

# INSIGHT BOOSTER

Gain Insight Through 26 Practical Scenarios  
And 100 Questions That Force You To Think  
And Process The Course's Content

# PRACTICAL SCENARIO 1

John always wants to get involved when you explain, he reacts to everything and everyone, makes lots of jokes and laughs a lot. John has caring parents and they have recently informed you that John has been diagnosed with ADHD. All students count properly during the warm-up. John too, but he counts excessively loud, John shouts. Sometimes others are bothered by him.

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- 1 — Is John an energy drainer? Tell why you think so.
- 2 — Can John also be an energy supplier? Why?
- 3 — Does John display positive or negative attention? Explain your answer.
- 4 — John counts very loud, John shouts. Do you think it will bother other children? Explain how he can bother them.
- 5 — Erik and Mark don't count. Think of a reason why.
- 6 — How can you use John's behavior in a positive way to stimulate Erik and Mark to count?

## PRACTICAL SCENARIO 2

The teacher has instructed pair work and told the students that they should first train themselves for about ten minutes until the technique feels comfortable. Then training will be done on command. A lot of students are talking during the 'practise yourself' part and teacher says it must be quiet.

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7 — What do you expect from the students if they are instructed to train themselves for about ten minutes?

8 — Do you think it's right that the teacher asks for silence? Why?

9 — Students talk which is bad according to the teacher. Explain that this can also be good.

10 — How can the teacher check whether it is good or bad?

11 — What can the teacher do differently next time?

## **PRACTICAL SCENARIO 3**

Children are facing each other to work with pads. Teacher says the kids have to sit where they are now and gives all kids pads. Teacher must walk a few times to get the pads. A few kids start to hit the pads while seated, other kids imitate or respond to this behavior.

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12 — Kids are not following the rules. How can you ensure desired behavior? Explain by mentioning the group's positive behavior. How would you verbalise this? What would you say?

13 — Kids don't follow the rules. Try to create desired behavior by mentioning the negative behavior of the group. What do you say?

14 — There are also kids who are following the rules. How can you use these kids to create desired behavior with the kids who are hitting the pads?

15 — What could the teacher have done to prevent kids from hitting the pads?

## PRACTICAL SCENARIO 4

All students must practise Pinan Sandan at their own pace. When John finishes the Kata, he looks around and starts talking to others who are also done. They're clearly bothered by him. The teacher notices John's behavior and decides to say something about it. The teacher uses the three steps to achieve desired behavior.

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16 — What are the three fixed steps of describing desired behavior?

17 — You'll address John about his behavior according to the method. What would you say to John? Write down the sentence that belongs to the first step.

18 — Write down the sentence that belongs to the second step.

19 — Write down the sentence that belongs to the third step.

20 — Teachers with more experience use this method, but often give it a twist to make it sound more natural. Think of a variation. What would you say?

## PRACTICAL SCENARIO 5

Due to circumstances, two kids classes have been merged and all kids are training together. You have a big group of 34 kids in front of you. You can teach them thanks to the space of the room. The kids are lined up, ready to bow. John starts moving again and says something to Eric who is standing next to him. You want to correct John.

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21 — Explain how you can silence John using a quiet voice. How do you do that?

22 — What's the advantage of using a quiet voice in this particular case?

23 — Explain how you can silence John with a loud voice. How would you do that?

24 — If you had to vary between a quiet and a loud voice, how would you do that and what would you say?

25 — If you could choose between a quiet or loud voice and if you were allowed to vary, what would you choose and why?

## PRACTICAL SCENARIO 6

You practise Kata and the agreement is that students do the whole Kata and start on your command. They wait in the last position and do Yame when you say Yame. The first round, John responded in a good way and took the last position of the kata. The second time, John also did well. The third time though, John contacted Emma. Other children were not bothered by it and Emma hardly responded. You decide to respond in a subtle way by making eye contact only.

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26 — What message do you try to convey in this case by making eye contact?

27 — You could just as well use the method of describing desired behavior but didn't use it. Why not?

28 — List two benefits of making eye contact over describing desired behavior.

29 — In reality, which of the two would you have chosen and why?

30 — What effect can it have if you mention John by name? Why?

## PRACTICAL SCENARIO 7

After repeating Pinan Sandan, key points were added and practise was done on your command. John is restless and easily distracted. Sometimes this also disturbs other students during training. To keep John focused and quiet, you decide to mention his name simply by saying “John”.

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31 — What do eye contact and name mentioning have in common?

32 — What is the essential difference between the two methods?

33 — You are far away from John and you want to say his name. Do you use a loud voice or do you first approach him and then use a quiet voice? Explain your answer (feel free to think of advantages and disadvantages of both ways).

34 — When do you mention his name in a neutral way and when in a compelling way?

## PRACTICAL SCENARIO 8

John remains restless, but did well enough to avoid punishment. He nevertheless demanded a lot of attention. In the meantime, you got irritated by John as you made clear it's end of line. By now, class is almost over, so sparring begins. All lined up in pairs, John couldn't resist talking to other students.

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35 — You see no other option and decide John needs to stand somewhere else. Where would you put him? An assistant is also present during the lesson.

36 — Why do you put him there?

37 — Would you send him there, or take him there or ask him to come? Explain why you choose this.

38 — If you choose to say something to John, do you do it while he is walking or when he is standing at his new spot? Also explain why you would do it this way, what you would say to him and how.

## PRACTICAL SCENARIO 9

Read practice examples 4, 6, 7 and 8 again. John is not doing well. Sometimes John is doing OK, but most of the time it's hard work to keep him in line. What he does is not very serious, but the small disturbing things that he keeps doing start to pile up. You get irritated more quickly and meanwhile other students complain about John.

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39 — John is in a negative process. How can you tell that and do you think you know why?

40 — John's negative process must be reversed to a positive process. Who can help John adjust his behaviour and let this come from his intrinsic motivation? How do you handle that?

41 — In what 2 ways will other students 'suffer' from John's behaviour?

42 — Would you give John a penalty if he does something that's annoying, but not enough that you would normally penalise a student? Explain why and/or when you would do this.

## PRACTICAL SCENARIO 10

Lars is a chubby, clumsy and likely therefore an insecure boy. It does not seem to be the right guy to become a champion. Motor-control wise he is particularly behind the rest. He is so behind that the other students stand out. Lars starts crying quickly and wants to throw in the towel. He rarely seems intrinsically motivated.

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43 — List at least five things that Lars can do.

44 — Lars makes the combination right left instead of left right. You've already told him three times but it does not get through to Lars. What else can you do?

45 — You look for something to compliment but can't think of anything. Why would you want to compliment Lars?

46 — You've tried everything, including your tip from Q45. Nothing works. Twenty repetitions in and Lars is still doing right left. What can you compliment and how would you do that?

## PRACTICAL SCENARIO 11

Ron is late for the second time... he failed lining up in time. The last time you told him to come on time, otherwise he would be penalised. Ron came from the other side of the Dojo.

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47 — Ron is late, what can happen if you don't penalise him?

48 — Are you penalising Ron or not? Why?

49 — What penalty would you give Ron and why? What do the other students do when Ron carries out the penalty.

50 — In which case would you not penalise Ron?

## **PRACTICAL SCENARIO 12**

Eric can't handle that he lost a game and kicks his mate. This happens quite often. You send him to the dressing room, he can no longer participate in that lesson.

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51 — Do you think you use an appropriate penalty? Why?

52 — Which option didn't Eric get?

## PRACTICAL SCENARIO 13

You provide six training sessions for the upcoming black belt exam. 10 first kyu graders have signed up and will appear on the first training tomorrow.

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53 — Explain that you have a homogeneous group in front of you.

54 — What is the benefit for you during these lessons?

55 — Explain that you have a heterogeneous group in front of you.

56 — What benefits can you use in class? Tell how you would do that.

57 — List two disadvantages of these trainings.

58 — Do you think you can apply the knowledge you learned in previous chapters to this lesson? Describe per chapter in a few lines why you can or cannot use it.

## PRACTICAL SCENARIO 14

You chose to focus on Pinan Yondan throughout the month. You want to work towards automation and also want to be able to elaborate on some techniques. Laura participates in kata competitions but is unsure about her ability which is absolutely not necessary. Robin's favorite part is Kata. He asks after class whether it's wise to practice at home and how he can do it well (he has no garden or large space available).

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59 — You make a plan to teach Pinan Yondan step by step. The goal is that by the end of the month all students at least know the direction. From higher grades, you expect improvement on points that you emphasise throughout the month. To what extent can you speak about cognitive learning and how can you respond to this in class?

60 — Explain that kata training is psychomotor learning for the most part.

61 — Laura has good technique, but is mentally inexperienced. How can you help Laura become more self-confident through social affective learning?

62 — Answer Robin's question. If you can choose a form of learning that you answer from, which would you choose first and why? What effect does that particular way of learning have?

## PRACTICAL SCENARIO 15

You started the lesson with Ido Kihon Junzuki and Gyakuzuki. You kept the explanation neutral and only addressed the most important points. You have a group of 20 students in front of you. One of the students is Bart, he is a smart boy. He remembers all Japanese terms and told you that he is interested in the scientific side of karate. Bart is 2nd kyu. Two pupils of 7th kyu are very weak and have poor motor skills.

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63 — How would you teach the basics? Explain what the training will look like and make a time plan. Basic training is only Junzuki and Gyakuzuki and lasts 10 minutes in total.

64 — You want take the weak students into account. You do this by explaining more after the general explanation and then practising along with them in the beginning. Explain why you could be making a good choice, and also why not (so explain the advantages and disadvantages).

65 — You think that Bart has deserved some special attention. How can you go ahead and do that? Explain what you would do and why.

66 — Don't read this before you answer Q63. Done? Now check your answer of Q63. Do you think that you have taken weak students into account sufficiently? And what about the strong students such as Bart? Explain your answer.

## PRACTICAL SCENARIO 16

Barry (23) made an appointment for a free lesson. He has no experience with martial arts and hasn't exercised much. He doesn't practise with the group during the first part of the lesson as you take him through some basics and combinations: simple left-right punch combinations followed by hizageri. You expand this if it goes well.

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67 — Which actions belong to Edwin's ZCD?

68 — The knowledge and actions that belong to ZPD is what Barry needs to master at the end of the lesson. Describe what you'll do and why. Take as many variables into account as you wish.

69 — What is your main task as a teacher when it comes to Barry's test lesson?

## PRACTICAL SCENARIO 17

You've been teaching for years and run yet another Ido Kihon training. Students get bored and the number of members is declining. Little enthusiasm is visible during the lessons. Some members have the feeling that they have been doing the same for twenty years.

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70 — Think of a reason why Ido Kihon training can become boring.

71 — What can you do to prevent this? Use at least intrinsic or extrinsic motivation in your answer. Also, have a look at chapter 9, maybe you can use something.

## PRACTICAL SCENARIO 18

You apply differentiation in your lesson and use different exercises. Students up to 5th Kyu practise Ippon Kumite while the higher grades work on Kihon Kumite. Most lower grades are between 13 and 16 years old, the higher grades are 18 and older. Barry (23) joined your Dojo and started with loads of enthusiasm.

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72 — You determine who will practise together. During basic training, you counted that the number of students was odd. With whom do you think Barry should practise? Explain why you think so and how you would arrange that. Use a handy system for this.

73 — You let students do the exercise for fifteen minutes. After that, you want the students to change partners. Think of 3 ways how you can do this. Again, your ways need a system. A structure.

## **PRACTICAL SCENARIO 19**

All students are lined up at the end of the lesson. Sweating. Some students were able to complete the heavy exercises at the end of class with the help of their buddy (else they would have given up). The students are close.

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74 — Think of an exercise that could have achieved the above effect?

75 — Explain how one student can help another student during the exercise that you worked out at question 74. The goal in mind is to reinforce weakness or increase strength.

## PRACTICAL SCENARIO 20

Rick is doing kata Niseishi for the first time. He can't figure out the last technique: Mawashi Uke.

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76 — How can you help Rick to learn this technique? Think of 3 ways.

77 — Which way do you think works best? Explain why you think so.

## **PRACTICAL SCENARIO 21**

Rick focused on Mawashi Uke during the kata training and practised only that. You notice he can do the technique pretty well by now. You got several questions and also about Mawashi Uke. You ask Rick to explain this.

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78 — Think of an advantage for you and for Rick to do this.

79 — Consider a disadvantage.

80 — Explain two differences between you and Rick when it comes to Mawashi Uke.

81 — Come up with 3 other situations where you would apply this way of teaching.

82 — What should you do during or after Rick explained Mawashi Uke?

## PRACTICAL SCENARIO 22

At the start of the next season, you can be in possession of your Instructors Licence from The Digi Dojo. Right now, you teach only one day a week, but from next season onwards, you want to teach more classes. Since you can't find a venue, you apply to another Karate Dojo to teach. Their schedule is this: Kids train from 6 p.m. to 7 p.m., seniors train from 7 p.m. to 8.30 p.m. You decide to prepare several classes on paper to show your eagerness to teach there as well as to demonstrate you're up for the job.

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83 — Design 4 classes for the kids. Show which teaching methods you know, which exercises you will do and how long those exercises will last. Export the result as PDF and email it to [info@the-digi-doj.com](mailto:info@the-digi-doj.com) for inclusion in the Karate Lessons Library.

84 — Add an appendix where you explain why you designed the classes that way. Why did you pick those teaching methods? Those training methods? Why did you decide on X amount of repetitions or duration, etcetera.

85 — Also design 4 classes for the seniors. See Q83 for details.

86 — Repeat Q84 for the senior classes you designed.

## **PRACTICAL SCENARIO 23**

You are requested to teach in that Dojo to show what you can do. It's a two hour senior class, focused on kumite and must be finalised with conditional training.

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87 — Design class and take two levels into account (lower + higher grades). Add at least one Uchi Komi drill and finish the class with conditional work. Other than that, you're completely free to design the class. One thing: design this preparation in such a manner, that if you email it to your friend he can go ahead and teach, so leave no stone unturned and create a logic and clear format.

88 — Teach this class and get your teaching on video. Watch the recording and make a bulletlist of skills you can improve. Also, create an updated version of Q87 based on your findings.

## **PRACTICAL SCENARIO 24**

Kids are allowed to enter the Dojo before class. They come in and play with each other. You want to start class.

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89 — Come up with 3 ways to grab the kids' attention to line them up to start the lesson.

## **PRACTICAL SCENARIO 25**

You teach a self-defense workshop and don't know what kind of students you can expect.

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90 — Explain how you can discover their prior knowledge.

91 — Come up with 3 ways in which you can activate the required prior knowledge.

92 — Doing it completely by the book, you communicate the goals of your class to your students at the start. Do you think that's important or excessive, or...?

A) Explain why you think so.

B) Come up with a compelling argument for the opposite of your Q92a answer.

## **PRACTICAL SCENARIO 26**

You start basics immediately after the warm-up. You then continue with pair work and decide to go for clear and concise effective instruction. The students are not working hard by any means.

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93 — Think of 5 reasons why it may be that the students are not working hard.

94 — How would you go ahead to encourage the students to practise with more intent?

95 — How could you prevent this poor effort in the first place?

## PRACTICAL SCENARIO 27

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- 96 — Think of 3 practical scenarios that show which exercise was done and what went wrong.
- 97 — Write down 2 possible ways to solve the problem for each practical scenario. Also clearly state what the desired scenario should be.
- 98 — Think of all the lessons you have given so far where you have written a lesson plan. Did you stick to your schedule? Why or why not?
- 99 — Did that result in something better or not? Explain why.
- 100 — What do you find disadvantageous, lack of time or time left?
- A) Explain why you think that.
  - B) Write down pro's and con's for both scenarios.
  - C) Come up with a on-the-spot fix for both scenarios
  - D) How can you prevent both from happening next time?

# MEET AJ

AJ van Dijk is a teacher, Chief Instructor of Wadokai Holland and Kenshinkai Kobudo Europe, founder of The Digi Dojo and published author of several books such as Wado No Michi, Wadokai Karate Special Edition and Kata Applications and Analysis.

Over the last 20 years, AJ has become internationally recognised Wado and Karate instructor to beginners, advanced students and instructors - reaching Karate enthusiasts worldwide through internet and up close in person at international seminars.

AJ's mission is to help Karate students and instructors understand and implement simple yet extremely powerful Key Points and Training Methods that can unlock shortcut-like growth and get you to the next level without wasting time, money or theoretical overwhelm. His unique and holistic approach combines traditional training with cutting-edge training methodology, leveraging fun and illuminating experiments with effective and straight forward Training Methods.

When not training, teaching or being busy with Karate, AJ is interested in science, enjoys spending time with his wife and two sons and binge-watching Netflix series while secretly still thinking about Karate.

