



Saber Legends instructor workbook

"The path to becoming a master is to never stop learning."

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Sources are referenced in the appendix.

Foreword

This manual is intended to be a companion for the Saber Legends Student Manual. It is meant to help Instructors and group leaders organize the material for day to day classes. As such it is directed at group fitness instructors that are preparing to teach the Saber Legends curriculum. Examples and material is geared towards the Saber legends curriculum for lightsaber combat, but it's education concepts can be adapted to any group fitness discipline to be taught.

Becoming an instructor

Deciding to become an instructor is a responsibility not to be taken lightly. The instructor position is not one of “lordship over the classroom” but rather, one of servant stewardship towards those who come to you for instruction. Your commitment goes way beyond just leading classes and getting a group together. It is a lifetime commitment to providing a service to your students based on what they need, not what they want or what you would want for them. Becoming an instructor means that you not only will be imparting knowledge to the students you serve, but will also serve as a role model in every way to them. This is true of children and adult students. When a student accepts instruction from a teacher they open themselves up to want to learn and in a sense "be" like that teacher. This means that they will model everything that they perceive from that teacher. Things like punctuality, attitude towards training, students and other teachers, etiquette, hygiene and responsibility are just some of the things that an instructor models even when not leading a class. Great care needs to be taken in the way an instructor conducts himself in front of students to present a good example for them.

What we teach

Light saber as a sport, movement discipline and martial art is a relatively new thing, as such there are many different opinions and interpretations of what it is and how it should be taught. In this manual we do not pretend to say that our way is the only or correct way of doing it, we are simply proposing a standardized view to which all instructors that specifically teach the Saber Legends curriculum should adhere to.

The Lightsaber / L.E.D. saber

No, we are not crazy, and are fully aware that the technology to create a working lightsaber is only viable in our wildest science fiction fantasies (and that might be a good thing, given the potential and possibly self destructive possibilities of such a weapon for the wielder).

The lightsaber we use is also known as a L.E.D. (Light-Emitting Diode) saber. Basically a high intensity flashlight with a polycarbonate (high strength plastic) tube attached to its business end, a "glow stick sword" proxy if you will; but it is there where its versatility and beauty reside.

Suddenly you can have any sword you fancy in the palm of your hand. With this training device you can have experienced fencers practice against one another regardless of their background.

Dissimilar styles and pedigrees can practice with one another free of the politics that traditional sword schools entail. And you can have complete newbies just walk in and enjoy the sport without feeling overwhelmed by their lack of ability compared to more seasoned swordsmen.

Pair that with a good dose of fan lore and fantasy adopted from that very famous science fiction "space opera" fantasy universe and you have an activity that anyone can enjoy regardless of their age, gender or physical condition. That multidisciplinary approach, the tie-in to the "Fiction Lore" and theatrical roots of the lightsaber is what makes Saber Legends different to merely grabbing LED Sabers and substituting them for the regular weapons/training implements at the local Olympic Fencing, Kendo Club or Karate Dojo.

And thus SaberLegends was born.

There are many companies out there that make combat worthy LED sabers. You can check the appendix on The Saber Legends Student Manual for references to some of them. But one thing is constant: It is a training weapon and in class we treat it as such. It is not a toy to be played with and it is a tool to be taken care of and treated with respect.

For this there are certain rules that have been placed in order to keep practices safe and fun for all.

Rules: Safety First!

As an instructor your 1st priority and responsibility is the safety of your students. You are responsible for instilling, enforcing and supervising the rules.

You, nor your students should not touch or handle a lightsaber that does not belong to you unless explicitly authorized by the owner of said saber. (in this manner we lead by example)

During class sabers are to be used only in the manner authorized by the instructor. (Even if they re the owners of said saber, class discipline makes the saber a training device for the duration of the class)

Sabers with sound should be muted or muffled during class (Instructors should be familiar with ways to muffle sabers that cannot be muted, Masking tape over the speaker grille is one of the easiest ways)

Weapons other than LED sabers (Bokken, Shinai, wooden staffs, boffers etc) will only be used at the discretion of the lead instructor

Sparring and contact should be done only when wearing appropriate protective gear and under the supervision of an instructor.

Equipment should be well maintained. No broken blades, blades without tips or hilts with leaking batteries should be used for practice.

Same goes for protective gear. Protective gear should be in good repair, fit properly and be worn correctly for practice.

our sources

As instructors our primary source of information should always be the student manual, in this case the Saber Legends Student Manual as it is currently published. But that does not mean that we should refrain from bringing in our own experience and background into the mix, and that we can't bring information from other disciplines into the class. Otherwise what would be the point of having an instructor, you might as well give the student manual to the students and have them figure it out...

We encourage instructors to bring in their own experiences, background and knowledge into their classes, for this lesson plans and objectives are especially useful, as it allows you to corroborate if what you are bringing into class drives towards achieving the goals and objectives set for that class. For example, knowledge in grappling and hand to hand combat might be relevant in a combat choreography class but might not be useful in a Makaashi dueling class.

That being said, Lightsaber combat was inspired by the fantasy universe created by George Lucas in the Star Wars franchise. As such we do not pretend to sell it as a "real world" martial art or in any way self defense. Rather it is a fantasy combat sport and martial art deeply rooted in actual knowledge developed in traditional martial arts and theatrical arts. The "lore" from which it came from is as important to the enjoyment of the art as the martial aspect of it, which is why we encourage instructors to use and infuse their lesson plans with as much of it as possible. The names of the techniques, the story and purpose of each of the forms and the characters that made them mainstream are as much part of the curriculum as the movements and techniques. We do not want to be teaching a fencing class with "glow sticks", the Star Wars lore is what sets the Saber Legends curriculum apart from other weapons based curriculums and we intend to keep it that way.

We are hardly the only school in this game, there are multiple groups and organizations that are developing education curriculums specific to the art of lightsaber combat. As in any growing community we freely share and trade information with each other in order to further the development and growth of this art. Our curriculum includes sources from:

1. Terra Prime Light Armory (TPLA)
2. Novastar and Caine Saber Combat System (NCSCS)
3. LudoSport
4. Saber Legion
5. Lightspeed Saber League

Some of the "real world" martial arts used to develop our curriculum include:

1. Karate
 1. Okinawa Shorin Ryu Soken ha Matsumura seito karate and kobudo. Basis for Teras Kasi and basic martial arts.
 2. kobudo Bo staff, basis for saberstaff exotic weapons.
2. Kendo / Iaido / Kenjutsu
 1. Tenshin O mon Ryu Iaido / Kenjutsu. Basis for Basic Saber technique, Form 1 Shii Cho, and Form 6 Niman.
 2. Kendo. Basis for Form 1 Shii Cho.
3. Olympic Fencing
 1. Basis for Form 2 Makaashi.
4. HEMA
 1. Long sword, Basis for Form 5 Shien.
 2. Rapier, basis for Form 2 Makaashi.
5. Kung Fu
 1. Chinese dao, basis for Form 3 Soressu.
6. Gymnastics / acrobatics
 1. Basis for Form 4 Ataru.
7. Naginata
 1. Atarashi Naginata, Tendo Ryu, Basis for Saber Pike exotic weapons.

On traditional martial arts

Having a traditional martial arts background we are fully aware that what we do is anything but. As such we want to make sure that our instructors honor and respect the traditions of the martial arts that we draw from by being sincere about what we teach and keeping them separate from light saber combat. We want our students to know and understand that this is based in real world martial arts, but that it is not, and we are not selling it as such. Lightsaber combat is not self defense or a traditional martial art disguised as Star Wars, but rather a fun and whimsical way to approach martial arts, movement, and theatrical combat in a new and different way.

Teaching to "not beat the drill"

The importance of partner work, can not be overstated. It creates the “combat” aspect of Lightsaber Combat, as opposed to the “Flow” arts (Poi/rhythmic, gymnastics/contact juggling) that, although are a PART of what makes the lightsaber such visually appealing activity, (great for flourishes and salutes) they, by themselves, lack the combative aspect that creates the fantasy of it being “the WEAPON of a Jedi”. Teaching to "not beat the drill" use partner exercises as COOPERATIVE drills between partners, not a duel between opponents, while still maintaining the sincerity/purity of the attack/defense technique being worked. In martial arts there is an infinity of possible outcomes in any encounter. Exercise drills are meant to teach a specific skill set or reaction to a particular stimulus. Varying the formula for what if scenarios takes away the main purpose of the exercise. Students (especially those starting out) are always tempted to ask “but what if I did this, or that”. Make sure to keep the focus on the original drill and the lessons that it teaches.

Online/Telepresence Technology in the classroom

-Telepresence Technology in the classroom, is a relatively new thing in martial arts. It started mainly as a way to keep classes going during the pandemic but has since become a permanent feature of most schools. Giving access to students that would otherwise be unable to attend, be it for health reasons, being physically away or just as a way to reach a broader audience, online classes are here to stay. Some of the benefits it provides; covid mitigation, continuity for sick or geographically separated students, ability to reach additional students. With it comes certain challenges. There are two different models for online classes and each requires preparation and a different class plan. The pure online model in which you only attend students that are connected online and the hybrid model in which you have both students attending class in the room and students that are connected online. This should be taken into consideration when planning and setting up your class. It presents (different class plans. Adjusted objectives, limited correction ability) and the pros/cons/adjustment.

Camera placement is key for both models as online students will only have the point of view of the camera being used to broadcast class, but in hybrid models such placement should not interfere with the students attending class.

Sound management both for noise control for online students and for the instructor to be able to hear any requests for correction from the online students.

Attention management is one of the biggest challenges when dealing with both an online and hybrid model. Planning interaction between online, and in-classroom students as part of the lesson's activities (for example, by having students take turns demonstrating a technique or series of movements, and including the online students in the rotation to demonstrate), is a great way to attempt to "bridge that online gap". On one side you are unable to control distractions on your online students side, and on the other the instructor must be aware of giving enough attention to both the in room and online students. Class plans for both classes should use the online class plan or an adaptation.

Planning your classes

Every class should be a planned event and part of a coherent lesson that leads your students to specific goals that you want them to achieve. With the amount of material in a curriculum and the varied levels of skill that you will encounter in any given class, it can be a daunting task to figure out what and how to teach at any given time. This is why separating the material into more manageable units can be a useful tool. Creating a semester/season plan outlining the goals for that season, a unit plan subdividing the material into smaller topics and daily plans for each teaching session is an effective way to guarantee the success of your classes.

Consistency

Teaching a group of students and developing them towards a goal is a long and laborious process. It's not the same as teaching a seminar once and moving on to other things. One of the most important roles a teacher has is to model and require consistency from students. Showing up on time and every time is as important as teaching a great class. And small consistent progress from your students will always yield better results than force feeding them a whole curriculum in a class and then having them not show up for a week. Motivation is also a factor that is affected by your consistency. Students show up for class because they want to learn from you. But that doesn't mean that they are not sacrificing their time to be there, just as you are sacrificing yours. Showing up is a way to show them that their sacrifice is worth it. Any time that class is canceled, be it justified or not, your students' motivation suffers. If you must cancel a class, doing it early rather than last minute is preferable, and if at all possible, having alternate arrangements (early identification of an alternate teacher or leaving planned self-study instructions is always preferable to canceling a class.

School administration

Possibly one of the least discussed aspects of becoming an instructor and the reason many schools and groups fail is because of failure to properly administer the group. This means not only the finances, but attendance, activity planning and following up on possible leads and new students. In this section we will discuss each in detail. There are a lot of free and paid online resources to help you successfully manage your group.

Finances

Whether you are running your group as a hobby or running a full school, finances are important. If it costs you more to run the group than what it produces or what you are willing or able to spend on it it is guaranteed that at some point the group will fail and run out of resources to keep going. Planning a budget and keeping it up to date is a great way to keep your finances in check. If you are charging students for the classes being diligent about charging and receiving payments from the students not only helps keep your finances afloat, but it gives your students a sense of structure and security. Students might quit a school because they forgot to pay tuition and by the time they or their instructor realizes, the debt has accumulated to a point that the student feel intimidated by the amount or simply can not pay for it.

Attendance and Student Management

Keeping track of who is coming to class, who has been absent and recognizing tendencies is important to the success of your group. We are always competing for the students time and attention against other hobbies and interests. Knowing when a student has missed class, specially when its more than one class in a row and following up on them allows you to figure out if a student is losing interest before its too late.

Activity planning and team building

Sometimes teaching a great class is just not enough! Students want to feel part of something, a family, a community, a group. Planning extracurricular activities giving attention to special events like birthdays, holidays and having activities outside of the regular training and classes is a great way to make students feel part of a community and not just as clients of a class. Activities should be planned as not to interfere with your regular classes (You dont want your class to become a social club either).

Problem resolution

No matter how well you run your school or how good the relationships between your students and yourself are, there are always going to be situations in which people won't see eye to eye. It is important for you as an instructor to have a clear plan on how to solve conflict in a transparent and decisive manner, before it becomes a problem for you or your school. Problems never work themselves out and when left to fester only become bigger problems. Documenting such problems also gives you credibility and transperance in front of your students.

Semester Plan:

Progress in students is not something that happens on its own. It is a guided process over time. In planning the lessons for your students you need to prepare short, mid and long term goals for them and organize the material based on those goals. The student manual will always be the basis for the material being taught, but you need to divide, organize and schedule the material so that students can receive, understand and master the different concepts being presented to them. Dividing the material in units is a helpful way of achieving this. This gives you a context and topic for your individual classes and allows you to schedule a set amount of time to spend on a certain topic. It also allows you to assess the progress of your students periodically and re-evaluate your teaching strategy.

Number of units: _____

Objectives: _____

Calendar:

2022

JANUARY
S M T W T F S
1
2 3 4 5 6 7 8
9 10 11 12 13 14 15
16 17 18 19 20 21 22
23 24 25 26 27 28 29
30 31

FEBRUARY
S M T W T F S
1 2 3 4 5
6 7 8 9 10 11 12
13 14 15 16 17 18 19
20 21 22 23 24 25 26
27 28

MARCH
S M T W T F S
1 2 3 4 5
6 7 8 9 10 11 12
13 14 15 16 17 18 19
20 21 22 23 24 25 26
27 28 29 30 31

APRIL
S M T W T F S
1 2
3 4 5 6 7 8 9
10 11 12 13 14 15 16
17 18 19 20 21 22 23
24 25 26 27 28 29 30

MAY
S M T W T F S
1 2 3 4 5 6 7
8 9 10 11 12 13 14
15 16 17 18 19 20 21
22 23 24 25 26 27 28
29 30 31

JUNE
S M T W T F S
1 2 3 4
5 6 7 8 9 10 11
12 13 14 15 16 17 18
19 20 21 22 23 24 25
26 27 28 29 30

JULY
S M T W T F S
1 2
3 4 5 6 7 8 9
10 11 12 13 14 15 16
17 18 19 20 21 22 23
24 25 26 27 28 29 30
31

AUGUST
S M T W T F S
1 2 3 4 5 6
7 8 9 10 11 12 13
14 15 16 17 18 19 20
21 22 23 24 25 26 27
28 29 30 31

SEPTEMBER
S M T W T F S
1 2 3
4 5 6 7 8 9 10
11 12 13 14 15 16 17
18 19 20 21 22 23 24
25 26 27 28 29 30

OCTOBER
S M T W T F S
1
2 3 4 5 6 7 8
9 10 11 12 13 14 15
16 17 18 19 20 21 22
23 24 25 26 27 28 29
30 31

NOVEMBER
S M T W T F S
1 2 3 4 5
6 7 8 9 10 11 12
13 14 15 16 17 18 19
20 21 22 23 24 25 26
27 28 29 30

DECEMBER
S M T W T F S
1 2 3
4 5 6 7 8 9 10
11 12 13 14 15 16 17
18 19 20 21 22 23 24
25 26 27 28 29 30 31

Shii Cho
Nimman
Photo session
Jal Kai

Unit Plan:

A unit is a teaching topic, you can define that topic as a specific concept that you want your students to develop. Examples of this might be a specific lightsaber form or style, combat choreography, sport combat or fitness.

Unit: _____

Number of classes: _____

Objectives: _____

Daily lesson plan:

This is your guide for day to day classes. No instructor should stand in front of a group without having a plan for what they want to achieve on that day with his students. It gives you a platform on which to base your class and gives coherence to the exercises allowing you to have a natural progression from one part of the class to the next. Also it gives you the flexibility to modify the class to suit the response of the students. Finally it gives you a way to measure the effectiveness of the lesson by having set goals beforehand that you can determine if they were achieved during the class.

Date: _____

Class: _____

Duration: _____

Class objectives: _____

Warmup:

*In any group exercise class it is important to prepare and train the body for what is expected of it. Try to tailor the warmup exercises to the skills and objectives of the class.

- 1.
- 2.

Technique:

*These are the skills and building blocks on which your lesson will be developed. Make sure they are relevant to the objectives of the class.

- 1.
- 2.
- 3.

Application:

*This is what you want the students to actually learn, make sure you dedicate the majority of the time in these.

Development/Games/Choreography:

*This is a great time for students to explore and play with what they have learned. Make it fun but relevant to what the lesson objectives are.

online class lesson plan:

Online classes will bring with them different opportunities and challenges, the format allows you to reach an audience that will otherwise not be able to attend class but it limits the amount of correction and “hands on ” feedback that you are able to give students. Also controlling distractions becomes much more challenging. This is why the format and timing of an online class are crucial to the success of the class.

For the most part online classes should be simple, easy to follow and relatively short.

Date: _____

Class: _____

Duration: _____

Class objectives: _____

Greeting:

Stating the class “Menu”

Exercises to be performed:

- 1.
- 2.
- 3.

Class closing:

Announcements:

Examples of classes and lesson plans.

[Lesson plan](#)

[Clase de Lightsaber](#)

[Class 13-agosto-2022](#)

<https://www.evernote.com/shard/s141/nl/15351244/db3b0d2b-e34c-915e-a5d0-e22978d0d17f?title=Class%2013-agosto-2022>

[Clase de Drill de combate](#)

[Clase de Lightsaber academy en Star force](#)

[Challenge stand and stab](#)

[12 days of sithmas challenge](#)

[BURNOUT RULESET](#)

[Asignaciones Iaido Kenjutsu](#)

[Note conflict Asignaciones Iaido Kenjutsu](#)

[Online class Suburi Menu](#)

[Plan de clase Karate 24 sept 2022](#)

[Curso de instructores Karate](#)

[Examen 10 mo kyu](#)

[Clase 23 mayo](#)

[Clase 14 de abril](#)

[Manual de Referee Shimpan. holt_first+steps+to+becoming+a+referee](#)

Ejemplos de planes de Clase

Semester Plan Example (Aug-Dec 2022):

Number of units: 4

Units::

1. Nimman
 - a. 8 sessions
2. Photo Shoot activity
 - a. 1 session
3. Shii Cho
 - a. 4 sessions
4. Light spear (exotics naginata)
 - a. 5 sessions

Calendar:

JANUARY							FEBRUARY							MARCH								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
						1			1	2	3	4	5			1	2	3	4	5		
2	3	4	5	6	7	8	6	7	8	9	10	11	12	6	7	8	9	10	11	12		
9	10	11	12	13	14	15	13	14	15	16	17	18	19	13	14	15	16	17	18	19		
16	17	18	19	20	21	22	20	21	22	23	24	25	26	20	21	22	23	24	25	26		
23	24	25	26	27	28	29	27	28						27	28	29	30	31				
30	31																					
APRIL							MAY							JUNE								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
					1	2	1	2	3	4	5	6	7				1	2	3	4		
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11		
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18		
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25		
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30				
JULY							AUGUST							SEPTEMBER								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
					1	2			1	2	3	4	5	6						1	2	3
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10		
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17		
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24		
24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29	30			
						31																
OCTOBER							NOVEMBER							DECEMBER								
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S		
						1			1	2	3	4	5						1	2	3	
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10		
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17		
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24		
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31		
30	31																					

Light spear

Nimman

Photo session

Shii Cho

2022

Unit Plan Example:

Unit: Shii Cho

Number of classes: 4

Objectives:

- Stances
- Holding the saber
- Movement
- Accelerations (cuts)
- Velocities (Partnered Drills)
- Dulon

Objectives specified by class:

1. Basics
 - a. Stances
 - b. Accelerations
 - c. Dulon
 - d. Holding the saber
2. Correct movement and spacing
 - a. Movement
 - b. Velocities
3. Dulon combative applications
 - a. Dulon
 - i. Dissecting the movements
 - b. Choreography based on the movements of the dulon
4. Combative application
 - a. ASL-FFE
 - b. Kendo ruleset

Daily lesson plan example:

Date: 9/15/2022

Class: October 15 Shii Cho

Duration: 2 hr

Class objectives:

1. Basics
 - a. Stances
 - b. Accelerations
 - c. Dulon
 - d. Holding the saber

Warmup:

1. Saber calisthenics

Technique:

1. Sai
2. Honor sash
 - a. Sai
 - b. Cho
 - c. Shimm
3. Sun Djem
 - a. Sai
 - b. Cho
 - c. Shimm
4. Sarlaac sweep
 - a. Sai
 - b. Cho
 - c. Shimm
5. Blocks
 - a. Zones 1-5

Application:

1. Shii Cho Dulon

Development/Games/Choreography:

This class was meant as a review / introduction to the concepts of Shii Cho.

NEED TO TRANSLATE AND STANDARDIZE FORMAT/CONTEXT FROM HERE ON

Clase de Lightsaber

Bienvenida:

Explicacion de la clase

Session de ejercicios de calentamiento y fortalecimiento. (15/20 min)

1. Rotacion de cuello
2. rotacion de brazos
3. rotacion de cintura
4. squats
5. cardio (jumping jacks/correr)
6. Abdominales (100 abs/plank 2min)
7. Pushups/burpies
8. estiramiento de piernas y brazos.

Introduccion del Instructor Invitado Hanshi GJ Garcia

- Tipo de Arte Marcial: Iaido, Ken jutsu
- Tipo de Espada: Katana
- Nombre del estilo (Si aplica): Orenai yoshin ryu
- Clase del maestro invitado (max 1 hora)
- Demostracion de tecnicas
- Demostracion de Cortes
- Practica de movimientos por los estudiantes.

Practica de light sabers.

Desplazamientos

Hut Slide

Hut Step

Hut Kneel

3 step

full step

Posturas

Ready stance

Forward/Front stance

Dewback Rider

Kneeling

Aceleraciones (cortes)

Honor Sash (Naname Kiri)

Sarlac Sweep (Aguie naname kiri)

shiac (tsukicomi)

Zones

1. Head

2. Weapon arm

3. Non weapon arm

4. Chest

5. Weapon Leg

6. Non Weapon Leg

Intensidades de movimientos

1. Sai

2. Cho (cortar desmembrar)

3. Shim (Marcar o tajar)

Velocidades duelos

The nucleus

Dulon (Kata)

Form 1: Shi Cho (Way of sarlac)

General Sun's Chi Cho

1. forward Jedi Guard

2. Shiac to center

3. Honor sash left

4. honor sash right

5. Cho left

6. cho right

7. Sai up to Jedi guard Left
8. Sai up to Jedi Guard right
9. Rise to high guard
10. Step and chop down (kiri otoshi)
11. hilt up blade flat paralel to floor
12. Stab shiac out (tshuki comi)
13. Cho right
14. cho Left
15. Sarlac Sweep left into Jedi Guard
16. Sai cha to sai tok (double naname kiri to left 1st short 2nd otoshi)
17. Parri arround head.
18. Honor sash sai to right
19. Stomping shiak (tsukicommi)
20. Bring the saber underneath
21. Flick up and back (kesaa kiri)
22. Sai Honor sash right
23. Honor sash cho to right
24. skip step forward
25. strike down (kiri otoshi)
26. Saber to right side
27. cho to left (yoko kiri)
28. Circle arround the head and slash
29. step back and slash up and back (one hand age naname kiri)
30. Final jedi salute (shiburi)

Clase de Lightsaber Form 6 Niman First Class of Aug-Dec 2022

Greeting

Warmup

Calisthenics

Accelerations:

1. Static

1. Cho X 20
2. Honor sash X 20
3. Sarlac sweep X20

2. Hut slide

1. Cho X 10
2. Honor sash X 10
3. Sarlac sweep X 10

3. 3 phase step

1. Cho X 10
2. Honor sash X 10
3. Sarlac sweep X 10

4. Walking the Grid

1. Cho X 10
2. Honor sash X 10
3. Sarlac sweep X 10

Forms:

Niman

1. Mae kiri kata (Hyperlane)
2. Miggi kiri kata (Starboard)
3. Hidari kiri kata (Port)
4. Ushiro kiri kata (On your 6)
5. Chi ho kiri kata (The Paths)
6. Tsuki komi kiri kata (The Spear)

7. Uke nagashi kiri kata (The Shield)
8. Gammen ate kiri kata (Force Push)
9. Chi ho han kiri kata (The force)
10. oi ji kiri kata (nukiushi) (The dark Side)

Drills:

1. The bind
 1. Distance
 2. Rotation
 3. Traslation and rotation
 4. Sensitivity
 5. Maki
 6. Maki with rotation.

Class Dismissed

Lesson Plan

Story Telling in Lightsaber

Summary

1. Subject(s): Using Lightsaber combat as a storytelling device.
2. Topic or Unit of Study:
3. Grade/Level: intermediate / advanced
4. Objective:
Its not just about clashing sabers together or looking cool. Its about what you want to say.
5. Time Allotment:

1 Hour

Implementation

Learning Context

Students already know the basics of saber combat, footwork, attacks, defences and stances.

Procedure

- a. Warmup.

Warmup should be intense since the lesson is fairly passive....

Crossfit Dice X 20...

“You go through the crucible of the holocron of pain before going on to the lesson...”

- b. Body weight placement and its meaning on stage:
 - a. Front: Aggressive Atacking, projencing.
 - b. Mid: Expectant, alert receiving.
 - c. Back: Receiving, fear, retreating, coiling for an attack.
 - d. Combined with different guards to set up the mood for the fight.
- c. Create “scenes” by placing the players in stances using the bodyweight exercises to start a scene or fight.
 - a. Master Vs. Apprentice
 - b. Protector and victim Vs Agresor
 - c. Trying to prevent opponents from reaching a goal.

- d. Uncontrolled rage vs. controlled emotions.
- e. Wounded combatant vs. attacker.
- d. Check for Understanding

Have them create their own scenes. And modify existing ones.

- e. Have them create 10 step choreography using the existing “scenes” keeping the theme of the scene Throughout.
- f. Closing

Present the scenes in front of the class.

Differentiated Instruction

- a. Visual Learners
- b. Auditory Learners
 - a. Integrate short phrases into the scene. Make sure it's just frases and not long monologues.
- c. Kinesthetic Learners
- d. ESL Students
 - a. Integrate sign language into the scene
- e. At-risk Students
 - a. Focus more on the mood of the scene and less on the violence of it.
- f. Advanced Learners

Materials & Resources

- a. Instructional Materials:
 - a. Video duel of the fates,
 - b. Video battle over Coruscant Duku vs. Anakin and Obi-wan.
- b. Resources:

Assessment

Instructor evaluation of class participation, performance and development.

Online Class Suburi Menu (Online cut repetition classes)

11 jul 2022 (Naginata-Pike Exotic weapon cut technique)

Magic number 50: (Lesson objective- Repetition learning of basic cuts)

- 50 joge buri right
- 50 joge buri left
- 50 moshkaite joge buri
- 50 men ushi right
- 50 men ushi left
- 50 soku men ushi
- 50 furiage tsune ushi right
- 50 furiage tsune ushi left
- 50 tsune ushi
- 50 Do ushi
- 50 kote ushi

18 jul 2022 (Naginata-Pike Exotic Weapon)

Magic number 25:(Lesson Objective: basic cut review, adding of defensive/receiving techniques)

- 25 joge buri right
- 25 joge buri left
- 25 moshkaite joge buri
- 25 men ushi right
- 25 men ushi left
- 25 soku men ushi
- 25 furiage tsune ushi right
- 25 furiage tsune ushi left
- 25 tsune ushi
- 25 Do ushi
- 25 kote ushi
- 25 furi kaeshi
- 25 shobu men uke right
- 25 shobu men uke left
- 25 maki otoshi right
- 25 maki otoshi left
- 5 ushi kaeshi shikake side
- 5 ushi kaeshi oji side

4-Aug-2022 (Naginata_pike Exotic Weapon)

Magic number 100: (Lesson Objectives Repetition/Fitness and polishing cut technique)

- 100 joge buri right
- 100 joge buri left
- 100 moshkaite joge buri
- 100 men ushi right
- 100 men ushi left
- 100 soku men ushi
- 100 furiage tsune ushi right
- 100 furiage tsune ushi left

8-Aug-2022 Naginata-Pike Exotic weapon)

Magic number 50: (Lesson Objective, Cut Technique)

- 50 joge buri right
- 50 joge buri left
- 50 moshkaite joge buri
- 50 men ushi right
- 50 men ushi left
- 50 soku men ushi
- 50 furiage tsune ushi right
- 50 furiage tsune ushi left
- 50 tsune ushi
- 50 Do ushi
- 50 kote ushi

10-Aug-2022 (Single Saber Kendo workout)

Magic number 40 (Lesson Objective Cardio Fitness/ High intensity repetition)

(Me van a odiar) cardio workout

- 40 joge buri
- 40 haya suburi
- 40 men ushi
- 40 haya naname suburi
- 40 kote ushi
- 40 jump suburi men
- 40 do ushi
- 40 fumikomi rensoku men
- 20 lunge katate men izq
- 20 lunge katate men der
- 40 haya suburi
- Ibuki con kamae
- Plancha