

I.M.A.S.

IMAS Quarterly ISSN 2049-3649



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# The Institute of Martial Arts & Sciences

***I***<sub>MAS</sub> ***Q***<sub>UARTERLY</sub>

The official journal of the Institute of Martial Arts and sciences

***VOL. 5, ISSUE 1 Winter 2015/16***

Published in Greater Manchester, England, UK

Professionalism

Integrity

Quality

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## **INSTITUTE OF MARTIAL ARTS AND SCIENCES**

### **IMAS Quarterly, Volume 5, Issue 1**

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**From the Editor.**

Hello and welcome to the Winter edition of our journal.

This is a very special issue as we are using it as a springboard to help launch our new IMAS Instructor Training College. Consequently quite a lot of the content centers around this important development.

There is also a very informative article regarding grappling for self defence by Prof. Jones which I know everyone will enjoy reading and get something out of. In addition there is some other exciting news regarding new fellows and partnerships.

So as usual there is a lot going on with certain important key performance targets having been achieved and even surpassed thanks to all of your strong support. Have a good read and please remember: This is *your* journal!

Jaimie

Chair, Editorial Board

**General Information**

The IMAS Quarterly, otherwise known as the “IQ”, is the official journal of, and is published by, the Institute of Martial Arts and Sciences. The IQ is an international, peer reviewed journal publishing articles covering education and research in the fields of the martial arts, combat sports and related areas. The IQ will be published quarterly in electronic format.

The Editorial Board is responsible for the monitoring of the journal, including its content and technical management.

Any/all opinions expressed in the published material of this journal are that of its contributors, most of whom are members of this institute with certain non-members also being invited to contribute on occasion.

The Editorial Board will not share any of this material, and will not knowingly publish any material, that might exert any bearing upon any individual or organisation.

**Editorial Board**

Chairperson/Editor in Chief: Prof. James Lee-Barron

Editors: Prof. Mathew Clempner.

Extensive pool of assistant editors/referees/reviewers already prepared.

### **Publications policy**

The Institute of Martial Arts and Sciences Quarterly (Otherwise known as “IQ”) will appear quarterly in English and in electronic format. The IQ is published using the open access model, and will be available to all interested parties.

Manuscripts submitted for publication in this journal are required to meet the usual high standards expected for a refereed publication. They should avoid any sort of self-promotion, and should not advertise, market or overtly publicise, or criticise, any other person or organisation. In short, the manuscript should limit itself to the subject under investigation and not waste time upon trivialities.

Members and others wishing to contribute to the Journal are encouraged to submit papers/articles on the martial arts, combat sports and related fields:

- **Original articles** - experimental or methodological,
- **Research methodology** - combat sports, martial arts, personal safety, etc.
- **Review papers** - articles discussing/evaluating/analysing related material
- **Perspectives** - covers topics regarding the possible future evolution of martial arts and combat sports, and also investigates any new directions and/or developments,
- **Short communications** - News and items of interest related to the work of the IMAS
- **Letters to the Editor** - containing relevant short opinions, comments and questions

## **Preparation of submissions**

### **Instructions for Authors**

Manuscripts for consideration should be submitted to the Editor via the following email: [admin@instituteofmartialartsandsciences.com](mailto:admin@instituteofmartialartsandsciences.com) and should be accompanied by a covering letter.

Manuscripts should be:

- between 2,000 and 6,000 words, excluding references (“Light” articles may be shorter)
- double spaced
- must include a title
- an abstract of up to 250 words
- up to ten keywords

along with the main text and any acknowledgements, notes, figures/tables, all in one document. All pages should be numbered and any footnotes to the text should be avoided.

Images/graphics are accepted in most formats including jpg, tiff, png and gif.

For more strictly academic submissions, the protocol of data acquisition, procedures, investigated parameters, methods of measurements and apparatus should be described in sufficient detail to allow other researchers to reproduce the results.

Name and references to the established methods should be given. References and brief description should be provided for methods that have been published but are not well known, whereas new or substantially modified methods should be described in detail.

Any statistical methodology employed should be described and explained in detail to enable verification of the reported results.

Said results should concisely and reasonably summarise the findings. Please restrict any tables and figures to the number needed to explain the argument of the paper and assess its support. Do not duplicate data in graphs and tables. Where relevant, include accurate statistical data and analysis.

Any discussion should deal only with new and/or important aspects of the study. Do not repeat in detail data or other material from the Background or the Results section. Include in the Discussion the implications of the findings and their limitations, including implications for future research. The discussion should confront the results of other investigations especially those quoted in the text.

All conclusions should be linked with the goals of the study. State any new hypotheses when and where warranted. Include recommendations when appropriate. Unqualified statements and conclusions not completely supported by the obtained data should be avoided.

Acknowledgements. List all contributors who do not meet the criteria for authorship, such as assistants and people you might have interviewed for additional advice, guidance or information.

References. References selected for publication should be chosen for their importance, accessibility, and for the further reading opportunities they provide.

**Must include Title, author, publisher, year/month of publication and ISBN/ISSN number.**

References may not be required, relevant or even available for some lighter articles that are written in order to express an opinion upon the more obscure, abstract or philosophic aspects of the martial arts. In such a case, the author should clearly state that the opinions expressed upon the topic are theirs alone, and include a note regarding why they feel a list of references are not included.

Please ensure equality and diversity is observed at all times in your writing and that it is free from any form of bias.

### **Review process**

Received manuscripts are first examined by the editorial board. It is understood that all authors listed on a manuscript have agreed to its submission (incomplete manuscripts not prepared in the advised style will be rejected without further review)

Manuscripts are then forwarded to a panel of independent experts for scientific evaluation. While authors may suggest possible referees, the IMAS reserves the right of final selection. This preliminary evaluation process usually takes 1-2 weeks. Submitted papers are accepted for publication only after a positive opinion has been received from the independent reviewers.

After the submitted material has been reviewed, a decision will be made as regards the following:

1. accepting the paper for publication
2. requesting certain modifications to the paper be made prior to publication
3. declining the paper for publication

These comments will be communicated to the author in accordance with proper procedures.

Papers may not be submitted to the IQ if they have already been published elsewhere, unless specific permission is sought and granted by the editorial board.

### **Conflict of interests.**

Due to the very essence of reviews and editorials being that of selection and interpretation of the literature, the Journal expects that authors of such articles will not have any financial

interest in an organisation, product or company either mentioned or discussed in the submitted material.

Journal policy requires that reviewers, associate editors, editors, and senior editors reveal in a letter to the Chairperson of the Editorial Board any relationships that they have that could be construed as causing a conflict of interest with regard to a manuscript under review.

The IQ is a Journal of Record, and papers may not be removed or altered (except for any editorial changes in format that might be required to accommodate new technologies) once publication is made. The IMAS is committed to making all published material more widely available with copies of the Journal being distributed to relevant organisations, archives and libraries.

### **Legislation and Copyright**

By submitting a paper for publication in the IQ, authors give their permission, under the UK Data Protection Act, for their names to be made available in electronic format.

Currently, the copyright of all submitted papers is retained by the authors, who, by submission of the paper, grant the Journal an exclusive, permanent and irrevocable license to publish the information in electronic form and in hard copy for the proposed yearbook.

Papers may not be submitted to the IQ if they have already been published elsewhere, unless specific permission is sought and granted by the editorial board.

Papers may be submitted to printed journals after they have been published in the IQ, providing the following conditions are met:

1. the publishers of the other journal are aware and accept that the paper/article has already appeared in the IQ
2. the other journal is not available in electronic form,
3. the publishers of the other journal undertake to insert the following statement at the beginning of the paper:

"This paper has previously been published in IQ, the electronic journal of the Institute of Martial Arts and Sciences: [www.instituteofmartialartsandsciences.com](http://www.instituteofmartialartsandsciences.com)"

### **Comments to Papers**

Manuscripts published in the IQ Journal may be discussed via the members forum on the IMAS website, and also in the "Letters to the Editor" section of this journal.

Commentators are reminded that this is a scientific journal, dedicated to research, review and analysis, and to limit their remarks to the subject under scrutiny. Any comments containing rude language or inflammatory remarks will not be published in the journal and any such posts made upon the forum will be removed and may result in disciplinary procedure by the IMAS up to and including suspension of membership and/or possible legal action being initiated.

## News

### IMAS Instructors Training College

By far the biggest news item we have is the formation of the IMAS Instructors Training College.



This massive step forward was made possible by the IMAS entering into a close partnership with the Teaching and Learning Academy (TLA) which is a professional body in the UK set up to improve teaching practice and teacher education.

This partnership is thanks to Prof. Scott Buckler PhD FIMAS of Newman University (Birmingham). Scott is a senior academic who specialises in the areas of education and psychology as well as having many years of martial arts training under his belt including karate, jiu jitsu and, in particular, Wing Chun.

Prof. Buckler has been installed as the Principal of the Instructors College which had been set up to help improve the quality of instruction in the martial arts and encourage martial arts instructors to continue to develop professionally through gaining accredited teaching qualifications. You will find more information regarding all this in a two of the articles included in this issue.

### **Partnership with Helwan University, Egypt**

The IMAS is proud to announce we have now established links with the Faculty of Physical Education for Girls. Helwan University, Cairo Egypt. This faculty offers courses in martial arts such as karate and taekwondo and the institute looks forward to working with them in the future.

### **New Fellows**

We have several new fellows of the institute to announce.

•Grandmaster Cho Nam-Dong 9th DAN FIMAS (Professor. Faculty of Korean Martial Arts)

•Dr Doaa Shawky Mohammed Al-Sayed FIMAS. (Karate sensei and lecturer in sport and combat training. Helwan University Egypt

•Brian Blessed FIMAS. (Star of stage and screen and a national treasure in the UK. Mr. Blessed is also an accomplished boxer, fencer and judo black belt! (In addition he has climbed Everest and is a friend of the Dali Lama!)

### **IMAS Registered First Aid Instructors (UK).**

The faculty members listed below are official first aid instructors/assessors for IMAS courses both here in the UK and elsewhere:

Prof. Matthew Clempner (Northern region UK)

Prof. Mohi Chowdhury (Southern region UK)

Other countries please contact your senior IMAS representative.

Parties requiring first aid training/refresher courses please contact admin in the first instance.

**Please send any news reports/features you have directly to :**

[admin@instituteofmartialartsandsciences.com](mailto:admin@instituteofmartialartsandsciences.com)

## **Learning to teach and teaching to learn.**

Towards improving practice in the field of martial arts instruction.

By Jaimie Lee-Barron

Key words: *Teaching, instruction, coaching, learning, education, training.*

### Introduction

The human being is an amazing creature, even though when compared to other species we appear to be rather weak and feeble: We have no thick fur to protect us from the extremes of climate nor sharp teeth or claws with which to defend ourselves. Yet despite all of these seeming shortcomings and disadvantages we have somehow managed to become the dominant species here on Earth.

This apparently impossible outcome has been achieved thanks to our ability to reason, think and understand. Our *intelligence* in other words. It is our superior intelligence that provides us with an ability to problem-solve that is far in advance of any other life-form on the planet. Whenever we are faced with some obstacle or difficulty we will begin working out the most efficient way to overcome it, be that climbing a mountain, crossing a sea or even defending ourselves against the elements and other living creatures who might want to do us harm. The human being occupies literally all types of environments from the very hot to the very cold and from the deepest jungle to the snow capped mountain ranges. We are clever and have learned to adapt and exploit anything and everything in order to survive.

Another important human trait is that once we have found a way of doing something well, then we naturally want to share this information with others in order to help them. This process of sharing useful information with each other is otherwise known as teaching and learning, and while this trait exists in many other species, it is particularly prevalent in human beings and consequently, the better we are at these the more successful we shall be at finding out new information and passing on what we know to others.

#### Why teaching and learning is important

In many ways teaching and learning are the very bedrock of our species, because as humans we are quintessentially the learning animal: We begin learning the moment we open our eyes at birth and continue to learn throughout our existence right up to the point of our death. We literally *never* stop learning. Indeed, so ingrained is the learning process within us that we simply couldn't stop learning even if we wanted to! Inevitably the accumulation of all this data throughout our lives would be next to useless if we didn't share at least some of what we have learnt with others. Therefore it could be said that we are born teachers as well as born learners. Sadly though, this is rarely the case.

Whereas the ability to learn is inherent in all of us, the ability to teach effectively is a far rarer gift, and we need to work upon it if we are to get good at it. This includes all teachers, teaching assistants, lecturers, trainers, coaches and instructors. In short anyone and everyone

who is engaged in helping other people to learn something. This of course includes martial arts instructors who can tend to exert a hugely positive influence upon their students in a number of profound, meaningful and long-lasting ways.

As Prof. Buckler himself points out: “We tend to teach the way we, ourselves, have been taught“. He goes on to say that just because we were taught in such a way does not necessarily make it the right way or the best way or even a good way. We need to open ourselves up to this important concept and to remember our past training experiences with a clear honest vision rather than looking at them fondly through rose-tinted spectacles. While respect is important we can sometimes end up making the error of imbuing our instructors with almost divine attributes causing us to firmly believe that they are/were completely faultless and omnipotent. This of course was not true and in some cases was very far from the truth.

I would even venture so far as to say that we contemporary instructors have managed to get where we are not just because of our teachers but (at least sometimes) actually *in spite* of them! It is largely thanks to our own tenacity, determination and downright stubbornness that we eventually managed to learn what we so *wanted* to learn. Back then many of us would not even recognise certain bad practices or, if we did, then we expected them as we were learning a martial art and so had to put up with that kind of thing. It was expected. It was *tradition*!! We were solid, dependable and devoted students. We were the few (the very few) who kept turning up to training no matter how many injuries we saw or even incurred ourselves. We did *not* give up and trained hard and long until eventually we became instructors ourselves.

Please do not misconstrue what I am getting at here. I know that I owe a great debt of gratitude to all my teachers. But I also now know that they were very far from being the best teachers on Earth! Some of them almost seemed to dislike the process intensely, seeing it as a chore. Others spoke a completely different language and so would resort to pulling, punching and kicking you into the right position before yelling loudly once again and moving on to the next move. Some (thank goodness) did a very fine job. They were patient and considerate and recapped a lot on what they had taught to ensure you went away having learned something and looking forward to the next class rather than limping away feeling as though you were wasting the instructors time (still not going to give up though! still going to turn up for the next painful session. after all: it must just be my own fault. It cant possibly be my instructor!).

In many ways and for many reasons this was not the fault of these instructors. Superb technicians that they no doubt are or were, they were *not* trained instructors in any way shape or form. They had not been taught to teach what they knew in the same manner as they had been taught to perform their technical skills at such a high level of competence. The two are very different you see. *Knowing* what you know and *teaching* what you know. And we need to appreciate this fact, accept it, and then move forward from there.

Attitude.

Like a lot of you reading this I spend some time on social media almost every day and I have recently noticed a certain post that is making the rounds at the moment concerning what it means to be a black belt in the martial arts (It is entitled The Sensei ). It uses words to the effect that out of every five thousand people who take up martial arts only one will eventually earn the coveted black belt. (I have been unable to ascertain exactly where this pearl of statistical wisdom actually comes from but it should still suffice in helping me illustrate my point)

This has proven to be a very popular post with lots of said black belts absolutely lapping up this statement as it helps to make them feel special and proud of who they are and what they have managed to accomplish, so they click “ like“ and “share“ before actually thinking about what that statement is actually saying. One single solitary person out of five thousand?! Yes of course some of these would simply give up because they couldn't be bothered anymore or have found something else to occupy them. Others would perhaps be unable to continue due to having to move away or because of work commitments, etc. But that would still leave a large percentage that have quit because of bad practice. This means that a lot of potentially good martial artists that have been put off training (and perhaps all martial arts forever) by instructors with a bad attitude and little (if any) proper training in how to teach, mentor and coach others.

Yet another point to consider is how many of these 4999 came from difficult or underprivileged backgrounds. How many had some form of behavioural or emotional problems (ADHD for example) How many had some form of physical impairment (mobility/ sight, etc) or had a type of learning difficulty (autism/downs etc)?

We go on about “Sport for All“ and “Equality and Diversity“ but, when it comes down to it, precious few martial arts instructors possess any formal training in scientific teaching methods as applied to mainstream students let alone any of those who have some special training needs such as those mentioned above. Is this still acceptable in our modern society? Are we not supposed to be serving the local communities we live/work/train/teach in? I, like a lot of you, would love to see martial arts included as part of the school curriculum but what are the chances of this ever happening as long as these bad habits and poor practices persist?

In my time I have been fortunate enough to teach martial arts in several schools, both special and mainstream, and I am normally (but *not* always) invited to do this by the PE teacher who is a well trained, qualified professional who initially scrutinises me like a hawk during the first few sessions to ensure that the children are safe and I am capable of doing the job properly. Luckily, I know the ropes when it comes to teaching and so can speak the same language as these PE colleagues, but I know for a fact that a lot of martial arts instructors could *not* do this. This is truly a sad state of affairs as the martial arts have so very much to offer the education system. but as long as we cling to this negative attitude of not bothering to undergo training in modern methodologies, and refusing to work upon refining our teaching ability simply because we think we already “know it all“ this will never happen. Nor should it! Because a school is certainly no place for an unprofessional amateur with no formal training or qualifications and a bad attitude towards learning to teach in the proper way.

By adjusting the way we think about ourselves, what we do and the way that we do it, we can really accomplish so much more. We can begin to demonstrate our commitment towards good practice by constantly striving to improve how we instruct our students in precisely the same way as we strive to become more proficient at our technical skills. Once the education professionals can see this happening then, and *only* then, do we stand chance of seeing martial arts instructors being invited into more schools, so enhancing and enriching the rest of the curriculum.

Outside of the education system such training will still assist us in keeping our clubs and classes open wherever and whenever we have them by helping us become a much better instructor. An instructor who not only recruits new students but retains the existing ones, and cares and prepares for them all, making them feel both welcome and wanted and helping them to achieve their goals and develop as strong individuals.

I love the martial arts and sciences (and I really do mean *all* of them!) Yes I might have my own preferences but, whenever I see someone execute a technique or a kata well then I am filled with the same awe as when I witness any other beautiful thing, be that painting or sculpture, a particular piece of music or a magnificent old building or a moving poem. The martial arts *move* me in a very deep and emotional way. And I feel deeply passionate about them. To me, they are no less priceless as treasures of human culture and society than any other work of art. Some are very ancient and enable us to reach out and touch the past. Other aspects (including Police Defensive Tactics and Military Close Combat) are modern and innovative and lend us a fleeting glimpse of where our tradition is headed (and it would seem

to be a very bright future indeed!). They are at once exciting and deadly, demanding and beautiful, and they deserve to not only survive but thrive so that they can be enjoyed for generations to come. *But*, this will only happen if we teach the next generation of instructors properly and to do this we need to be properly trained ourselves. It all begins and ends with us. I know we can do it but we all must *want* to do it.

Clicking the “like“ button for something like the Facebook post mentioned above simply because we do not actually take the time to think about what the statement is actually saying is, in my humble opinion, completely ridiculous. 1 person out of 5000? If a teacher at any school/college/university had anywhere near such a drop out rate then they would be fired on the spot and they would get someone else to do the job that knew what they were doing!

## Conclusion

Give all of this a bit of thought please. Our students deserve it, our martial arts deserve it and you, yourself deserve it.

The IMAS Instructors College has been formed to help all of us answer this urgent need for proper training in teaching and learning. it offers a suite of courses that lead to recognised and worthwhile qualifications and will not only to get you *into* the game but to put you *ahead* of the game. These are in no way “niche“ courses only open to a certain style or system, they are for everybody! In this way they help us to fulfill one of the primary aims of the institute: To bring all styles and systems together under one common, all

encompassing umbrella in the spirit of mutual trust, respect and cooperation. It will aid in bringing us all together and this is so important because together we are so much stronger and can accomplish so much more. All you have to do is get involved and we can all start changing things for the better. Get involved. Get your other instructors involved. and we can finally begin to move the martial arts up to the next level.

Bibliography and References. None. (this is written from the heart to encourage a positive response to the IMAS Instructors Training College and the qualifications it offers.)

## **The necessity to engage with professional development within the martial arts**

Prof. Scott Buckler PhD FIMAS

Principal. IMAS Instructors Training College.

**Key words:** *Teaching, Professional, Development, Learning, Education.*

The past forty years have seen the martial arts develop, expand and evolve in ways too numerous to list: what has maintained is the hierarchical nature of clubs, organisations and associations. With the evolution of the martial arts in the UK and beyond, such groups are only as strong as their instructors. Consider the differences between the various instructors you have trained with over your martial arts career. Who stands out? Was this for positive reasons, or negative? Why? How has this influenced your style of teaching?

Furthermore, consider the way in which the martial arts have remained the same: instructor teaching student: that student becoming an instructor and teaching in the same manner they have been taught in the name of ‘tradition’. Tradition has a lot to offer in maintaining our roots, perhaps that sense of authenticity. Yet tradition can also mean remaining static, not evolving when the world continues to. As an example, when I first started my Karate training, to develop suppleness, we were encouraged to touch our toes through a bouncing movement: nowadays that has been completely dismissed as a method given the damage that can be caused. In the same way, striking air as hard and as fast as we were encouraged resulted in the continual ‘locking’ of joints, enduring them to umpteen repetitions, each one adding to lasting damage. Dare I mention as a ten-year old, push ups with someone lying on our backs?

Of course, as the world develops, so to do expectations. According to the Department for Education and Skills (DfES, 2006:8), ‘the world changes and England changes with it...The

rate of change has been accelerating over recent decades and will probably continue to do so.’ Although the catalyst for this quote is to encourage teachers to consider how teaching will evolve leading to the year 2020, the message is integral across society. Indeed, the DfES report highlights the nature of change, for example, social demographics, the economy, technology and so forth. Interestingly, the DfES stress the importance of relevant qualifications across all sectors of employment.

Relating this to the martial arts, consider the changes and challenges that have been faced over the past decade: for example, how has the financial recession affected attendance? What have become more ‘expectations’ from a client-led culture? For example, have we seen an increased expectancy that a person can achieve a Dan grade within a couple of years? Czarnecka (2001) discusses this in relation to certain styles of martial arts in the United States, specifically where associations appear to be self-perpetuating, whereby students are achieving instructor status within a couple of years, opening their own clubs, but then lack the technical proficiency and pedagogy to maintain standards. Ultimately the next generation of students have less depth of understanding, lower abilities technically, and so forth which in turn can cause stagnation of the instructor (Eraut, 2008). Such stagnation can lead to the instructor leaving the association.

Consequently, as we move through this decade, how can we, as a professional body of martial arts instructors from a variety of styles, ensure that we continue to develop with the times while continuing to set our own challenges? How can we ensure that our students receive a continually enhanced experience within our clubs and associations?

Research by Robinson, Hohepa and Lloyd (2009), highlights that the promotion of, and participation with, professional learning has the largest effect on the outcomes of students.

Such professional learning can relate to any teacher: whether in school, or in the martial arts club. Taking the development of a teacher in any context, Menter, Hulme, Elliott and Lewin (2010) identify four stages: at the lowest stage, the effective teacher, through to the transformative teacher at the highest stage. This is summarised in Table 1.

**Table 1**

<i>Stage</i>	<i>Teacher</i>	<i>Characteristics</i>
4	The <i>transformative</i> teacher	The instructor contributes to the transformational development of the individual student.
3	The <i>enquiring</i> teacher	Instructor engages with systematic research into the development of their practice.
2	The <i>reflective</i> teacher	Instructor reflects on their teaching, through engaging with feedback from others (students, other instructors, theory), to promote informed decision making.
1	The <i>effective</i> teacher	Developing technical skills, knowledge and competence within their style.

Although it has previously been cited through the work of Czarnecka (2001) and Eraut (2008) in relation to stagnation within the martial arts, a further barrier is that change can create disequilibrium within the instructor. If an association moves from a traditional focus into a more competitive arena, the instructor can find the change uncomfortable. If an instructor enquires about their individual understanding or teaching practice and in turn finds something lacking, such disequilibrium can similarly occur. This disequilibrium, or ‘cognitive dissonance’ somehow needs to be resolved to ensure that the instructor does not become disillusioned (Festinger, 1957, 1962; Opfer and Pedder, 2010).

Various authors discuss that in order to prevent such stagnation, disequilibrium or disillusionment, the instructor engages with professional development: either enquiry-orientated learning where real problems are solved in relation to the instructor's own practice (Schleicher, 2012; Stenhouse, 1975). Additionally, where research is conducted through a collaborative approach, this has been demonstrated to have the most impact on teaching and learning (Cordingly, 2013; Kennedy, 2011; McLaughlin, 2013).

Given that as martial arts instructors, we have dedicated countless hours to the development of our skills both technically and as teachers, surely it is time to recognise with pride that we are the experts in our field? We should recognise that we are the professionals who need to advance the martial arts, opposed to the renegade instructor 'cobbling' together a few years' experience of different styles, developing their own syllabus, opening a club, charging extortionate fees, and so forth. Such instructors leave students wondering and wandering: wondering what on earth it is they are studying, why their body is becoming injured frequently, wondering whether the martial arts training is worth it in relation to practical skills...and then wandering into either a different style, or away from the martial arts for good.

With this in mind, the values of IMAS are to enhance the professional development of the martial arts through a non-political, inclusive approach. As we venture into 2016 and beyond, there are some exciting developments on the horizon. Fundamentally, IMAS in collaboration with the University of Derby and Newman University (Birmingham) are offering national professional academic qualifications at different levels for instructors.

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**Introducing the Principal of the new IMAS Instructors Training College:**

It is with the greatest pleasure we announce that Prof. Scott Buckler PhD FIMAS has been appointed the Principal of the newly formed IMAS Instructors College. Prof. Buckler is particularly suited to this position given his background, experience and qualifications. By way of an introduction we have included a short bio below:

**Prof. Scott. Buckler.**

Scott originally worked as a physical education teacher in both London and Birmingham before moving into higher education. Originally Scott was appointed for his work in Special Educational Needs although this has diversified over the years to pursue how psychology can be applied to education. He is a Chartered Psychologist and Associate Fellow of the British Psychological Society.

He has been instrumental in the development and leadership of a number of successful courses from Foundation Degrees to doctoral programmes. Through leading these courses, he has worked with education-based students across the public sector including police, fire and security training officers.

Despite Scott's focus on mainstream education, he has developed a specific interest within transpersonal psychology (the psychology of personal transformation), the catalyst being his commitment to the martial arts. Scott has extensively trained since 1981 with experience in Karate and Jiu Jitsu, although for the past twenty-two years in Wing Chun. His PhD explored the historical and philosophical development of Wing Chun, alongside the psychological benefits derived through training and he has presented his research at international conferences.

**Qualifications**

PhD: (History, Philosophy & Psychology of Wing Chun Kuen) (Coventry University, 2010)

MSc: Consciousness & Transpersonal Psychology (Liverpool John Moores University, 2010)

MEd: Child Development/Special Educational Needs (Open University, 2000)

PG Cert: Research Methods (University of Worcester, 2007)

PG Cert: Learning & Teaching in Higher Education (University Worcester, 2005)

Certificate of Competence in Psychological Testing (Levels A & B) (British Psychological Society, 2008)

Adv.Dip. Special Educational Needs (Open University, 2000)

BEd (Hons): Primary (science & physical education) (Cheltenham & Gloucester College of HE, 1995)

Membership of Professional Bodies

Institute of Martial Arts and Sciences (Fellow)

Higher Education Academy (Fellow)

British Psychological Society: Chartered Psychologist, Associate Fellow (AFBPsS)

British Psychological Society: Committee Member (Transpersonal Psychology Section)

British Psychological Society: Register of Competence in Psychological Testing

## **Grappling Raw: Thoughts on Grappling Training for Street Self-Defense**

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**Key words:** *Grappling, Self Defence, Martial Arts, Personal Protection.*

Individuals study martial arts for many different reasons - some for fitness, others to learn a set of traditions, and many for competition. However, most will cite self-defense as one of the primary motivating factors in their study of marital arts (1,2,4). As instructors it is important to understand that our students come for a variety of reasons and unless we intentionally want to exclude those with particular motivations, we must provide a well-rounded program that addresses all of these facets of our particular systems.

As an instructor of grappling – Brazilian jiu-jitsu, Judo, and Submission Wrestling – I notice that there seems to be a strong correlation with the popularity of competition grappling and the near exclusive focus on sportive training in those dojos and academies in the United States. Admittedly this may suit some instructors and trainees, but I believe there is a disservice being done to both the original art of grappling and to those who read the advertisements about the effectiveness of grappling for self-defense. This is the same sentiment expressed by Sensei Jigoro Kano, found of Judo, when he commented on the devolution of the principles of Judo as it became increasingly popular as a sport (3).

During a typical training session, techniques, positions, and other tactics are often taught exclusively in a competition context. Judoka are typically taught to turn face down and turtle (hands and knees position) during every throw rather than performing the traditional ukemi, or falling techniques. The reason is that if a student takes a proper fall during randori he or she has practiced giving up a score to the opponent – perhaps even losing the match by Ippon. Little attention is given to the basic idea of ukemi as self-defense to prevent serious injury on a hard surface like pavement. Arguments have been

made by highly respected coaches for teaching turnouts as the primary method of ukemi and some high-level judoka specialize in acrobatic falling maneuvers (7, 9).

The average grappler (regardless of style) will spend the majority of the time training to defend against skilled grappling attacks and perform highly technical movements during randori (sparring or free practice). His opponents will perform technical movements in a thoughtful sequence in order to achieve scoring positions, chokes, or joint locks. Randori is a species of controlled chaos allowing grapplers to train full-speed while minimizing injury. However, if a person becomes too caught up in the “game” of his or her chosen grappling style then there could be serious problem if a real opponent is not playing by the rules.

The realities of self-defense are that most attacks are made suddenly, aggressively, and by relatively untrained individuals. Stress hormones, the speed of the attack, the terrain, and other factors can often make highly technical movements impossible or at least impractical. Those who have been in real altercations or had to deal with belligerents while working as security or law enforcement know this reality. Yet it is a small percentage of the Western World that has actually been in a real fight.

Research has shown that success in self-defense and sport can best be predicted by simple drills such as sumo-style wrestling. This is a common training activity in which the students push and pull the opponent in an attempt to shove them out of a defined playing area or knock them down (6). Success relies on posture, balance, speed, and angles of attack rather than any particular technique. Experience in training and coaching has also shown me that an intermediate trainee in jiu-jitsu or judo can sometimes be bested by a brand new student because their movements do not “follow the script”.

Martial arts instructors wanting to include an effective self-defense program should include some amount of training against realistic unskilled attacks. Always training against other skilled martial artists can create develop an unrealistic expectation of what an attacker will likely do. This purpose of this paper is to provide some ideas on how this can be accomplished in the grappling arts.

### Skilled vs Unskilled Attacks

Martial artists learn how to attack and defend against trained opponents during the course of their training. In the grappling arts, the live resistance of training partners builds not only technical ability

but tactics, balance, timing, and other physical attributes. All of these are valuable in a real self-defense situation (6). Despite this it is important to remind students that opponents in a self-defense situation are not playing by rules and will be unorthodox, unpredictable, and wild. These unrefined, berserker techniques may lack skill but their intensity can take the average martial artist off guard. Assaultants on the street do not have a code of ethics, mercy, or discipline. They do fall into some predictable patterns against which students can train to defend. What cannot be anticipated will need to be dealt with using survival mindset, skills, tactics, and attributes developed through regular martial arts work.

### *Head Shield*

Consider the typical head strike from an untrained attacker – a punch to the head. The reasons may be arguable but punches are typically less difficult than kicks and the head is the target that is considered the most damaging. I am unaware of any statistics on the type of attacks typically used during an assault but having seen many real fights, I have seldom seen a body strike or kick against a standing victim.

Components of a training program designed to teach students to properly deal with a head strike must include; (1) simple reflexive techniques that work against most types and angles of strikes, (2) the ability to determine when a strike is coming, (3) unorthodox stances and postures from both attacker and defender, and (4) the incorporation of the psychological element including yelling or erratic behavior by the possible attacker. I will consider each of these in turn and provide a method that I have personally found effective in my teaching.

Perhaps the easiest method of defending against a high strike is the head shield technique. Working the head shield provides a simple yet effective method of defending against both looping haymaker style hook punches, straight punches, and to some extent even uppercuts. Figures 1 and 2 illustrate that by grabbing the back of the head with both hands, tucking the chin, and bending the knees to help absorb impact will illustrate that most vital areas are covered.



*Figure 1.*



*Figure 2.*

Lifting the arms covers the temples and jaws while putting the shoulders into an elevated position to help cover the neck. Maintaining the arms tight against the head ensures that the force of the strike is not transferred to your head through your own arm. This position also creates a brace against the rotational motion resulting from many head strikes that leads to knockouts or concussions.

From the front the assailant is presented with the bony surface of the forehead and the points of the elbows. Striking either of these with an ungloved fist can easily break the attacker's hand. Though it is possible to get hit directly in the nose, this is an unlikely knockout blow.

One of the greatest strengths to this technique is its simplicity. From the head shield position it is easy to move forward into a grappling position or create distance for striking or escape. It is therefore suitable to many different types of martial arts.

### *High Sprawl*

Preventing the takedown is a major part of grappling and grappling-based self-defense. Contrary to the prevailing opinion about the grappling arts, those who are self-defense minded understand that being on the ground is not ideal in an actual confrontation. Harsh surfaces such as asphalt, debris such as broken glass, and the loss of situational awareness make ground fighting a poor option. However, one of the primary attacks by unskilled fighters is to grab the opponent and swing them to the ground. This gives the attacker the ability to kick and stomp and the victim an easier target for multiple attackers.

One of the most common sequences by unskilled fighters is to move forward throwing high, looping punches with his head down. After making contact with his opponent he will usually attempt a grab and tackle takedown. Assuming the punches are defended using the head shield described above, a high sprawl will keep you on your feet.

As the opponent makes contact and attempts the body grab underhook his arms, hop your legs back slightly, and drive your abdomen into his shoulders and the back of his head (Figure 3). Maintaining forward pressure with your chest and hips will prevent your opponent from finishing the takedown. If his head is trapped under your stomach or chest (Figure 4) it is easy to twist him to the side opposite his head for a Head Chancery takedown or hold him and deliver knee strikes.



*Figure 3.*



*Figure 4.*

### Bridge and Roll

In a real confrontation, it can be deadly to get stuck on the bottom of the mount (or Tateshiho Gatame) position. This is particularly true if your opponent is striking and/or there are multiple attackers. The assailant is striking downward with the assistance of gravity and all of your upward strikes will be weak. Additionally most self-defense weapons are carried in the waistband or pockets and a mounted attacker's legs will be blocking you from accessing them (Figure 5).



*Figure 5.*

One simple yet effect technique against untrained attackers is the bridge and roll. As your opponent grabs your lapel to stabilize for the punch you have an excellent opportunity to apply this technique. Grab his wrist and arm as shown in figure 6 while bringing your foot up to the outside of your

opponent's foot on the side of grabbing arm. Using the strong muscles of the hips, bridge onto your shoulders and towards the trapped side. Unable to free his arm or leg your opponent will be rolled and you will end up on top (Figures 6-7). Immediately stand up to gain the advantage and run or attack depending upon the situation.



*figure 6*

*figure 7*

## Conclusion

Many veteran martial artists will recognize these basic techniques and may argue that they are not the most effective to use in randori against skilled training partners. This is arguably true and no one who

studies a martial art should ever assume that an assailant in a street fight will be completely unskilled. You are likely not the attacker's first victim and he will mostly have been in fights before. Given the rise in popularity of martial arts in recent years they may even have had formal training (1). Yet even an unskilled attack can injure or kill you. This is the reason for ongoing training against resisting opponents of all levels to hone techniques, improve tactics, and develop physical attributes. Such is the typical training in the dojo, academy, or gym.

The unorthodox nature of a violent assault can put a martial artist who trains only against highly skilled opponents on his or her heels during a life-or-death confrontation. Loss of initiative and momentum can be disastrous in a real fight. Emotions will be high creating a strong stress response via the sympathetic nervous system. There is every reason to train against what is likely to happen in order to be caught off guard. Preparing to defend the most common unskilled attacks can make the difference between going home and going to the hospital.

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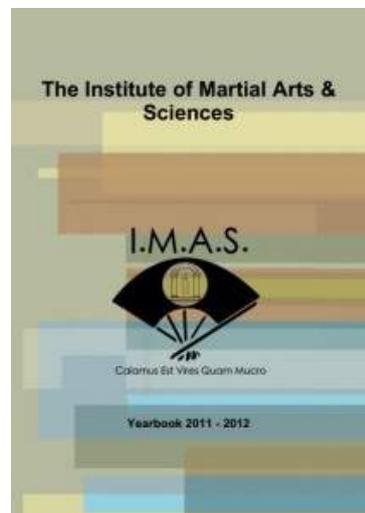
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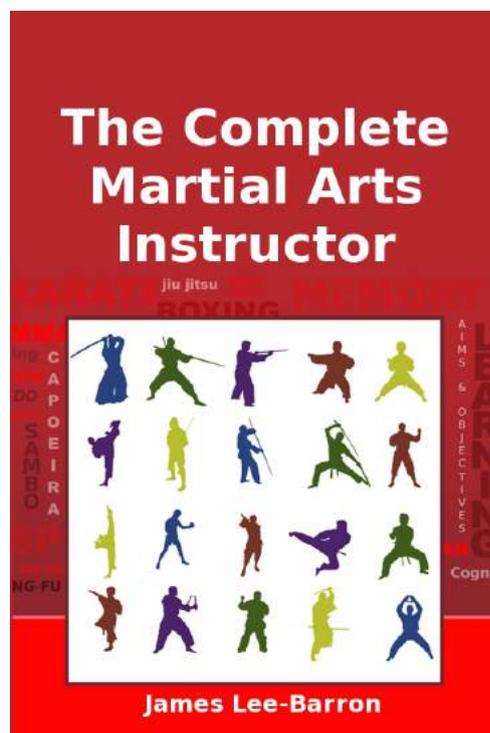
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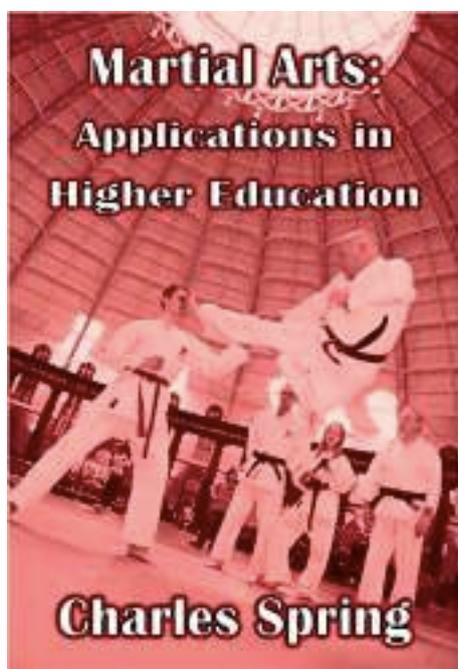


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