TKD training program developed for young children aged 10-14 years in Iceland and its necessary evaluations tools

Meisam Rafiei

Bachelor of Science (B.Sc.)
Department of sports Science
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# Table of contents

**Introduction** ................................................................. 3-4

1. **History of TKD** ......................................................... 5-6  
   1.1 Old route of TKD  
   1.2 Recent TKD development  
   1.3 TKD as an Olympic sport  
   1.4 TKD training methods  
   1.5 Traditional and modern TKD  

2. **TKD in Iceland** .......................................................... 7-8  
   2.1 TKI  
   2.2 TKI with WTF rules  
   2.3 U&E program in TKD  

3. **International research on TKD training** ......................... 8-9  
   a. Programs and tests  
   b. Timing  
   c. Training that works  
   d. Setting goals  

4. **Basic level’s to participate in TKD competition** .............. 9-10  
   4.1 Belts  
   4.2 Practice  
   4.3 Training component necessary for young athletes  
   4.4 Role models  

5. **The TKD study group** ................................................. 10-11  
   5.1 Young and promising (U&E)  
   5.2 Participants  
   5.3 Genders
6. First training.................................................................11-12
   6.1 Experimental sessions
   6.2 Training program’s
   6.3 Intensive program’s
7. Measurements..............................................................13-14
   7.1 The baseline measurement at the first training sessions
8. Second to eight training – a training diary.......................14-20
9. Mindset of students.....................................................20-23
   9.1 Questionnaire
   9.2 Mindfulness
   9.3 Inner coaching
10. Expected results of the training program.........................23-24
    10.1 Improving skills
    10.2 Effects of the training program
    10.3 Mindset of students
    10.4 Using the program
Introduction

TKD has been growing fast and became a popular sport among young children in the last ten years in Iceland. As a former head coach of the national team of Iceland and a former head coach in one of the biggest TKD clubs in Reykjavik Ármann, I accumulated relevant TKD teaching experiences from the work from Iceland as well as from my native country Iran. The competitiveness of Icelandic TKD, is improving. Therefore, Now is a critical time to develop a standard training program to help young athletes to improve skills and reach fitness levels that are required for an international TKD competition. Recently, TKD Samband Íslands (TKÍ) started a TKD training program for young and promising children called U&E, which accepts children who aims to join the national team in sparring from different clubs in Iceland. With various experiences by working with national teams from multiple continents, the author developed a training structure that would improve talents, skills and fitness of young TKD youth in Iceland.

The current Bachelor Science (BS) project, at the department of Sports Science is about a TKD training program for children aged 10-14 years old in Iceland. Although there are many TKD training clubs, each club has their own training program with a different focus. Particularly, current TKD training in most clubs in Iceland is lacking information on how to structure particular skills and fitness training combinations for young and promising children in TKD. Constructing the proper TKD training program adapted with worldwide TKD coaching knowledge for young children would greatly improve the quality of the future TKD athletes in Iceland.

In this current project, the research questions are following:

1) What kind of skills and fitness components are necessary to construct and form an intensive training program for young children aged 10-14 years?
2) What is the best training structure that includes all the necessary skills and fitness training for Icelandic TKD youth athletes to improve sparring performances?

The purpose of the project is to construct a training program for Icelandic young children in TKD that is tailored to improve fitness and skills in TKD. The tailored
training program would improve competitiveness of Icelandic TKD athletes to reach internationally compatible levels. Further more, the current project aims to find the best way to train young children, as well as to teach them how to build their mindset to carry on the training forward.

The objectives of this assignment are:
1) To train children in U&E who are at a good age to start competing and training taekwondo and make a good program for them to develop their talents.
2) Helping young people believe in the principles of taekwondo and teaching them more discipline and skill.

1. History of TKD

1.1 Old route of TKD

TKD means “the way of kicking and punching”. The history of TKD is about 2000 years old and comes from Korea. Although the sport has been practiced in Korea for about 2000 years it started to gain ground in the western countries after the Second World War. A small number of Korean masters began introducing the sport with formal TKD training (Lee, 1989).

1.2 Recent TKD development

In the 1950’s the masters were divided into two groups. One of the groups became the TKD Association, and later on the International TKD Federation (ITF). The other group became the World TKD Federation (WTF). (Park, 2005).

Elements of Karate and Kung Fu can be found in TKD. Practitioners gain belts as their skills grow, beginning with the white belt through to the black belt. When students have gone even further in the sport the can earn a first Dan up to tenth Dan (Law, 2004).

1.3 TKD as an Olympic sport

TKD is an Olympic sport since the year 2000 that involves punches and kicks, in which most of the points the athletes gain come from kicks. The most common kick is a Bandal chagui (semi-circular kick performed with foot dorsum on the abdomen
height of the adversary). The competitors try to get points with as little effort as possible using the best technique. Also the most successful athletes use the kicks in competitive TKD in a quick manner with strong muscle power and in short time to stop the tactics that the counterpart is performing (Viera, 2014).

When the WTF or World taekwondo federation was founded in the year 1973 there were only 35 nations who competed in the first world championships. But in the year 2002 it had grown and there were over 50 million practitioners worldwide and in 2005 it was practiced in 182 countries with 70 million practitioners (Hornsey, 2002).

1.4 TKD training methods

According to Ericsson’s theory of deliberate practice the level of expertise obtained by elite athletes is at least some of a function of the amount of structured practice. It is expected that children with a more extended training history would exhibit more pronounced anthropometric, physical fitness and motor coordination profiles matching that specific sport (Lenoir, 2015).

Research has shown that most important for long term success of young TKD athletes are coaches who know how to use the right training programs and use a carefully chosen method for effectiveness in competition TKD (Paula, 2014). Results have identified several factors related to competitive success in young TKD athlete i.e. maturational, body composition, anthropometrics and functional (Crozara, 2014).

1.5 Traditional and modern

Traditional and modern TKD programs have shown to have good benefits for children both psychologically and physically. Traditional programs generally focus more on the method where physical and mental attributes of the athletes are brought together to make a disciplined and skilled fighter. In modern programs the focus is more on training and using each athlete’s strength to win competitions and fighting with developed technique (Law, 2004). Modern TKD uses electronic gear with armors, helmets and toe guards and the points are earned by kicking these devices. That’s why learning to use the equipment is equally important to a modern athlete if he is to succeed in tournaments.
2. TKD in Iceland

2.1 TKI

The Iceland TKD Federation (TKÍ) is the international federation that has a board of directors. The highest member of the board is a president of the federation. National team coaches are both of Poomsae tradition which is to focus on order of movement methods and Sparring which is an Olympic combat matching sport. The Icelandic national team members are chosen by TKÍ (tkí.is). Smaller clubs in city’s and towns of Iceland send their competitors to the national team trainings after the athlete is selected as national team member by Icelandic head coaches. After training with the national team the athlete is able to participate Icelandic tournaments, Nordic Championships and International tournaments such as World Championships and European championships (tkí.is).

2.2 TKI with WTF rule

Rules of TKD are in enforced by the rules higher rules of the International federation WTF. Those rules include being punctual, keeping your dobok neat, greeting and saying goodbye in the traditional TKD manner, defending justice, respecting your community, TKD family and coaches (tki.is). Since the members of smaller clubs come to train on the national team they have had different coaching from the beginning. Therefore it is important for the head coach of U&E to bring these qualities together and enforce the rules of WTF.

2.3 U&E program in TKD

The U&E program started in 2010 as a TKD promotion program to attract and inspire young people to become TKD athletes in the future. Identification and development of the TKD related talent was a main goal of the U&E program. It was a beginning level program to bring young children who were training TKD to the next level of TKD competition. The participants in the program come from various TKD clubs located in Iceland. Within the group of young children in U&E program, the coach was able to identify TKD specific talent and work further with individuals to develop their talent. Most of the youth who participated in the program continue to train TKD and a vast majority became Icelandic national team members which
strongly indicates that the U&E program had good results. Currently, there are many competitions for young TKD athletes, such as youth Olympics, European junior championships and World junior. Younger practitioners can also compete in Nordic Championships and other smaller B-class tournaments (Park, Y.H., 2005).

3. International research on TKD training

3.1 Programs and tests

Many international researches have been done on the effects of TKD training and books have been written on taekwondo programs and how to use them. Muscle power in the lower part of the body has been connected with good performance in taekwondo as well as well as the reaction time and kick time have been measured to show importance in success (Crozara, 2014).

In many researches the athletes are tested biologically and their body mass, fat percentage, heart rate and bone mass are tested. But also researchers measure their reaction times in performing kicks using pads, timing and video analysis (Moreira, 2014).

3.2 Timing

TKD matches are dependent on interaction of the players with their opponents and are highly unpredictable. During a match an athlete needs to use his physiological, technical, tactical and biomechanical skills. His Cognitive and psychological factors are needed to win the match and there for it is highly important to train all these components when making training efficient.

Training for rounds of sparring in competition requires practice of both the offensive and defensive techniques to score. The athletes need to practice perfect timing in combat. Today cautious approaches to sparring are practiced at an increasing level and teaching students to react at the right time gives them better results when competing (Franchini, 2018).
3.3 Training that works

It’s important for younger children to experience fun activities together and in group activities they can learn to work together and have a sense of community (LuEtta, 1970). It is also important for children to learn martial arts are not just about combat it is also aimed at learning to defend others and yourself (2011). Learning a martial art is both using the mind and the body and promotes cognitive development (Hekimoglu, 2010).

3.4 Setting goals

Children who learn to set goals for themselves and how to attain them learn discipline and how to set goals in the future (Mainland, 2010). By working with their mindset, goals and future plans its possible to sow the seeds that grow into big ideas in the future.

Research has shown that the stimulating environment of TKD attributes to brain development that is needed for a better future and development (Hurt, 2008).

4. Basic level’s to participate in TKD competition

4.1 Belts

In TKD, the belt colors show the athletes skill level as well as experience level and whether they have taken part in tournaments before. The young TKD students who participated in this project should have all competed in tournaments before but not necessarily internationally ones. In this project the goal was to prepare young TKD training children and set individual’s goal to be mindful in practices.

4.2 Practice

In order to become an expert, and professional athlete the most important aspect of success is intensive practice, devotion, having a good coach and a supporting family (Sosniak, 1985). A well-informed coach who uses deliberate practice is an essential resource. It is important to think deliberately about what you are doing and practice eventually turns the brain into a muscle (Bloom, 1985).
4.3 Training components necessary for young athletes

TKD takes time and effort to learn and therefore any training programs that take place needs at least a few weeks to see the effects. Students should find peace and comfort during taekwondo training and because TKD training requires more than physical component the mental components are a big part of training (Henricks, 2011).

Previous studies have shown that young people who take part in sports participate to master those sports, for their own interests, to be in better shape and to have social interactions and form friendships with others (Feltz, 1987). Therefore a secondary aim of the TKD program is to make the training time as pleasant and fun for the young TKD children as possible while pursuing the main goal which is to teach them how to be better in TKD.

4.4 Role models

For youth in sports it is suggested that young children need someone who takes a close look at their progress and is able to push them further in training. In some cases, this is a member of the family but the coach is also greatly responsible for the athlete’s development (Ewing, 1987). A coach should be the first role model for the young children in training and always show the best conduct with the young children athletes. A coach can put you through tests which prepare you for other tests in life and a successful training program can be a good basis to learn this skill.

5. The TKD study group

5.1 Young and promising (U&E)

The group of young and promising youth the researcher made comprised of five boys and five girls between the ages of 10-12, who had been training TKD for at least 2 years. The participants had shown talent in TKD from an early age and could demonstrate kicking techniques and good stamina. They knew most of the basic techniques from training at the smaller clubs in Iceland.

Also the researcher had some experience with them when they were members at the young and promising program before. These students where selected because they
have showed interest in becoming even better in the sport of TKD and were interested in this research and being a part of it.

5.2 Participants

These participants were selected based on the convenient sampling technique out of students who have been in U&E before. The participant’s weight was in the following weight categories; -31kg, -39kg, -46kg +40kg -38kg and +50kg and their height ranged from 145-159 cm.

Most of the boys in this group had blue belts except for one who had a red belt. The girls in the group had three of them blue belts and two had red belts. Blue belts mean that the students are practiced in the basics of TKD, also know some poomsae (forms), and have experience in sparring.

Red belts are more advanced and have mastered the basics of TKD and are expected to help teaching the beginning students who are struggling in training. The red belt color signifies increased responsibility as well as knowing technique and forms (Park, Y.H., 2005).

5.3 Genders

In TKD girls and boys train together and spar together and are held to almost identical training and measuring standards (Friedman 2014, Lareau, 2003). This group was also a blend of boys and girls and the genders take equal part in this training and spar against each other in this training program.

The researcher was a male coach which can sometimes be difficult for the girls and the understanding takes a little bit more work but resolving to treat everyone the same and to not take it to discriminate according to gender. At the same time understanding the student’s uniqueness despite their gender. The children participating in this program are used to sparring together regardless of gender and therefore it didn’t effect the researcher’s results.
6. First training

6.1 Experimental sessions

Each contestant took part in experimental sessions three times a week on weekdays with 48 hours of recovery in between which is recommended. The age group for the current project was at a junior level TKD, which is 10-14 years old because children in TKD normally start competing around 10 years of age. The children who are young and promising should look for more knowledge in TKD training and advancing their previous knowledge.

In the beginning, written consent was given by the children’s parents to take part in the study.

6.2 Training program

In most training programs for these age groups, it is normal to have about four trainings per week each lasting about 60-90 min. Traditionally the first 45 minutes are dedicated to warm up and then fitness and the rest is dedicated to the specialization in the sport (Chaouachi, 2012).

Each TKD class is made up of twelve basic parts, or elements. Some days your class may spend more time on a certain element and some days less. But you will work on each of these twelve elements throughout your time at the dojang.

1. Warming up  
2. Blocking practice  
3. Kicking practice  
4. Punching practice  
5. Forms practice  
6. Self-defense training  
7. One-step sparring  
8. Three-step sparring  
9. Sparring  
10. Board-breaking practice  
11. Meditation

(Park, Y.H., 2005)
6.3 Intensive program

Not all instructors have the same emphasis, some have a more modern approach and others follow a traditional form. In the current project, training emphasis was to prepare young children for international competition in TKD sparring.

The current intensive TKD program contains eight training sessions over a 6-12 week period.

The major goal of the training program was to provide young children the best possible training at the given time period. The training aim was not only the quantity of time but also the quality of teaching context which is a very important factor for constructing training programs for young athletes. Further, student will be able to set the goals and strong mindset themselves during the training program because details of progress will be outlined for each of them with how and what they should get better.

7. Measurements

At the first training of this training program that was put together, the group went through a series of measurements to examine their physical condition and strength. The evaluation from the baseline measurement will be used to compare how much progress the participants made during the training period.

7.1 The baseline measurement at the first session

1. Kicking:
   By measuring how many kicks, they could perform in 2 min and measuring how many times they could run back and forth in the dojang they’re stamina and technique was observed and measured by me. The results were written down in a notebook the researcher carried with him in the trainings which became a training diary.

2. Jumping:
   The students explosive power was measured by having them jump up from the floor up to a mattress 20 times in a row. The jumps were timed with a clock and how many times they could do the jump was
recorded if they could not do all the 20 jumps. This was done as a part of their warm-up in practice in this first training and later other skills where trained with games and sparring one on one.

3. Preparation:

At this point It was explained to them that the coach was making this study and why, the students had questions for me about my education and If they could see the results when It was finished.

When teachers are talking, it is proper in TKD training for students to sit cross-legged and listen quietly. The students in this experiment are expected to do the same and I wait until they sit still and show attention.

Bowing is always done at the beginning and end of a TKD class as a sign of respect for the sport and your coach. And the coach bows in return to his students to show them respect as well (Yates, 1998).

It is a good way for students to take the training seriously and prepare to begin training.

4. Training begins:

In the first training, it is important to prepare the participant to take the training seriously and have a strong discipline to follow the instruction. Before the training starts, the coach or the educator educate them with basic knowledge about TKD by asking about how do we study TKD? The students will be trained to answer at the first teaching class “Knowledge in the mind and point to the mind, honesty in the heart and put their hand on their heart and strength in the body and make a fist of strength” (Robbins, 1998).

After the teaching the coach will have a moment of silence to internalize these words into the mind of the student and let them mental prepare the training.

Warm up will be done in the beginning of every class with 15-20 minutes. The warm-up exercise includes neck rolls, upper body stretches, hip rotations, knee rotations, forward bends and stretches.
Leg swings warm students up for kicks, push-ups, and crunches as well (Robbins, 1998).

8. Second to eight training – training diary

**Second training: Dojang and Stretching**

In the second training warm-up was done by running in a circle in the dojang and stretching. This is a common form of warm-up in TKD training. The students did well in the first circles but started getting tired at the fourth lap but finished their run respectively.

After that the group would have a refreshing talk about responses and how important it is to respond in a fast manner in sparring. Then the students train together two and two and react to kicks from each other and by that enhance attention and responses. By practicing in teams they can both motivate each other and get a better feeling for the environment in which the spar in competition.

In tournaments in sparring there are two judges (bu sim) and a referee (jo sim). The judges sit in a corner, but the referee stays in the ring to watch for safety and enforce all the rules.

The two people who are sparring each other wear a different color electronic chest protectors and electronic helmets. On their feet they wear electronic socks. One wears red, hong in Korean, and must stand on the left of the referee. The other wears blue, chung in Korean, and stands to the right of the referee.

Competitors are divided by age, weight and sometimes belts depending on the group. Competitions are a great way for students to get better in TKD, boost their confidence and make more friends (Park, Y.H., 2005).

The participants would put on appropriate gear to avoid injury. The coach would walk between the students and give positive reinforcement where it is necessary. Each round would be short or between 1-2 minutes. Music would be played and the students encouraged to develop their technique through the training.

The researchers experience as a TKD player helps him guide the students and correct them when they make mistakes. Advice is given as each attack and defense is made.

For feedback to be affective it has to answer three major questions asked by a coach and/or by a student: Where am I going? (What are the goals?), How am I doing?
(What progress is being made toward the goal?), and Where do I go next? (What activities need to be undertaken to make better progress?) These questions correspond to notions of feed up, feedback, and feed forward. How effectively answers to these questions serve to reduce the gap is partly dependent on the level at which the feedback operates (Hattie and Timperley, 2007).

The students were then asked to fill out the questionnaires about their goals and mindset by joining the program and being a student of TKD in general.

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Worksheet 1:

<table>
<thead>
<tr>
<th>Explaining of exercise:</th>
<th>How is the training system</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stretching</td>
<td>Endurance training</td>
<td>To increase your endurance and improve technique and kicks</td>
</tr>
<tr>
<td>Warm up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pad training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sparring light</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pairs with pads</td>
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</tr>
</tbody>
</table>

Third training: Kicks’ training with pads

At the third training the exercise is similar as the first one where there would be training of kicks with pads and using sensors to learn how the work and how it is best to get points from kicks.

The students would see more results then in the first one and get more points after their experience with using them. With that they would see that practice makes perfect and see that hard work pays off. If you work hard and take your training seriously you can start to see amazing changes.

More confidence, better coordination, strength of character and thinking independently (Park, Y.H., 2005)

Worksheet 2:
Fourth training: Pair Practice

In the fourth training everything is blended together and two students would work together in pairs for a longer length of time. In this training it would be expected of them to praise one another and give each other feedback. Decisions about whether to seek feedback are not only governed by this cost/benefit ratio. In general, feedback is psychologically reassuring, and people like to obtain feedback about their performance even if it has no impact on their performance (Ashford & Cummings, 1983, p. 277).

Time would be extended and the speed more as well as shorter breaks time.

Then the training would be switched to station work and in the end a fun game would be played.

Worksheet 3:

Fifth training: Balance and Jump Training

In the fifth training reactions are rested and they are only to be trained in the beginning of the training. It is good not to be to repetitive in order for the students to not be bored with the exercises and do something new together. Since the students are
young, they need group togetherness along with working on coordination and that would be the main purpose of this class as well as balance training and jump training.

Games and other fun things are the main focus in this training. We play in stations were the students use rope to have teams and pulling contests (Stebbins, 2016). Then I make stations using cones where the students stand in three rows and have to run up the gymnasium and get things as fast as they can. In another variation they kick or run backwards and forwards in order for them to get better at technique, attention and agility. At the end I have a pad and stand at the end and when they reach me I make them perform different kicks and give them feedback.

We end the training with dodgeball which is a great way to bring the students closer together with something that is not too serious and make them laugh and smile. If it happens that a student takes the game to heart and has a problem with someone I pay close attention to correct misunderstanding. Some students need to take a break if they become too angry.

| Worksheet 4: |
|--------------|---------------------------------|-----------------|
| **Explaining of exercise:** | **How is the training system** | **Goals** |
| Stretch | anaerobic exercise | To see how the individuals are in fitness |
| Warm up |  |  |
| do endurance |  |  |
| jump with both foot fast as you can and jump how high you can do |  |  |
| Sparring light |  |  |
| Pairs with pads |  |  |

**Sixth training: Fast Kicks**

In the sixth training reaction, technique would be practiced more again and each student would have a longer time to react and show his skills that will have become more extensive after a few trainings.

The use of a clock and two lights that flicker in front of them and asking them to
kick very fast as soon as the light comes on. This is a fun way to remind the children that it is also the mind that counts when you are in TKD and your reaction can count as much as your strength in some situations.

In this training It’s a good idea to pair together unusual partner so that they learn that their height is not always the same. Weight categories are fixed in TKD but the height is not and it’s an important lesson how to fight when someone is taller or smaller. The taller fighters have an advantage that their legs go higher and head kicks are easier but the smaller ones can get amazing surprise kicks when the taller ones are not paying attention.

Worksheet 5:

<table>
<thead>
<tr>
<th>Explaining of exercise:</th>
<th>How is the training system</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stretch</td>
<td>anaerobic exercise</td>
<td>Trying to work on your weakness in sparring</td>
</tr>
<tr>
<td>Warm up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pad training with time 15,30,45,second, 4 times</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Seventh training: Basic Sparring Conditions**

Training would be focused on reaction in the beginning of the practice. The students train together in pairs and then in the end of the training they would be taught to train in sparring situations to prepare for the last training, which would be set up as a sparring round with equipment. (Couto, 2015).

At this time the students have learned in previous training that they have to be active and give feedback. It is not enough to stand around. When a student does that I will ask him to focus more and pay attention. Always reminding them about the mindfulness and being in the moment.

Another thing I remind them of is that when you are sparring in real rounds like in competition it is common for the judge to stop. If any real strikes are given which requires allot of patience.
**Worksheet 6:**

<table>
<thead>
<tr>
<th>Explaining of exercise:</th>
<th>How is the training system</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stretch</td>
<td>anaerobic exercise</td>
<td>looking on the individual and check their technique</td>
</tr>
<tr>
<td>Warm up</td>
<td></td>
<td></td>
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<tr>
<td>Sparring with 2 groups</td>
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</tbody>
</table>

**Eighth training: TKD Sparring Conditions**

In the eighth and last training sparring conditions would be made as similar to reality as possible. Using equipment in the same way. A coach from another club is asked to be referee and we set up the electronic equipment to count the points. The researcher acts as referee and coach. The coach stops the fight as often as he can and try’s to simulate the situation as, it would be (Cook, 2009). In the ring only a good martial artist can give strikes that are good enough for him to win points. It has to be well placed and the proximities to the other players is extremely close (Cook, 2009). Taekwondo sparring always brings a certain amount of pain and this is learned by sparring and over time pushing your limits higher. (Tomkinson, 2018)

The students take the time of rounds and give feedback along with the coaches. By that time, the researcher writes down how the results have shown to have effects on the students. If there is any difference in their performance or if they feel more confident the coach has a long talk in the end with the students about importance of paying attention.

**Worksheet 7:**

<table>
<thead>
<tr>
<th>Explaining of exercise:</th>
<th>How is the training system</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stretch</td>
<td>anaerobic exercise</td>
<td>to see how they doing good or not</td>
</tr>
<tr>
<td>Warm up</td>
<td></td>
<td></td>
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<tr>
<td>10 minutes sparing to</td>
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</tr>
<tr>
<td>warm up</td>
<td></td>
<td></td>
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<tr>
<td>Put 2 group and do</td>
<td></td>
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<tr>
<td>sparring and recorded</td>
<td></td>
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<tr>
<td>with camera</td>
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</tbody>
</table>
9. Mindset of the students

In order to realize where the mindset of the students is when starting the young and promising program we developed a questionnaire that asked about their goals and what they are aiming to improve. We also asked them how they want to do that and what tactics and techniques they think they should work on in this twelve weeks program.

This was done in order to get a clear picture of how the students are thinking and how to incorporate teaching them to use an inner coach which is a very important part of being successful in TKD.

9.1 Questionnaire

The following questions were asked of the young and promising students in their second training:

1. How long have you trained TKD?
2. What belt are you currently?
3. What is your goal in TKD?
4. What tactic do you think you need to work on?
5. How do you want to work on that tactic?
6. What do you like most about TKD?
7. Where do you see yourself in TKD in a few years?

In the last training at the end of the program they were asked as a comparison:

1. What do you think about this program?
2. What have you learned from it?
3. Was there anything new you didn’t know before?
4. If so, how would you use that in the future?

9.2 Mindfulness

Practice

Practicing mindfulness, which is being in the moment you are in and focusing on what you are doing is a powerful way to get students to engage in the training in a more significant way. Raising the level of awareness and relying on your mind can
help when you are in combat. When you practice visualization and seeing things in your mind before they happen it helps you to believe you can win and have a strong chance (Delehanty, 2006).

**Moves**

Picking apart moves of other players but also your moves and staying focused to beat them. Trusting the moment and immersing yourself in the action. (Jackson, 2006).

Mindfulness has become more and more popular with the years and is used in psychology to help with stress and self-control. Since taekwondo is a martial art mindfulness that is, originally a Buddhist mythology goes very well with its teachings (Hayes, 2011).

**Practicing in pairs**

By practicing in pairs in sparring, the students can learn how to react to different moves from their opponents. By giving them feedback, I can show them how to react and stay in the moment. Your attention should be quiet and limber when practicing mindfulness (Davis, 2011). These practices encourage meditation and visualizing events before they happen. In my experience pushing through the pain is very important.

Students can be at tournaments were they have to use my last breath to finish a round and the pain of your body has to be pushed away. Drowning out noise in the background and believing you can do it and thus getting over the feeling that burns you to give up.

**9.3 Inner coach**

**Positive thinking**

When you become an elite athlete ideally, you have a coach who helps you develop your inner coaching as well. Learning to coach you by thinking the right thoughts, especially under pressure (Bloom, 1985). In sparring competition, it is very helpful to think positive and believe that you can win your opponent.
**Meditation**

Meditation is an important part of TKD training and training your thoughts to be able to learn from your mistakes. I use some meditation in training with my students.

When you experience an injury like many TKD players can do, it’s important to train them in relaxing their mind and not be too worried to start training or sparring in competition again. By turning down the chattering in your head and trusting your body’s wisdom, you can gain confidence in yourself. Sometimes in competition the key is to let go and not thinking too much as well (Jackson, 2006).

**Anger**

Anger is like poison in sparring and it can cloud the mind and athletes at an early age need to learn not feeling guilty when faced with failures (Delehanty, 2006). If your opponent senses you are angry, he can use that to his advantage and the sparring can be lost. Also, a player who is too afraid to attack can lose a fight because he doesn’t try to gain points.

Being a good role model for the younger players and transferring your wisdom is important for players for the sport to flourish and to last as a good sport.

TKD is a small sport but can get bigger if everyone works together and make the clubs and players stronger. If the small clubs in Iceland realize the bigger purpose of their work and come together to create a good national team, they can go from good to great (Collins, 2001).

**Elite athletes**

When students become elite athletes and travel all over the world, they can get better at the sport when they make friends and learn how differences make us stronger as players. This international community of players with all kinds of background makes the mind open up to everyone’s strengths.

In training, the researcher talked with students about these experiences and how we have so much in common with different clubs all over the world. Iceland is not that big but in the bigger picture, we still have many things in common with other players. (Jakubowska, 2017)
10. Expected results of the training program

10.1 Improving skills

The major aim and objective of this program to train and improve the skills of children aged between, 10 - 14, could be said to be accomplished as the children became capable to learn the basic skills. By training in U&E program they showed progress and learned new things.

The group gradually improved in TKD and became more skilled in kicks and reactions with each training.

10.2 Effect of the training program

A positive effect of the program on the children was that, there was a development of motivational level amongst them so that they were interested in learning TKD at higher level which meant they were eager to learn the master skills or the higher level skills. In addition to this the phobia related to TKD was eradicated from the parents and children that they could not learn the skills of TKD and it could be only specific to a smaller group of learners.

Most of the students came with the idea that they would learn something new or master TKD better than before and at the end of the program they related that they had.

10. 3 Mindset of students

The mindset of students was also changed as they wanted to learn the TKD at higher level and wanted to master more skills. The level of healthy competition, development of interest and positive results from the learners showed their level of interest in the TKD.

The ideas of mindfulness and inner coaching resonated with them as they saw how it could help them improve both in training and in competition.

They also seemed less afraid to open up about feelings of anger, disappointment,
injuries and other issues relating to being an athlete.

Sharing difficulties as well as victories in the sport pulled the group closer together and by bringing this atmosphere to training they might also bring in forward to the clubs they train in. That would have a positive affect and pay the knowledge forward in Iceland.

10.4 Use of program

A further usage of this program could be an extension of the program for the Children who have passed or completed this beginning course. There is a requirement of an advanced program for these students such that they remain motivated an involved in the practices of TKD.

But it is important to get new students to come and by having positive experiences the students might share with other people how they felt about this program.
References


Handbók U&E
Inngangur

Handbók ungra og efniilegra er ætlud fyrir ungt fólk sem er á aldrinum 10-14 ára og er að hefja undibúning fyrir landsliðið.

Þeir sem eru þegar byrjaðir að æfa taekwondo hjá mismunandi íþróttafélögum um landið vantar oft að koma saman í einum hópi og få handleiðsla hjálfara sem hafa grunn og reynslu af hjálfun erlendis og hérlandis.

Handbókin er góður leiðarvísir fyrir slíka hjálfara og hvernig má undirbúa ungt fólk.
Min reynsla – U&E- Þjálfunaráætlun

Þrek barna – 12 markmið – Virðing – Upphitun og kæling

Fyrstu æfingar-kynning-viðbrögð og þol

Púðaæfing-æfingin skapar meistarann-einbeitng

Spurningalisti i upphafi og spurningalisti i lokin
Mín reynsla
Sem fyrrverandi landsliðshjálfið íslendinga í taekwondo hef ég sett saman æfingaprogramm með það að markmiði að ungmenni geti þróað með sér aðferðir til að bæta sig í þróttinni.
Þetta byggi ég á reynslu minni erlendis jafnt sem innanlands.
Þar sem ég hef keppt á störmótum frá því að ég var sjálfur ungur drengur tel ég mig vita hvers konar þjálfun reynist vel fyrir ungmenni sem eru að byrja að feta braut taekwondo. Þetta program er ætlad börnum á aldrinum 10-14 ára.

U&E
Ákveðið var að ungliðar í taekwondo sem hefðu ríkan áhuga á að bæta sig og undirbúa til að verða seinna meðlimir í landsliði Íslands í taekwondo hafa undanfarin ár tekið þátt í U&E sem er ungir og efnilegir.

Þjálfunaráætlun
Markmiðið með áætluninni er að hafa skýr markmið með ungmennahjálfun sem miðar að því að laða ungt fólk að þróttinni af þáðum kynjum í mismunandi þyngdarflokum og beltum.

Handbók U&E
Þessi handbók á að vera til leiðbeiningar fyrir þá sem vilja kenna ungmennum á Íslandi taekwondo á aldrinum 10-14 ára.
Hana má nota þaði sem leiðarvisir minni félaga en einnig fyrir landsliðshjálfa númerandi eða komandi til að kenna ungmennastarf og undirbúa landsliðsmenn Íslands.

Bls1
Hver taekwondoæfing skal vera gerð með 12 markmið í huga

Mæla þrek barnanna
Í upphafi er mikilvægt að leggja fyrir börnin þrekpróf og meta hvar þau eru stödd í poli og þrekri. Það gerir þjálfunaprógrammið hniðmíðaðra og hentar þá höpnum betur sem leggja á áætlunina fyrir. Ef áætlunin er of þung eru börnin líklegri til þess að gefast upp og þess vegan þarf að vita hversu miðið þau þurfa að æfna. Cooper test er gott þrekpróf. Einnig spark og höggmælingar og viðbragðspróf með skynjurum.

Virðing
Við upphaf hvernar taekwondoæfingar hneygja nemendur sig og standa í röð fyrir framan þjálfarann. Það er góð leið fyrir nemendur og þjálfa til að sýna hvert óðru virðingu.

Markmiðin 12
1. Upphitun
2. Vörn
3. Sparkæfing
4. Höggæfing
5. Æfing í formum
6. Sjálfsvörn
7. Eins skrefs þjálfun
8. Priggja skrefa þjálfun
9. Bardagi
10. Brjóta spjöld
11. Hugleíðsla
12. Kæling

Upphitun og kæling
Til þess að nemendur verði ekki fyrir meðslum eða óðrum óhægindum er mikilvægt að hita upp óður en byrjað er á bardaga. Kæling skiptir einnig máli eða að hægja smá saman á æfingunni þannig að nemendur nái að hvila á, teygjaostundahugleíðslupall. Gott er að fara yfir hvað má betur fara í lok æfingar.

Bls 2
<table>
<thead>
<tr>
<th>Fyrstu æfingar</th>
<th>Kynning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Þjálfarinn undirbýr nemendur með því að tala um taekwondo og spyr hvernig æfum við taekwondo?</td>
<td></td>
</tr>
<tr>
<td>1. með þekkingu í huga; og benda á kollinn.</td>
<td></td>
</tr>
<tr>
<td>2. hreinskilni í hjarta; og benda á hjartað.</td>
<td></td>
</tr>
<tr>
<td>3. styrk; og gera hnefa með annari hendinni.</td>
<td></td>
</tr>
</tbody>
</table>

**Viðbrögð æfð og þol aukið**

Útskýrt er fyrir nemendum að hraði viðbragða

að sigra bardaga.

En hvers vegna er mikilvægt að vera fljótur að bregðast við í Taekwondo?

Til þess að æfa sig í viðbragði er gott fyrir nemendur

Að æfa sig í pörum að sparka og bregðast við til skiptis.

Notast er við dojangið til að hlaupa og auka þol.

Einnig til að æfa viðbrögð með því að setja æfingar á miklum hraða og skipta.

Bls 3
Púðaæfing

Nemendur skiptast á að nota púða til að sparka og kýla í
Sá sem heldur á púðanum ber vissa ábyrgð en hann verður
Að taka við höggum mótherja síns med festu og ákveðni.
Ef hann stendur sig ekki í því hlutverki er hann að bregðast æfingafélaga sínum.
Einnig þurfa það að að bregðast við hvers konar breytingum sem verða
á æfingunum þegar að þjálfarinn skiptir um æfingu.

Æfingin skapar meistarann

Nemendur sjá árangur af æfingunum og með því að nota púða
Nemendur þurfa að æfa sig í að halda rétt á þúðunum.
Einnig er hægt að æfa viðbragð og sparkfestu sem þarfé í bardaga. Þetta krefst einbeitingu og
mas og annar fíflagangur getur eyðilagt þá einbeitingu sem þarf. Ef hópurinn er æstur og ekki
tilbúin til að einbeita sér þarf að stoppa æfinguna.
Einnig vörn en hún er stór hluti af bardaganum.
Ekki er alltaf raðað saman mótherjum af sömu
Hæð og þyngd en oft er því ekki að skipta í minni
Hópum. Nemendur verða að sætta sig við það
Og aðlagast eins og öðrum breytingum sem
Geta komið upp í bardaga.

Einbeiting

Nemendur þurfa að æfa sig í að halda
Einbeitingu og mas og annar fíflagangur
Getur eyðilagt þá einbeitingu sem þarf
að hafa til að verða betri í bardaga.
Ef hópurinn er æstur og ekki tilbúin til
að einbeita sér þarf að stoppa æfingu.

Bls 4
Spurningalistinn í upphafi

1. Hversu lengi hefur þú æft taekwondo?
2. Hvaða belti hefur þú?
3. Hvaða markmið setur þú þær?
4. Hvaða taktík þarf að æfa betur?
5. Hvernig viltu æfa þá taktík?
6. Hvað finnst þér skemmtilegast í taekwondo?
7. Hvar sérðu sjálfn þig í framtiðinni?

Spurningalistinn í lokin

1. Hvað finnst þér um æfingarnar?
2. Hvað hefurðu lært af þeim?
3. Var eithvað nýtt sem þú vissir ekki áður?
4. Ef svo er hvernig muntu nýta þér það í framtiðinni?