You in all Directions. "Eyes on Who" Reminders.
 - **10 Burpees.** Add In Jabs And Crosses As They Get Better Through The Month. Focusing On Limb Speed.
 - **10 Jump Squats** and Upper Body Stretch and They Are Ready To Go!
 - **Break Fall** Tech Lift (Either on an X or Down the Floor)
 - **Forward Stances,** Back Stances, Horse Stances Walking The Floor
- Lesson (Be A Role Model)**

SELF DEFENSE 15-25

- Natural Reaction
- B/P Distraction
- Two Second
- Swing Lapel, Switch Lapel
- Front Bear Hug
- 360 Defense

FITNESS 25-28

- **PUSH-UP** 2 sets 8 - 12, **CRUNCHES** 2 sets 15, & **HORSESTANCE** 45 sec
- Have students working details of horse stance

SPARRING 30-43

1. Back shoulder back 2. Bounce w/your knees 3. Maintain 50/50 weight 4. Hands in a structured place 5. Distance.
- WEEK 1** Isolation Practice Holding hands creating alignment
WEEK 2 Blocking a side kick with a #2 block and countering with either a backfist or reverse punch.
WEEK 3 #2 block with a retuning side kick
WEEK 4 Defensive Side kick
NOTES: Skill Based Activity: Relaxed Offense vs. Relaxed Defense

END CLASS 44-45

- ANNOUNCEMENTS
- End with Black Belt Principles



2024 March Curriculum

Green Through Cycle Belt Class

WEEK 1-4

WATCH THE TIME

WARM UP 0-15

- Spots on Dots or "X's"
 - Student Creed Check
 - **Review** The 4 Position Commands. 1. Ready Position. 2. Attention 3. Guard or Listening Knee 4. Rest Position. Reminding Them of QT (Quick Take Off)
 - **10 Star Jacks** - then Guard Position: Forward and Backward Foot Work. Side To Side Foot Work, Have Them Follow You in all Directions. "Eyes on Who" Reminders.
 - **10 Burpees.** Add In Jabs And Crosses As They Get Better Through The Month. Focusing On Limb Speed.
 - **10 Jump Squats** and Upper Body Stretch and They Are Ready To Go!
 - **Break Fall** Tech Lift (Either on an X or Down the Floor)
 - **Velcro Review**
 - **Four ranges of punch defenses from the ground**
- Lesson (Be A Role Model)**

SELF DEFENSE 15-25

- Natural Reaction
 - B/P Distraction
 - Two Second
- CHOKES:**
1. Trap Choke
 2. Choke From Behind
 3. Pushing Choke
 4. Side choke

FITNESS 25-28

- **G, B, P:** 2 Sets of 15 Pushups and 15 situps
- **R, B, TC:** 2 Sets of 20 Pushups and 20 situps

SPARRING 30-45

1. Back shoulder back
 2. Bounce w/your knees
 3. Maintain 50/50 weight
 4. Hands in a structured place
 5. Distance.
- Retention Based Sparring #8**
- WEEK 1** Shuffle Step Ax kick
- WEEK 2** Shuffle Step Ax Kick with a Backfist
- WEEK 3** Partner Training Spinning Side Kick on kicking shield
- WEEK 4** Movement Defense against double round kick counter spinning side kick
- NOTES:** Skill Based Activity mastering distance One offense one defense use movement instead of blocking

END CLASS 45-60

- Leadership Bo Staff Weapon Form & Announcements



2024 March Curriculum

Black Belts Class

WEEK 1-4

WATCH THE TIME

WARM UP 0-15

- Spots on Dots or "X's"
- Student Creed Check
- **Review** 4 Position Commands. 1. Ready Position. 2. Attention 3. Guard or Listening Knee 4. Rest Position. Reminding Them of QT (Quick Take Off)
- **10 Star Jacks** - then Guard Position: Forward and Backward Foot Work. Side To Side Foot Work, Have Them Follow You in all Directions. "Eyes on Who" Reminders.
- **10 Burpees.** Add In Jabs And Crosses As They Get Better Through The Month. Focusing On Limb Speed.
- **10 Jump Squats** and Upper Body Stretch and They Are Ready To Go!
- **Review** breakfall, tech lift, velcro (Velcro Review)
- Four ranges of punch defenses from the ground
- Side Control Escape- review shrimping away to get into close guard
- Add resistance

Lesson (Be A Role Model)

SELF DEFENSE 15-25

- Natural Reaction
- B/P Distraction
- Two Second

WALL PINS:

1. Single Hand by the Throat
2. Double Lapel Grab Against the Wall
3. Double Hand Throat Grab

FITNESS 25-28

- 2 Sets of 25 Pushups and 25 Situps

SPARRING 30-45

1. Back shoulder back
2. Bounce w/your knees
3. Maintain 50/50 weight
4. Hands in a structured place
5. Distance.

Retention Based Sparring #8

WEEK 1 Shuffle Step Ax kick

WEEK 2 Shuffle Step Ax Kick with a Backfist

WEEK 3 Partner Training Spinning Side Kick on kicking shield

WEEK 4 Movement Defense against double round kick counter spinning side kick

NOTES: Skill Based Activity mastering distance One offense one defense use movement instead of blocking

END CLASS 45-60

- Bo Staff Weapon Form & Announcements (4th Week Chevron Testing)