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The Academy

Martial Arts Education & Training Center

At Silver Creek Sportsplex

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FAMILY

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HANDBOOK

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www.GoToPlex.com/ma

Conduct yourself with dignity and integrity
Pay attention to detail
Have confidence and determination for life success
Use good judgment
Conquer fear & doubt
Stand up for what is right & do not be a victim
Do things right the first time
Work as a team
Respect yourself and others

We teach... KITSUNE RYU BUJITSU

THE FOX STYLE OF FIGHTING ARTS

Our system is shaped by a wide variety of traditional martial styles:

TAE KWON DO – From Korea, translated as “Way of the Hand and Foot” or “Way of Punching and Kicking”. We utilize kicking fundamentals, sparring concepts, and a wide array of Olympic coordination and kicking drills to produce martial artists with superb kicking, balance, and foot coordination.

JUJITSU, JUDO, AIKIDO – The unarmed combat arts of the Japanese Samurai teach adaptability of technique as the source of victory. Our study of the “soft” techniques spans over 4 styles of Jujitsu, along with Judo and Aikido, and includes joint manipulations, throws, strangulations, grappling, and escapes from various grabs. The ability to fall and roll stems from these arts. The level of “Ju” and “Aiki” practiced in our system is unsurpassed.

ESKRIMA, KALI, ARNIS, SILAT – The various weapons and empty hand styles of the Philippines, Indonesia, and Malaysia give us the training models for non-stop movement. The use of single baton (machete, sword), double baton, single knife, short staff, and flexible weapons (towel, handkerchief), spans over 9 different styles of these arts.

Kitsune Ryu Bujitsu is NOT a “sampler platter” or “intro” to these styles, as many other schools are, but a highly refined, completely integrated study of ALL these styles.

TRADITIONAL PROGRAM (BELTS)

All students start with a white belt. This “blank” belt is a symbol of an open mind and shows the student to be new to our system and our personal conduct in class. The progression in belt stripe colors shows maturity in classroom conduct, a desire to perform well, and reflects the performance of physical techniques taught. The belt is a reward for progress already shown, and is given after the performance standard is met regularly in class. There are 3 models of belt progression, depending on the age of the student. Older students skip certain belt colors. There is no material left out, as older students learn more quickly and in larger segments. Please refer to the Belt Progressions sections in the next pages to see the journey mapped in belts.

*The basic youth programming is designed with **5-8 year olds** in mind. The Dojo (training center) atmosphere for these students is one of gentle correction and appropriate lessons for general rules of conduct. **The basic class is 30 minutes.** When progress has reached the second stage, classes are 45 minutes in length. **All levels have at least 3 scheduled classes per week.** Students may come to some or all the classes. **Better attendance brings faster results, more confidence, and more enjoyment.***

*The **age 9+** programming is designed for a more focused and mature student. The Dojo (training center) atmosphere for these students is one of focused guidelines; reward and consequence for both actions and non-actions (passive negligence); and appropriate lessons for general rules of conduct. **These older students have an accelerated belt progression.***

***Age 15+** may choose between the Youth and the Adult Programs.*

LEVEL CURRICULA

Our ultimate goal is to get children interested in Martial Arts by exposing them to the class format and protocol while improving listening skills, balance, and coordination.

BEGINNER

White Belt – *The beginner student is tasked with learning the Dojo (training hall) protocol, and respectful behaviors and demeanor. The physical activities are rooted in gross motor development, balance, and coordination. Tumbling skills are taught as a primary focus as well. In short, the White Belt is learning how to be in the Yellow Belt class.*

Yellow Belt – *The second tier of progress focuses on the fundamentals of blocking, punching, and kicking as taught in Olympic Style Tae Kwon Do. The development of critical listening, memory, and performance standards is our behavioral goal. Physical standards of performance become more stringent as well, with an emphasis on focused and constant effort. Yellow Belt skills and behaviors are needed to comfortably perform in the Gold Belt & Orange Belt Class.*

Gold Belt & Orange Belt – *This is where sparring (Tae Kwon Do & Sport Karate) happens. Great care is taken in teaching how to be a proper partner during attack & defense drills. The skills of previous levels are used to install coordinated reflexes of proper defensive tactics. Along with the “game of sparring,” students achieve fantastic cardiovascular and muscular health that will last a lifetime.*

CLASS DESCRIPTIONS CONTINUED ON PAGE 5

ESKRIMA

NOVICE ESKRIMADORS (GREEN IKAT)

Students who know how to be good partners in sparring, have mastered the fundamental skills and concepts of defence, and have achieved an acceptable level of fitness are invited to the next level. Here they begin their experience with weapons of the Philippines (Eskrima, Arnis, Kali), and the empty hand equivalents of the styles more suited to realistic self-defense. Novices are taught the basic elements from each of the following tribal curriculums. Students age 15+ may start in the Eskrima program.

ADVANCED ESKRIMADORS (Purple, Blue, Brown, Black Ikat)

All advanced students learn the Core Curriculum; a study of standing and ground striking, evading, and blocking for close quarters situations. In addition to the Core Curriculum, each Eskrimador is assigned to a particular tribe in order to train in depth using weapons and tactics from a particular type of Eskrima.

Siniwali

- This tribe teaches the use of double weapons of equal length and weight, along with wooden 4' staff, and the name Siniwali means "to weave". Members of this tribe will have superb limb coordination, timing, and distance.

Sumbrada

- Members of this tribe train in the styles using one single weapon (stick) in all 3 major ranges of combat (long, medium, close). Sumbrada means "counter-for-counter", and develops incredibly fast reflexes.

Pangamut

- These students will be the experts at Close Quarters Combat. Pangamut means "street fighting", and the tribal expertise lies in using the scarf as a weapon, as well as the small knife or "palm stick".

Maestro

- The student who has achieved a Black Ikat in all 3 tribes will be granted the title of Maestro. This is the equivalent of a 3rd Degree Black Belt.

JUJITSU

The unarmed combat art of the Japanese Samurai, and redefinition through Brazilian influence, is available to any student who has acquired the skills of Novice Eskrima. Students age 15+ may start in the Jujitsu program. Training includes **Falling, Rolling, Takedowns, Leg Sweeps, Hip Throws, Grappling, Joint Manipulations, and Strangles**. Our progression focuses on takedowns and grappling first. New Jujitsuka learn about positions, movement, and escapes. The more experienced student will train in submissions (joint locks and strangles) and in standing (self-defense) applications.

THE VALUE OF FREQUENT TRAINING

When considering training and deciding how often to attend the appropriate classes, it is easy to consider just the obvious advantage to practicing more often: quicker results!

Our program has embraced this economy of effort as an extension of proper martial art technique. The student now has a bona fide opportunity to make gains at the fastest possible rate! If it takes 5 days of repetition to learn a technique, the 1x per week student will learn it in 5 weeks, the 2x per week will learn it in 2.5 weeks, and the 3x per week student will learn it in under 2 weeks. That's IF the results were linear.

In truth, more frequent repetition sharpens the learning curve even if no more actual repetitions were to be practiced. What we see in practice is that the 3x per week student will learn the technique above in less than the average 5 days because the practice is reinforced more often. The rate would be more like 1 week vs. 5 weeks.

In the life of a 6 year-old, 5 weeks is an eternity.

If we only taught martial art, this simply be a personal decision as to whether self-defense is worth the effort.

But we teach life success skills, and our students are learning to become more aware, socialized, disciplined, confident, healthy, and happy.

The key to confidence, self-esteem, and a positive self-image is repeated success at an activity..

The students who advance more rapidly will also experience the admiration and respect of their peers. Everyone progresses, but some are leaders. The frequent reinforcement of success helps all children become more confident and to feel better about themselves. This translates to being more open to future experiences, knowing they have already "conquered" several daunting tasks through diligence and effort. This is truly the definition of "Kung Fu" as it was taught to me.

In short, the leadership qualities of a true martial artist are best developed as often as possible. Many of history's greatest leaders were not the most educated of their time, but the most courageous and influential.

If your current attendance is 1x per week, I urge you to come at least 1 more day each week. The difference is more than double. I guarantee it. You should speak to some of the parents who have increased the frequency. I'm sure they will agree the progress is exponential.

If your child ever experiences a pause in forward progress, more frequent repetition will most likely solve the problem, whether it is technical, physical, or behavioral.

ARE YOUTH MARTIAL ARTS VIOLENT?

Responsible parents are concerned about the physical contact of the classes, but also about the message that “fighting is ok”. The concern is that martial arts are violent.

We see violence in the news, in the movies, on TV, and even in cartoons and comic books. Children’s cartoons and books often have some of the seemingly most violent acts, but they lack any realism, gore, or consequence to the violent act. Superheroes don’t get hurt, but they hit each other a lot. In any case, all we can do is decide HOW to portray violence.

Parents have several concerns:

- 1. We don’t want children to think it’s appropriate to hit others*
- 2. We don’t want children exposed to the life/death implications of the martial arts*
- 3. We don’t want children exposed to the emotional/psychological implications of a violent encounter*
- 4. We want the classes to be effective/useful*

We don’t talk about “fight club”

We speak of the mechanics, distance, timing, trajectory, structure, and impact of the techniques without situational context. We turn the entire curriculum into a game, and like all games, we have rules. It’s like playing tag with cooler rules.

- 1. We teach that the best way to avoid getting hit (by anything) is to move. We then isolate the evasive movements and practice them against prearranged attacks, which we’ve been learning all along.*
- 2. If you can’t move, block. If you must block, or if you got hit (and should have blocked), hit back. Again, we have an array of mini games to isolate these applications without any “fighting”*
- 3. If you are blocking or hitting, you are “in” (too close), so “Get in, get out.” Yes, we play with this concept in several ways as well.*

In essence, we stress that we hit with integrity, meaning that we strike to hit so we can mimic the “bad guy”, but not to hurt, because it’s only practice. We are helping each other for when an emergency might happen, like having a fire drill.

By using the concepts in isolation, then pairs, then together, the sparring never takes on a panic or fight quality. Each student is actually practicing a mixed skill set, much like any child playing a sport. To the observer, it looks violent and like fighting. I challenge you to ask my mother to observe and explain American football. The point is obvious: looks can be deceiving.

The truth is that many martial arts schools and instructors haven’t found a good balance between the nature of the training, its social implication, and nurturing compassion. We have the best blend I’ve seen in my 35 years of martial arts.

FOCUS WORD PROGRAM

Every month we use one virtue to help our students focus on becoming better human beings. Our use of these terms for our beginners is simple, easy to remember, and a good building block for moral structure. All of our focus word concepts should permeate the students' lives whether in class, at home, in school, or in public. Our goal is to give you one word per month to help you in raising your children, and in turn, using the words at home will help reinforce the lessons of our training. When in need, simply say the focus word to remind your child of the lessons we teach.

DISCIPLINE

RULE

CONDUCT

RESPECT

TRUTH

HONOR

ETHICS

JUSTICE

LOYALTY

BENEVOLENCE

TEMPERANCE

WISDOM

12 SECRETS OF KITSUNE PARENTS

SECRET #1: *Kitsune Parents never interact with their children during class. They realize that watching a martial arts class is just like observing their child in regular school, and the instructor is the only person in charge. Interrupting or interacting with their child is disrespectful to all of the other students. Please refrain from all interaction unless asked by the instructor to do so.*

SECRET #2: *Kitsune Parents always bring something quiet to do during their child's class. They know that talking is disruptive to class and to other parents who are reading or working quietly. If Kitsune Parents want to socialize, they leave the immediate class area or go outside until class is over.*

SECRET #3: *Kitsune Parents always keep their future martial artists under control and quiet during their sibling's class. Crying, screaming, or rowdy children can be a major distraction to class. Kitsune Parents know this and always take overly enthusiastic little ones outside the dojo.*

SECRET #4: *Kitsune Parents realize that we are not a daycare center, so they drop off and pick up their children promptly. They know that the teaching and desk staff is not responsible for children left unattended before and after class. If a child must unavoidably be left for extra time, Kitsune Parents always alert the staff and make appropriate arrangements beforehand.*

SECRET #5: *Kitsune Parents know and faithfully practice all school rules and policies. They follow and enforce these rules with their children. When Mom & Dad follow the school rules and regulations, their children are more likely to follow their example.*

SECRET #6: *Kitsune Parents pay attention to what their children are learning in class and reinforce their positive behaviors at home. They realize as parents that they are an important part of the Kitsune Ryu Bujitsu martial arts team. Kitsune Parents help their children improve by working with the instructors and staying informed.*

SECRET #7: *Kitsune Parents know that their child is an individual who will progress at their own rate. They never compare their child to other siblings or other students. They encourage and support the child's progress and help them set and achieve realistic goals.*

SECRET #8: *Kitsune Parents remember why their child joined in the first place. Not to "graduate", but to improve themselves as people. Kitsune Parents are never harsh or pushy with instructors or staff about how fast their child is learning or progressing. They take a moment to see how their child is improving and maturing as a person, realizing that belt rank is just one small part of the big picture.*

SECRET #9: *Kitsune Parents know that if they have a concern about their child's training, progress, or about the school, they should directly email the program director, not ask other parents.*

SECRET #10: *Kitsune Parents are encouraging to all of the students in the school during class, graduations, and demonstrations. They know that through their example, their children will also learn to encourage and support everyone at Kitsune Ryu Martial Arts.*

SECRET #11: *Kitsune Parents always make sure they and their children show respect and courtesy when attending events and other Martial Arts functions. They especially avoid confrontations with judges, officials, other parents, and other students. Showing respect and courtesy is a great way to teach children to be good sports, whether they win or lose. If there is a concern, they respectfully take it to the event director or an event staff member.*

SECRET #12: *Kitsune Parents will always help their children set goals both in and out of the martial arts. Kitsune Parents know that goal setting will help their children develop the perseverance and self-discipline needed to stick to commitments and achieve great personal success.*

(No need to tear this page out... you will be provided with a copy in class. Please keep this in your booklet for reference!)

PARENT PLEDGE

I UNDERSTAND that the study of martial arts requires a commitment of time and energy for both student and parent. ***I DECLARE*** that I have read the guideline "12 Secrets of Kitsune Parents," and will obey the etiquette guidelines, as well as help my child remember, understand, and abide by them. ***MY GOOD EXAMPLE*** as a parent is the first advantage my child will have as a student of martial arts, and of life.

Signed _____

Dated _____.

STUDENT DOJO ETIQUETTE

DO NOT –

- Chew gum or eat food of any sort near the training mat or equipment area
- Laugh too loudly, play roughly, or play games near the training mat or equipment area
- Use bad language or argue with anyone
- Leave the training mat without instructor permission
- Demonstrate techniques outside of class without permission from a Sensei.
- Teach martial arts outside of class or the Dojo without permission from the Shihan
- Degrade the reputation of your art, school, students, or instructors at any time
- Participate in any martial arts activity or competition without permission from a Sensei

DO –

- Ask for help- the instructors are happy to help you
- Be polite and courteous to students, parents, and instructors
- Obey your instructors to the best of your ability without question
- Provide a proper example of behavior for the lower belt ranks
- Always arrive ON TIME for class in uniform pants, T-shirt tucked in, carrying the top & belt
- Remove shoes before entering the mat area
- Keep your body/uniform clean, finger/toenails trimmed, long hair tied up/ponytail
- Bow before entering and leaving the Dojo and mat area
- Always remove jewelry before attending class*

**Piercing jewelry need not be removed for this class*

**Jewelry of religious/cultural significance that presents a dilemma for the parents should be worn discreetly under the T-shirt (for necklaces) with a rule that the item is not to become an object used for fidgeting or distraction from class activities. Please make these arrangements with the instructor prior to the first day of class.*

- Salute your partner before and after training with him/her
- Use the bathroom before class to avoid interrupting the training
- Wear appropriate uniform/belt rank to class
- Wait in ready position when late until saluted onto the mat by the instructor
- Report all injuries, no matter how slight, immediately
- Announce all ongoing injuries at the beginning of each class
- Bring a water bottle to class

NOTES

3 RULES for YOUTH STUDENTS

1. *Listen*
2. *Focus*
3. *Show Respect*

RULES for WHEN TO USE MARTIAL ARTS

We stress to our students that there are only 2 times when it is appropriate to “practice” or “play” with their martial arts:

1. ***In Class*** (Not just in the room or the building, but actually under supervised instruction)
2. ***With Permission From an Adult*** (Students always ask before practicing martial arts)

INSTRUCTOR TITLES

It is proper to use appropriate titles on AND off the mat (unless instructed to do otherwise by that person)

****When in doubt, use “sir” or “ma’am” at the end of each statement or question.**

Instructor titles are a form of respect well earned by all instructors here.

- *Senpai* = Senior to you (Teacher’s Helper)
- *Sensei* = Teacher
- *Shihan* = Master (Teacher’s Teacher)

SAFETY

Your partner’s safety is your **FIRST** concern – always respect yourself, your partner, your instructors, and the art

It is the instructor’s decision what to teach and whom to promote. Technique cannot be bought with money. Teaching is a gift and the dues paid are a pittance compared to what has been suffered to attain the knowledge. Tuition pays for access to the appropriate classes, not for what material is taught.

UNIFORMS

Uniforms are provided. Extra uniforms may be purchased through us. Only approved uniforms are acceptable in class.

ADVANCED PROGRAMMING

Advancing Martial Artists will have a variety of interests in how the arts can be enjoyed. Kitsune Ryu Bujitsu embraces every aspect of the Martial Arts, and is prepared to offer every student a number of experiences to foster growth in and out of the Martial Arts.

LEADERSHIP PROGRAMS

These programs are exactly what many university admissions directors look for in assessing future leaders for their schools.

At the advanced stage of training in Kitsune Ryu Bujitsu, students are encouraged to join our leadership team of Junior Instructors, Junior Mentors, and Team Leaders. These candidates get to learn the art on a deeper level as practitioners while learning how to teach martial arts, as well as techniques that will serve them well in many other life situations.

They take on leadership roles in class and become role models for other students. This program is by invitation only. Considerations for the potential candidates are based mostly on the behavior and technical performance of the basics, not athletic ability. Additional training is required for students in the Leadership Programs.

JUNIOR INSTRUCTOR PROGRAM

This is for advanced students in the Traditional Program. Students must be at least 14 yrs old, regularly attend at least 2 days per week, and be available to come to lower level classes at least 2 days per week. Junior Instructors learn to greet, run warm-ups, hold paddles, and teach individuals/small groups. Junior Instructors line up in the front and display the special patch for this program. Monthly additional training required.

JUNIOR MENTOR PROGRAM

This is for advanced students in the Traditional Program. Students must be at least 14 yrs old and regularly attend at least 2 days per week. Junior Mentors spend time during their existing classes with lower belt ranks, helping them along. Junior Mentors line up in the front and display the special patch for this program. Monthly additional training required.

TEAM LEADER PROGRAM

This is for advanced students in all programs. Students must be at least 14 yrs old. Team Leaders have chosen one or more areas to master, and help students during activities in those areas. Monthly additional training required.

COMPETITION TEAM

When the instructors decide a student is ready, competitive martial arts will be offered to the student. There are many categories of competition, and the interested student will be required to compete at least some of the time in every aspect before being allowed to choose a specialty. We are very cautious about introducing our young martial artists to the external influences of competition. The notion that politics affect judges' decisions is not something that represents the true arts, but it is a reality in competition. We also stress improvement over "winning", and competition can cloud this focus. For these reasons, it is crucial not to rush a young martial artist into competition, regardless of the athletic ability they may display. Additional monthly training is required for competition team members.

COMPETITION CATEGORIES

- Contemporary or Weapons Forms (choreographed solo movements)
- Self-Defense (choreographed partner interaction)
- Sport Karate Point Sparring
- Sport Jujitsu and Submission Grappling

DEMO TEAM

Students are encouraged to become involved with the demo team. This group will perform in public venues as we present our martial arts to the world to create awareness. Demo Teams currently perform at sports half-time shows, school functions, city events, and local community organizations. Additional monthly training is required for Demo Team members.

Shihan Todd Labrie

*Shihan Labrie has been practicing martial arts since 1977, and was recently recognized as a **7th degree black belt holding a Kyoshi** (teaching grade). His **3+ decades of experience** includes many styles that use both forms and fighting, which gives a holistic perspective to martial art practice. The practice of striking, grappling, and weapons fighting has taught him an extremely broad range of techniques that have been woven into a comprehensive curriculum that teaches principles and concepts from every known genre of martial study. A list of styles studied by Shihan Labrie includes:*

*Shotokan Karate
Tae Kwon Do
Boxing
Ken Ju Ryu Kenpo-Jujitsu
Zen Budo Ryu Jujutsu
Danzan Ryu Jujitsu
Nihon Jujutsu
Judo
Yoshinkan Aikido
Modern Arnis
Inosanto Method Kali
Inayan Serrada Eskrima
Inayan Sinawali Eskrima
Inayan Kadena De Mano
Inayan Decuerdas Eskrima
Inayan Larga Mano Eskrima*

*Spanning 35 years, Shihan Labrie's experience has culminated in what is now called **Kitsune Ryu Bujitsu**, or "Fox Style of Fighting Arts." Shihan Labrie possesses a unique ability to explain complex ideas in the simplest way possible so that student progress reaches exponential rates. In addition to being a master of several styles of martial art, he is a gifted and dedicated instructor of adults and youth alike, with great success among special needs students. Shihan specializes in teaching High Functioning Autistic and Asperger's candidates, using a simple and direct approach that is unparalleled in the martial arts community.*

Shihan Labrie has also created paramilitary programs for use in specific applications/scenarios under the acronym H.A.N.D.S. (Heightened Application Neuromuscular Defense System). These programs are intense studies into "contact weapons" (impact and edged weapons including bats, clubs, knives, machetes), used to quickly prepare soldiers and civilians for possible encounters.

THE MARTIAL ARTS

The Arts are very old, and have a history only partially remembered in oral tradition. There are some discrepancies among the elders, as there has always been, but they are all in agreement too.

There is no “you”, there is the brush. The brush has been here for hundreds of years. The brush exists to paint the Arts.

There is no “me”, there is the canvas. The canvas exists for the brush to paint the Arts. The canvas allows the brush to paint. The canvas does not resist, nor does it assist.

The brush does not fight to remember the Arts. It knows the Arts several ways, and there are several Arts to paint. The brush is not painting the favorite Arts, but those that want to be painted.

The brush does not attack the canvas, does not fight the natural relationship of the forces of nature, but uses laws of balance, momentum, leverage, gravity, and other wonders.

The brush uses the less obvious to shape the obvious and becomes a sorcerer, creating something from nothing. Those that do not understand see magic. Those that do understand see the Arts, and that too is magic.

We are egoless as we paint the Arts. There is no thought of “you” or “me”. It is not the time to consider ego.

Now the painting paints itself as the forces flow through brush and canvas, through us, this one time. It is perfect with all its imperfections. It is complete by never being “finished” and can always be “improved” or “simplified”.

Now, again there is you, and me.

We are so fortunate to be involved with the Arts.

**Adapted from a work by Sensei Dale Kahoun*