



The Mokuso Yame Series: Book 1
Methods of Instruction for the Martial Arts

Author Shihan Richard D. Gibbons MSc BSc

Cover art by Rhea E. Gibbons

Methods of Instruction for the Martial Arts:
The Principles and Techniques of Good Instruction

By

Shihan Richard D. Gibbons BSc. MSc.

©2014 Shihan Richard D. Gibbons BSc. MSc.

Table of Contents

[Preface](#)

[A Word of Caution](#)

[The Principles and Techniques of Good Instruction](#)

[Instructor Qualities](#)

[Improving the Instructor](#)

[Principles and Techniques of Instruction](#)

[Principles of Instruction](#)

[Techniques of Instruction](#)

[Principles of Effective Instruction: Teaching Techniques](#)

[Improving Instructor Communication and Speech](#)

[Class Procedure Techniques](#)

[Nervousness](#)

[Maintaining an Appropriate Bearing](#)

[Enthusiasm](#)

[Voice Quality](#)

[Clarity](#)

[Thinking While Speaking](#)

[Avoiding Excuses](#)

[Improving Speech Habits](#)

[Planning Instruction](#)

[Factors to be Considered](#)

[Aim or Objective](#)

[Preparation of a Lesson](#)

[The Beginning](#)

[The Middle](#)

[The End](#)

[Promoting and Maintaining the Desire to Learn](#)

[Maintaining the Desire to Learn](#)

[Skills Lessons](#)

[The Beginning of a Skill Lesson](#)

[The Middle of a Skill Lesson](#)

[The End of a Skill Lesson](#)

Timing

Confirmation

When to Confirm

How to Confirm

Questioning Technique

The Purpose of Questions in Instruction

How to Put Questions to the Class

How to Deal With Questions From The Class

Relevant Questions

Irrelevant Questions

The Selection And Use Of Instructional Aids And Equipment
Function

Selection Of Aids

Use Of Training Aids And Equipment

THE PRINCIPLES OF GOOD INSTRUCTION

BASIC POINTS OF SUCCESSFUL INSTRUCTION - SUMMARY

PREPARE AND PLAN

AIDS TO INSTRUCTION

Preface

Some years ago as an impetuous youth of 18 with time on my hands and no money in my pockets, I volunteered for military service - in a country to which my family had immigrated some 13 years before and where I was ineligible for employment or the draft - in an effort to change the direction of my life and to get some experience of the real world; whatever that means.

I found that I enjoyed the experience immensely and threw myself into it. I enjoyed the subject matter and the way it was taught. I particularly admired the young junior Non-Commissioned Officer (NCO) section commanders who taught us, disciplined us, and looked after our welfare. I was inspired by the first class training I had received and the manner and bearing of our instructors. I developed the idea that this might be the career for me.

After recruit camp, I promptly joined the first of what was to become a number of courses as I started to make my way up the non-commissioned and later, commissioned ranks.

Successful completion of the junior NCO cadre resulted in my selection for the recruit training instructor (RTI) cadre where I was first introduced to methods of instruction for the purpose of properly conveying military subjects. Upon successful completion of the RTI cadre, I spent two years in Training Company as a recruit training instructor. After receiving my Governor's Commission in 1984, I was selected to return to Training Company as a platoon commander where I stayed for a further two recruit camps before rejoining my rifle company on exercise in North Carolina on the way to my final specialist posting as the officer commanding my regiment's Recce (Recon) unit.

Although ultimately the military was not a long term career for me, the transferrable skills that I learned during this