Taekwondo Principles: Guidelines for a Balanced Life

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Abstract
Hendricks, Deborah A., M.A., Spring 2011 Fine Arts, Integrated Arts and Education Taekwondo Principles: Guidelines for a Balanced Life Chairperson: Karen Kaufmann ‘Taekwondo Principles: Guidelines for a Balanced Life’ is a project that developed as a result of my field experience during the first year of the Creative Pulse program working toward a Master of Fine Arts in Integrated Arts and Education. Because the idea of being creative and artistic seemed not only foreign but overwhelming, I wanted to explore physical creativity and artistry. In my exploration of different physical activities I discovered a passion for taekwondo. I tried taekwondo because of my niece, Rachel. Rachel’s mother, my sister-in-law Diane, died unexpectedly from cancer in October of 2008 when Rachel was an 8th grader. Diane had always supported her children’s efforts, especially in both taekwondo and wrestling. All three children, Cassie, Tucker and Rachel, threw themselves into their individual sports after Diane’s death, but the comfort and strength Rachel drew from taekwondo made me think there was more to the study of taekwondo than just physical artistry. As I have continued my study of taekwondo, I have drawn closer to my brother’s children, especially my fifteen-year-old niece Rachel who is my taekwondo superior, mentor and coach, and I have gained confidence as well as fitness from my efforts. Taekwondo has helped me achieve comfort with my body as well as balance in my life. In noticing my personal growth, I began to desire the same type of balance and contentment professionally. By applying taekwondo principles to my whole life, both personally and professionally, I am a valuable asset to the school district, in that I am a more productive and efficient teacher, committee member, and advocate for students, as well as healthier as a human being. The object of this project was to explore and then embrace taekwondo principles as a means of making me a more balanced human being and teacher, which will help me effectively reach additional students on different levels. The research into the history behind the taekwondo tenets and principles strengthened my belief that incorporating these ideas positively affects my classroom climate, as well as the tenor for my entire life. I no longer feel overwhelmed by the idea of being artistic; I am an artist each day as I continue mastery of not only the extremely beautiful forms of taekwondo, but also the tenets which mold and shape the human being I am becoming.

Recommended Citation
The guiding principle of Tae Kwon Do is that the practitioner should not attack, unless first confronted by an attack. If possible talk your way out of a confrontation. This article explains how to enjoy the benefits of taekwondo. Steps. 1. Understand the guiding principle of Tae Kwon Do. It is that the practitioner should not attack, unless first confronted by an attack. If possible talk your way out of a confrontation. Tae Kwon Do is designed to make the student non-violent, to develop a positive outlook and a feeling of confidence. Through the study of this art, students will overcome fear. Guiding principles for dual language education (2nd ed.). Washington, DC: Center for Applied Linguistics. This document and supporting materials can be accessed at www.cal.org/twi/guidingprinciples.htm. For example, the first principle in the Assessment and Accountability strand deals with the need for an infrastructure to support the accountability process. This principle contains key points that relate to such dimensions as the creation of a data management system to track student performance over time, the integration of assessment and accountability into curriculum and program planning, the need for ongoing professional development regarding assessment and accountability, and other relevant features. Guidelines for applying the precautionary principle to BIODIVERSITY conservation and natural resource management. As approved by the 67th. making the necessary transformations in personal, economic and social life that will realize a more just and sustainable future for all. III. THE GUIDELINES. Scope and target audience. Elaboration: The principle should guide a constructive search for alternatives and practical solutions, and support positive measures to anticipate, prevent and mitigate threats. The potential benefits and threats raised by available courses of action and inaction should be assessed – these threats and benefits may be of various kinds, from various sources, and may be short or long term.